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Teachers' and Leaders' Perceptions of an Induction Program's Influence on Teacher Retention in a Title I School with a High Population of English Language Learners

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This dissertation, TEACHERS' AND LEADERS' PERCEPTIONS OF AN INDUCTION PROGRAM'S INFLUENCE ON TEACHER RETENTION IN A TITLE I SCHOOL WITH A HIGH POPULATION OF ENGLISH LANGUAGE LEARNERS, by CYNTHIA B. TOOKES, was prepared under the direction of the candidate's Dissertation Advisory Committee. It is accepted by the committee members in partial fulfillment of the requirements for the degree, Doctor of Education, in the College of Education and Human Development, Georgia State University.

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TEACHERS' AND LEADERS' PERCEPTION OF AN INDUCTION PROGRAM'S
INFLUENCE ON TEACHER RETENTION IN A TITLE I SCHOOL WITH A
HIGH POPULATION OF ENGLISH LANGUAGE LEARNERS

by

CYNTHIA B. TOOKES

Under the Direction of Nicholas J. Sauers, Ph.D.

ABSTRACT

Issues related to teacher attrition and retention have plagued our educational systems for decades; particularly in urban schools serving low income, low achieving, and culturally and linguistically diverse students. A review of the literature revealed that urban schools are often staffed with novice teachers (teachers with less than three years' experience) who feel unprepared to meet the language acquisition and pedagogical needs of culturally and linguistically diverse students. In recent years, teacher induction programs have been implemented to circumvent attrition in hopes of retaining novice teachers. These programs often pair novice teachers with veteran teachers. This qualitative study investigated teachers' and leaders' perceptions of the effectiveness of their induction program's influence in retaining teachers. The theoretical framework of organizational climate and culture structured this study. The concepts of school climate

and culture were used to investigate the interconnected experiences that participants had with the organizational practices in place at the school site.

This study was conducted in a Title I school with a high enrollment of English Language Learners (ELLs) in a large urban school district, considered to be high performing by its district's internal ranking system. The ten participants included the principal, assistant principal, three novice teachers, two veteran teachers, and three mentors. The major components of the comprehensive induction program included (a) administrative support, (b) mentoring, and (c) collaborative support from colleagues.

The data were collected from individual interviews with the 10 participants, documents and artifacts from the induction program, and observational field notes recorded during on-site visits to the school. The key themes that emerged after the triangulation of the data were (a) instructional leadership practices, (b) a collaborative school climate and culture, and (c) a comprehensive induction program. The findings aligned with current and historical research that a collaborative school climate and culture, instructional leadership practices, and a comprehensive induction program increase teacher retention.

INDEX WORDS: Novice teachers, Retention, Induction programs, Organizational climate and culture, School climate and culture, Instructional leadership, Culturally linguistic and diverse populations

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in

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Atlanta, GA
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DEDICATION

It is with humility and gratitude that I dedicate this body of work to the supporting cast who has helped me achieve this monumental accomplishment. First, and foremost, I thank God for planting the seed early for me to strive to reach high in life and for ordering my steps through each path of my journey. My mother, Mrs. Gracie L. Joiner, who provided the motivation for me to do well in school. As a single mother with six children, I realize you did the best you could for us. My husband of almost 28 years and my first true love, Lamar Tookes, you have been my biggest cheerleader. I certainly could not have completed this dissertation without your support and encouragement. I love you so much. To my children: Latakia, Peter, and Haikeem, thank you for being my inspiration. I love you and have always wanted the best for each of you. I hope that I have made you proud. It's never too late to achieve your dreams. To my siblings: Greta, Kevin, Leon, Shon, and Meka, although you may not know it, you all have provided motivation to me as well.

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In Loving Memory . . .

To my grandparents, Mr. John T. and Mrs. Mira Bess McKenzie who showed me so much love. “My Grandma” as I lovingly called her, provided so much encouragement and self-confidence for me to believe I could do and be anything I set my mind to. She will live on forever in my heart. To my aunt, Mrs. Beverly McClendon, who I considered a big sister. We had a special saying to each other, “I’m okay, if you’re okay.” I miss her dearly. My beloved mother-in-law, Mrs. Autra Mae Tookes, always made me feel so special. I loved her as a mother and enjoyed finding out the many things we had in common. We shared the same birthday and every year since she’s passed away, I can hear her voice with the birthday greeting we would give each other, “Happy birthday, Mrs. Tookes.”

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Finally, I am profoundly grateful for the participants in my study for allowing me to write your narrative of success in retaining high quality teachers in your school. I share your perceptions and beliefs. I commend the principal's exemplary leadership that ensures a positive school climate and culture, instructional leadership practices, and daily support of teachers that increase teacher retention that directly and indirectly impact student achievement.

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CHAPTER 1

TEACHERS' AND LEADERS' PERCEPTIONS OF AN INDUCTION PROGRAM'S INFLUENCE ON TEACHER RETENTION IN AN URBAN TITLE I SCHOOL WITH A HIGH POPULATION OF ENGLISH LANGUAGE LEARNERS

Considering one-third of the teachers in the United States leave the profession each year and the highest attrition rates occur in high-need schools, particularly urban and rural schools with low-income and minority populations (Hunt & Carroll, 2003), this qualitative study aimed to investigate how teachers and leaders describe their perceptions of an induction program's influence on teacher retention in an urban Title I school in the southeastern United States with a high enrollment of English Language Learners (ELLs). Schools are classified as Title 1 due to the high enrollment of low-income and low achieving students. Grissom (2011) posited ELLs represent the fastest growing groups among school aged populations in this nation. Data from the 2003-04 School Staffing Survey highlighted in Grissom's study revealed first year teachers in New York were more likely to leave schools with a higher proportion of Black and Hispanic students.

For decades teacher attrition and retention have plagued the United States' education system (Paris, 2013; Ingersoll, 2012). Sedivy-Benton & Boden-McGill (2012) defined *attrition* as when a teacher transfers to a more preferable school when given the opportunity or when he or she voluntarily or involuntarily leaves the profession (Nixon, Packard, & Dam, 2016). Data from the Alliance for Excellent Education (2010) revealed 84% of teacher turnover is a result of teachers transferring between schools and teachers leaving the profession entirely, while only 16% is attributed to retirement. Teacher attrition continues to be on the rise despite legislative

initiatives (Race to the Top, Teacher Incentive Fund grant) to improve the plight of novice teachers, such as using financial incentives: signing bonuses, student loan forgiveness, housing assistance, tuition reimbursements, and performance-based compensation (Glennie, Coble, & Allen, 2004; Sedivy-Benton & Boden-McGill, 2012). Conversely, *retention* refers to a teacher's decision to remain in the profession for an extended period of time (Sedivy-Benton & Boden-McGill, 2012).

According to Loeb, Darling-Hammond, & Luczak (2005) urban schools have a high enrollment of minority, low income, and low achieving students that make it difficult to retain teachers. Teachers in high-poverty, high-minority, urban schools often choose to leave when given the opportunity (Hanushek, Kain, & Rivkin, 2004). These teachers typically fail in their work unless their colleagues and administrators enact organizational approaches that support them in managing the uncertainty introduced by their school environment (Johnson, Papay, Charner-Laird, Johnson, Ng, & Reinhorn, 2015).

In their case study of context-specific induction support within the environment of urban schools in Chicago, Hammerness & Matsko (2012) concluded that teachers need to traverse the racial, linguistic, economic, and social-class boundaries of their students. Giambo & Szecsi (2005) posited that culturally linguistic and diverse (CLD) students pose challenges for novice teachers who are oftentimes unprepared to meet the needs of these students. Darling-Hammond (2003) concluded only one-fourth of teachers who work with ELLs nationally have received any substantial preparation in regard to English Speakers of Other Languages (ESOL) teaching strategies and language acquisition. Consequently, the end result is that many urban schools are staffed disproportionately with inexperienced and often untrained teachers to address the academic needs of ELLs (Loeb et al., 2005).

Over a decade ago, Meskill (2005) projected the ELL population would double by 2050 and most teachers, if not all, are likely to be teaching ELLs. ELLs have social, linguistic, and academic needs that can be addressed through different models of service. English-only sheltered or structured immersion approaches resulted from the 1974 *Lau v. Nichols* Supreme Court decision which ruled the practice of including ELLs in general classrooms without any linguistic support illegal (Theoharis & O'Toole, 2011). Co-teaching is an instructional support model provided by English as a Second Language (ESL) teacher alongside the classroom teacher or pull-out for sheltered instruction by an ESL teacher (Theoharis & O'Toole).

Johnson, Kraft, & Papay (2012) concurred the most important factor in retaining teachers in low-income, high minority schools is to improve the social context of teaching and learning, specifically the school climate, the principal's leadership, and the relationship with colleagues. School leaders play a crucial role in helping novice teachers understand the importance of their work and learn how to negotiate the cultural realities of urban teaching (Duncan, 2014). Principals set the tone of school climate by establishing trusting, cooperative, and open characteristics to generate higher levels of satisfaction around school goals, and commitment among faculty (Price, 2012).

Teacher attrition and retention continue to plague our schools, especially urban schools serving poor, low-achieving, minority students (Ingersoll, 2012; Paris, 2013) despite legislative initiatives and financial incentives (Glennie et al., 2004; Sedivy-Benton & Boden- McGil, 2012). Teachers in schools serving poor, low-performing students often choose to leave these schools when given the opportunity (Hanushek et al., 2004). Novice teachers need context-specific induction support to help them traverse the racial, linguistic, economic, and social-class boundaries of their students (Hammerness & Matsko, 2012). ELLs have social, linguistic, and academic

needs that novice teachers are usually untrained to address (Hanushek et al., 2004). Unfortunately, only one-fourth of the teachers who work with ELLs nationally have received any substantial preparation in regard to ESOL strategies and language acquisition (Darling-Hammond, 2003). As a result of the review of scholarly literature on teacher retention, I decided to further investigate an induction program's influence on teachers' decision to remain teaching in an urban school with a high enrollment of ELLs.

Purpose of study

The purpose of this study is to provide policy makers, educational systems, and school leaders with some salient practices in an effective induction program that teachers and leaders perceive as increasing teacher retention in urban schools with high populations of ELLs. In their study, Villegas & Lucas (2001) acknowledged the growing number of ELLs and estimated 1 in 7 children between the ages of 5 and 17 spoke a language at home other than English. Consequently, schools are charged with providing novice teachers the support and training they need to meet the varying academic, social, and language needs of their students. In order for all students to be able to compete in the global society of the 21st century, the onus is on the education systems to create culturally responsive leaders who foster positive environments to support and retain novice teachers as they transition into urban schools with culturally linguistic and diverse students.

Guiding Questions

The guiding questions will seek to discover teachers' and leaders' perceptions of an induction program's influence on teacher retention in schools serving high enrollments of ELL students. The guiding questions framing this study are:

1. What are the leadership practices that teachers and leaders perceive as supportive of novice teachers of English Language Learners (ELLs)?
2. What are the components of an induction program that teachers and leaders perceive as influencing teachers' decision to remain teaching at their school with a population of ELLs?

Review

This review of scholarly literature focused on three interconnected components of a comprehensive induction program that contribute to retaining quality teachers, specifically administrative support, mentoring, and collaboration with colleagues (Delp, 2014; Duncan, 2014; Matsko, 2010; Winstead Fry, 2010) and reasons teachers reported as prompting their decision to leave the profession. Shaw & Newton (2014) proffered one-third of all teachers leave the profession because they have no administrative support and are not satisfied with their job or work environment. Some additional reasons for attrition include retirement, resignation, family moves, childbirth, stress, and negative relationships with colleagues (Darling-Hammond, 2003; Ladd, 2011; and Suber, 2011).

There is a plethora of literature profiling the struggles novice teachers face as they transition into the teaching profession. *Novice teachers*, teachers with three years or less experience, reported leaving urban schools as a result of limited classroom resources, greater bureaucratic restraints, excessive paper work, large class sizes, no administrative support, and students with significant social or behavioral problems (Darling-Hammond, 2003). The high numbers of teachers leaving the profession are astounding. One third of the teaching force in the U.S. turns over each year, with the highest attrition rates occurring in high-need schools, urban, and rural schools with low-income and minority populations (Hunt & Carroll, 2003).

School districts across the country continue to face challenges retaining newly recruited teachers, especially in urban schools (Matsko, 2010). Kardos & Johnson (2007) concluded the likelihood new teachers continued teaching and remained at their schools increased when they perceived their schools to be places that did three things: promote reciprocal interactions among faculty members across experience levels; recognize new teachers' needs as beginners; and develop shared responsibility among teachers for the benefit of the school and its students. However, Nixon et al., (2016) and Ingersoll (2012) concurred some teacher attrition is inevitable and beneficial. Nixon et al., (2016) identified voluntary and involuntary separations from the teaching profession. Voluntary quits or transfers to other schools or districts attributed to teacher attrition rates. Conversely, *involuntary separation* is the result of termination or non-renewal of contracts because employers deemed teachers as unsuitable or ineffective (Nixon et al., 2016; Smith & Ingersoll, 2004).

Andrews & Quinn (2005) proffered it takes three to five years for most beginning teachers to become proficient in their craft. However, Pearman & Lefever-Davis (2012) posited that high teacher attrition occurs within the first three years at annual rates close to 14% - 17% and 20% - 21% in urban schools. Therefore, data indicate we are losing teachers just as their skillset increases to proficiency. Researchers of teacher turnover in high poverty schools (Ingersoll, 2003; Rinke, 2011; Simon & Johnson, 2015) reported teacher attrition significantly impacts districts financially and students academically. Kardos & Johnson (2007) estimated the expense of teacher attrition to be about \$12,546 per teacher. The Alliance for Excellent Education (2014) projected the annual cost of attrition as 2.2 billion nationally.

High teacher turnover negatively impacts instructional quality and the trajectory of student achievement (Ado, 2013; Ingersoll, 2003). Chronic turnover falls hardest on the students

who are dependent on high quality teachers, yet most often are taught by inexperienced teachers overwhelmed by the stressors in urban schools (Smith & Ingersoll, 2004). Unfortunately, lower achieving students are more likely to have teachers new to these schools and to the profession, which adversely affect achievement (Hanushek, Kain, & Rivkin, 2004). Researchers (Hanushek et al., 2004) concluded the difference in students being taught by a highly capable teacher and a less than capable teacher can translate into a full grade level of achievement in one year.

The racial and cultural incongruence between teachers who are from the dominant culture and students who are not may be one factor that explains high teacher turnover in urban schools (Ingersoll, 2012). Zeichner (2003) recognized that the cultural divide between teachers and their students is further complicated by the lack of sustained attention to preparing teachers to teach across lines of ethnicity, language, and social class during teacher education programs. Giambo, Szecsi, & Manning (2005) concurred general education teachers in states with increased enrollment of ELLs are often underprepared to educate these students without additional support or professional development. Subsequently, more teacher education programs have responded to the growing number of diverse students by adding courses in multicultural, bilingual/ESL, or urban education to the curriculum (Zeichner). Urban schools need culturally competent teachers to work with culturally linguistic and diverse (CLD) students (Duncan, 2014).

Khalifa et al., (2016) acknowledged in their study the importance of administrators in urban schools. Principals must be capable of promoting and sustaining a stable environment to attract, retain, and support the development of quality teachers (Khalifa et al., 2016). Principals with a commitment to professional growth and excellence for themselves, students, and teachers retained teachers at a higher rate than their peers (Brown & Wynn, 2009). Wynn et al., (2007)

conducted a survey of teachers in an urban district that revealed novice teachers' decisions to remain at the school site are strongly influenced by the principal's leadership.

In an earlier study, Duncan (2009) concluded urban school districts and their student populations have distinct characteristics and recommended they be addressed during the teachers' induction year. Matsko (2010) acknowledged in her study the surge of induction programs designed to support teacher retention, especially in urban school districts. An induction program is the venue for novice teachers to learn the organizational structures, increase interpersonal relationships, and teaching and learning practices (Berry, Hopkins-Thompson, & Hoke, 2002). Novice teachers who received intensive induction support are three to four times more likely to remain teaching in the same school than those who received average induction assistance (Matsko). Over the last decade, empirical research has been conducted to identify the essential components of effective teacher induction programs designed to increase satisfiers and decrease dis-satisfiers in the workplace (Shockley, Watlington, & Felsher, 2011).

A school's context – climate, working conditions, administrative and faculty support, and availability of resources – affects new teachers in profound ways (Humphrey, Wechsler, & Hough, 2008). According to Villegas & Lucas (2001), school settings must provide the working conditions, mentoring, and professional development programs for novice teachers teaching diverse students. According to Cohen et al., (2009) schools receiving Title 1 funds are charged with yielding high results and therefore should consider climate as an integral element for academic success. Grissom (2016) posited the effectiveness of the principal is an important component of novice teachers' working conditions. Teachers' ratings of the principal's effectiveness are strong predictors of their job satisfaction and the probability of teacher turnover after the first

year of teaching (Grissom). Principals are able to influence the organizational climate by fostering trusting, cooperative, and open environments where input from the staff is welcome (Price, 2012). School climate, as defined by Cohen et al., (2009), is the patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. School climate that reflects a supportive work environment and working conditions – administrative support, collaboration, meaningful discussions (Wynn, Carboni, & Patall, 2007), teacher autonomy, trusting collegial relationships, class size, fewer discipline problems (Brown & Wynn, 2009) are major factors predicting high teacher morale and successful retention.

In a study conducted by Bird, Wang, Watson, & Murray (2012), novice teachers who decided to remain teaching identified the principal's characteristics that mirrored those of authentic leaders. *Authentic leadership* is described as building relationships through higher levels of trust, engagement, and clear expectations (Bird et al., 2012). There are three leadership styles reflective of liberating practices that resist the oppression or marginalization of minority students are culturally responsive leadership, social justice leadership, and instructional leadership (Khalifa et al., 2016).

Culturally responsive leadership is defined as the ability of school leaders to create contexts and curriculum that respond effectively to the educational, social, political, and cultural needs of students (Khalifa et al., 2016). Students from culturally linguistic and diverse (CLD) backgrounds bring unique challenges to novice teachers (Brown, 2007). In her study, Brown recognized that principals facilitate school structures (student placement, teacher placement, and co-teaching) and instructional techniques (ESL methods, community building, differentiation) that

provide CLD students the right to an authentic sense of belonging to a school community. Principals in effective schools for ELLs find the necessary time for staff to engage in collaborative efforts to meet the needs of ELLs.

Social justice leadership describes how principals advocate, lead, and keep at the center of their practice and vision issues of race, class, gender, disability, sexual orientation, and other historically and currently marginalized conditions in the United States. Social justice leadership seeks to improve the educational outcomes for historically marginalized groups but confront daunting challenges when navigating high-poverty urban schools (Theoharis & O'Toole, 2011). According to Theoharis & O'Toole (2011), a central component of social justice leadership is to ensure an equitable and excellent education for ELLs and other marginalized students.

A primary role of the principal as an *instructional leader* is to ensure effective content-area instruction is implemented for ELLs (Medina, 2009). Medina (2009) posited that principals must have an understanding of content-area instruction in order to make informed decisions impacting ELLs. In her study Medina concluded effective principals in high populated ELL schools seek to understand the characteristics of an effective curriculum, recognize engaging instructional strategies, build structures to support teachers to become highly skilled at providing instruction, and to ensure that materials, resources, and conditions are readily available for delivering high-level instruction. As instructional leaders principals must also provide the time to work together in developing challenging and culturally responsive curriculum and instruction for ELLs (Theoharis & O'Toole, 2011)

Empirical research (Darling-Hammond, 2003; Delp, 2014; Duncan, 2014; Matsko, 2010; Shaw-Newton, 2014; Winstead Fry, 2010) proffered a myriad of reasons why teachers reported

leaving the profession: lack of administrative support, poor working conditions, retirement, resignation, stress, and negative relationships with colleagues. However, some teacher attrition is inevitable and beneficial considering involuntary separation is the result of termination or non-renewal of ineffective teachers (Nixon et al., 2016). Data from a study conducted by Pearman & Lefever-Davis (2012) revealed high teacher attrition occurs within the first three years in high poverty, low achieving urban schools. Consequently, we are losing teachers just as they become proficient in their craft (Andrews & Quinn, 2005).

Induction programs are designed to circumvent the surge of attrition and increase teacher retention in urban schools (Matsko, 2010). Humphrey et al., (2008) acknowledged that the context of the school is generally not a part of the induction program, however, a school's context-climate, working conditions, administrative and faculty support, and availability of resources – profoundly affect new teachers. Cohen et al., (2009) described school climate as the patterns of people's experiences of school life that reflects the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. Principals influence the organizational climate and teacher retention by fostering trusting collegial relationships, collaboration, cooperative, and open environments (Price, 2012; Wynn et al., 2007). As instructional leaders principals must also provide the time to work collaboratively in developing challenging and culturally responsive curriculum and instruction for ELLs.

Several researchers (Khalifa et al., 2011; Wynn et al., 2007) posited that administrators play a vital role in the success of urban schools with a high enrollment of ELLs. According to Khalifa et al., (2011), the leadership styles that resist the oppression and marginalization of minority students are culturally responsive leadership, social justice leadership, and instructional

leadership. Principals must be capable of promoting and sustaining a stable environment to attract, retain, and support the development of quality teachers (Khalifa et al., 2011). Humphrey et al., (2008) concluded the context of the school must be considered a key factor influencing the retention and skills of new teachers. Therefore, an induction program has to be intricately linked to the context of the school (Humphrey et al., 2008). The remainder of this literature review focuses on effective induction programs and three components which help teachers remain in the profession: administrative support, mentoring, and collaboration with colleagues.

Comprehensive induction programs.

Induction programs are analogous to bridges that enable student teachers to crossover from a college student to their role as a classroom teacher in a school system (Smith & Ingersoll, 2004). *Induction programs* are defined as the collective support, guidance, and orientation that novice elementary and secondary teachers receive as they transition into their first teaching position (Smith & Ingersoll). Ingersoll & Strong (2011) posited a major goal of a teacher induction program is to address the issues propelling the revolving door of teachers exiting the profession, specifically the lack of support from colleagues and administrators. Smith & Ingersoll portended essential components of an induction program include mentoring, collaborative planning, coursework, workshops, networking, and supportive communication from administration.

In their empirical study, Ingersoll & Strong (2011) recognized that support and assistance provided through induction programs had a positive impact on three sets of outcomes: teacher commitment and retention, classroom instructional practices, and student achievement. Novice teachers who participated in some kind of an induction program also had higher job satisfaction

and self- efficacy (Ingersoll & Strong). Although Ingersoll & Strong's study of induction programs in large, urban, low-income schools revealed positive effects on student achievement, they had no effect on either teacher retention or teachers' classroom practices.

Ingersoll (2012) described the collective components of comprehensive teacher induction as *bundles* or *packages*. Comprehensive induction included a mentor from the same subject area, common collaborative planning, a seminar for beginning teachers, regular supportive conversations with the principal or administrator, reduced course load, and assistance from a classroom aide (Ingersoll). However, Humphrey et al., (2008) cautioned effective induction takes a professional community and should not be regulated as the sole responsibility of the mentor for the growth of new teachers. Comprehensive induction had the most effect on new teachers' intentions to remain in the same school (Ingersoll & Strong, 2011). Data from Ingersoll's study of beginning teachers concurred that as the number of components included in a new teacher's induction package increased, turnover or retention decreased.

Similarly, Berry et al., (2002) defined induction as the structured process of new teachers' learning that is conducted on- the- job, where novices are prepared in stages over the first few years of teaching. An effective induction program is analogous to critical rungs on the ladder as teachers climb up to progress through the stages from novice, to beginner, to competent, to proficient, and to expert (Berry et al., 2002). According to Berry et al., (2002) a major tenet of an effective induction program is to provide novice teachers with opportunities to observe and analyze good teaching in real classrooms, with real teachers, and real students. Sunde & Ulvik (2014) portended new teachers are also more likely to remain teaching when an induction program is in place and the work environment is conducive for them to participate in decision-making concerning teacher and student learning.

A novice teacher forms his or her professional identity during the first few years of teaching, much of which will be developed from his or her induction opportunities and experiences (Delp, 2014). An effective induction program helps novice teachers increase their skillset for effectiveness while simultaneously creating a sense of connectedness with colleagues (Shernoff, Martinez-Lora, Frazier, Jakobsons, & Atkins, 2011). However, Smith & Ingersoll (2004) recognized intensity and duration as important variations to consider when evaluating the effectiveness of teacher induction programs. Induction programs can vary from a single orientation meeting at the beginning of the school year to a highly structured program involving multiple activities and frequent meetings for a single year or over multiple years (Smith & Ingersoll), by type of teacher (new to teaching and/or veterans new to the school), length and structure, implementation, and oftentimes focus solely on mentoring (Shockley et al., 2011; Smith & Ingersoll, 2004).

Induction is defined as the structured process for new teachers to progress in learning from novice, beginner, proficient, and ultimately to an expert during the course of their first few years of teaching (Berry et al., 2002). A major goal of induction programs is to address issues that are prompting teachers to leave the profession (Ingersoll & Strong, 2011). Induction programs provide the collective support of a professional community in schools to develop new teachers as they transition from being a college student to an actual teacher (Humphrey et al., 2008; Smith & Ingersoll, 2004). Ingersoll & Strong cautioned organizations to consider intensity and duration when evaluating the effectiveness of their induction programs.

Ingersoll & Strong (2011) concluded effective induction programs had a positive impact on three sets of outcomes: teacher commitment and retention, classroom instructional practices, and student achievement. Effective or comprehensive induction programs include an assigned

mentor who teaches the same subject, regular and supportive conversations with colleagues, reduced course load, an orientation for new teachers, and frequent, on-going feedback from administrators (Smith & Ingersoll, 2004; Ingersoll, 2012). New teachers are likely to remain teaching if they perceive their induction program is included within a work environment or school climate that allows teacher decision-making, autonomy, collegial relationships, and administrative support (Wynn et al., 2007).

Administrative support.

Although administrative support is particularly critical to teacher retention, it is difficult to ascertain a uniformed definition (Billingsly, 2004; Smith & Ingersoll, 2003; Leithwood & Jantzi, 2006). However, novice and veteran teachers in a study conducted by Shaw & Newton (2014) defined administrative support as having principals who provide encouragement, assistance, and professional development. The results of Shaw & Newton's study determined a strong correlation between administrators who were encouraging and supportive to job satisfaction levels and teacher retention rates.

Researchers often use the terms – administrators, principals, assistant principals, administration, and leaders- synonymously. There is overwhelming empirical data acknowledging that many novice teachers identified a lack of administrative support as their reason for leaving the profession (Darling-Hammond, 2003; Smith & Ingersoll, 2004; Winstead Fry, 2010). According to Duncan (2014), a supportive school leader can play an essential role in helping new teachers not only survive, but thrive during their first year in the classroom. Novice teachers described administrative support as when principals enforced reasonable consequences for student misbehavior, made them feel respected and appreciated, assigned them a mentor, provided opportunities to

collaborate with peers (Matsko, 2010; Prather-Jones, 2011), instilled confidence through honesty, and were accessible for frequent feedback (Brown & Wynn, 2009).

Leithwood & Jantzi (2006) used four dimensions of leadership practices to define administrative support: building a school vision, developing specific goals and priorities, offering individualized support, and developing a collaborative school culture. Successful school leadership practices include alignment of instruction and assessment, provide professional development, effectively monitoring quality instruction, reduction of teacher attrition, foster a positive school culture (Winstead Fry, 2010), and a close involvement with novice teachers' instruction and student learning (Suber, 2011).

Effective school leaders, as Stronge & Catano (2008) concurred, build the capacity of new teachers within their school by identifying their strengths, providing support in instruction, increasing their understanding of the education system, and providing collaborative opportunities. Youngs, Kwak, & Pogodzinski (2015) also reported that effective school leadership can increase novice teachers' satisfaction, commitment, and retention. According to Ladd (2011) the quality of principal leadership had a greater effect on teacher retention than student demographics or working conditions.

Similarly, Prather-Jones (2011) identified three themes that emerged from discussions with novice teachers in her study of administrative support that contributed to their decisions to remain teaching: principals enforced reasonable consequences for student misbehavior, principals made them feel respected and appreciated, and principals played an important role in developing supportive relationships with their colleagues. Concurrently, in a study by Matsko (2010), three supports in particular had the greatest influence on new elementary teachers: encouragement and assistance from their principal, regularly scheduled opportunities to collaborate with

peers in the same field, and participation in a network of new teachers. In a study conducted by Brown & Wynn (2009) principals acknowledged the importance of establishing relationships, building community and instilling confidence through honesty, fairness, and consistency to create a positive school climate assisted them in retaining teachers in their schools. Bird et al., (2012) associated the aforementioned characteristics with authentic leadership behaviors.

Novice teachers have consistently identified the lack of administrative support as their reason for leaving the profession (Darling-Hammond, 2003; Smith & Ingersoll, 2004; Winstead Fry, 2010). Novice teachers in a study conducted by Matsko (2010) described administrators as supportive when they assigned them a mentor and provided opportunities to interact with their peers. Administrative support include four leadership practices: building a school vision, developing specific goals and priorities, offering individualized support, and developing a collaborative school culture (Leithwood & Jantzi, 2006). Many of the principals' leadership characteristics described as supportive by novice teachers who decided to remain teaching were associated with authentic leadership (Bird et al., 2012; Brown & Wynn, 2009; Matsko, 2010). Generally, authentic leadership behaviors found to increase teacher retention included facilitating positive mentoring and collegial relationships, including new teachers in shared decision making on substantive issues, being accessible, explaining the evaluation process, and fostering higher levels of trust and engagement (Bird et al., 2012).

Novice and veteran teachers defined administrative support as having principals who provide encouragement, assistance, and professional development (Shaw & Newton, 2014). Principals who empower teachers to make decisions, work collaboratively with others, and instill confidence through honesty and fairness create a positive school climate to retain teachers (Brown & Wynn, 2009). They can increase teacher retention by modeling high expectations, encouraging

collegiality among all teachers (Brown & Wynn, 2009); providing classroom resources and curricular support, providing time for the novice to be observed and given feedback from his or her peers (Roberson & Roberson, 2009), and increasing collaborative opportunities (Marzano et al., 2005). Administrators provide direct support as they engage in frequent dialogue about instruction and select a mentor for novice teachers (Delp, 2004).

Mentoring.

For the past decade mentoring has been identified as the most common characteristic of an effective induction program (Winstead Fry, 2010; Smith & Ingersoll, 2004). Retaining good teachers requires a commitment to their professional growth, a goal that can be addressed through quality mentoring (Danielson, 2002). *Mentoring* is defined as the one-to-one support of a novice or less experienced practitioner (mentee) by a more experienced veteran practitioner (mentor), primarily designed to assist in developing the mentee's expertise and to facilitate their induction into the culture of the profession (Hobson, Ashby, Malderez, & Tomlinson, 2009; Smith & Ingersoll, 2004). Similarly, Matsko (2010) defined *mentoring* as the helpful and ongoing interaction between an experienced teacher and a novice teacher. In addition, Matsko (2010) determined mentoring to be more effective when paired with other activities in an induction program. According to Humphrey et al., (2008) induction programs may influence the quality of mentoring for new teachers through three controls: mentor selection, training and on-going support, and accountability. In their study, Smith & Ingersoll (2004) portended that teachers who had mentors in their field had 30% higher retention rates.

Hawkey (1998) acknowledged the previous research that generated a variety of topologies of mentoring from the apprenticeship and competency model to the reflective models. This study included two mentors with two student teachers each studying in a post graduate initial

teacher education course at the University of Bath (Hawkey). In Hawkey's yearlong comprehensive study, mentors and their student teachers met at the university weekly to engage in discourse with an agenda specifically tailored to meet the needs of mentors and student teachers. Subsequently, mentors would audio record their weekly meetings with the student teachers for a minimum of one hour. University staff analyzed the transcribed conversations to examine teaching strategies covered and to determine the mentor's role and competence in assessing student teachers. According to Hawkey, all of the student teachers involved in this study made good progress and completed the program as strong novice teachers.

To circumvent teacher attrition in their schools, Edith Cowan University responded by re-designing its initial teacher education courses and practicum experiences offered to students called *reciprocal mentoring* (Paris, 2013). In Paris' study, reciprocal-mentoring paired two equal, though differently skilled experts who act in the role of mentor and mentee to each other for mutual benefit. In their program, skilled art teachers, charged with the task of completing a project to enhance the school, were placed in classrooms for their first year with veteran teachers (Paris). During this time the novice teacher was viewed as an expert in art by providing guidance to the mentor during the completion of an art project for the school.

During the second year their relationship continued with the novice teacher learning instructional practices and classroom management from the mentor. Therefore, the relationship in each setting is potentially a rewarding collaboration with a bi-directional flow of benefit (Paris, 2013). Consequently, many of novice teachers are prohibited from participating in the program as a result of the astronomical cost of \$1800 personally for each participant (Paris). However, according to Paris this module retained a higher rate of novice teachers in the participating school districts in Australia.

Although mentoring is designed to support the novice teacher, it can adversely affect a novice teacher's experience if the mentor does not have the skillset to effectively support an adult (Hobson et al., 2009). According to Hobson et al., (2009) mentors are more likely to employ effective mentoring when they have been prepared for the role. Matsko (2010) cautioned that if mentoring activities are to be effective in increasing teacher retention, more consideration must be given to training mentors to provide rigorous mentoring assistance.

Ingersoll & Kralik's (2004) report of empirical research on teacher induction and mentoring revealed some distinct variations in mentoring programs - the purpose, content, delivery, and duration of support. Mentoring programs may also vary by the type of teacher (new to teaching and /or veterans new to the school), how mentors are selected and trained, if pay or release time is provided for mentors and mentees, and attention paid to the match between mentor and mentee (Ingersoll & Kralik, 2004; Ingersoll & Strong, 2011).

Mentoring provides the just-in-time support novice teachers need to develop their craft and pedagogy during their first year of teaching (Matsko, 2010). Empirical studies confirmed that mentoring is a successful component in induction programs which increases teacher retention (Danielson, 2002; Ingersoll, 2012; LeMaistre & Pare, 2010; Paris, 2013). In a study conducted by Ingersoll (2012), 80% of novice teachers received ongoing guidance and feedback from an assigned mentor, which resulted in increased teacher retention.

Teachers who received more intensive mentoring, with a strong focus on instruction during induction, subsequently remained teaching in the classroom (Ingersoll & Kralik, 2004). Consequently, mentoring was most effective when novices were assigned to a mentor who taught the same subject, the mentor and mentee were in close proximity to each other, mentors were properly trained in effective mentoring practices, and when mentoring was included with other

induction activities (Hobson, 2009; Humphrey et al., 2008; Ingersoll, 2012). However, variations exist between mentoring programs according to the purpose, content, delivery, and duration of support (Ingersoll & Kralik, 2004). The characteristics of an induction program with the strongest effect were having a mentor teacher teaching the same subject and a common planning time, and collaboration with other teachers in their subject area or grade level (Ingersoll, 2012).

Collaborative support.

Historically, teaching has been an isolating profession and novice teachers felt they could not or should not ask for help from others (Kardos & Johnson, 2007). Contrary to mentoring pairs or buddy mentoring, collaborative support extends assistance to novice teachers from the grade level team and the larger school-based community in their induction program (Matsko, 2010). Support from the entire staff ultimately fosters the novice teacher's sense of belonging (Stronge et al., 2008). Delp (2014) concluded that novice teachers may collaborate with their colleagues during common planning time, professional development, or professional learning communities. Teachers who received various types of collaborative support were less likely to leave the profession (Delp, 2014).

Carver (2004) forewarned induction programs that rely solely on one-to-one mentoring are limited in their ability to help novice teachers navigate urban bureaucracies. Carver acknowledged collaborative support allows like-minded colleagues an opportunity to learn about teaching and tackle real problems of practice. A school culture that supports collaboration and teachers' participation in decision making was most strongly related to higher morale, stronger commitment to teaching, and intentions to remain in the profession (Weiss, 1999). A culturally responsive principal helps develop leadership in others in order for the best solutions to emerge as part of a collective process (Juettner, 2003).

Shernoff et al., (2011) studied the implementation of Teachers Supporting Teachers in Urban Schools (TST), a three-year support model which linked novices with a mentor or teacher leader and coach, along with a larger network of their colleagues to provide intensive support in evidence-based practices and classroom management. Shernoff et al., (2001) recognized the overarching goal of TST was to create a service model that would respond to the unique needs of each school's context. Novice teachers who participated in this study described welcoming the opportunity for collegial interactions and benefited from hearing their colleagues share general classroom experiences and specific strategies (Shernoff et al., 2001).

According to Clark (2012), providing opportunities for novices to collaborate with their colleagues allows novices time to learn valuable skills and build instructional strategies and capabilities necessary to strengthen their teaching ability. New teachers may also learn from their colleagues by team teaching, sharing information and resources, and informal conversations in the hallway or cafeteria (Lambert, 2012). Medina (2009) concluded collaborative groups allow teachers to select and implement instructional strategies that address achievement concerns of ELLs. Johnson, Kraft, & Papay (2012) concluded the social conditions - the school's climate: the principal's leadership and relationships among colleagues predict teachers' job satisfaction and career plans.

Novice teachers are more likely to stay in the profession if they were part of an integrated professional culture that encouraged all members to collaborate in a collegial atmosphere (Schaefer, Long, & Clandinin, 2012). Professional culture is described as the established modes of professional practice among teachers; their norms of behavior and interactions; and the prevailing institutional and individual values that determine what teachers do and how they do it (Kardos & Moore -Johnson, 2007). Kardos & Moore Johnson (2007) posited professional culture

both influences and is influenced by formal and informal structures for support, such as mentoring, classroom observations, teacher meetings, collaboration with colleagues, and professional development.

Similarly, Weiss (1999) defined organizational culture as the collective system of norms and values that distinguishes an organization from others. Kraft, Marinelli, & Yee (2016) characterized organizational culture into four domains: collaboration, innovation, emphasis on disciplines, and academic emphasis. Delp (2014) concurred the socialization into the school community ultimately leads to a novice teacher's decision to remain or leave the profession. Weiss (1999) acknowledged the importance of providing supportive workplace conditions during a formalized induction year that socializes new teachers into a collaborative and participatory work ethic that subsequently sustains commitment to the school.

Unlike mentoring, collaborative support is extended to the larger-school based community to assist novice teachers in their induction to teaching (Matsko, 2010). Principals can provide curricular support indirectly by creating common planning times for productive collaborative environments for novice teachers to work with like-minded colleagues to learn about teaching and real problems, urban bureaucracy, curriculum standards and assessment (Carver, 2004); as well as learn valuable classroom management skills and build effective instructional strategies (Clark, 2012). According to Schaefer et al., (2012), novice teachers are likely to remain in the profession if they were part of an integrated professional culture that encouraged all members to collaborate in a collegial atmosphere.

A professional culture and organizational culture similarly describe the collection of norms and values that distinguish one organization from another (Kardos & Johnson, 2007; Weiss, 1999). Both constructs include formal and informal structures of support to new teachers

during their induction year – collaboration, mentoring, teacher meetings, and professional development. Weiss (1999) portended a school culture that supports collaboration and teachers' participation in decision-making was strongly related to higher teacher morale, stronger commitment to teaching, and intentions to remain in the profession.

Summary

An abundance of current and historical research has been conducted on the problematic issues of teacher attrition and subsequent measures to increase retention. Federal initiatives (Race to the Top, Teacher Incentive Fund) such as signing bonuses, loan forgiveness, tuition assistance, and higher salaries have failed to gain the traction needed to retain quality teachers in the classroom (Glennie et al., 2004.). Consequently, comprehensive induction programs appear to be the most current panacea for increasing teacher retention (Berry et al., 2002; Ingersoll, 2012; Smith & Ingersoll, 2004). Although there are a myriad of reasons teachers choose to remain in the teaching profession, this literature review focused specifically on three components of an effective induction program that impact teacher retention: administrative support, mentoring, and collaborative support from colleagues.

Smith & Ingersoll (2004) defined induction programs as the collective day to day support, guidance, and orientation novice teachers receive. Induction programs may include combinations of mentoring - a seminar or network for new teachers, mentors who teach the same subject, common planning with grade level teams, and frequent, encouraging conversations with administrators (Smith & Ingersoll). Smith & Ingersoll noted effective induction programs are intended to circumvent teacher attrition. Induction programs that support novice teachers through mentoring, teacher collaboration, and principal assistance are strongly correlated with new teachers' intent to remain in the classroom (Matsko, 2010). Teachers who received multiple bundles

of an induction program were more than likely to remain in the teaching profession (Ingersoll, 2012).

Despite an increase in induction programs to support novice teacher's decision to remain in the classroom, new teachers continue to leave the profession at an alarming rate (Matsko, 2010). Ingersoll & Smith (2004) noted 50% of novice teachers leave the profession within their first five years of teaching. Generally, it takes novice teachers three to five years to develop their craft of teaching (Ingersoll & Smith). Unfortunately, a large percentage of students in urban schools are taught by novice teachers as a result of the continuous cycle of attrition (Darling-Hammond, 2003).

Research on effective schools suggested successful student learning is linked to the following school characteristics: alignment of instruction and assessment, professional development, effective monitoring of instruction, reduction of teacher attrition, and a positive school culture (Suber, 2011). Therefore, the impetus is upon educational leaders to craft a successful induction program that promotes teacher retention as novice teachers transition from their preparation program into schools across the nation.

It was evident throughout the research cited in the literature that an effective and supportive administrator played an instrumental role in teachers' career choices. Teacher retention is increased as a result of positive and sustained support from their administrator, especially throughout a novice teacher's first year of teaching (Shaw & Newton, 2014). Principals were deemed supportive by novice teachers when they provided encouragement, professional development, enforced consequences for student misbehavior, assigned them a mentor, and provided opportunities to collaborate with their peers (Matsko, 2010; Shaw & Newton, 2014).

Hobson et al., (2009) defined mentoring as the helpful and ongoing interaction between an experienced or veteran teacher (mentor) and a novice teacher (mentee). Matsko (2010) identified having an effective mentor as a deciding factor influencing a novice teacher's decision to remain teaching. Effective mentoring included pairing mentees who teach the same subject as their mentor and placing them in close proximity of each other (LeMaistre & Pare, 2010; Ingersoll, 2012; Paris, 2013). Additionally, it was important that mentors received some level of training and support from administrators during the process of mentoring novice teachers (Hobson et al., 2009). Paris (2013) conducted a study of an extensive mentoring program where mentors participated in a multi-year training yielded a higher level of retention than non-participants. Research conducted by Shockley et al., (2011) concluded that mentoring and collaborative planning increased teacher retention.

According to Carver (2004), mentoring alone is not the best method of support for novice teachers. Effective teacher induction included a collaborative effort from multiple leaders in the school (Delp, 2014). Collaborative support provides time for like-minded colleagues to learn about teaching practices, curriculum and assessment, student achievement, and urban bureaucracies (Carver, 2004). Novice teachers receive collaborative support from colleagues during common planning time, professional learning communities, a network of professionals, peer classroom observations, and staff meetings (Delp, 2014; Lambert, 2012). New teachers learn valuable skills during collaborative support from colleagues and build instructional strategies necessary for them to increase their craft knowledge. In addition, collaboration provides opportunities for novices to become indoctrinated in the professional culture of the school (Kardos & Johnson, 2007).

A qualified teacher in every classroom, every day is the leveler for decreasing the achievement gap and impacting the trajectory of student achievement (Ado, 2013). Smith & Ingersoll (2004) acknowledged empirical data that well-conceived and well- implemented teacher induction programs are successful in increasing the job satisfaction, efficacy, and retention of new teachers. Overwhelmingly, many researchers (Berry et al., 2002; Ingersoll, 2012; Kardos & Moore – Johnson, 2007) confirmed the number of working conditions- including teacher autonomy, class size, a collegial atmosphere, specific administrative support for novice teachers, fewer discipline problems, self-efficacy, higher levels of faculty decision-making and influence, and empowerment are key factors predicting high teacher morale which subsequently leads to successful retention of quality teachers. Ultimately, school districts and especially school administrators must facilitate comprehensive induction programs and effective leadership practices that support quality teachers remaining in the profession if we are to prepare all students to be successful in the 21st century.

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CHAPTER 2

TEACHERS AND LEADERS PERCEPTIONS OF AN INDUCTION PROGRAM'S INFLUENCE ON TEACHER RETENTION IN A TITLE 1 SCHOOL IN AN URBAN SCHOOL DISTRICT WITH A HIGH POPULATION OF ENGLISH LANGUAGE LEARNERS?

For decades teacher attrition and retention have plagued the United States' education system (Paris, 2013; Ingersoll, 2012). Sedivy-Benton & Boden-McGill (2012) defined attrition as when a teacher moves to a more preferable school when given the opportunity or when he or she voluntarily or involuntarily leaves the profession. Teacher attrition is especially critical in schools serving low-income and culturally diverse students (Darling-Hammond, 2003). Reasons for attrition include retirement, resignation, family moves, childbirth, stress, and negative relationships with colleagues (Darling-Hammond, 2003; Ladd, 2011; and Suber, 2011). Conversely, retention refers to a teacher's decision to remain in the field for an extended period of time (Sedivy-Benton & Boden-McGill, 2012).

Novice teachers, teachers with three years or less experience, reported leaving urban schools as a result of limited classroom resources, greater bureaucratic restraints, excessive paper work, large class sizes, and students with significant social or behavioral problems (Darling-Hammond, 2003). Unfortunately, lower achieving students are more likely to have teachers new to these schools and to the profession, which adversely affect achievement (Hanushek, Kain, & Rivkin, 2004). The end result is many urban schools are staffed disproportionately with inexperienced and often untrained teachers (Loeb, Darling-Hammond, & Luczak, 2005). The racial and cultural incongruence between teachers who are from the dominant culture and students who are

not may be one factor that explains high teacher turnover in urban schools (Ingersoll, 2012). Urban schools need culturally competent teachers to work with culturally and linguistically diverse (CLD) students (Duncan, 2014).

Empirical data acknowledge that many novice teachers identified a lack of administrative support as their reason for leaving the profession (Darling-Hammond, 2003; Smith & Ingersoll, 2004; Winstead Fry, 2010). Novice teachers described administrative support as when principals enforced reasonable consequences for student misbehavior, made them feel respected and appreciated, assigned them a mentor, provided opportunities to collaborate with peers (Matsko, 2010; Prather-Jones, 2011), instilled confidence through honesty, and were accessible for frequent feedback (Brown & Wynn, 2009).

Matsko (2010) acknowledged in her study the surge of induction programs designed to support teacher retention, especially in urban school districts. Induction programs are defined as the collective support, guidance, and orientation that novice elementary and secondary teachers receive as they transition into their first teaching position (Smith & Ingersoll, 2004). Ingersoll & Strong (2011) recognized a major goal of a teacher induction program is to address the issues propelling the revolving door of teachers exiting the profession- specifically the lack of support from colleagues and administrators. Matsko noted that novice teachers who received intensive induction support are three to four times more likely to remain teaching in the same school than those who received average induction assistance.

For the past decade mentoring has been identified as the most common characteristic of an effective induction program (Winstead Fry, 2010; Smith & Ingersoll, 2004). Mentoring is defined as the one-to-one support of a novice or less experienced practitioner (mentee) by a more experienced veteran practitioner (mentor), primarily designed to assist in developing the

mentee's expertise and to facilitate their induction into the culture of the profession (Hobson, Ashby, Malderez, & Tomlinson, 2009; Smith & Ingersoll, 2004). Retaining good teachers requires a commitment to their professional growth, a goal that can be addressed through quality mentoring (Danielson, 2002). Although the context of the school is generally not a part of the induction program, a school's context such as working conditions affects new teachers in profound ways (Humphrey, Wechsler, & Hough, 2008). Working conditions, including climate, administrative support, availability of resources (Humphrey et al., 2008), collaboration with colleagues, meaningful discussions (Wynn, Carboni, & Patall, 2007), teacher autonomy, trusting collegial relationships, class size, fewer discipline problems (Brown & Wynn, 2009) are major factors predicting high teacher morale and successful retention. Teachers' perceptions of professional working conditions such as administrative support, participation in decision making, and collegial opportunities were the most significant predictors of novice teachers' morale, career choice commitment, and plans to remain teaching (Loeb, Darling-Hammond, & Luczak, 2005).

Guiding questions.

The guiding questions for this study focused on the perceptions of leadership practices, particularly the components of an induction program, to see whether those components had an influence on teacher retention in a school serving a high enrollment of ELL students. The questions were:

1. What are the leadership practices that teachers and leaders perceive as supportive of novice teachers of English Language Learners (ELL)?
2. What are the components of an induction program that teachers and leaders perceive as influencing teachers' decision to remain teaching at their school with a high population of ELLs?

Significance of study.

Data from a study conducted by Villegas & Lucas (2001) estimated 1 in 7 school-aged children between 5 and 17 spoke a language at home other than English. This case study sought to add to the existing professional literature and body of knowledge concerning the effectiveness of teacher induction programs in retaining quality teachers in urban schools with a high population of ELLs. In addition, findings from this study will offer recommendations for policy and leadership practices and future research. Furthermore, the education system and public at large can gain an understanding of the salient practices in effective induction programs to retain quality teachers and possibly emulate these practices in their school, especially in urban Title 1 schools.

Johnson, Kraft, & Papay (2012) concurred the most important factor in retaining teachers in low-income, high minority schools is to improve the social context of teaching and learning; specifically the climate of the school, the principal's leadership, and the relationship with colleagues. Retaining quality teachers is a moral challenge if our society expects our education system to produce students who are college and career ready in the 21st century (Robertson & Earl, 2014). Researchers concurred that a quality teacher significantly impacts the trajectory of students' future (Bears, Marshall, & Torgerson, 2012; Prather-Jones, 2011; Sedivy-Benton & Boden-McGill, 2012). Student achievement is severely compromised as teachers leave the classroom, therefore causing a disruption in student learning. Teachers are the key levers to improve efficiency, equity, and productivity in public education (Borman & Dowling, 2008).

As teachers continue to leave the profession at an alarming rate, legislators have undertaken initiatives designed to improve the plight of teachers. These incentives are primarily financial and have included signing bonuses, student loan forgiveness, housing assistance and tuition

reimbursements (Glennie, Coble, & Allen, 2004; Sedivy-Benton & Boden-McGill, 2012). Unfortunately, these initiatives have failed to gather the traction needed to increase retention (Ingersoll & Merrill, 2012). Districts face the financial burden of hiring and training new teachers to replace those who left the classroom. The National Center for Teaching and America's Future (2007) estimated the cost to districts recruiting and replacing teachers to be 7.3 billion per year.

Over the last decade there has been an increase in the implementation of induction programs in urban schools to retain quality teachers in the profession during their first year of teaching (Matsko, 2010). Berry, Hopkins-Thompson, & Hoke (2002) defined induction as the structured process of new teacher learning that is conducted on- the- job, where novices are prepared in stages over the first few years of teaching. Comprehensive induction, as described by Ingersoll (2012), included a mentor from the same subject area, common collaborative planning, a seminar for beginning teachers, regular supportive conversations with the principal or administrator, reduced course load, and assistance from a classroom aide.

Theoretical framework.

The theoretical framework grounding this study is organizational climate and culture. The review of scholarly research revealed several definitions for organizational climate. Schneider, Ostroff, Gonzalez- Roma, & West (2017) define it as the “summary perception derived from a body of interconnected experiences with organizational policies, practices and procedures, and observations of what is rewarded, supported, and expected in the organization.” Similarly, Schneider & Snyder (1975) defined organizational climate as the characteristic of organizations which is reflected in the descriptions employees make of the policies and conditions which exist in the work environment. Therefore, the conceptual framework of school climate and culture is

used to investigate the interconnected experiences participants have with the organizational practices in the school site. Hoy (1990) acknowledged that definitions of climate and culture are often blurred and overlapping. According to Hoy, climate is the shared perceptions of behavior and culture is the shared assumptions and values. Schein (1996) described culture as the stories, artifacts, rituals, assemblies, faculty meetings, community activities, and the general decorum of the school. Additionally, Schein (1996) supported the connection between climate and culture when he stated that “norms, values, rituals, and climate are all manifestations of culture.” Ultimately, the culture of the school impacts its resulting climate (Hoy).

Cohen, McCabe, Michelli, & Pickeral (2009) defined school climate as the patterns of people’s experiences of school life that reflects the norms, values, goals, interpersonal relationships, teaching and learning practices, and organizational structures. Kotok, Ikoma, & Bodovski (2016) offered a condensed definition of school climate as the unique set of norms, values, and practices that characterize a school. School climate can be determined by the quality of relationships between individuals at a school, the teaching and learning that takes place, collaboration between teachers and administrative staff, and the support present in a particular school (Cohen et al., 2009).

In their review of literature on school climate, Cohen et al. (2009) revealed that a positive school climate is associated with and or predictive of academic achievement, school success, effective violence prevention, students’ healthy development, and teacher retention. Principals with high retention levels engage teachers in shared decision-making, work collaboratively with others to reach shared goals, expand teacher leadership capacity, model high expectations, encourage and support collegiality among all teachers, and improve teacher morale and commit-

ment (Brown & Wynn, 2009). Humphrey et al., (2008) concluded novice teachers who experienced a combination of strong school leadership, collegial professional relationships, a positive and supportive climate among all adults found better retention, efficacy, and self-reported improvement than those beginning teachers who did not experience these opportunities.

Overwhelmingly the research acknowledged the school climate and culture, the work environment, and the principal's leadership influenced novice teachers' decision to stay or leave the profession (Kraft et al., 2016; Weiss, 1999). Therefore, the framework of organizational climate, along with the conceptual framework of school climate and culture guided this study's exploration of teachers' and leaders' perceptions of an effective induction program's impact on teacher retention in schools with a high population of ELLs. Core concepts included leadership practices, administrative support, mentoring, and collaborative support from colleagues. This study used Hoy's (1990) definition of school climate as shared perceptions of behavior and school culture as the shared assumptions and values. Hoy concluded climate and culture both refer to the "general atmosphere or feel of the school". The subsequent topics for the methodology of this study include a detailed description of the research design, sample, data collection, data analysis, findings, discussion, and limitations. Finally, a conclusion will summarize all components outlined for this case study.

Methodology

Creswell (2013) defined a case study as identifying a specific case as a concrete entity such as, an individual, a small group, or an organization. Yin (2013) defined a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context. According to Yin, a case study is used as a research strategy when a how or why question is being

asked about a contemporary set of events. A case study is recommended when a program's effectiveness is being investigated (Yin). This qualitative case study investigated why teachers are choosing to remain in the teaching profession and how school leaders can implement comprehensive induction programs to retain teachers in their schools.

A high performing Title 1 school in one of the largest urban school districts with a high enrollment of minority and second language learners was the site of this study. Schools are designated as Title 1 due to the percentage of students at risk of academic failure and students qualifying for free or reduced priced lunch. Although the characteristics of this school would typically be categorized as high risk for attrition according to the research, my intent was to identify some salient practices to reflect how the study site is beating the odds and retaining teachers. Contrary to most of the research on teacher attrition, this study investigated specific components of a school's induction program that teachers identified as reasons they left the profession: administrative support, mentoring, and collaboration with colleagues and how improvements in these areas can lead to retaining teachers. Therefore, teachers and leaders participating in this case study described their perceptions of the effectiveness of their induction program that are impacting teachers' decision to remain teaching in this school.

A qualitative case study, as described by Merriam (1998), examines the patterns of meaning which are presented in the participants' own words. A qualitative researcher seeks to understand the meaning people have constructed using their words and pictures and seeks to examine the emerging patterns learned about a phenomenon (Merriam, 1988). Subsequently, the researcher presents those patterns for others to inspect. Merriam acknowledged a characteristic of qualitative research involves fieldwork; therefore, the researcher must physically go to the peo-

ple, setting, site, institution in order to observe behavior in its natural setting. Yin (2013) portended surveys are limited in investigating the context of a phenomenon. I chose a qualitative case study specifically for the aforementioned reasons, as opposed to a quantitative study based on survey data. The interviews allowed me the opportunity to discover patterns as participants described their perceptions of the effectiveness of their induction program in their own words without any coaxing from the researcher. Therefore, this researcher stayed as close as possible to the construction of the world as the participants experienced and described, thereby establishing the trustworthiness and credibility of the researcher (Yin).

Creswell (2003) acknowledged the frequency in which qualitative research methods are used to fully understand the context of a school setting. In addition to the interview data, I conducted observations in the school over a course of two days of a differentiated professional learning for novice teachers, a coach and mentee meeting, collaborative planning, and the principal's interactions with teachers, staff, and parents. The documents collected from the induction program and my field notes captured the perspectives of the different participants and how they illuminated this study (Yin, 2013).

The epistemology of constructionism was used for this study. Yin (2013) acknowledged constructionism seeks the truth you hear from other people and is dependent on one's perspective. Constructionism is the manner in which people or groups socially construct the world of experience and make meaning of it (Walker, 2015). In addition, constructionism focuses on how knowledge emerges and gains significance for society. Therefore, this case study sought the truthful perspectives of participants regarding their lived experiences (Yin) and unveiled patterns in their perceptions of the successful components of an induction program in an urban school that increases teacher retention. Smith & Ingersoll (2004) identified essential components of an

induction program included mentoring, collaborative planning, coursework, workshops, networking, and supportive communication from administration. Novice teachers who received intensive induction support are three to four times more likely to remain teaching in the same school than those who received limited induction assistance (Matsko, 2010).

A case study investigates a program's effectiveness by using research strategy to address the how and why of a set of events (Yin, 2013). This single case study describes how an induction program indoctrinates new teachers into the school's climate and culture through administrative support, mentors, and collaborative support from other colleagues, ultimately influencing novice teachers' decision to remain teaching in this school. The case was bound by time (three months) and place (one Title 1 school with a high enrollment of ELL students) needed to gain a full understanding of salient practices implemented in the school's induction program to increase teacher retention. The subsequent sections will describe the Title 1 school and the qualifying criteria for it to be used in this study, the roles of the participants, and the processes used for data collection and data analysis.

School site.

Purposeful sampling was utilized to identify the site and gain an understanding of the research problem and central phenomenon in the study (Creswell 2002). In purposeful sampling the researcher creates a list of attributes essential to the study and subsequently proceeds to find the unit matching the criteria (LeCompte & Preissle, 1993). The specific type of purposeful sampling is extreme case sampling because the participants and the site were selected prior to any data collection (Creswell). A review of the district's and school's websites identified the list of schools meeting the selection criteria. The essential attributes for the site selection for this study included:

- a Title 1 school in an urban school district;
- a principal serving three or more years in this school;
- a high performing school in the district; and
- an ELL enrollment of 30% or greater.

The rationale for selecting the criteria for this study was to demonstrate how a school with characteristics usually associated with high attrition of novice teachers is beating the odds and retaining teachers. My intent was to identify the salient practices in the selected school's induction program and leadership characteristics that members perceive as contributing factors impacting teachers' decisions to remain in the teaching profession. Considering I am an employee of this district, the school in which I currently work as an assistant principal was not considered for participation in this study. As an employee of the district, I used its email system to contact principals of qualifying schools individually soliciting their participation until a commitment was made to participate. However, the first two principals I contacted declined to participate due to time consuming school initiatives and did not want to propose any additional commitments for their staff at this time. Washington Elementary School (fictitious name) fit the criteria and the principal agreed to participate in this case study research.

The first criteria was that the school be a Title 1 school in an urban school district. Darling-Hammond (2004) acknowledged Title 1 schools have higher percentages of minority at-risk students that are typically associated with high teacher attrition. Similarly, Simon & Johnson (2015) concurred teachers in schools serving high concentrations of low-income, low achieving minority students are more likely to leave the profession or transfer to affluent schools. Washington Elementary is located in one of the largest urban school districts in the southeastern United States. The current enrollment is 1,200 students in kindergarten through 5th grade.

The second criteria was for the principal to have served in this role for three or more years in the participating school. The school principal strongly influences the relationships that shape the culture and climate of the school (Angus, MacNeil, Prater, & Busch, 2009). Therefore, the tenure of the principal was a significant criteria of this study. The current principal has led Washington Elementary for all four years that he has been a principal. In their empirical research on instructional leadership over the past 25 years, Boyce & Bowers (2013) posited that a significant amount of time is required for principals to positively impact their schools. Consequently, principal turnover negatively impacts school climate through a “decreased sense of respect and morale amongst teachers and staff, as well as a lack of engagement within the school” (Leithwood, Harris, & Hopkins, 2008).

In a study conducted by Bogler (2001), teachers found greater satisfaction in their work when they perceived the principal as someone who shares information with others, delegates authority, and keeps open channels of communication with teachers. The study concluded teacher job satisfaction and retention are linked to satisfaction with the principal’s leadership. Simon & Johnson (2013) noted in their study that teachers cited the principal’s effectiveness as a school manager, skills in instructional leadership, and inclusiveness in decision-making influenced their decision to remain working in a high-poverty school. Title 1 schools are considered high-poverty due to the percentage of students qualifying for free and/or reduced priced lunch. Johnson et al., (2005) concluded schools are more attractive to teachers when they are organized for productive, collegial work under a principal’s effective leadership. Additionally, these researchers describe principals as the active brokers of workplace conditions, which are important to retaining teachers.

The third criteria was for the school to be considered a high performing school in the district. According to the districts' internal ranking system for all of its 139 schools by levels, Washington Elementary is considered a high performing school. The district uses its Weighted School Assessment (WSA) to evaluate the school's effectiveness. The district describes the process for WSA as "calculating the school's academic performance, the quality of a school's effectiveness, the perception of its stakeholders, the level of student engagement, and school management of processes." The demographics of the student body "has a minimal effect on the school's score." Based on these criteria, Washington Elementary ranked 32 out of 80 elementary schools for the 2016-2017 school year. The school's demographics are listed below in Table 1. The school's effectiveness in educating all students is measured on Georgia's College and Career Ready Performance Index (CCRPI) as 82.9, which is above the trend line of schools in Georgia with its level of student poverty. The school's climate rating is three stars, which means it is between the State mean and one standard deviation below the State mean. The State of Georgia surveyed the following dimensions of school climate: safety, teaching and learning, interpersonal relationships, and institutional environment.

Table 1.

School Demographics

Free /reduced lunch	85%
African American	28%
Asian	11%
White	55%
Speakers of Other Languages (ESOL)	53%
Special Education	11%

The final criteria was that the enrollment of ELL students be 30% or greater. It was important to include an enrollment of 30% or higher of ELL students in the site selection, considering non-English speaking students represent the fastest growing student population in U.S.

schools (Genesee, Lindholm-Leary, Sanders, & Christian, 2005). Villegas & Lucas (2002) reported that one in every three students in grades K – 12 is of a racial and ethnic minority background, and one in seven children speak a language other than English. Therefore, teacher retention is vital to the academic success of culturally linguistic and ethnically diverse students. Genesee et al., (2005) addressed the challenges to schools with high enrollments of ELLs considering educational policy calls for high standards and strong accountability for schools and all students. Consequently, in order for all students to be able to compete in the global society of the 21st century, we need culturally responsive leaders to create positive working environments to support and retain novice teachers as they teach culturally linguistic and diverse students.

Washington Elementary was selected as the school site for this study because it met all four of the criteria established by the researcher. It is a Title 1 school in the largest urban school district in the southeastern United States. The current principal has served in this role for more than three years at this school. Washington Elementary is considered a high performing school as determined by the districts' internal ranking system called the Weighted School Assessment (WSA). It is ranked 32 out of 80 elementary schools in this district. 53% of the 1,200 students enrolled at Washington Elementary are identified as ELLs, which is greater than the criteria of 30%. The participants who provided their perspectives of the leadership practices that support novice teachers and the components of their induction program that influenced teachers' decision to remain at this school are described in the following section.

Participants.

Creswell (2002) portended that 10 to 12 participants are sufficient numbers for a qualitative case study. Including only a few individuals in the case increases the ability of researchers to provide in-depth perspectives, which is reduced as additional individuals or sites are included

(Creswell). The 10 participants in this study included the principal, an assistant principal, 3 novice teachers (less than 3 years teaching), 2 veteran teachers (more than 4 years teaching in this school), and 3 mentors (currently mentoring new teachers). The purpose for selecting participants who fit these roles was to provide a broader perspective of the effectiveness of the school's induction program in retaining teachers in this school. In order to get a full understanding of teacher retention and the components of the induction program, I had to begin with the principal and the administrator whose purview is new teacher induction. The principal certainly sets the tone for the mission, vision, and expectations for teaching and learning to be manifested in a school. The assistant principal charged with implementing the principal's mission and vision for acclimating new teachers through the framework of the induction program would be able to provide specific details relative to its implementation.

Including the perspectives of novice teachers was paramount for the credibility of this study because it is their perspectives of the induction program's success that matters the most in answering the research questions. The mentors and instructional coach mentors provide a vital link for new teachers to transition from being a college student to an actual teacher. My purpose for including veteran teachers who had remained teaching in this school beyond their three year tenure was to investigate the leadership practices and induction components that influenced their decision to remain teaching in this school.

I sent an informed consent letter to the principal of Washington Elementary school outlining the purpose of the study and the criteria for identifying possible participants. The principal identified the assistant principal whose purview is new teacher induction, and used his staff roster to identify 2 to 5 novice teachers with less than three years' experience, 2 to 5 veteran teachers with more than three years' experience, and 2 to 5 teachers currently serving or served in the

past as mentors to novice teachers. Next, the principal sent an email to all staff who fit the descriptors and included me in this email. Subsequently, I sent individual emails to the staff the principal listed to recruit participants, along with a detailed description and method for conducting the study. In an effort to protect all human subjects participating in this study, participants received full disclosure about all aspects of the case study. Participants were informed they would be protected through anonymity in the use of pseudonyms and had the right to withdraw from this study at any time (Belmont Principle, 1998). Table 2 describes the role, credentials, experience, and years working at the school site.

Table 2

Participants' Information

Participant	Credential	Years in Education	Years at this Site
Principal	Doctorate	17	4
Assistant Principal	Specialist	10	3
Novice Teacher One	Bachelors	2	2
Novice Teacher Two	Bachelors	2	2
Novice Teacher Three	Bachelors	2	2
Veteran Teacher One	Doctorate	8	8
Veteran Teacher Two	Bachelors	4	4
Mentor One	Masters	12	10
Mentor Two	Doctorate	12	3
Mentor Three	Masters	10	4

Research concluded Title 1 schools with higher percentages of minority at-risk students are typically associated with high teacher attrition (Darling-Hammond, 2004). The school site and participants were representative of many Title 1 schools in this urban school district. Washington Elementary met the criteria established by the researcher and is considered a high performing school according to the district's internal ranking system. Many researchers have concluded that the principal's leadership significantly impacts the school climate and culture, as well

as the retention of teachers (Angus et al., 2009; Hoy, 1990; Ingersoll & Strong, 2011). The principal, assistant principal, three novice teachers, two veteran teachers, and three mentors participated in this study in order to obtain a broad perspective of the leadership practices and the effectiveness of the school's induction program in retaining teachers in their school with a high population of ELL students.

Data collection.

A unique strength of a case study, according to Yin (2013), is the full variety of supporting evidence: observation of the events studied (fieldwork), interviews with persons involved, and documents – beyond what is expected in a conventional historical study. According to Yin (2013) interviews are one of the most important sources of information for a case study. Creswell (2002) recommended researchers establish an interview protocol that contains instructions for the process of the interview, questions to be asked, and a form created with space provided to take notes of responses from the interviewee and additional questions asked. In addition to a list of interview questions, the interview protocol consists of a script of what the interviewer will say before and at the conclusion of the interview and prompts to gain informed consent from participants (Jacob and Furgerson, 2012). I followed this interview protocol and created open-ended questions to allow participants maximum flexibility for responses (Creswell, 2002). Therefore, the interview protocol allowed participants to engage in discourse spawned from the questions.

Prior to creating the questions, I consulted literature on the interview process in qualitative case studies on teacher induction programs that included interview questions. I used the literature about teacher attrition and retention to develop more insightful interview questions. A review of literature revealed a lack of administrative support was one of the primary reasons novice teachers left the profession (Shaw & Newton, 2014; Smith & Ingersoll, 2003). Next, the

guiding questions served as the impetus for generating the role specific interview questions. The interview questions were specific to the purview of the participants: leaders, novice teachers, mentors, and veteran teachers.

The first three questions for the principal and assistant principal were created to identify their perceived leadership practices that novice teachers would perceive as supportive. The remaining questions for the administrators centered on school climate and culture, the components of their induction program, and the collegial support provided to novice teachers that they perceive as essential to retaining teachers in their school. Interview questions were categorized in accordance to the components of an effective induction program relative to this study: administrative support, mentoring, and collaborative support. Additionally, some questions were created from those used by previous researchers who investigated the effectiveness of teacher induction programs, organizational climate, working conditions, and leadership roles impacting a positive school climate.

The interview questions for novice teachers, veterans, and mentors were created to identify their perceptions of administrative support, professional learning, the effectiveness of the induction program, mentoring, and collegial support and leadership practices that prompted their decision to remain teaching at this school with a high population of ELL students. Prior to conducting the first interview, I conducted a mock interview with a colleague in order to become familiar with the process and the audio recording device. Consequently, the interview script and some of the questions were modified slightly based on feedback received from the colleague and to gain greater insight into the lived experiences and perspectives of the participants. Additional probing questions were included as a result of responses generated in previous interviews to gain greater insight into the participants' experiences. All interviews were a minimum of forty

minutes with audio recording to ensure all transcriptions were accurate. The audio recordings were deleted after the written transcriptions were completed and verified for accuracy by the participants. These individual interviews took place in a quiet setting of the participant's choosing after school in order to minimize the disruption to teaching and learning during the school day.

The interviews in this study took place over a five-week period of time and used a semi-structured protocol that consisted of role specific open-ended questions. This format led to additional probing questions and captured the verbatim voices and ways people make meaning of their lived experiences (Rabionet, 2011). Each participant answered the questions in face-to-face audio-recorded interviews conducted in a private, quiet location within the school at a mutually agreed upon time to minimize the disruption to teaching and learning. The audio recorded interviews were uploaded into Cogi, an electronic transcription program. Fees were based on the amount of time needed to transcribe the audio recorded interviews. Cogi transcribed the recordings and returned the transcriptions to me within 24 hours. Subsequently, the written transcriptions were edited due to inaudible phrases or acronyms used by the participants. Only two of the transcripts required follow-up emails sent to the participants with clarifying questions to obtain additional information. The practice of member checking contributed to the credibility of the documentation of the interviews and reduced the likelihood my personal biases interfered with the participants' perceptions (Merriam, 1998). Transcripts from the interviews were emailed individually to participants to check for validity and aid trustworthiness.

Yin (2013) emphasized the explicit role and value documents play in the data collection for case study research. Artifacts from the induction program were collected from the participants. Documents included a new teacher induction meeting agenda, minutes, calendars, a mentor training agenda, a new teacher handbook, lesson plans, and group norms. Sample documents

are included in the appendix. Actual names have been removed to maintain the anonymity of the participants and school name. These artifacts provided additional sources of information about the induction program's timeline, frequency of meetings, mentor/mentee pairing, professional development, and collaborative planning. For example, lesson plans are the result of support provided during collaborative planning and the coaching cycle with instructional coaches and new teachers. However, Creswell (2002) recommended that after getting permission to use the documents, they should be examined for accuracy and relevance in answering the questions guiding the case study. The documents were also referenced by participants during the interview protocols.

Creswell (2002) recommended that researchers use an observational protocol to guide their behavior during on-site observations which includes descriptive notes. According to Creswell, *descriptive notes* include portraits of the participants, a reconstruction of dialogue, a description of the setting, and accounts of events recorded on a T-chart type form. Whereas *reflective notes* account for the researcher's personal thoughts such as judgment, speculation, feelings, impressions, biases, etc. (Bogan & Bilken, 1992). During my on-site observations, I used the practice of writing reflective notes to record the behaviors seen during principal and teacher interactions, teacher to teacher, and principal to parent interactions. Two days of on-site observations were conducted in the natural field study for the purpose of observational data to represent a firsthand encounter with the phenomenon of interest (Merriam, 1998). Scheduled observations included a new teacher induction meeting, a session with a mentor and mentee, and collaborative planning of several grade levels.

The on-site observations focused on the components of the induction program in place to support retention and the context of the school: working conditions, collaboration, culture, and

climate. According to Merriam, an additional purpose of observations is to provide specific incidents or behaviors that can be used as reference points for subsequent interviews. The observations, in conjunction with descriptive notes (field notes) served the purpose of discovering patterns which are consistent with the emerging patterns unveiled in data from the interviews and document analysis. Ultimately, the data collection process for this case study included several sources to ensure data are thorough and substantial (Yin, 2013). According to Yin, the multiple sources of evidence allows for the development of converging lines of inquiry needed for data triangulation.

Data analysis.

In qualitative research, data analysis is the process of organizing, classifying, and making sense of your data set (Merriam, 1998). Data analysis for this study followed the six step process identified by Braun & Clarke (2006) for completing thematic analysis: know the data by rereading it multiple times, generate initial codes, search for themes, review the themes, define and name the themes, and produce the report. Saldana (2013, p. 9) defined qualitative codes as the “essence-capturing and essential elements of the research story that, when clustered together according to similarity and regularity (a pattern), actively facilitate the development of categories and thus analysis of their connections”. Coding is one of the crucial steps in data analysis to organize and make sense of textual data (Basit, 2003). According to Saldana, coding is the transitional process between data collection and more extensive data analysis. Corbin & Strauss (2015) defined open coding as breaking data apart and delineating concepts to stand for interpreted meaning of raw data. I used open-coding for the process of breaking down the data into separate units of meaning.

Finalized interview transcripts and field notes were entered into Dedoose 8.0.23, an electronic coding program. Dedoose increased the reliability of this study because it maintained a chain of evidence to support the findings (Yin, 2014). During the first round of data analysis I read the transcripts multiple times and the codes became more apparent due to the pervasive use of words and phrases used in the participants' responses. Dedoose organized and sorted the codes and child codes (sub codes) I created into categories based on words and phrases highlighted in the transcripts related to the induction program and the research questions. During the second phase of data analysis I sorted hard copies of the coded transcripts and wrote notes in the margins reflecting my thoughts. Next, the 15 codes were reorganized and reconfigured into broader categories or themes (Corbin & Strauss, p. 234) and reduced to 3 overarching themes: collaborative school climate and culture, instructional leadership, and components of an induction program. The thematic analysis process provided the structure to capture the final themes relevant to addressing the guiding questions of this research study (Clarke & Braun, 2014).

Lincoln & Guba (1990) portended *triangulation* is used to test the validity and reliability of the study by confirming the data collected is not due to a circumstance or chance. Data source triangulation is employed to determine if what is being reported is the same as what is being observed (Lincoln & Guba). Triangulation, according to Swanborn (2010), is generally used to determine whether the perceptions of meanings of different people are really different, not necessarily validation. The data were triangulated from interviews, documents, and field notes from observations to determine the subthemes that emerged regarding the components of effective induction programs: administrative support, mentoring, and collaboration from colleagues. Triangulated data supported the themes generated from the transcribed data: collaborative school climate and culture, instructional leadership practices, and a comprehensive induction program.

The six step process of organizing, classifying, and making sense of the data collected for this case study followed Braun & Clarke (2006) for thematic analysis. Open-coding identified the patterns from words and phrases extracted from participants' interview transcripts. Themes emerged as codes were clustered together. Dedoose, the electronic coding program, provided me the functionality to organize and sort the codes according to emergent themes relevant to answering the guiding questions framing this case study. The triangulation of data included interviews, documents, and observational field notes to determine the subthemes that emerged to identify leadership characteristics and the components of an effective induction program.

Findings

This study sought to discover the salient practices in an induction program and leadership practices perceived as supportive of teacher retention. The findings in this dissertation supported the research that school climate and culture, the work environment (induction program), and the principal's leadership influenced novice teachers' decision to stay or leave the profession (Kraft et al., 2016; Humphrey et al., 2008). The information derived from interviews, documents from the new teacher induction program, mentoring, norms for collaborative planning, and observational field notes were coded and three major themes emerged: instructional leadership practices, collaborative school climate and culture, and a comprehensive induction program that participants perceived as effective in retaining teachers in a Title 1 school with high population of ELLs.

After the major themes are described in this section, perceptions of each of the groups is provided. Figure 1 identifies the leadership practices teachers (novices, veteran teachers and mentors) and leaders (principal and assistant principal) perceived as effective in a school with a

high population of ELL students during their individual interviews. I separated the novice teachers' information from the veterans to be able to determine which leadership characteristics would impact their decision to remain in this school beyond three years. The latter paragraphs in this section describe effective leadership practices unique to the participants: leaders, veteran and mentor teachers, and novice teachers. The subsequent paragraphs describe the leadership practices all three groups identified as effective in Title 1 schools with a high enrollment of ELLs: instructional leadership practices, collaborative school climate and culture, and a comprehensive induction program.

Instructional leadership practices.

Marks & Printy (2003) defined instructional leadership as the active collaboration of principal and teachers regarding curriculum, instruction, and assessment. During the interviews all of the participants in this study perceived instructional leadership practices as effective of a leader in a Title 1 school with a high population of ELL students. The observational field notes captioned the principal's direct involvement in the collaborative planning, asking specific questions about the standards for the week and provided clarity to any misunderstandings. The agendas from the new teacher induction program reflect the principal's expectation for the instructional mentor coaches to support novice teachers during the three-week coaching cycle. The principal perceived it pertinent for an effective leader to "know how children learn and how to go about facilitating learning for all students, especially ELLs and special education students."

Mentor Teacher Two's perception included,

An effective leader is someone who is an instructional leader and understands the curriculum, just as the expectation is for teachers to understand the curriculum. The leader must be willing to sit at the table and do the work with the teachers, to be a part of the process.

Novice Teacher Three agreed, “An effective leader is a team player who is willing to just come in and model a lesson if they feel it should be done a certain way.” She elaborated further, “A leader who can roll up their sleeves, sit down with you, and do the work with you. Someone who comes up with ideas with you that you can do to help your students and the grade level.” The principal seems to relish his role as instructional leader when he commented, “I want the teachers to know that I am not too far removed from the classroom that I don’t know how to effectively deliver writing instruction to students.”

The principal described his role in collaborative planning, “I’m a part of planning lessons right along with the teachers. I also set it up so that if there are misconceptions about a standard or a strategy, we can have an honest conversation about the misconceptions.” Novice Teacher Two stated, “The administrators supported me in my instructional abilities and my professionalism.” Mentor Teacher One concurred, “Our leader is there to guide us, set us on the right path. If we are not being as effective as he please, he coaches us instead of having a gotcha moment.” The principal also shared his analogy of an instructional leader as a coach with the comment, “As a leader, you’ve got to see yourself as a coach when you’re visiting classrooms.” All data collected for this study confirmed the principal’s role in supporting teaching and learning as an instructional leader in Washington Elementary.

The principal’s perception of effective leadership also included this statement, “An effective leader must know instruction and have the ability to build the capacity of others.” The leaders, veteran teachers, and mentors included building the capacity of others as a supportive leadership practice during their interviews. This was also demonstrated when the principal made the decision to provide a professional learning course on site to build the teachers’ capacity to provide differentiated instruction for ELLs when he noticed the enrollment of ELL students had

steadily increased. In another response about building staff capacity the principal commented: “We offer just-in-time training for all our new teachers to help them acclimate to our school. It helps to build that capacity for instruction.” Novice Teacher Two alluded to building capacity with the comment, “I think they really listened to where I wanted to grow. They helped me to take ownership of what specifically I wanted to work on and guided me differently on to the next step.” Considering all that is in place to support novice teachers at this school, I wondered if the novice teachers realized the induction program, instructional coaching, mentoring, collaboration with colleagues, modeled classroom observations, just-in-time trainings, frequent and specific feedback from administrators were designed to build their capacity to deliver effective instruction to meet the differentiated academic needs of their ELLs and all students.

The principal builds the capacity for teacher leadership when they are asked to facilitate professional learning sessions. Veteran Teacher One recounted feeling empowered after facilitating a professional learning session for new teachers. She explained, “It made me feel like I am valuable to a greater group, to the school community which I would feel awful if I would be leaving.” Mentor Teacher Three perceived it important for an effective leader to “understand the challenges of teaching in a Title 1 school and the amount of paperwork.” Novice Teacher One’s perception of an effective leader included the leader being open-minded and focused on students’ success.

The participants, documents, and observational field notes supported the perception of the principal as an instructional leader as he actively collaborated with teachers regarding curriculum, instruction, and assessment (Marks & Printy, 2003). Participants recounted how the principal supported classroom instruction by modeling instructional strategies and coaching teachers to be able to deliver effective instruction as expected instead of a “gotcha moment.” The principal

perceives his role as an instructional leader as he is actively involved in collaborative planning to clear up any misconceptions about a content standard or instructional strategy.

Collaborative school climate and culture.

The principal shared this reflection, “As a principal, I took the charge to make sure the culture remained positive through building relationships.” The assistant principal concurred, “We’re constantly working on trying to keep a positive culture.” She elaborated further, “I think if you want to change the culture, you change the conversation. We try very hard to maintain a conversation on student learning and focus our attention on what our students need.” Many of the robust conversations occur during collaborative planning on Mondays and Wednesdays as observed during one of the on-site visits. Collaborative planning is the designated time grade level teams and support staff meet to discuss academic standards, examine students’ work, review the pacing guide, create common assessments, and analyze assessment data. New teachers who participated in a study conducted by Johnson (2005) expressed concerns about the isolation of the profession and placed value on the opportunity to engage in productive collaboration with their colleagues. The novice teachers in this study used the following words and phrases to describe the climate and culture at Washington Elementary: collaborative atmosphere, building relationships, positive, supportive administrators, sharing, welcoming, trust, and safe to ask questions.

The principal described a typical planning session, “During collaborative planning if they need copies or need someone to model how something looks, someone will get up and model it for new teachers or teachers who need help.” Novice Teacher Two responded, “I really love my team. I can remember feeling scared and overwhelmed, but from the first day, my colleagues made me feel welcome. The kids are a big part of why I love teaching, but the people I work with are a big part of it too.” Novice Teacher One said, “It’s like you carry an expression on your

face and somebody is like, 'It's gonna be okay. I understand how you feel'. It contributes to building the relationships between myself and other staff members." Novice Teacher Three commented, "If I need help I just have to ask. People are very friendly, so nice."

The principal feels that support comes in the form of being highly visible and engaged in the collaborative work alongside the teachers. He described the school as having "such a collaborative culture." The principal explained, "I mean you can find support on any corner. Everyone asks if you need help with anything." Novice Teacher One elaborated on the collaborative climate and culture with the comment, "I'll collaborate with my ESOL teacher about specific ELL students. And I have reached out to beyond just my teacher that pushes into my room. We have a team of push-in teachers and I've gone to many of them to ask for support." The assistant principal believes the push-in model of support for novice teachers is effective and explains it further,

This model allows novice teachers to see an expert ESOL teacher work with ELLs every day in their classroom. They work together to plan lessons and make sure they are aligned to the standards. This sets up the conversation with someone who is thinking through the lens of how I need to adjust this to make sure my ELL students are benefitting from my instruction.

Mentor One recalled being a novice teacher working alongside the ESOL teacher and noted, "There are some strategies and skills that I've learned along the way to help support ELLs."

During her interview Veteran Teacher One stated, "The administrators help set the culture but they are not the only ones. It's about all of us, the whole school does." Veteran Teacher Two replied, "Our school is not cliquey. We don't have cliques. And so the work environment makes a huge difference." Mentor Teacher One reflected on her decision to remain teaching at Washington Elementary with the following quote, "It has to do with the whole norm that the

principal has set here, the high expectations and the high standards. He is someone that you can approach and talk to.” Veteran Teacher Two concurred,

It’s just knowing that his office door is always open and knowing that he wants to help teachers get better. That made a huge difference for me, just knowing that he’s always available and I never need to be afraid of saying I need help with anything.

As he reflected on the collaboration he received his first year at Washington Elementary, Mentor Teacher Two replied, “I think I was fortunate to have a cadre of folks that were supportive in different ways. That allowed me to want to be here.”

The principal acknowledged that creating and maintaining a positive school climate and culture has been one of his primary goals from the onset of being appointed principal for this school. During his first days as principal he heard “through many encounters with the staff that Washington Elementary is a family and they wanted it to remain that way.” The principal feels his staff knows he cares about them and keeps them in the loop with effective communication. The principal said one of his mantras is, “I probably can’t make it right, but I can definitely make it better for you.” He values his teachers and reflectively stated, “We don’t want our teachers to go elsewhere, so we’re consistently doing things to show our teachers that we really appreciate them and their good work.” During the interview protocol the principal responded enthusiastically:

I really, really take climate very seriously. I want to enjoy coming to work and the staff to enjoy being here too. The staff knows I have high expectations and we’re going to do the work together in an environment where we want people to be supportive of each other. You have to be there and be there by being available for them.

The assistant principal concurred, “We like to have fun with each other and still get the work done. There is a sense of congeniality and collegiality.” According to the assistant principal, “The climate has evolved by changing the conversation to focus on what our students need from us, not what the adults are doing wrong. Norms have been established where people do not report to meetings late or use their cell phones during non-instructional time.” The meeting norms are included in the appendix. She goes on to say, “There are a lot of unwritten rules that have been “modeled and modeled to the point where it is not a norm to do something different because you look clearly out of place.”

Principals can help improve teachers’ perceptions of school climate by exhibiting collaborative decision making and removing obstacles that prohibit teachers from focusing on instruction (Rhodes, Camic, Milburn, and Lowe, 2009). The participants described the many ways in which shared decision-making added to a positive school climate. The School Improvement Team (SIT) is the primary group of decision makers that consists of administrators, grade level team leaders, instructional coaches, counselors, and staff selected by the principal with leadership qualities or an expressed interest for leadership. Major decisions, plans, ideas, suggestions, and initiatives are discussed and redelivered to their respective teams for input. SIT members bring back the decision or feedback from team members and a final decision is made.

Team or grade level specific decisions are made during their collaborative planning time. The principal and assistant principal attend each grade level’s collaborative planning session. Team members vote for a consensus and the majority decision is accepted. Novice Teacher Three concurred, “We have a little fist symbol that we do when we vote. So I feel really good that everybody has a say and we try to hear everyone’s opinions.” The novice teachers felt their input was valued as a result of the changes made following reflections shared during their final

new teacher induction meeting and “fireside chats” with the principal. Novice Teacher One referenced the collaborative school climate, “It’s been a safe place to share our perspectives or provide input in decision-making. It’s a risk-free environment.” The assistant principal concurred, “I think we’ve worked really hard to make it a safe place where you can voice your opinions and voice your concerns. So people aren’t afraid of backlash or retaliation for voicing their opinions.”

During all my visits to the school, it was always clean, welcoming, appeared safe, and orderly. The front lobby and main office were festively decorated for the season or upcoming holiday. The receptionist greeted me in a cordial manner as she guided me through the visitor check-in process. Teachers and staff were also cordial as I passed them in the hallway or directed me to a designated room while looking confused with my map. The principal stated during the interview protocol that providing free breakfast for the staff daily was a practice he began during his first year as principal of this school. “Teachers know that if they don’t get to eat breakfast at home as a result of getting their kids ready for school or daycare, they know that breakfast is waiting for them at school.”

Prior to the start of the professional learning break-out session, I was able to get some coffee from the cafeteria. The staff greeted each other cheerfully as they served their breakfast from the choices available for the day. Choices typically include buttered grits, toppings, oatmeal, sausage, biscuits, fruit, coffee, tea, or lemonade. “It’s just a small token of appreciation to say ‘thank you’ for all that you do”, the principal stated. Veteran Teacher One summed her reason for remaining at this school by saying:

There is a feeling of this is a good place to be. I think this helps a lot and it's something that can't be measured quantitatively because the data won't show that. I just enjoy coming here every day and it makes a huge difference in who's staying and who's going out. And that has to do with the co-workers.

The collaborative school climate and culture in Washington Elementary manifested itself through the interconnected experiences participants had with each other to reflect the general atmosphere or feel of the school (Hoy, 1990). The school climate is reflected through the set of norms for behaviors, the quality of relationships between individuals, the teaching and learning, and the collaboration between teachers and between teachers and administrators (Cohen et al., 2009). The twice-weekly collaborative planning sessions with grade level teachers, administrators, and other support staff reduced the isolation of novice teachers and ensured a trusting environment to discuss content standards, create lesson plans and common assessments, review students' work and assessment data. The push-in model of support for ELLs created opportunities for modeled instruction by veteran ESOL teachers and opportunities for frequent collaboration with the novice teachers. Humphrey et al., (2008) posited strong school leadership, collegial professional relationships, and a positive school climate among all adults contributed to higher retention of novice teachers.

Comprehensive induction program.

“Induction occurs whether there is a formal process in place or not. Therefore, ensuring that you have a quality induction for new teachers is paramount”, stated the assistant principal. A comprehensive induction program is one that includes a mentor who teaches the same subject or grade level, common collaborative planning, a seminar for novice teachers, regular supportive conversations with the principal or administrators, and a reduced course load (Ingersoll, 2012).

The formal structure of Washington's induction program includes monthly new teacher meetings for just-in-time training, mentor/mentee weekly meetings, a three-week coaching cycle with an instructional coach, co-teaching with a veteran ESOL teacher during Reading Workshop, frequent classroom visits and specific feedback from administrators. However, there were some inconsistencies in the frequency mentors met with their mentees. The participants' interviews, observational field notes, and collected documents reflect administrative support involves visibility and frequent feedback, a two-pronged approach to mentoring, and collaborative support from colleagues are essential components of an induction program for novice teachers. The components of the induction program investigated in this study and the three key parts of this section include administrative support, mentoring, and collaborative support from colleagues.

Administrative support is a major component of a comprehensive induction program. In a study conducted by Brown & Wynn (2009), novice teachers described administrative support as accessible administrators who instilled their confidence through honest and frequent feedback. Both novice and veteran teachers recognized the administrators for being visible in classrooms daily and providing specific feedback regularly, not just during formal observations. Veteran Teacher One stated, "We have administrators coming in to support instruction and that starts with our principal." The principal stated, "We have developed a culture where we learn from feedback." During the interview the principal shared that he leaves notes for teachers following classroom visits with specific feedback written on stationary with the school's mascot.

Novice Teacher One replied, "It is not uncommon for administrators to come and visit our rooms for an observation or not. They are always popping in. And I know that they are supportive based on the feedback I have received. They want me to be successful. I know that." Mentor Teacher Three agreed, "I think an effective leader is definitely a person who needs to be

visible, present, and active in helping other people.” Novice Teacher One described the principal’s visibility, “He’ll sit down and have a conference with me. He tells us when he comes into our rooms to watch us, he’s not looking to catch us. He says, ‘It’s not like I got you, like you got caught. But, I got you, like I have your back.’ This phrase was repeated by the other novice teachers, veterans, and mentors during their interviews. The principal made this response in regards to visibility, “We are always visible around the school. We’re in classrooms and know how our teachers are doing. Our message to teachers is we won’t let you fail. They know we won’t let them fail.”

Novice Teacher Two recounted her thoughts about administrative support:

There were other schools that offered me a job. My mom asked me who I thought would support me when I needed it because my first year would be very hard. Hands down, I chose to come here because of the principal’s presence, confidence in his administrative team, and explanation. He said, ‘I’m going to work with you on whatever you need. I will be there for you.’

In her perception of administrative support, Novice Teacher Three replied, “I feel like our administration is so supportive. And they are really good team players. So if we’re suggesting something and they’re not doing it, I really understand that there might be something else going on that we don’t see.” Novice Teacher Two said, “The administrators supported me in my instructional abilities and my professionalism. They helped me through my first year whether I had difficult situations or not.”

Another major component of an induction program is assigned mentors who support novice teachers’ acclimation to the school environment. At Washington Elementary mentors are assigned to all novice teachers and veteran teachers new to the school who participate in the new

teacher induction program. Mentors are required to meet with their mentee for an hour each week. However, some mentor/mentee pairings meet well beyond an hour weekly. Conversely, others meet for the required time or on an as needed basis. The administrators host new teachers and mentors during the summer prior to the start of the school year. Administrators make note of the interactions between new teachers and mentors to be used to determine mentor /mentee pairings during their administrative meeting. The assistant principal commented, “Our hope is to teach the mentors how to build stronger relationships with the new teachers.” All of the administrators consider and discuss personalities, shared college experience, geographical locations of origins, grade levels taught, and proximity prior to making the decision for mentor /meeting pairings. The assistant principal whose purview is new teacher induction creates the calendar of events for the first few months based on experiences that new teachers generally need and feedback from administrative observations. She provided further insight with the comment:

We determine the first few induction meetings based on just trends we have seen that teachers need in a school such as ours and we’ll put some topics in based on what we’ve seen or noticed. We also send out surveys quite frequently to teachers asking for topics of interest or areas of growth.” Subsequent activities are generated from a survey of needs completed by the new teachers. The assistant principal stated, “We set up a culture of support whenever they come in. And then we maintain that culture of support throughout the year.

According to the leaders, mentors are deemed to have a collaborative spirit about themselves, demonstrate effective instructional practices, and know the culture of the school and district. Mentoring is a two-pronged approach at this school. New teachers are assigned a mentor,

who is like a buddy, to help with the managerial responsibilities of new teachers: school logistics, where to place copies, find resources, where to turn things in, and monitor when things are due. Novice Teacher Two stated her mentor helped her by answering “specific clerical questions, progress reports, ELPs (English Learner Plans), academic contracts, and behavior charts.” Novice Teacher Three recalled her interactions with her mentor: “She stopped by all the time. She showed me different things she was doing with her students that worked. She would walk me through it. I could always go in there and ask questions.”

Mentor Teacher One recounted her support for a mentee: “I check in on her every morning just to make sure she was prepared for the day ahead of her. I help her with organizational skills and where to find things in Google drive or on our shared drive. Sometimes it is just moral support.” Mentor Teacher Three reflected on his mentor, “My mentor was just a good person who was willing to stay late, to come in early to help with whatever questions I had. So I was extremely grateful.” Veteran Teacher One recalled the time when she had a mentor: “Our personalities clicked too, which I think is also a key part of the mentor/mentee relationship. We both had the same background and went to colleges in the same state.”

New teachers are assigned an instructional coach mentor (math or literacy) based on their instructional needs. The assistant principal said, “We put the instructional piece of mentoring primarily with the coaches.” Instructional coach mentors assist new teachers with the three-week coaching cycle by modeling and observing lessons followed by feedback, reflection, and plans for next steps. Coaches also provide support with lesson plan creation and finding instructional resources for the classrooms. Novice Teacher Two remembered an experience with her coach mentor: “I had a really good relationship with my instructional coach. I trusted and admired her. We met every Tuesday and Thursday. We weren’t supposed to meet that often, but I wanted to

and she was okay with it.” Novice Teacher One said, “The coach set up times for me to observe during a third grade teacher’s reading time. This has been so helpful for me.” Mentor Teacher Three summarized mentoring:

I would say oftentimes, even though we had teachers assigned a mentor, there is still someone else acting as a mentor who may not have the technical title. I think I was fortunate to have a cadre of folks that was supportive to me in different ways.

The administrators have set up a clustered model of support with a veteran ESOL teacher pushing into the new teachers’ classrooms and modeling effective instructional strategies for ELL students daily. Just in time training is differentiated to meet the needs of new teachers as part of their job embedded professional learning. Selected veteran teachers and instructional coaches facilitate and /or model these sessions. Veteran Teacher One proudly remembers facilitating a session with the comment, “I had the opportunity to facilitate a professional learning session and that gave me a sense of empowerment.”

The documents obtained from the induction program were consistent with the information obtained from interviews with the participants. The beginning of the year induction meeting agenda (included in the appendix) included excerpts from the Playbook Essentials for novice teachers to get acclimated to the logistics of the school, instructional expectations, mentoring and coaching support, beginning of the year assessments, a survey of topics of interest for novice teachers, and more. The two-day agenda of the new teacher induction and mentoring program included highlights from The Handbook, roles and responsibilities of mentors offering support to novice teachers, the coaching cycle, a calendar of just in time trainings, and more. My observational field notes included a mentoring session with an instructional coach mentor and a novice teacher as they created lesson plans for the upcoming week. During this session the novice

teacher expressed her feelings of being overwhelmed due to having taught 3rd grade at her previous school and is now teaching kindergarten. The instructional coach mentor was very reassuring as she informed the novice teacher that she would be in her classroom regularly to provide the support she needed during this transition.

The final key component of the induction program at Washington Elementary is collaborative support from colleagues. Multiple opportunities exist in this school for novice teachers to receive collaborative support from colleagues. During their collaborative planning times veteran teachers on the grade level readily model instructional practices to teach a standard. They review upcoming standards and create lesson plans together. The assistant principal stated, “I think the collaborative planning teams are a huge way new teachers get indoctrinated to the way teachers interact on the grade level and how they plan with each other.” She elaborated further on collaborative support by saying: “Through the avenue of collaborative planning we’re all in a room or at a table together: teachers, administrators, and support staff. No matter what the case may be, we’re all there. We’re all working on the same things.” They also discuss grade level events or make decisions impacting their students or provide input for school related decisions. Novice Teacher Two concurred, “My colleagues made me feel really comfortable that I could go up to them and ask questions, even if it was not an ideal time for them. They never brushed me off.” Novice Teacher One, “I have an ESOL teacher that comes in my classroom every day and so I have collaborated with her. Being able to watch her work has been beneficial to me.”

Veteran Teacher Two collaborates with other novice teachers in the following manner: “During my second year here the instructional coach filmed me conducting a guided reading lesson and said it was phenomenal. They still show that video to new teachers. They come up to talk to me about those strategies. So that’s been nice.” Mentor Teacher Three revealed a broader

perspective for collaborative support, “The more teachers I support or I’m able to contribute to, the more kids I’m able to impact through that contribution.”

The comprehensive induction program at Washington Elementary includes structured monthly meetings and just-in-time professional learning to meet the needs of novice teachers. Mentoring is a two-pronged approach as each novice or new teacher to the school is assigned a mentor and instructional coach mentor who meets weekly with their mentees. The mentor covers grade level and school logistics and instructional coach (literacy or math) provides a three-week coaching cycle at the beginning of the year and on-going instructional support throughout the year. The push-in model of support for ELLs is designed to support students and novice teachers by modeling effective instructional strategies daily. Model lessons demonstrated by colleagues also builds the capacity for novice teachers to deliver quality instruction. Administrative support occurs as the principal and assistant principals are highly visible, model instruction, and give frequent and specific feedback.

Perceptions of leadership unique for each group.

Data from interviews revealed the leaders (principal and assistant principal) perceived an effective leader in a Title 1 school with a high population of ELLs as one who establishes a positive school climate and culture, communicate a mission and vision, makes data driven decisions, leads by example, knows instruction, and how children learn.

The mentors and veteran teachers viewed an effective leader as establishing a mission and vision with high expectations, involving others in achieving the mission, This group also felt the leader must understand the challenges teachers face in a Title 1 school and know its population, have a positive attitude, know instruction, is transformational, and builds capacity for teacher leadership.

The novice teachers perceived an effective leader as one who knows instruction and is highly visible, a team player willing to work alongside teachers, sets high expectations, and builds relationships by being positive, open-minded, patient, and encouraging. A comment from Novice Teacher Three included, “I think it’s very important for the leader to be encouraging and positive because I feel like that energy spreads quickly.” Novice Teacher Two stated, “I think it’s important for leaders to establish a rapport with the people you work with and make them feel safe enough to take intellectual risks.” The interviews with the participants revealed their shared perceptions that effective leaders must know instruction, set high expectations, and be highly visible. The participants also had varying descriptors of effective leadership practices that included establishing a mission and vision, effective communicator, open-mindedness, leads by example, a team player, and transformational leadership.

Participant	Leadership Practices
Leaders (Principal and Assistant Principal)	Knows instruction, highly visible, engaged in the learning with teachers, gives timely and specific feedback, effective communication, supportive and available, sets high expectations, builds relationships, builds capacity, data driven decisions, establish mission, vision, and goals, leads by example
Veteran Teachers and Mentors	Positive attitude, sets us on the right path, high expectations, have a humanistic approach, knows instruction, leads by example, have a mission and vision and unite people in the mission, hires well, transformational leadership, visible, understands the challenges of teaching in a Title 1 school, takes initiative, knows the population, builds capacity for teacher leadership, self-awareness of their strengths
Novice Teachers	Open-minded, focused on students’ success, visible, high expectations, builds relationships, team player, knows instruction, patient, supportive and encouraging, sets high, but realistic expectations, willing to do the work with us

Figure 1. Participants’ Perceptions of Effective Leadership Practices to Support Novice Teachers

However, the major themes that emerged after the triangulation of the interviews, documents and artifacts, and observational field notes were instructional leadership practices, a collaborative school climate and culture, and a comprehensive induction program that participants perceived as supportive in retaining teachers in the school site of this study.

Discussion

The findings in this dissertation supported the research that school climate and culture, the work environment (induction program), and the principal's leadership practices influenced novice teachers' decision to stay or leave the profession (Kraft et al., 2016; Humphrey et al., 2008). The purpose of this qualitative study was to investigate the salient practices in a comprehensive induction program that teachers and leaders perceive as effective in retaining novice teachers in their school. In previous research, lack of administrative support (Darling-Hammond, 2003), mentoring (Matsko, 2010), and collaborative support from colleagues (Prather-Jones, 2011) have been reasons novice teachers reported why they left the profession. My rationale for this study was to investigate how improvements in these areas lead to the retention of teachers. Novice teachers who experienced a combination of strong leadership, collegial professional relationships, and a positive and supportive climate among all adults found better retention (Humphrey et al., 2008).

Organizational climate, the theoretical framework along with school climate and culture as the conceptual framework, provided scholarly literature to support the methodology used in this research. A lengthy review of the literature about teacher retention revealed principal leadership (administrative support) and a positive school climate (working conditions, collegiality, and collaboration) influence teachers' decision to remain teaching in a school (Bogler, 2001; Inman & Marlow, 2004; Simon & Johnson, 2013). Veteran Teacher Two stated, "The work environment

does make a huge difference.” According to Johnson et al., (2012), the work environment or work conditions that matter the most to teachers are mainly the social conditions: the school’s culture, the principal’s leadership and relationships, and the relationships among colleagues. These variables are strong predictors of teachers’ job satisfaction and plans to remain in the teaching profession. The information gathered from individual role specific interviews with the participants, documentation and artifacts from the induction program, and observational field notes provided the answers to the questions that guided this study.

The first research question asked: What are the perceived leadership practices that support novice teachers of English Language Learners (ELLs)? Considering there were a wide range of leadership characteristic identified by leaders and teachers, there were some commonalities in their perceptions, such as instructional leadership practices. The triangulation of multiple data sources revealed instructional leadership practices, a collaborative school climate and culture, and a comprehensive induction program support novice teachers in a school with a high populations of ELLs. A study conducted by Bogler (2001) concluded teachers’ job satisfaction and retention were directly linked to satisfaction with the principal.

In their study, Brown & Wynn (2009) concluded that principals can increase teacher retention by engaging teachers in shared-decision making, working with others to reach shared goals, expanding teacher leadership capacity, modeling and setting high expectations, encouraging and supporting collegiality among teachers, and improving teacher morale and commitment. Many of the participants also perceived these terms as effective leadership practices of a leader in a Title 1 school with a high population of ELLs. Loeb et al., (2005) concurred, the most significant predictors of novice teachers’ morale and career commitment, and plans to remain teaching

included the teachers' perceptions of the professional working conditions that included administrative support, participation in decision-making, and collegial opportunities. In essence, these practices are being implemented daily at the school site as described by participants, reflected in the school's documents, and recorded during on-site field notes.

Murphy (1990) identified the following characteristics of instructional leadership: develop the school's mission and goals, monitor and evaluate curriculum, instruction, and assessment, promote a climate for learning, and create a supportive work environment. Undoubtedly, these practices fit the principal in this study according to actual terms, phrases, and descriptions the principal and participants used to describe effective leadership practices supportive of novice teachers. The principal was directly involved in collaborative planning, modeled effective instructional strategies, and visited classrooms regularly to provide specific and timely feedback about instructional strategies observed. Leaders who are highly visible in classrooms and providing specific and timely feedback were perceived as supportive of novice teachers by the participants in this study. The principal acknowledged, "We are always visible around the school."

The School Instructional Team (SIT) was charged as liaisons to provide input into the majority of the decisions impacting the participating school site. SIT members gather feedback from their perspective team members about pending decisions and redeliver the information during the next SIT meeting. Teachers in a study conducted by Simon & Johnson cited principals who demonstrated skills in instructional leadership and inclusiveness in decision-making influenced their decision to remain teaching in a high-poverty school. Novice teachers, veterans, and mentors acknowledged they felt valued as they shared feedback and changes were implemented. Their voices are heard in a safe and risk-free environment as stated during their interviews. The

participating school site is considered a high performing school according to its district's internal ranking on the Weighted School Assessment (WSA).

Surprisingly, only one characteristic of culturally responsive leadership was identified during this case study considering the school's high enrollment of second language learners. Khalifa, Gooden, & Davis (2016) defined culturally responsive leadership as the ability of school leaders to create contexts and curriculum that respond effectively to the educational, political, social, and cultural needs of students. Subsequently, when the enrollment of ELLs increased in the participating school, the principal responded effectively by offering a six week professional learning course called "Differentiating for ELLs" to build the capacity of all teachers in improving their instructional practices in the classroom. The principal explained the support in place for novice teachers, "We have ESOL teachers who push into the classrooms and support our new teachers in obtaining effective ways to instruct ELLs." He also addressed the cultural and linguistic needs of students by creating co-teaching models with an experienced ESOL teacher and the novice teachers. Brown (2007) recognized that when principals facilitate school structures like student and teacher placement, co-teaching, and differentiation, it provides culturally and linguistically diverse students an authentic sense of belonging to a school community.

Baecher, Knoll, & Patti (2016) also identified the placement of ELLs and the program models as effective ways principals can support ELL instruction in their buildings. The assistant principal identified their push in model of ESOL support as opportunities for classroom teachers to have a "classic conversation with someone who is thinking through the lens of how I need to make adjustments to make sure my ELL students are benefiting from my instruction." She elaborated further, "I think that support has greatly impacted general classroom teachers and how they approach their work with ELL students."

Novice Teacher One was fortunate that through her teacher preparation program she “got ESOL endorsed and had a lot of studying about how to help diverse learners.” Conversely, Novice Teachers One and Two did not have experience teaching ELLs prior to their first year teaching at this school. However, after observing and collaborating daily with a veteran ESOL teacher in her classroom she now feels better prepared to meet the differentiated needs of her ELL students. Novice Teacher Three also shared she did not feel prepared to teach ELLs her first year. She stated, “I went to college in South Georgia and we didn’t have second language learners. I had no clue what to do.” The collaboration with her ESOL and Reading Recovery teacher has made her feel better prepared to meet the instructional needs of her ELL students.

Having high expectations is another instructional leadership practice that all participants perceived as supportive. Novice Teacher Two said, “Our principal sets high expectations, but they’re high so that you can push yourself and get out of your comfort zone. They’re not so high that they’re unobtainable to make you feel like you wouldn’t be successful.” Veteran Teacher Two stated, “We feel supported by our principal all the time. He always ends his emails saying ‘Thanks a million’ or ‘We appreciate you’ or ‘You’re doing a great job’. And just having that constant support makes me excited to come in every day.”

It was obvious throughout my interviews with the participants and observations on site that the principal led by example. His interactions with staff, teachers, students, and parents displayed his passion for being the best leader and principal for this school. I noticed he called many students and parents by name as he greeted them in the cafeteria eating lunch with their children or in the car riders’ line. The principal summed his devotion with enthusiasm as he said, “It’s murky, it’s messy, but it’s rewarding and challenging work. I’m a fan of this place. I love being here. I wouldn’t want to be anywhere else. I feel comfortable in doing the work.”

The second phase of this study focused on the question: What are the components of an induction program that teachers and leaders perceive as influencing teachers' decision to remain at their school? Smith & Ingersoll (2004) described a comprehensive induction program as including mentoring, coursework, workshops, seminars, collaboration, networking, and supportive communication from administration. The review of research on teacher retention concluded that induction programs that address the issues propelling novice teachers to leave the profession can dramatically increase teacher retention (Ingersoll & Strong, 2011; Matsko, 2010). The results of the data in my dissertation supported the research that a structured induction program that focused on administrative support, mentoring, and collaborative support from colleagues impacted teacher retention in this urban school serving low-income and ELL students. The comprehensive induction program at the participating school included many of the components highlighted as effective according to the research on effective induction programs (Ingersoll, 2012).

Mentoring is a two-pronged approach to support novice or new teachers to the school with a buddy type mentor and instructional coach mentor specifically for building capacity for effective instructional strategies. Instructional coaches supported the novice teachers' pedagogy as they modeled best practices in reading and math instruction. Additionally, the coaches observed novice teachers and provided specific feedback in areas of strength and continued growth. Novice Teacher Two reflected on the coaches' support of her being successful her first year, "They listened to where I wanted to grow and helped me to take ownership of what specifically to work on and guided me to the next step."

The co-teaching support of the veteran ESOL teacher and the novice teacher was created to assist the teacher in implementing effective strategies for ELLs. This was deemed to be an effective induction component according to all participants. Mentor Teacher One replied, "They

focus their attention on the first-year teachers here. They were very crucial and key in helping me too.” Mentor Teacher Two concurred, “Whether it’s a new teacher out of college, new to the district, or just new to our school, we start with building relationships and being there to support them along the way with where they are. Sometimes it’s just being an ear to listen.” Considering there was some variability in the frequency that mentors met with the new teachers, the participants perceived their support influential in their decision to remain teaching at Washington Elementary School. In addition, the novice and veteran teachers acknowledged the impact the coaches had on their progress in delivering effective instruction during their first year teaching.

The leaders were intentional in supporting the needs of novice teachers in this school and made reflective changes each year to improve their induction program. The assistant principal reflected on the training for mentors, “What I’d like to do is get to the point for next year that we’d give the entire mentoring handbook out at the beginning of the year, then just address it each month.” Novice Teacher One stated, “One of the things our school is really good about is providing us opportunities to go and observe our peers. This is my second year so I don’t know what it’s like in other schools. But this has been so helpful to me.”

The findings in this dissertation were aligned to the research that instructional leadership practices, a collaborative school climate and culture, and a comprehensive induction program can increase teacher retention (Matsko, 2010; Ingersoll, 2012; Smith & Ingersoll, 2004). Novice teachers who experienced a combination of strong school leadership, collegial professional relationships, a positive and supportive among all adults found better retention (Humphrey et al., 2008).

Limitations.

This study was conducted in only one Title 1 school in a large urban school district with the perspectives of only 10 participants included. Creswell (2002) posited that 10 to 12 participants are a sufficient number in a qualitative study. The small sample size represents only 8% of the teachers in the school. The objective for the criteria for selecting the participants was to ascertain a broader perspective of the leadership practices and the induction program that leaders and teachers perceived as impactful in retaining teachers. Although the primary focus was on perceptions of leadership practices and an induction program's influence in retaining novice teachers, only three novice teachers participated in this study. Additionally, there were no perspectives from first year teachers. The three novice teachers were in their second year of teaching and certainly more comfortable in their role as teachers after participating in the induction program and other support systems in place for new teachers at this school. Although two of the novice teachers reflected on how ill prepared they felt about meeting the needs of their ELL students during their first-year teaching. These teacher participants all taught specific grade levels. Therefore, the perspectives of Special Education teachers and teachers in high-need areas such as math and science were not included in this study.

Only two veteran teachers participated in this study. Consequently, it would have been more impactful if more veteran teachers had provided their perspectives as to what leadership practices or components of the school's induction program had influenced their decision to remain teaching at this school. The principal and assistant principal were relatively novices in their leadership positions with four and three years' experience respectively. However, the research conducted by Boyce & Bowers (2013) posited that a significant amount of time is required for

principals to positively impact their schools. Nonetheless, I greatly appreciate the participants' willingness to participate in this case study.

A comprehensive induction program which focuses on administrative support, mentoring, and collaborative support from colleagues can be tweaked and implemented in any Title 1 school with high levels of teacher attrition. In the school site for this study, mentors are required to meet with their mentees for at least an hour each week. However, some meet twice a week, more than an hour each week, and some meet daily. Therefore, the variations between mentoring support may make it difficult to accurately determine if mentoring is actually an effective component of the school's induction program.

Another limitation existed in the data source for determining teacher retention in this school. The data with the exact number of teachers who left this school due to resignations, transfers, or non-renewal of contracts were not available to the researcher as it was not a request from the district in the IRB application. The principal reported that the number of teachers leaving the school has steadily declined each year since he was appointed principal of this school.

Implications.

Future research on supportive practices to retain novice teachers in the profession would benefit policymakers, state and district leaders, teacher and principal preparation programs, and local school administrators. A review of literature for this study recommended that policy makers and state leaders could help improve teacher retention by helping district leaders enhance the prestige of the teaching profession to the larger school community (Grissom, 2016). Title 1 schools serving high populations of low-income, minority, and culturally and linguistically diverse students in urban districts face unique challenges with accountability mandates from the state and Title 1 office.

Additionally, these schools have higher levels of low-achieving students and higher levels of teacher attrition. Therefore, policymakers can be advocates for Title 1 teachers to be placed on an additional step on the pay scale each year they continue teaching in high-need schools beyond three years. Policymakers can also advocate for the reauthorization of the Elementary and Secondary Education Act (ESEA) to include more time for ELL students' English language acquisition as defined by Title III to connect to their expected academic progress and proficiency under Title I (Hopkins, Thompson, Linqanti, Hakuta, & August, 2013). In my opinion, this would reduce some of the pressure for rapid academic growth for ELLs prior to them becoming fully fluent in social and academic language. Consequently, novice teachers may be more inclined to remain teaching in schools with high enrollments of ELLs if they do not see increasing student achievement as insurmountable.

Currently in Georgia, teachers can choose to take a course or take and pass an exam to obtain their ESOL endorsement. However, the state can eliminate the exam as an option due to the amount of learning required to effectively meet the language and academic needs of ELL students. Eliminating this option would ensure that teachers are required to take a six to eight-week course to get their ESOL endorsement in order to be adequately trained to teach ELLs. Two of the three novice teachers in this study expressed their feelings of being unprepared to meet the academic and language acquisition needs of their ELLs during their first year teaching. These teachers were fortunate to begin their teaching careers in a school that had an instructional support model in place to benefit ELLs and their classroom teachers.

Unfortunately, the population increase of ELLs in our schools has surpassed the teachers' level of understanding of best practices in instruction for second language learners (Samson & Collins, 2012). Colleges and teacher preparation programs can design their program of study

to increase the amount of time for student teaching to allow ample opportunity for prospective teachers to develop the necessary pedagogical skills in ESOL strategies. Consequently, novice teachers would be adequately trained to teach ELLs upon graduation and reduce the amount of pedagogical training at the school site, as well as feelings of inadequacy. Samson & Collins recommended teacher training programs include attending to oral language development, supporting academic language, and fostering cultural sensitivity about diverse students' backgrounds. Principal training programs should also focus on culturally responsive and instructional leadership practices and skills to create and sustain a positive school climate that is inclusive of diverse student needs and increase teacher retention. The principal in this study was intentional about ensuring a positive school climate through building relationships and was directly involved in the collaborative discussions about the curriculum, effective instructional strategies, and using data from the assessments to guide instruction. Principals can place a concerted emphasis on instructional leadership practices including high visibility in classrooms and providing frequent and specific feedback to novice teachers about their performance.

The high enrollment of ELLs has created the impetus for principals to display culturally responsive leadership and ensure culturally responsive teaching occurs in classrooms to support our growing population of culturally linguistic and diverse students. The principal in this study was proactive when he implemented school-wide professional development for meeting the needs of ELLs when he noticed the increased enrollment of second language learners. District leaders can also help create a sense of urgency for principals to create and sustain a positive school climate and culture that provide a work environment that retains teachers. Internal or external principal training programs can increase the skillset of principals to employ practices of

inclusiveness of all stakeholders when making decisions that directly and indirectly impact teaching and learning in high-density ELL schools.

District leaders and principals must place a collaborative effort on implementing comprehensive induction programs that emphasizes administrative support with frequent feedback, mentoring, and collaborative support from colleagues as identified in this study, in order to increase teacher retention. Mentoring has been identified as one of the most effective components of an induction program. However, there were variances in the amount of time each mentor in this study spent with their mentee. Although it was not explicitly stated by participants in this study, perhaps districts can support the local schools by providing a stipend for veteran teachers who serve as mentors. This would potentially provide an incentive for those reluctant effective teachers to devote some of their valuable time to developing the craft of novice teachers. A high quality teacher in every classroom every day can change the trajectory of students' academic performance, especially for all students in high-need Title 1 schools. Therefore, it is imperative that we have school leaders who implement effective instructional leadership practices, promote a collaborative school climate and culture, and include a comprehensive induction program to increase teacher retention.

Conclusions

Teachers continue to leave the profession at alarming rates, especially in urban schools serving low-income, low achieving, and minority students (Loeb et al., 2005). Consequently, Loeb et al., (2005) posited that many of these students are taught by inexperienced and often untrained teachers. Teacher attrition negatively impacts student achievement and the continuity of quality instruction in the school. Darling-Hammond concluded in her study that teacher attrition

is especially critical in schools with high populations of low-income and culturally and linguistically diverse students. An estimated 25% (one in four) of the children in America are from immigrant families and speak a language other than English at home (Samson & Collins, 2012). Data from a study conducted by Villegas & Lucas (2001) estimated that 1 in 7 school aged children spoke a second language. Therefore, school settings must provide the working conditions, mentoring, and professional development programs for novice teachers teaching culturally and linguistically diverse students (Villegas & Lucas).

If ever there was a time to curb the tide of teacher attrition, it is now. The high accountability measures and mandates of ESEA presents a challenge in Title 1 schools with a high population of ELLs, often taught by inexperienced or inadequately trained teachers (Ingersoll, 2012; Loeb et al., 2005). A review of the ubiquitous literature on teacher retention posited that principal leadership and school climate influence teachers' decisions to remain in the profession (Allen, Gringsby, & Peters, 2015; Simon & Johnson, 2013). The definitions of climate and culture are often overlapping, according to Hoy (1990), and defined climate as shared perceptions of behavior and culture as shared assumptions and values. The principal is considered one of the most influential factors in creating and sustaining a positive school climate, directly impacts teachers' perceptions of their work environment, and indirectly impacts student achievement (Cohen et al., 2009).

Ingersoll & Strong (2011) portended that a comprehensive induction program that supports teachers in building their capacity to provide quality instruction to meet the needs of their students leads to increased retention of teachers. It would be impossible to ascertain a true picture or perspective of the induction program without considering the culture or working conditions of the school. Weiss (1999) acknowledged it is the organizational culture of the school that

establishes the routines and procedures for staff to conduct the business of teaching and learning. Walker (2015) portended culture is established as the socially embedded habits or interactions of people, through habitual repetition, that can be reproduced with little effort.

Washington Elementary provided me the opportunity to view school culture and climate and a comprehensive induction program through the lens of an administrator seeking to increase teacher retention in her school. Washington Elementary was perfectly suited for the purpose of investigating salient practices to retain teachers in a Title 1 school with a high population of ELLs. A major take-away from this dissertation for me was the importance of teachers seeing the principal as a collaborative partner in the cyclical process of aligning curriculum, instruction, and assessment. Additionally, the significance of building relationships by showing teachers that principals genuinely care about their well-being and success cannot be discounted. I plan to share what I have learned from my research and qualitative case study with my administrative colleagues to identify the areas we can tweak in our leadership practices and the induction program to meet the needs of novice teachers in our school.

This study aligned with the scholarly literature that principal leadership does matter in creating and sustaining a positive school climate to support teacher retention. The interview data from the teachers and leaders who participated in this study perceived instructional leadership practices, a collaborative school climate and culture, and a comprehensive induction program support novice teachers and increase teacher retention in schools with a high population of ELL students. The principal's leadership directly impacts teacher retention and indirectly impacts student achievement. The findings gleaned from this case study have created a sense of urgency for me to slightly alter my practice as an instructional leader to include more opportunities for novice teachers to participate in professional learning about how ELLs acquire social and academic

language and effective instructional strategies to meet the language acquisition and academic needs of these students.

The investigation of effective leadership in a Title 1 school with a high enrollment of ELLs revealed instructional leadership practices, a collaborative school climate and culture, and a comprehensive induction program support the retention of novice teachers. The components of a comprehensive induction program for the school site in this study included administrative support with frequent feedback, a two-pronged approach to mentoring, and collaborative support from colleagues. Mentor Teacher One summed up the collaborative culture and climate at Washington Elementary and its support for new teachers perfectly, “Our principal has set it up to where it is a known fact that we help each other. We lift each other up. So everyone takes it upon themselves the responsibility to help those new teachers.”

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APPENDICES

APPENDIX A

Informed Letter of Consent

Georgia State University
Department of Educational Studies
Informed Consent

Title: Teachers' and Principals' Perceptions of an Induction Programs' Influence on Teacher Retention at an Urban School with a High Enrollment of English Language Learners

Principal Investigator: Dr. Nicholas Sauers

Student Principal Investigator: Cynthia Tookes

I. Purpose:

You are invited to volunteer to participate in a research study. The purpose of the study is to investigate teachers' and leaders' perceptions of an induction program's influence on retaining teachers at an urban school in the southeastern United States. You are invited to participate because you are a school administrator or teacher (novice teacher with less than three years' experience, a veteran with more than 3 years' experience, or a teacher serving as a mentor for a novice teacher) in this school.

II. Procedures:

If you decide to participate, you will participate in a 90 minute face to face audio-recorded interview conducted in a private, quiet location within your school at a mutually agreed upon time. You will be asked to provide school related artifacts such as teacher induction meeting agendas and minutes, calendars, new teacher handbooks, and lesson plans.

III. Risks:

In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:

Participation in this study may not benefit you personally. Overall, we hope to gain information about the effectiveness of an induction program's influence on retaining teachers.

V. Voluntary Participation and Withdrawal:

Participation in research is voluntary. You do not have to be in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time. Whatever you decide, you will not lose any benefits to which you are otherwise entitled.

VI. Confidentiality:

We will keep your records private to the extent allowed by law. Dr. John Sauers and Cynthia Tookes will have access to the information you provide. Information may also be shared with those who make sure the study is done correctly (GSU Institutional Review Board, the Office for

Human Research Protection (OHRP). We will use pseudonyms rather than your name on study records. The information you provide will be stored on password and firewall-protected computer in the office of the student investigator. The key having participant names will be stored separately from the data to protect privacy. Audio-recordings will be erased from the device once uploaded. All study data, including the key code and audio-recordings will be destroyed three years after the study closure. Your name and other facts that might point to you, your school, or school system will not appear when we present this study or publish its results. The findings will be summarized and reported in group form. You will not be identified personally.

VII. Contact Persons:

You can contact Dr. John Sauers or Cynthia Tookes at 770-549-1988 or ctookes1@gsu.edu if you have questions, concerns, or complaints about this study. You can also call if you think you have been harmed by the study. Call Susan Vogtner in the Georgia State University Office of Research Integrity at 404-413-3513 or svogtner1@gsu.edu if you want to talk to someone who is not part of the study team. You can talk about questions, concerns, offer input, obtain information, or suggestions about the study. You can also call Susan Vogtner if you have questions or concerns about your rights in this study.

VIII. Copy of Consent Form to Participant:

We will give you a copy of this consent form to keep.

If you are willing to volunteer for this research, please sign below. If you are willing to volunteer for this research and be audio-recorded, please sign below.

Participant

Date

Principal Investigator or Researcher Obtaining Consent

Date

APPENDIX B

Novice Teacher (less than 3 years) Interview Protocol

1. What do you consider as characteristics of an effective leader in a school with a high population of diverse learners?
2. What are some professional learning opportunities you have participated in that have increased your teaching skills?
3. Do you feel prepared to teach English as a Second Language Learners?
4. How do participate in decision making at this school?
5. Did you have a mentor during your first year? If so, how did your mentor support you in being successful in this school?
6. How often do you meet with your mentor formally and informally?
7. How do you feel supported by your colleagues?
8. How do other members of this school community support you in becoming a successful teacher?

APPENDIX C

Veteran Teacher (More than 3 years teaching in this school) Interview Protocol

1. What do you consider as characteristics of an effective leader in a school with a high population of diverse learners?
2. How did the support from the principal and / or administrators impact your decision to remain teaching at this school?
3. What are some professional learning opportunities you have participated in that have increased your teaching skills?
4. Do you feel prepared to teach English as a Second Language Learners? If so, what are some things that helped improve your effectiveness to teach these students?
5. How do participate in decision making at this school?
6. Did you have a mentor during your first year? If so, how did your mentor support you in being successful in this school?
7. How often did you meet with your mentor formally and informally?
8. How do you provide support to the new teachers in this school to influence their decision to remain teaching in this school?
9. How do other members of this school community support new teachers in becoming successful teachers who remain teaching in this school?

APPENDIX D

Mentor Teacher Interview Protocol

1. What do you consider as characteristics of an effective leader in a school with a high population of diverse learners?
2. How did the support from the principal and / or administrators impact your decision to remain teaching at this school?
3. What are some professional learning opportunities you have participated in that have increased your teaching skills?
4. Do you feel prepared to teach English as a Second Language Learners? If so, what are some things that helped improve your effectiveness to teach these students?
5. How do participate in decision making at this school?
6. Did you have a mentor during your first year? If so, how did your mentor support you in being successful in this school?
7. How often did you meet with your mentor formally and informally?
8. How do you provide support to the new teachers to influence their decision to remain teaching in this school?
9. How do other members of this school community support new teachers in becoming successful teachers who remain teaching in this school?

APPENDIX E

School Administrator Interview Protocol

1. What do you consider characteristics of an effective leader in a school with a high population of diverse learners?
2. What are some of your leadership practices that you believe support new teachers' decision to remain teaching at this school?
3. How do you ensure a positive climate at your school?
4. What are some organizational structures that helped increase novice teachers' skillset to teach English Language Learners?
5. How do teachers participate in decision making?
6. Describe your induction program. Do you think the components of your program increase teacher retention?
7. What is the process for selecting mentors to support novice teachers?
8. What training is provided to help mentors effectively support novice teachers?
9. How do other members of this school community support novice teachers in becoming successful teachers who remain teaching in this school?

APPENDIX F

New Teacher Training Project Plan

Washington Elementary (fictitious name)

2015-2016 School Year

The Washington ES Mentoring and Induction Program will provide beginning teachers with meaningful experiences through continuous collaboration with colleagues and professional development during their first to second year of teaching. The program will support beginning teachers' growth and expertise as educators in order to increase student achievement.

This vision will be realized through the following goals:

1. Enhance teacher knowledge of the Academic Knowledge and Skills in order to facilitate student achievement.
2. Assist beginning teachers with incorporation and practice of the workshop model of instruction, small group instruction, differentiation inquiry, and Quality Plus Teaching Strategies.
3. Assist beginning teachers with instructional planning, strategies, and assessment.
4. Assist beginning teachers in the performance of their duties and adjustment to the challenges of teaching diverse learners.
5. Support beginning teachers in fulfilling their professional responsibilities and developing a professional disposition that is supportive of the teaching profession.
6. Provide support for the development and implementation of comprehensive mentor training.
7. Provide support for the development and implementation of beginning teacher professional development.
8. Identify the roles and responsibilities for all stakeholders in the Mentoring and Induction Program including mentors, beginning teachers, and administrators.

Tuesday, September 15, 2015

Learning Goals for this session include:

1. Enhance teacher knowledge of the Academic Knowledge and Skills in order to facilitate student achievement.
3. Assist beginning teachers with instructional planning, strategies, and assessment.

Focus: Analyzing Standards

Monday, October 12, 2015 (Teacher Workday)

Learning Goals for this session include:

2. Assist beginning teachers with incorporation and practice of the workshop model of instruction, small group instruction, differentiation inquiry, and Quality Plus Teaching Strategies.

4. Assist beginning teachers in the performance of their duties and adjustment to the challenges of teaching diverse learners.

Focus: Differentiation

- Two to three rotations at 30 minutes each...
 - Teacher name removed (behavior and classroom management)
 - Teacher name removed (enrichment)
 - ESOL (working with English Language Learners)
 - Teacher name removed (Interventions)

*Teachers will sign up beforehand through a survey.

Thursday, November 19, 2015

The learning goal for this session includes:

3. Assist beginning teachers with instructional planning, strategies, and assessment.

Focus: Assessments

- Formative Assessments
- Instructional Focus time
- Using Data Analysis to Impact Student Achievement

*Perhaps mentors can attend this day as well to analyze data with new teachers and participate in collaborative conversations.

Tuesday, January 5, 2016 (Teacher Workday)

The learning goal for this session includes:

2. Assist beginning teachers with incorporation and practice of the workshop model of instruction, small group instruction, differentiation inquiry, and Quality Plus Teaching Strategies.

Focus: Review of Instructional Practices at Washington ES

*Teachers will take a survey that leads them through a brief reflection to identify potential needs.

Sample Rotation: Workshop model, managing reading/math groups, lesson planning, etc.

Monday, February 15, 2016 (Teacher Workday)

The learning goal for this session includes:

2. Assist beginning teachers with incorporation and practice of the workshop model of instruction, small group instruction, differentiation inquiry, and Quality Plus Teaching Strategies.

Focus: Technology

*Potential choice sessions...

- eClass
- Kindle/Reading Apps
- Mimio/Smart Board
- ???

Tuesday, March 15, 2016

Learning Goal:

Focus: Choice sessions based on feedback from last session.

Tuesday, May 24, 2016

- Breakfast with mentors and mentees.
- Post-Consensogram
- Survey (for the program?)

APPENDIX G

New Teacher Induction and Mentoring Program

Washington ES

Learning Outcomes:

- Increase understanding of Washington ES policies and procedures.
- Introduce staff and provide opportunities to explore school locations and resources.
- Provide training for instructional expectations including Playbook Essentials and instructional beliefs and frameworks.
- Review and train on beginning of year assessments.
- Build relationships and community amongst new teachers.
- Provide continuous just in time training for new teachers throughout the year.
- Connect mentors and new teachers (during pre-planning)
- Review and train new teachers on the Coaching Cycle.

Day 1 Activities for Training:

- Breakfast
- Name Game
- Group Juggle Experiential
- Washington’s Playbook Essentials and Employee Handbook highlights
 - Calendars – staff meetings and collaborative planning (PDCA)
- School tour (introduce support staff members along the way)
- Workshop Model: Review beliefs and frameworks
- Set up a classroom: Have teachers analyze a “blank slate” classroom then discuss ways to set it up that is conducive to workshop. Teachers can then draw maps of their own classroom.
- Computers
 - Lotus Notes-mail, handbook,
 - Portal-instructional resources, personal docs, attendance and grades
 - Shared Drive-documents and folders
- BOY Assessments: F&P, Fluency, writing, Big 20?, Problem Solving, SPG/DDA

Day 2:

- Just in Time Training...what this will look like throughout the year (conferences, SPG/DDA, end of nine weeks, etc.)
- Review Coaching Cycle: Give each participant a partnership agreement and have them start to fill it out. When we meet with each individually, we can customize/tweak as needed then finalize.
- Survey new teachers for topics they are interested in knowing more about.
 - Assessments
 - Technology
 - Policies and Procedures

- Instructional Structures and Strategies
- Coaching Support

APPENDIX H**AGENDA****New Teacher Induction***July 23, 2015***Breakfast (8:00-8:15)****Welcome and Introductions (8:15-8:45)**

- Rubik's Cube Video
- What's in a Name?

Building Relationships (8:45-9:15)

- Fears and Hopes

Chesney Essentials (9:15-10:00)

- Playbook
- Handbook
- Instructional Beliefs and Frameworks

BREAK (10:00-10:15)**Computers and Software (10:15-11:00)**

- Computer Check out
- Review of Software and Tools

Logistics and Environment (11:00-11:45)

- School Tour
- Classroom Design

Lunch on Your Own (12:00-1:00)**Work in Rooms (1:00-3:00)**

Notes:

APPENDIX I**AGENDA****New Teacher Induction***July 24, 2015***Welcome and Introductions (8:15-8:30)**

- The Power of One Video

Washington BOY Assessments (8:30-9:30)

- Fountas and Pinnell and Writing Benchmarks
- Big 20 and Problem Solving
- DDAs and SPGs

Student Progress Reporting (9:30-10:00)

- Class Profiles
- RBES

BREAK (10:00-10:15)**Group Juggle (10:15-10:45)****Coaching Cycles (10:45-11:15)**

- Overview
- Partnership Agreements

Overview of Just in Time Training for 2015-16 (11:15-11:45)

- Conferences, End of Nine Weeks, etc.
- Consensogram

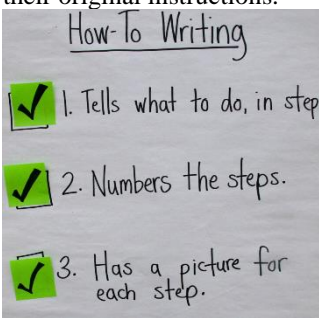

Lunch at Olive Garden (12:00-1:00)**Work in Rooms (1:00-3:00)**

Notes:

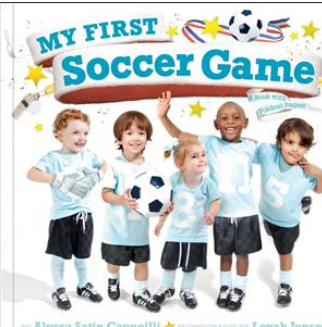
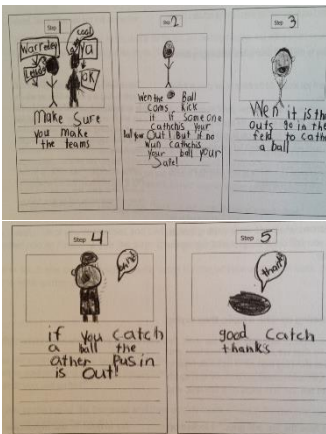
APPENDIX J

Writing (12/04/17 – 12/08/17)

<p>Standard(s): Start out each day with examples of how to books. Some are listed here. Talk about the parts of a how to book. Read or play the video Growing Vegetable Soup Play the video Charlie Needs A Cloak (Tomie dePaola read the book) Charlie Needs A Cloak Or Charlie Needs A Cloak Milk to ice-cream Tomatoes to ketchup</p> <p>Washing a dog How to make a mud pie</p> <p>How to make a mudpie</p> <p>The book is in the big books selection we have in the classroom.</p>	<p>“I can” Statement:</p>	<p>New Vocabulary:</p>		
<p>Students Will Be Able to:</p> <p>How to Strategy groups-High-add more details in how to book Reteach mini lessons Exposing students to more how to books Modeling how to make simple how to books</p> <p>Look to first grade curriculum for higher students (chapter books)</p>				
<p>Session 1: Writers Study the Kind of Writing They Plan to Make</p>	<p>Session 2: Writers use what they already know. Touching and telling the part across the pages</p>	<p>Session 3: Writers Become Readers, Asking, ‘Can I Follow This?’</p>	<p>Session 4: If Then-If the writer is still writing narrative</p>	<p>Day 5- The writer chooses ideas that he/she likes rather than what she actually knows information about</p>

<p>I do: Refer to the “Charlie Needs a Cloak’. What do you notice on each page of the book? Did the author take his time to draw and write a few words on each step? Did he write every step on one page?</p> <p>*You’re a teacher when you write a how to book because you’re teaching on how to do something that you’re really good at!*</p>	<p>I do: Remind students: You still say what you are going to write across the pages- touch and tell- and you still draw the pictures, saying the words that go with a picture. Only this time, each picture and page is another step!</p> <p>*Remember, the title includes the words ‘how to..’ *</p>	<p>I do: Use a student example to practice re-reading their story. Model re-reading one of your stories by using the eraser of your magic pencil to point to each word.</p> <p>Demonstrate what it means to check your directions with a partner, noticing whether the directions make sense or need to be revised for clarity. Tell students that the best way to reread is with partners. Ask students to think with their partners to revise their original instructions.</p>  	<p>I do: Give students compliments on their story. Example: “You have a nice story here. You are telling me one thing that happened--you took your dog for a walk.</p> <p>Tell the students “But actually right now we are writing how to books or books that teach. The pieces we are writing are not stories, they are all non-fiction books that teach</p>	<p>I do: Tell students “Sometimes it seems like you are trying to write Information Books about topics that you don’t know too much about. That doesn’t work. Writers write books about things that they know and care A LOT about so that they can teach others. They usually choose topics that they have a lot to say about and</p>
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			<p>readers about true stuff about a topic. One thing that you want to do as a writer is to teach your reader how to do your topic.”</p> <p>Model how to turn a narrative about yourself into a how to book. Example One day I took my dog for a walk into how to walk a dog.</p> <p>Explain “To do this, one thing you might do is name the topic</p>	<p>that they think is important for others to know. There are many ways to come up with a topic to write about. You can think about your own life. What are things you have, places you go, or things you do that you think other people should care about as well? Let’s make a little list. Then you can</p>
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			<p>and the information you can teach the reader. Say the list across your fingers, and then you can draw and write it across the pages.</p>	<p>start thinking about the parts of your book to see if you have a lot to say about the topic.”</p>
<p>We do: Think of something you’re really good at in the classroom. (1 min)</p> <p>How to line up, how to get your lunch,, how to start your morning in the classroom.</p> <p>Now I want you to teach your partner. Call 2 students to model</p> <p>Turn and talk</p> <p>Remind students: Tells what to do, in steps. Numbers the steps. Has a picture for each step. Has labels that teach.</p> 	<p>We do: Use the ‘how to play kickball’ to practice drawing the pictures and saying the word that goes with the picture.</p> <p>“How to Play Kickball”</p> 	<p>We do: Have students re-read their most recent piece using the eraser of their pencil (pointing at each word) to a partner. Have them understand that if their partner can’t understand what to do then they need to change their words to be more specific.</p>	<p>We do: Have students name their topics and the information they would like to teach. Students can practice listing their informations across the pages.</p>	<p>We do: Make a list together of all the things the students know a lot about. To come up with an idea for an information book, think: • Things I have • Places I go •</p>

				Things I like to do
<p>You do: During writer’s workshop, encourage students to not get held up on a particular page. Try to help them get to the point of writing quickly and carefully.</p>	<p>You do: During writer’s workshop, emphasize the importance of adding specific language to the text as suggested by their partners to make the book more precise.</p>	<p>You do: During writer’s workshop, emphasize the importance of adding specific language to the text as suggested by their partners to make the book more precise.</p>	<p>You do: Students will take their narratives and turn them into how to books. Students will practice listing across their fingers to help organize their steps. Students who are having difficulty organizing their thoughts may benefit from putting thoughts on one page.</p>	<p>You do: Help students choose a topic they know a lot about. Students who have very limited experiences may need to be given an experience first. Example take the group outside and teach them how to play kickball. Allow them to play the game and</p>

			<p>Students who do not struggle with organization can focus on writing one step per page (Writing across the pages. Ability to list across fingers may be a good indication of readiness for across pages.</p>	<p>then write about it.</p>
<p>Low Guided Group: ESOL Book Study Strategy: This group can pretend writing a page by telling the teacher the steps of their how to book before they go to write. They can rehearse their sentences a couple of time before independent writing. This group can draw a picture for each step and focus on labeling their pictures with beginning sounds. This group can copy a complete sentence.</p>		<p>Medium Guided Group: This group will make a detailed picture for each step and add detailed labeling with beginning, middle, and ending sound. They can write one sentence for each step.</p>		<p>High Guided Group : This group can write phrases for each picture by stretching the word and they can write more sentences</p>

			for each step. They can re-read the sentences to themselves and make necessary revisions.
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APPENDIX K

11/28/17

On-site Observation of Washington Elementary (fictitious name)

Upon entering the building, I was greeted by the receptionist who inquired about the purpose of my visit to the school. She directed me to sign in for a visitor’s badge. A few minutes later, the literacy coach met in the lobby and escorted me to the location for the just-in-time training session. The professional learning sessions for the new teachers are conducted prior to the start of the school day. The literacy coach explained the choice sessions offered for the day were based on a survey the new teachers completed at the beginning of the year. Today’s choices: Units of Study, STEM Innovation, Guided Reading, and OKONO boxes. The teachers signed up for the session they’ll attend prior to today.

I attended the Units of Study session along with one kindergarten teacher. While waiting for the start of the session, the literacy coach asked if we wanted to grab some breakfast. The literacy coach facilitated this training by thoroughly going through the structure of the kit and how to include these strategies during Writing Workshop: the teaching point, active engagement, and gradual release. The instructional coach informed the teacher that Narratives is the first unit beginning with “small moments” and the use of mentor texts. Due to the many components of the kit, the instructional coach seemed very deliberate in explaining the contents in comprehensible parts for the teacher.

The teacher expressed how stressed out she felt about teaching writing. She said it was “overwhelming”. She asked, “Do teachers finish it in a week?” The instructional coach responded that the lessons usually take less than a week to cover, but it depends on the needs of the students in

the class. “It’s okay if you are not on the same pacing as the other teachers on the grade level.” The instructional coach expressed her empathy with the novice teacher’s feeling of being overwhelmed. She told the novice teacher that she would come into her room and model a lesson for her, observe the novice teacher, and set up a model lesson for her to observe one of her peers. The instructional coach would also come into her classroom next week to begin the three-week coaching cycle. She also offered to assist the novice teacher with writing the lesson plans.

The novice teacher asked, “How do teachers determine the low, medium, and high groups for writing?” The literacy coach responded, “The teachers use observations and students’ writing samples to determine the ability levels of students.” Next, the instructional coach clicked on the electronic collaborative planning tool to show the novice teacher the previous discussion the kindergarten teachers had about ability grouping demonstrating where students should be in their writing at this time: apply beginning and ending sounds to write words and simple sentences. She also showed the novice teacher the writing rubric.

Next, the instructional coach reviewed the electronic resources available to teachers by grade level. She displayed the booklet in the kit, *If...Then...* and explained that it was a resource to differentiate the writing instruction for the ability levels of the students.

The novice teacher asked, “How do you think things went yesterday?” She was referring to the time the instructional coach was in her classroom. The instructional coach told her that it was okay to remind students about the expectations for their behavior, especially after returning from Thanksgiving Break and she’s transitioning as their new teacher. The novice teacher shared that prior to being hired a few weeks ago, she taught third grade in another district. She’s working to get adjusted to developmental levels of kindergarteners. The instructional coach informed the novice teacher that she liked the way she told the students to go back to the door and walk correctly to their space on the carpet and the importance of establishing consistent routines. Students work best in structure.

The novice teacher asked if the instructional coach knew of anyone who had toothpaste she could borrow. She wanted to demonstrate an experiment showing students an analogy of when you say mean things to someone you can’t put those words back in your mouth. The instructional coach shared that she could ask the other teachers on the grade level and she would also send out an email for the novice teacher considering her email system had not been set up yet.

After the training I went to the cafeteria to get some coffee before returning to the front office. The staff seemed friendly and cordial as they greeted me and other colleagues. I purposely didn’t wear my employee issued name tag and only my visitor’s tag was prominently displayed on the front of my jacket. As I served my coffee I was impressed by the choices of breakfast items available to the staff: grits, shredded cheese, butter, cinnamon, oatmeal, sausages, and biscuits, as well as coffee and juice. There was a steady line of staff members filing in and out of the cafeteria with their breakfast to start their day.

I was greeted by the arrival of masses of students as they gleefully entered the building. Staff members on duty greeted the students cheerfully and asked some about their parts in the upcoming school musical. Students entered in an orderly fashion.

As I waited in the front office for the principal to finish working with his small group of boys, I was impressed with how welcoming it felt with all the fall decorations in the front office and lobby. The office staff answered the phones in a professional manner and greeted students who came in for bus passes, etc. During this time I was able to observe the principal interact with staff members as they discussed dressing up as people from the Civil War to support the 5th grade curriculum.

The principal and assistant principal have a rolling stand that they push around from room to room with all their essentials located on the cart: laptop, walkie-talkie, notepad, pens, etc.

At the end of the day, the principal got on the intercom commending students for being champions focused on their learning for the day, reminded them to do their homework and he looked forward to seeing them tomorrow.

Several teachers host clubs after school as well.

APPENDIX L

11/29/17

On-site observation at Washington Elementary

As the principal and I walked to collaborative planning for kindergarten, he was stopped along the way by the instructional coaches to discuss the professional development plans for the workday in January. They wanted to present information about Word Works. The principal asked if they could shorten the agenda because he wanted to give teachers more time to work in their rooms.

Kindergarten Collaborative Planning

During K's collaborative planning, the teachers, paras, administrators, ESOL teachers, instructional coaches, and LSTC were in attendance. The team leader facilitated the meeting and began by reviewing their norms that were posted. Next, she reviewed the upcoming standards and daily activities. The math instructional coach gave some teaching points to help students make tens and ones, considering this was one of the weaker standards on the common assessment.

The literacy leader shared the mentor text to use to introduce the standards for the week and discussed the format for creating their anchor chart, phrases to use, and transitional words. In writing (Units of Study) using songs. Displayed her model of a "How to" book to connect reading and writing. Connected it to *The Three Billy Goats Gruff*. Vertical connection to 1st grade's "How to" books. They'll make a class book, "How to Make S'mores" and make them for students to eat.

Collaborative atmosphere of sharing common lessons and resources listed in the planning tool. Teachers discussed adapting the lessons/activities to scaffold the learning to differentiate for students. They used students' work to determine the support students needed in writing.

The team drew sticks to determine which teachers would work together to plan for next week. There was one new teacher who shared an electronic resource to help students learn how to count money. Someone asked the principal if they could laminate some of the boards for the money centers and he approved of this. The ESOL teacher asked if Diwali could be included in their “Christmas Around the World”. Next, the conversation centered on the other holidays to cover. One teacher shared a worksheet to introduce Ramadan to the students.

The kindergarten team decided to they will do different characters from Charlie Brown for the door decorating contest. The Social Studies team had selected a worksheet to get copied and asked each teacher to put their initial on it if they wanted a copy. The principal signed off on it.

3rd Grade Collaborative Planning

Team leader also facilitated the meeting. A new teacher asked how to keep the students more focused on their writing. Someone suggested using more anchor charts. The instructional coaches and other teachers provided suggestions. In writing, The Units of Study band is Monuments, summarize informational writing. The team leader displayed the electronic lesson plans for everyone to view. The principal cautioned that the standard is not to teach specific monuments, just to use them as an example. Teachers said they would model their own personal accomplishments. They discussed how much time they’ll have to teach it prior to the celebration.

The principal reminded them about the blueprints, DOK levels, and the number of questions on the upcoming district assessment. He suggested that they go into the database and select previous questions and use them during some of their mini-lessons. One teacher asked if there were some areas the kids didn’t do well that they’ll need to go back and re-teach. Another teacher shared that figurative language was one of the weakest areas.

Next they reviewed the science standards and discussed the distractors for students in selecting in selecting the wrong answers. What are the misconceptions? The instructional coach reminded the team of the importance of in doing an item analysis. One teacher asked if they could review the questions missed on the Das during the week of the door decorating contest as a grade level. Any other ideas? Teachers freely called on some suggestions. Very risk-free and collaborative environment

4th Grade Collaborative Planning

Subject / Content leaders shared the plans for the upcoming week. I recognized one of the new teachers who participated in my study was sharing activities and resources to teach the math standards. Her partner had found a Quick Check to use. She also created a worksheet of questions for a pre-test to be administered on Friday.

The reading leaders reviewed the daily plans. The principal reminded teachers about teaching the standard “character traits” and stressed the importance of reading the details in the standard.

A teacher shared the differentiated passages she plan to use with her students. They discussed a question that students had difficulty answering correctly, “How did the person appear?’ Students did not know what the word “appear” meant in the context of the question. Another teacher shared a STEM activity to help teach phases of the moon. Writing can be integrated by asking students to write to explain which phase of the moon would be the best day to have a Boston Tea Party. The Special Education teacher offered to modify the upcoming common assessment for the team.