New Teacher Induction:

Oregon's Successes and Gaps

by

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DISSERTATION ABSTRACT

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Teachers in K-12 education begin their careers underprepared for the complexity and demands of teaching. The current practice of a short span of student teaching and entering classrooms as the sole educator sets teachers up for overwhelm and frustration, which can negatively affect student achievement. New teacher induction programs can support novice teachers in all areas of effective teaching via a variety of supports. This dissertation provides the results of an online survey, conducted in March and April of 2023, to which 197 teachers and 54 instructional leaders working in Southern Oregon public school districts responded. The survey gathered information about the types and frequency of new teachers supports found in public Southern Oregon school districts. Additionally, data from one-on-one interviews with 10 early-career Southern Oregon public school teachers in Spring 2023 were analyzed to further explore how the new teacher supports offered impacted teachers' first one to three years teaching. The results of this descriptive study will help principals understand the ways in which they can support new teachers.

ACKNOWLEDGMENTS

Thank you to my husband—for his patience, his encouragement, his equanimity.

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CHAPTER I

INTRODUCTION

Anna was a new teacher, having graduated from a solid teacher preparation program just last year. Today, while in the second week of school, she was baffled. They'd all arrived in the classroom. One announced she had to go potty, so Anna let her go. But then another wanted to go and another. Soon, Anna was in the hallway with 14 kindergarteners, and she really hoped the other seven were actually in the bathrooms. It took another 20 minutes for her to get everyone back to the classroom.

New teachers have historically completed a preparation program in conjunction with either an undergraduate or graduate school degree. However, the prescribed course work and practicum have their limits. Of note, Rumschlag (2017) argues that teachers entering the workforce are woefully unprepared for the complexities of teaching. Novice teachers report a statistically significant "low sense of personal accomplishment and a sense of medium to slightly moderate depersonalization" (p. 31). The National Center for Education Statistics from the U.S. Department of Education published a 2015 report about teachers first employed in the 2007 – 2008 school year through the 2011 – 2012 school year. The report delineates new teacher retention at 90% for teachers in their first year, declining to 83% still teaching in their fourth year. The report also gives specific results regarding mentoring. Those first-year teachers with access to mentoring returned for a second year at a 92% rate versus only 84% returning of those who did not. Yet in a 2018 review of state policies related to teacher induction, "just 16 states provide dedicated funding to support teacher induction" (Espinoza, 2018, p. vii.).

Recommendations vs. Reality

Educational leaders have implemented myriad teacher induction paths over the past 50 years. Although identified with a variety of terms, these methods share in their intention to support novice teachers in their first few years of employment. Due to the nature of public education in the United States, each state and often individual school districts vary in how they measure teacher effectiveness and approach new teacher induction. My goal in my dissertation was to catalog Southern Oregon public school districts' new teacher induction programs and support systems and assess whether instructional leaders and new teachers find them effective. Based on my analyses of those results, I make recommendations both for the Oregon Department of Education's guidance for novice teacher supports and for districts and principals to support novice teachers in their buildings.

Because teacher turnover affects students' academic growth and social development, implementing consistent, research-based induction assists student success (Espinoza, 2018). To ensure successful transition from preparation programs to careers, school districts should provide multiple teacher supports during the first three years of employment. Teachers receiving these supports remain in teaching and improve their efficacy at higher rates than those who do not. As Hattie (2017) found, teacher efficacy is the most influential factor in a student's success. A number of support systems can be considered, including formal collaboration with colleagues, consistent access to master teacher mentors and principals, defined expectations of teacher effectiveness, observations of veteran teachers, and professional development through workshops and conferences.

To this end, Richard Ingersoll began exploring evidence for supports for new teachers in the early 2000s. He published his first endeavor—with Thomas Smith—in 2004. They

recognized the variety in new teacher supports, and, in 2011, they defined the objective to provide “newcomers with a local guide” (p. 203). Ingersoll and Smith’s research determined the quantity of new teachers receiving transition supports had doubled from 1990 to 1999. They also determined that of new teachers, those who received three or more types of support were 12% more likely to stay in the profession than those who received no supports.

Next Ingersoll and Michael Strong (2011) spent three years analyzing 15 studies on the impact of forms of support for new teachers. They found significant differences in student achievement after beginning teachers had experienced two years of induction. However, they also found no differences between the teachers in the treatment and control groups in their classroom practices in the first year and in teachers' retention over several years.

Since these two landmark studies, other researchers have published a number of articles addressing teacher transition programs and supports. Some researchers focus on teacher self-efficacy, others on retention, and some on student growth. As the literature synthesis will show, researchers and educators find it difficult to generalize the effects of the supports. Nevertheless, in terms of cultivating teacher effectiveness and increasing teacher retention, new teachers usually benefit from structured, scaffolded support.

Helping new teachers become effective and retaining them past their first five years of being in the classroom are no longer the only reasons for new teacher induction programs. From the beginning of the 21st century to the conclusion of its second decade, education policy analysts and practitioners have collectively warned of a looming teacher shortage (Sutcher et al., 2016). The United States needs to increase the number of people entering and remaining in the teaching profession. Under the premise that novice teachers need support to become effective teachers and remain in teaching, state departments of education and school districts need to provide teacher

induction programs that lead teachers to both understand the expectations of effective teaching and experience success in their initial professional years in a such a way that allows practice and growth to meet those expectations. These programs need various types of support from different instructional leaders. These instructional leaders—including administrators, coaches, mentors, and colleagues—need to implement their support services at certain frequencies. Therefore, two topics need review for this study: what is effective teaching? And what are effective new teacher supports?

Defining Teacher Effectiveness

The teacher has incredible impact on student achievement. Hanushek (2016) found "a top teacher can in one year produce an added gain from students of one full year's worth of learning compared to students suffering under a very ineffective teacher" (p. 7). Often, the general public wants a simplistic definition of teacher effectiveness—as straightforward as third graders' proficiency in reading, sixth graders' attendance rates, and ninth graders passing 70% of their classes (ESSA, 2017). However, factors outside a teacher's control make these measures debatable as indicators of teacher effectiveness. For example, a child's development and academic growth may be hindered by traumatic events in their childhood. At the time a teacher has a student, the student may not make academic gains. However, educator training often focuses on teachers' positive relationships with students being of utmost importance because "students' relationships with teachers are fundamental to their success in school. A teacher who is successful at building fruitful rapport with students gives the student an opportunity to make academic gains later in their education. As such, these relationships should be explicitly targeted in school-based prevention and intervention efforts" (Hamre & Pianta, 2006, p. 59) and present in measuring teacher effectiveness.

In the late 1990s and early 2000s, three educational leaders came to the forefront for defining the professional responsibilities of teachers: Kim Marshall, Charlotte Danielson, and Robert Marzano. Their work has driven the definition of effective teaching. Defining effective teaching permits teachers to learn about their strengths and weaknesses and use that knowledge to improve. The definitions and expectations led states and school districts to use their rubrics as evaluation tools. As the movement of teacher effectiveness and evaluation snowballed, Danielson (2016) asserted "The idea of tracking teacher accountability started with the best of intentions and a well-accepted understanding about the critical role teachers play in promoting student learning" (p. 20). Using their constructs, I present a summary of effective teaching as a frame for discussing new teacher induction.

Facets of Effective Teaching

Many researchers refer to at least three of five facets culminating in teacher effectiveness: (a) maintaining high academic expectations, (b) building positive relationships with students, (c) curating a wide range of research- and evidence-based instructional strategies, (d) creating a culturally responsive environment, and (e) collaborating with colleagues and parents (Darling & VanSickle, 2014; Keely, Smith, & Buskist, 2006; Man-Wai et al., 2019; Marzano, 2017; NCCTQ, 2009; Reddy et al., 2015). Within these facets, myriad attempts have been made to define effective teaching. Synthesizing these attempts can help new teachers know what is expected of them.

High Academic Expectations

First, teachers must employ consistent, spiraled, scaffolded standards and, second, high levels of student thinking to demonstrate proficiency. An effective teacher can go through "the first step in implementing standards-based grading [by] clearly identif[ying] and articulat[ing]

what students need to know and be able to do" (Marzano Resources, 2020, para. 1). Typically, the governing state organization adopts a set of standards for each content area. When finished with the first step, the state expects teachers to instruct and assess based on these standards. Often a school district purchases curriculum that encompasses both a content area's standards and instructional methods spanning Bloom's Taxonomy and/or Depths of Knowledge. An effective teacher should use a combination of prescribed curriculum and self-selection of instructional methods and creation of assessments. Furthermore, an effective teacher anticipates student needs and errors and offers additional scaffolding based on their comprehension of the standards (Danielson, 2015, Domains 1 & 3).

Assessing student work is also a critical part of having high academic expectations. Teachers who assess only if a student can recall or understand a concept or skill provide a disservice to the student's learning. Marzano (2020) and Danielson (2015) both assert that an effective teacher must know how to select assessments that determine if a learner can analyze, evaluate, and create work within a standard. Published curricula usually embed formative and summative assessments. Teachers need to know which of those assessments to select and when to implement them. Additionally, teachers need to have a set of formative assessment templates and strategies to implement to check for understanding and progress at different levels of thinking.

Empowering students with assessments furthers learning. Effective teachers use formative assessments seamlessly within lessons to determine student progress and enable growth mindsets in students. Students who can see themselves as learners have a growth mindset; students who believe they are limited, not smart, not good at a subject area—i.e., math

or reading—often get stuck in their learning (Dweck, 2008). Formative assessments can show students both what they have learned and what they still need to learn.

Master teachers also add summative assessments at the end of units of learning. Generally, a summative assessment combines multiple standards, giving students an opportunity to demonstrate strengths. Dynamic teachers ensure that access skills do not dominate assessments. For example, a math test might contain a lot of reading. A student with strong math skills but low reading skills may not demonstrate proficiency due to the demand to read. Reading, in this case, is a problematic access skill. An effective teacher would allow the student to have the problems read to them to complete the math tasks (Danielson, 2015; Marshall, 2013; Marzano, 2010).

Positive Relationships

Building positive relationships with students is an integral component of teacher effectiveness. Students usually learn more if they feel secure in school. "Students who feel appreciated and supported by their teachers attain more positive affective, behavioral, and cognitive outcomes" (Aldrup et al., 2018, p. 127). A teacher must respectfully connect with their students. This affinity takes a plethora of interactions that build upon each other. "Student-teacher relationships develop…through a complex intersection of student and teacher beliefs, attitudes, behaviors, and interactions with one another" (Hamre & Pianta, 2006, ab.). Forming rich relationships with teachers grants students a sense of safety and security and increases their competency, which leads to greater academic growth. Without positive relationships, student misbehavior increases, impeding the learning process.

By public measure, a teacher's primary role is to support student learning. The teacher's knowledge and skills generate the primary elements of a student's school environment. Public

assumptions on how to reach that goal historically converge on methods of lecturing, repetition, memorization, and strict decorum, making what students produce a less valued measurement tier. As the American education system progresses, anecdotes of caring, inspiring, trustworthy teachers grow in importance and are reflected in researchers' data analyses. Effective teachers know that for students to grow and meet high academic standards, they must first put in the genuine effort to know their students as human beings.

Instructional Strategies and Best Practices

Instructional strategies span from Madeline Hunter's prescribed lesson writing to project-based learning, from direct instruction to gradual release. An effective teacher meets students where they are academically and engages them at their capabilities through verified methods of learning. Effective teachers familiarize themselves with the interminable list of instructional strategies to anticipate student needs and scaffold student learning. Effective teachers give students multiple methods to understand a skill and process information. Although the majority of the 20th century included rote skills and quiet, row-lined classrooms, neuro research now shows that students must interact with each other and practice their new skills to solidify them (Medina, 2014). Collaboration is fundamental for all learners to absorb new knowledge. Practice is not just for athletes and performers but an indispensable aspect of retaining any new skills.

Researchers tout "best practices" when describing effective teaching. An effective teacher knows both how and when to implement myriad instructional practices. Students increase their knowledge and skills when they can access or build background knowledge, increase their vocabulary, play interactive games, create nonlinguistic representations, and work toward goals (Marzano, 2013). Teachers must know what to teach; they must build positive

relationships to begin teaching it. In teaching it, they must have copious strategies to work well with the students they've come to know.

Creating Culturally Responsive Environments

Our nation has historically segregated and diminished non-white, non-Protestant, and non-English speaking people and cultures within the public school system (Hakuta & Jacks, 2020). Educators expect students to innately behave in a manner that meets the white, middle-class decorum. When students don't meet that expectation, teachers label them as trouble at best and, though subconsciously, on a path of delinquency at worst. This labeling happens at a much higher rate for students of color. Only with the beginning of the 21st century have policy makers and instructional leaders begun to both acknowledge and impart changes for all teachers and classrooms to be culturally responsive. Creating such an environment entails authentic interest in students' personal traits while committing to social-emotional learning in addition to high expectations for academic learning. This genuine acceptance of all students and the culture from which they come dictates that an effective teacher truly believes in and supports the worthiness of all students (Gay, 2018).

Collaborating with Colleagues and Parents

Learning increases when humans interact. This scaffolding applies to teachers working with other teachers, students working with other students, and teachers working with parents. Colleague collaboration takes place during informal and formal settings for teachers to increase instructional and behavioral strategies. Effective teachers seek out these collaborative settings to improve their craft (Danielson, 2015). The parent-teacher relationship sways teacher effectiveness. When students know that their parents and teachers collectively work toward the

goal of their academic and social-emotional growth, their behaviors improve and their learning increases (Garbacz et al., 2021).

The Essence of Teacher Effectiveness

Societal demands on public education in general, and teachers specifically, have increased over the past half-century. The current intricacies of teaching astound even master teachers. Its complexity perplexes non-educators. For a novice teacher to have a better chance at successfully staying in the education workforce, federal, state, and local education agencies must offer a synthesized definition of teacher effectiveness. With teacher effectiveness defined, agencies can then reliably support new teachers and evaluate their effectiveness with validity.

In the U.S. stakeholders' quest to compete internationally in academics while also honoring the whole child, the United States public education system strives to encompass every child and every content area. To meet that goal, teachers must be minimally proficient and ideally masterful at facilitating student learning. Guidance, scaffolding, and evaluation are indispensable tools to shape teachers into masters of their craft. Intentionally and effectively doing so is facilitated by a new teacher induction program.

CHAPTER II

LITERATURE SYNTHESIS

To investigate supporting teachers during their first three years of teaching, I searched professional literature using ERIC, Proquest, and Google Scholar. I utilized the following search terms: *new teacher induction, novice teacher support, teacher mentors, supporting new teachers, instructional coaching, principal support for new teachers, teacher efficacy* and *beginning teachers.* Upon evaluating the search results, I limited studies included in this synthesis to those conducted within the United States published since 2011. My goal in this delimitation was for the transferability of this study with that of teaching expectations—thus the geographical limitation—and the progress of induction and best instructional practice—the selection of 2011 and later. Reviews of mentoring programs also included the search terms *states provide teacher mentoring* limited to articles post-2016, as the US Department of Education altered its expectations of teacher evaluation and support through its update of the *Every Student Succeeds Act* in 2016. Qualifying articles also had to be peer reviewed and address new teachers as part of their study. In scanning hundreds of articles for qualification, 75 of them met initial standards. In perusing those 75, only 37 met every qualification listed.

Definitions

Throughout the articles, research and author teams used varying synonyms to discuss the topic of new teacher support. To systematically explore teacher support, these terms must be categorized, defined, and narrowed for common understanding.

New Teacher

Myriad synonyms exist for the years in which a teacher enters the profession. Fortunately, the terms are basic enough to recognize as synonyms. *New teacher* was found in at

least five publications and generally refers to teachers in their first year of classroom teaching. The term *first year* teacher was used in at least eight of the articles. Anthony et al. (2018), Mitchell et al. (2017), Cuddapah and Burtin (2012), Warsame and Valles (2018), Albright et al. (2017), Martin et al. (2015), and Chaney et al. (2020) all use the term *novice* to describe a teacher in their first three years of teaching.

Beginner/*beginning* teacher are terms used by Kang and Berliner (2012), Hallum et al. (2012), Hanita et al. (2020), Olson Stewart et al. (2021), Renbarger and Davis (2019), and Brown et al. (2020). Four authors use *early career* to describe the first few years of teaching. These four terms are generally synonymous with the first three years of teaching. Although sometimes, as in this paper, the terms can be used interchangeably, it is important to note that the qualitative studies typically define a specific number of years of experience when discussing new teachers.

Teacher Induction

Induction refers to "admit[ting] as a member" according to the Merriam-Webster dictionary. In this regard, our vernacular refers to new teacher induction as admitting a first-year teacher into the profession with a support system for deeper learning of the craft of teaching and the nuances of school employment. *New teacher induction* as a now common phrase represents a structured, sequenced, and scaffolded program. Educators specifically trained in guiding beginning teachers through the rollercoaster of the early stage of teaching lead and implement new teacher induction programs. The full process of induction takes several methods of support and at least a full school year but preferably three school years. Eight of the research author teams refer specifically to induction as a full program. These four author groups studied the following programs: BEST and CADRE (Perry & Hayes, 2011), New Teacher Center (Schmidt

et al., 2020), Connecticut's two-year Teacher Education and Mentoring (TEAM) Program that includes five instructional modules for beginning teachers to align their instruction with the state's standards (Hanita et al., 2020), and CADRE (Wilcoxen et al., 2019).

Ronfeldt and McQueen (2017), Martin et al. (2015), Chaney et al. (2020), and Warsame and Valles (2018) described unnamed new teacher induction programs. Ronfeldt and McQueen worked with quantitative data from three different surveys—*Schools and Staffing and Teacher Follow-Up Surveys (SASS/TFS)* and *Beginning Teacher Longitudinal Survey (BTLS)*. These surveys are nationwide and do not discuss specific induction programs. Martin et al. (2015) conducted a case study of five teachers in the Hawaiian school district that designed their one induction program. Chaney et al. (2020) used qualitative data from a statewide survey and neither named the state nor specified any induction programs. Warsame and Valles (2018) conducted their research with teachers in Texas but merely stated that they were involved in a "comprehensive induction program" (p. 20).

Types of Teacher Support

Novice teachers—regardless of their teacher preparation program—are never fully prepared for the realities of teaching. Teachers need time to process the complexities of teaching and practice the sequence of instruction. A school or district often provides some new teacher supports without implementing a full induction program. The following supports emerged as the most frequent from the 38 articles synthesized: (a) mentoring, (b) coaching, (c) co-planning, (d) professional development, (e) collaboration, (f) observations, and (g) administration. In the following definitions of these supports, I also describe the research regarding new teachers. After the section outlining the supports, I include a separate section discussing the effects of these supports.

Mentoring

Mentoring, the primary mode of new teacher support, is a method for districts to "communicate their instructional expectations and support teacher effectiveness (Billingsly, 2019, p. 370). Hallum et al. (2012) define the concept as "mentors today teach and guide new members of a profession or organization as they transition from inexperienced to seasoned professionals" (p. 246). A teacher who demonstrates mastery of all aspects of teaching over the course of several years might be selected as a mentor teacher. Brown et al. (2020) found mentoring the "most important asset for improving instruction and providing emotional support" (p.12) for new teachers. It is important to note that mentoring is, however, only a piece of new teacher induction (Perry & Hayes, 2011). Although Martin et al. (2015) confirmed this aspect of mentoring, they added that new teacher mentors must be well-trained as mentors to successfully support new teachers. Campell Ault et al. (2017) analyzed the Alaska Statewide Mentor Project (ASMP). A portion of their analyses found that the program adhered to ongoing professional development for the mentor teachers. Renbarger and Davis (2019), Ronfeldt and McQueen (2017), Lindsay et al. (2021), Mrstik et al. (2018), and Warsame and Valles (2018) list mentoring in their study of induction supports but do not define it.

During their time together, mentor teachers talk with the new teacher in a tête-à-tête. The new teacher divulges confusion and frustration; the mentor teacher guides the new teacher through their challenges. Mentoring gives new teachers a safe place in which to process their new role and determine how to improve. It can lead to discussions about all aspects of school, from the craft of teaching to staff meeting behaviors, from parent communications to principal interactions. Warsame and Valles (2018), Mrstik et al. (2018), and Schmidt et al. (2020) allude to online and electronic means of communication for mentoring but do not explicate that process.

New teachers want to trust their mentor teacher, so some instructional leaders practice mentor matching. Schwan et al. (2020), Chaney et al. (2020) and Lozinak (2016) all acknowledge mentor matching—the conscious choice of induction program leaders or school or district administrators to match a new teacher with a mentor who has taught in the same grade levels or content areas as the new teacher currently works.

Evidence does indicate that mentoring can be effective in acclimating new teachers to the profession and enabling them to survive their first five years. Wiens et al. (2019) analyzed the Peer Assistance and Review program (PAR). The goal of PAR was to retain teachers. Their definition of mentoring was to "provide direct instructional support to teachers and collect data through formal observations, which are aligned to the state teacher assessment framework" (p.106). PAR appears to be an outlier in that the mentors were required to write detailed evaluations of the new teachers and turn in those evaluations to principals rather than serve in a purely supportive role, free from evaluation.

Mentor teachers can serve in their role in two ways. They can still be full time classroom teachers who mentor one other new teacher within their school. In this scenario, the time spent with new teachers generally takes place outside the regular workday. The other, though less common, method is for a mentor teacher to be "released" from classroom teaching. Instead of being a "normal" teacher, the mentor teacher spends part or all of their regular workday working exclusively with new teachers. However, in the latter scenario, this position is usually referred to as an "instructional coach." Campbell Ault et al. (2017) studied these two scenarios as their treatment and control groups. Schmidt et al. (2020) referred to instructional coaching as "higher level mentoring" (p. *x*). Wilcoxen et al. (2019) clearly contrast *mentoring* with *educative mentoring* and *coaching*; in their exploration of CADRE, Wilcoxen et al. found that during a

teacher's first year of teaching, their mentor intentionally provided both mentoring and coaching simultaneously.

*Instructional Coachin*g

The differences between mentoring and instructional coaching are more in depth than often realized. Mentoring provides novice teachers with a sounding board and gentle guidance. Instructional coaches have a different type of teaching role, working with other teachers instead of students. They work purposefully with teachers of all years of experience with a focus on improvement of instructional and classroom management strategies. In reviewing US new teacher induction supports, some researchers acknowledged the differences between mentoring and instructional coaching. Hallum et al. (2012) and Schmidt et al. (2020) considered how mentoring differed from instructional coaching; they both noted that instructional coaches typically no longer teach in classrooms. CADRE, a mid-western program for first year teachers, intentionally implements both mentoring and instructional coaching as separate parts of their new teacher induction. In their analyses of CADRE, Wilcoxen et al. (2019) delineate cognitive coaching, instructional coaching, and student-centered coaching. De Jong and Campoli (2018) named curricular coaches in their study but stated that they used the term as a synonym for instructional coaches (p. 193). Campbell Ault et al. (2017) referred to the techniques included as instructional coaching as that of mentors; they listed "collect and analyze classroom data using formative assessment tools" (p. i).

Instructional coaching has its place for teachers of all lengths of tenure. Effective coaching, as synthesized by Kraft et al. in 2018, is individualized, intensive, sustained, context specific, and focused. Instructional coaching focuses on facets of effective instruction: rigor and standards, instructional practices, classroom management, and assessment. Instructional

coaching follows a general practice: determine areas of improvement, gather data about that area, determine interventions or alterations, implement those interventions or alterations, gather post-intervention data, and reflect on any changes. This process creates a partnership between the coach and the teacher. Arroyo et al. (2020) analyzed how a new teacher would bring up challenges to their coaches. Instructional coaches study how to maneuver through that process and lead struggling teachers toward improvement. The program Brown et al. (2020) investigated also discussed how instructional coaches should be able to model teaching for new teachers. In Brown et al.'s research, the modeling was most effective when the coach's teaching experience was similar to that of the new teachers with whom they worked. Although De Jong and Campoli (2018) also discussed these strategies for instructional coaches, they specified that instructional coaching should be content based. Finally, Mitchell et al. (2017) researched an induction program that had much of the interaction between instructional coaches and new teachers completed digitally or electronically.

Co-planning

Co-planning (also known as common planning) occurs when two or more teachers who teach the same grade level or content area have an opportunity to plan lessons and assessments together. When a new teacher joins a school, as Martin et al. (2015) denote, an important support tier includes administration proactively scheduling that planning time with veteran teachers. Co-planning grants new teachers the chance to see how another similarly-assigned veteran teacher might plan with the same standards, curriculum, or students. Co-planning can also ensure that new teachers have knowledge of and access to curriculum. Ronfeldt and McQueen (2017) surveyed new teachers' opportunities to co-plan. Anthony et al. (2018) stated that veteran teachers can take these meetings as opportunities to scaffold new teachers in improvements to

their instruction. Lindsay et al. (2021) surveyed new teachers and found common planning time offered to 64% of the teachers they surveyed. De Jong and Campoli (2018) had it in the list of supports they analyzed, and Kang and Berliner (2012) listed common planning time as one of the four supports most-often provided. Similarly, Cuddapah and Burtin (2012) found that teachers who went through alternative licensure programs ranked co-planning as the second of six recommendations. Cuddapah and Burtin determined that teachers needed to listen to and learn from veteran teachers to plan age-appropriate instruction.

Professional Development

A fourth source of new teacher support comes in the form of professional development. Even though a new teacher has just gone through pre-service training, all teachers need continuing education to improve their skills. Professional development often comes in the form of conferences, trainings, classes, and literature studies. Professional development connects to any and all facets of effective teaching. New teachers need to participate in these opportunities to add to or reinforce their preparation program and to collaborate with veteran teachers. Due to the influence of professional development, Ronfeldt and McQueen (2017) surveyed new teachers' opportunity to attend a seminar while Warsame and Valles (2018) surveyed teachers' perceptions of the helpfulness of professional development. Renbarger and Davis (2019) found that teachers who encounter barriers to professional development reported a decrease in their job satisfaction.

Professional development (PD) can be embedded within a school or district's initiatives or can be delivered from another organization. Sometimes mentor teachers or district leadership design PD based on their perceptions of their new teachers' needs; Anthony et al. (2018) describes this scenario. Gee and Gonsier-Gerdin (2018) also mention this scenario and found that new teachers' confidence increased with this type of support. After a new teacher attended a

formal professional development session, the mentor teacher assisted the new teacher with processing and implementing the strategies from the PD or assisting a new teacher with school or district policies. Olson Stewart et al. (2021) had a slightly different approach with their new teacher professional development intervention. They designed a monthly group PD session with weekly individual tasks for teachers to journal and self-reflect. Lindsay et al. (2021) found that 74% of teachers in their survey were offered PD. Within this research, seven author teams brought up professional development.

Collaboration

A subset of professional development is collaboration. Wilcoxen et al. (2019) define collaboration as "to jointly work on an activity to produce or create something" (p. 60). Warsame and Valles (2018) found that new teachers appreciated collaboration most of the supports provided. When teachers collaborate, they learn from each other. They discuss theory and practice, data and goals, implementation and results and make lessons, routines or assessments. Martin et al. (2015) determined that these discussions must follow a productive structure for new teachers to find collaboration helpful; otherwise, the discussions often spiraled into venting or frustration listening sessions. New teachers did not find such negativity productive. Billingsley et al. (2019) listed collaboration in their top three induction supports.

Collaboration can take the aforementioned professional development opportunities a step further. When teachers learn about practices at a professional development session, they should then work with their school colleagues to implement what they learned. Ronfeldt and McQueen (2017) surveyed new teachers for their opportunities to collaborate. Lindsay et al. (2021) reported that 51% of teachers surveyed were offered the opportunity to participate in professional learning communities. As mentioned before, Anthony et al. (2018) researched this

specific approach of taking professional development to the next step with collaboration between teacher leaders and new teachers; collaboration was the top ranked support requested by new teachers in their study. New teachers get support in this process when shown that all teachers should always learn and practice new techniques. Collaboration also serves as a scaffold system so new teachers can learn from veteran teachers' experience. One explanation came from Schwan et al. (2020) who refered to how a mentor teacher and new teacher collaborate.

Of the articles for this literature review, 25% referenced collaboration. Although Gee and Gonsier-Gerdin (2018) mention only that their case study indicates new teachers want more time for collaboration, The CADRE project believes so much in the effectiveness of collaboration it requires its new teacher participants to participate in such activities with their mentors and instructional coaches (Wilcoxen et al., 2019). Arroyo et al. (2020) combined mentoring and collaboration in their research. During their Saturday work sessions, new teachers would seek instructional advice from their mentors, and they would conclude the sessions with planning and strategizing for the next week. The New Teacher Center implements guided collaboration logs that help the mentors diagram, note, or chart the instructional strategies or classroom management techniques the new teacher uses. The new teacher can then visualize what the mentor wants to convey and respond in either writing or conversation (Schmidt et al. 2020).

Observation

A sixth effective induction practice is observation of teachers. This practice can take place when novice teachers observe veteran teachers; or when mentor teachers, instructional coaches, and administrators observe novice teachers (Warsame & Valles, 2018). In the first scenario, observations allow novice teachers to see experienced teachers in action. Cuddapah and Burtin (2012), in their study of alternatively-licensed teachers, concluded observation a highly

desired induction strategy, and Martin et al. (2015) determined observation as the most important support to the new teachers they interviewed. Lindsay et al. (2021) found that 41% of teachers surveyed went on instructional rounds. In observing veteran teachers, the new teachers can take what they know about theory and better understand how it works in practice. In its reciprocal, when an experienced colleague observes a new teacher, the new teacher can demonstrate skills and receive feedback regarding improvements. Perry and Hayes (2011) researched the BEST induction program, which provides new teachers with both being observed and observing others. They advised that all observations should have discussion afterwards to help new teachers comprehend what went well, what needed improvement, and how they could change their instructional or management practices Mrstik, et al. (2018) went about this approach by forming an instructional intervention, a visual support for new teachers to implement, conducting observations when they implemented it, and giving specific feedback.

Administration

A new teacher's relationship with the school's administration can be a determining factor in the success of their early stages of teaching. As just noted for observations, principals are part of the team working with new teachers for observations and for evaluation. Administrators must give novice teachers applicable feedback. Principals must have a productive collegiality for the novice teacher to grow in self-efficacy. Their presence in a new teacher's day must be frequent; Martinez et al. (2021) reported that even as little as ten-minute conversations produced "meaningful differences" (p. 12). Lindsay et al. (2021) found that 81% of teachers surveyed had "regular and supportive communication with their principals" (p. 8). Ronfeldt and McQueen (2017) and Gee and Gonsier-Gerdin (2018) also surveyed new teachers about having supportive principals. The latter focused on special education teachers, and Gee and Gonsier-Gerdin

determined that the new special education teachers appreciated their principals' support but didn't find their principals experts in special education.

When a mentor or instructional coach works with a new teacher, the novice teacher/administrator relationship can still be associated with or support the success of the novice teacher. The New Teacher Center refers to these scenarios as principal engagement with new teachers (Schmidt et al., 2020). Warsame and Valles (2018) specifically studied new teachers' perceptions of principals visiting their classrooms—an overlap with the aforementioned observation. Additionally, as Reid explored in 2019, an instructional coach's success depends upon their relationship with the principal. Brown et al. (2020) echoed this finding with positive evidence of having clearly defined roles and expectations between a principal and an instructional coach. Walker and Slear (2011) found principals modeling instructional expectations of utmost importance to teachers in their first three years of teaching.

An often-unseen portion of administrator support are structures and systems that promote socialization and collaboration throughout the school which, in turn, support new teacher development and teacher connection to the school. Anthony et al. researched 12 new teacher socialization tasks and found that principals were responsible for five of them, including whether systems exist for teacher leaders to meet with new teachers. Olson Stewart et al. (2021) surveyed their participants about the support received from their principals, and they responded with the value of a principal who acknowledged the struggles and contributions of new teachers. However, Albright, et al. (2017) considered administrators' perceptions of their support for new teachers. They found that none of the principals in their qualitative study felt they gave enough support to new teachers in their building due to time constraints from other school challenges.

Frahm and Cianca (2021) also addressed the workload on principals, but noted that the principals in their study recognized the importance of social-emotional support for new teachers.

Evaluation

Last, formal evaluation spans each of these aspects of supporting new teachers. With a sound evaluation framework and cyclical evaluation process, new teachers know what is expected of them. The evaluation framework must clearly define effective teaching and clarify indicators for *beginning*, *proficient*, and *masterful* skills. A rubric of that sort shows how a teacher should grow in their practice (Danielson, 2016; Lindsay, 2021).

Mentors and instructional coaches should guide novice teachers through challenges by referencing the evaluation rubric. Principals should frame conversations based on the language of the rubric, expectations, and goals. Both scenarios allow for less emotion and increased objectivity. Though defining teaching includes evaluation, new teacher induction does not always include it. Only Billingsley et al. (2019) listed teacher evaluation in their top three induction supports. Schmidt et al.'s (2020) analyses of The New Teacher Center's induction program showed that NTC uses an evaluation rubric—Danielson's specifically—both to determine if the new teachers are growing and if the induction elements are effective in helping the new teachers grow. According to Wiens et al. (2019), the mentors for PAR used formal observations aligned to the state teacher assessment framework as part of their new teacher supports.

Time Frames of Support

Under these circumstances of new teacher support, the implementation time frame must be considered. Although at least one author refers to the time frames as "dosage" (Caven et al., 2021), in this paper I will refer to it as frequency. New teachers need a reliable routine of

supports. Unfortunately, as Martin et al. (2015) found, “interactions and time spent with…mentors differed greatly (p. 10). Much research indicates that new teachers need at least 20 hours of support over the course of a school year in a combination of the described methods to improve effectiveness.

Frequency of Support Throughout a School Year

Thirteen of the articles referred to the frequency of support. The only two terms mentioned for frequency of the studied methods were *weekly* and *monthly*. Although none of the other publications specified days, Arroyo et al. (2020) followed a grant that had teachers meet with their mentors on Saturdays. CADRE, the induction program Wilcoxen et al. (2019) studied, promised their new teachers five hours per week of program associate time. Hanita et al. (2020), Campbell Ault et al. (2017), Schmidt et al. (2020), and Gee and Gonsier-Gerdin (2018) each discussed weekly implementations. The New Teacher Center program Schmidt et al. evaluated (2020) recommends weekly mentoring meetings of at least one hour; however, fewer than half of the schools in their study met that minimum recommendation. Mitchell et al. (2017) also found that the program they studied did not typically meet the goal of weekly meetings. Mitchell et al. found that every meeting, be it in-person or on-line, did last at least 30 minutes. Brown et al. (2020) compared meeting frequencies of two hours per week and one hour per week. Caven et al., Taranto (2011), and Warsame and Valles (2018) addressed or designed interventions of monthly frequency. However, Olson Stewart et al. (2021), Chaney et al. (2020) each mentioned weekly frequency in addition to monthly frequency. Olson Stewart et al. (2021) assessed a program that had 3.5-hour sessions each month; these sessions were combined with weekly individual times for the program.

Length of Support in School Years

Full induction programs usually last three school years. However, only the Hallum et al. (2012) study and New Teacher Center (Schmidt et al., 2020) address that length of program. Some articles refer to surveying first-, second-, and third-year teachers, but they do not describe fully implemented three-year programs. Brown et al. (2020), De Jong and Campoli (2018), Campbell Ault et al. (2017), and Schwan et al. (2020) each refer in their studies specifically to first- and second-year teachers.

Warsame and Valles (2018), Albright et al. (2017), Wilcoxen et al. (2019), Ronfeldt et al (2016), and Gee and Gonsier-Gerdin (2018) each define their studies for first-year teachers only. Perry and Hayes (2011) discuss first year teachers compared to third or fifth-year teachers, but do not present how long supports take place. The six remaining articles use the term *novice* or *early stages* for their analyses without specifically defining the length of time a teacher has been employed in the teaching profession.

Effects of Support

Taking this research into consideration, the wide berth of effects culminates in evidence for at least neutral and usually positive impact on teacher retention and teacher self-efficacy. For example, Taranto (2011) found that collaboration reduced feelings of isolation. Teachers who have higher self-efficacy improve more quickly—also affecting student growth. Perry and Hayes (2011) evaluated 13 research questions comparing the differences between fifth- or third-year teachers and first year teachers. Only three of the research questions indicated statistically significant differences; the remaining research questions had no statistically significant difference. Most importantly, Perry and Hayes' (2011) reported no statistically significant difference in teacher retention. Difficulty determining results has occurred though. For example,

rather than focus on the necessity of induction programs, Arroyo et. al (2020) and Albright et. al (2017) concluded that new teachers seemed so awed by the complexity of the classroom that teacher preparation programs should be improved.

Other researchers reported results unrelated to teacher induction. For example, Schmidt et al. (2020) found a lack of fidelity in the New Teacher Center's implementation of their induction program, making it difficult to determine its effects. Mrstik et al. (2018) focused on an instructional intervention and observation; student behavior impacted their results.

Findings Considering Grade Levels and Content Areas

Four of the articles specified middle level teachers as the focus of their study (Albright et al., 2017; Chaney et al., 2020; Martin et al., 2015; and Walker & Slear, 2011), while only three articles specified elementary teachers (De Jong & Campoli, 2018; Olson Stewart et al., 2021; and Perry & Hayes, 2011), none specified high school teachers, and two specified teachers of students with disabilities (Billingsley et al., 2019; and Gee & Gonsier-Gerdin, 2018). Four of the studies simply defined their population as either K-12 teachers or PK-12 teachers (Campbell Ault et al., 2017; Schwan et al., 2020; Reitman & Karge, 2019; Wilcoxen et al.; 2019). Oddly, the remainder of the articles did not specify grade levels.

Similarly, content areas were not often mentioned either. Only Albright et al. (2017) intentionally focused on teachers of core subjects. Cuddapah and Burtin (2012) found positive impact of co-planning, collaboration, and observation helpful to novice teachers going through alternative preparation pathways; typically this means the teacher has classes for non-core areas. Schmidt et. al (2020) determined that students in underserved areas had higher ELA scores when the students had a new teacher involved in an induction program. The remainder of the authors—other than the two considering special education—did not limit their studies by content areas.

Findings Based on Frequency

Caven et al., (2021) and Chaney et al. (2020) focused their analysis on how often support time was scheduled. Chaney et al.'s (2020) findings indicate that 50% of novice middle school teachers felt that monthly meeting times with their mentors sufficed, while the other 50% felt that weekly meetings were the minimum necessary for successful support. Caven et al. directly connected frequency with retention. New teachers who had four or more hours per month of mentor access had a 16-point higher retention rate than new teachers who had fewer than four hours per month. Perry and Hayes (2011) concluded that a multi-year approach was necessary to improve retention rates. Schmidt et al.'s evaluation (2020) concluded that the occasional presence of an instructional coach or mentor does not suffice and that those new teachers who had the recommended allocation of weekly, hour-long meetings showed higher achievement results than those who did not.

Findings Based on Retention

Most of the findings from these articles revolve around retention rates of the novice teachers. This focus indicates the importance of teacher retention because teacher turnover affects students negatively. Low teacher retention also has financial costs. Sutcher et al. found in 2016 that teacher turnover cost the nation $8 billion per year. Gray and Taie (2015) found that a higher percentage of beginning teachers assigned a first-year mentor continued teaching than those not assigned a first-year mentor. Campbell Ault et al. (2017) found a "promising" 4% increase of retention for those in the intervention group compared to the control group (p. *iii*). Schwan et al. (2020) indicated a 93% retention rate of novice teachers while Hanita et al. (2020) found an 83% retention rate in addition to those teachers indicating the induction program had a direct impact on their longevity. De Jong and Campoli (2018) made comparisons in their study

by determining "[their] model predicted that among early-career teachers, teachers in schools without curricular coaches are approximately twice as likely to leave the profession the next year compared to teachers in schools with curricular coaches" (p. 191).

Ronfeldt and McQueen (2017) similarly determined "teachers who received a combination of induction supports were also less likely to leave teaching" (p. 403); each additional induction support reduced the likelihood of leaving teaching by 18% to 22%. Renbarger and Davis (2019) posited that "positive mentoring, and fewer barriers to professional development may help some beginning teachers to stay in the profession" (2019, p. 30). Eğinli (2021) and Frahm and Cianca (2021) reported an association between principal support and teacher commitment to staying in the profession. Hallum et al. (2012) compared district-level instructional coaching to in-school mentoring and found that the latter had a higher impact on retaining teachers. Lindsay et al. (2021) found three of the discussed supports had a significant impact on teacher retention: mentoring, supportive principals, and evaluations. Wiens et al. (2019) determined that peer mentoring reduced both attrition and transiency for novice teachers. Kang and Berliner (2012) determined two common induction practices were statistically significant in improving teacher retention: professional development seminars and co-planning.

Although no negative effects were found by any of the researchers, the analyses of the New Teacher Center by Schmidt et al. (2020) and Mitchell et al. (2017) indicated only a neutral impact. Kang and Berliner (2012) did not find significant impacts for observation or collaboration. Being that the New Teacher Center has now spent over two decades building, growing, and implementing their program throughout the U.S., it is curious what the next wave of research and/or implementation by states and districts should be.

Findings Based on Individual Support Components

In contrast, several articles did not show statistical significance related to the impact of induction components—usually due to a qualitative rather than quantitative approach. Martin et al. (2015) noted a positive impact of the collaboration, co-planning, and observation. Martin et al. determined a caveat though regarding school-based professional development; new teachers were so overwhelmed with the complexity of effective teaching that they could not focus on and/or learn during school-based professional development. Wilcoxen et al. (2019) determined 50% of their novice teacher sample found the CADRE essential to their success, and collaboration was second-most mentioned as a support that improved teacher well-being.

Renbarger and Davis (2019) researched mentoring and professional development and found increased job satisfaction for novice teachers who had mentors and access to professional development. Brown et al. (2020) did not find any evidence to support relevant professional development, but documented evaluation and curricular support as integrated supports in an induction program. They also determined that in the program they analyzed, when compared to national standards, "only three (3) out of nine (9) categories showed evidence of meeting the criteria" (p. 22). Researchers also analyzed pairing mentors with novice teachers. Schwan et al. (2020), Chaney et al. (2020), and Lozinak (2016) each determined that the selection process for matching a mentor with a novice teacher impacted the success of the novice teacher. Pairing mentor teacher strengths with novice teacher concerns in addition to matching similar teaching assignments contributed to success of the mentor/novice relationship. However, Mitchell et al. (2017) found the digital interaction model of instructional coaching to be less effective than face-to-face discussions.

Gaps in the Research

Perusing all of this literature, gaps in the literature appear in several sub-topics. Those gaps widen regarding methods studied and results on student growth. Since Ingersoll and Strong's 2011 publication, there have been few comprehensive studies. The two comprehensive studies that qualified under my search criteria were specific to Connecticut (Hanita et al., 2020) and Alaska (Campbell Ault et al. 2017). States rarely publish evaluations of their induction requirements—if they even have induction requirements. This gap begs the question: Do state departments of education and local education agencies intentionally support teachers?

A lack of results also appear related to how the new teacher supports affect new teacher retention or student achievement. For example, Anthony et al. (2018) determined that teacher leaders and principals "indicate teacher leaders are an important resource for inducting novice teachers" (p. 74). However, the study does not push forward into what the results of that resource consist of.

Induction programs as a whole are not often cited. This omission indicates a lack of fully designed induction programs. While the discussed research all reviews at least one component of evidenced-based scaffolded support, it appears that other than two induction programs—NTC and BEST—full induction programs are either non-existent or not researched.

Last, the fiscal aspect of new teacher supports is not clear. Supporting new teachers does divert money from directly supporting students. Olson Stewart et al. (2021) determined that in Arizona, induction support cost $6,000 annually per new teacher. However, if the effects of supporting new teachers are a significant improvement over not doing so, then indirect effects must be considered. The cost of teacher turnover must be included in this research also. When a school hires and then loses a new teacher, they also lose the financial investment in that person.

More importantly, routinely having inexperienced teachers hinders students' growth. Retaining teachers increases student growth because experienced teachers teach more effectively than new teachers (Ost, 2014; Podolsky et al., 2019). The Learning Institute found that hosting new teachers in a residency program combats attrition. "Expert mentoring in the first years of teaching enhances the retention effects of strong initial preparation. Early induction opportunities offering mentoring and other teaching supports can keep beginning teachers in the profession and build their competence and self-efficacy, which in turn enhances retention" (Sutcher et al., 2016). Martinez et al. (2020) found "meaningful" impact on teacher confidence from the intentional conversations between principals and new teachers (p. 12).

Literature Synthesis Conclusion

Oregon instructional leaders need further guidance, stemming from the current literature, on supports offered to novice teachers and the effects of those supports. Ingersoll and Strong (2011) extensively documented broad evidence that novice teacher support contributes to effective teaching and progressing the profession. The majority of subsequent research indicates positive results for teacher retention and student growth when these novice teachers receive quality supports.

Based on the research synthesized, an induction program should have a three-pronged approach (a) personalized professional scaffolding, (b) confidential guidance through structured master teacher mentorship, and (c) administrative support and participation. Expert mentoring in the first years of teaching enhances the retention effects of strong initial preparation. Induction opportunities help keep novice teachers in the profession and build their competence and self-efficacy. These supports can help teachers increase their academic expectations, improve positive relationships, and strengthen instructional strategies. With the consistent presence of

these supports and services, schools increase novice teacher success and retention, thus increasing student success.

Despite research indicating the importance of supporting new teachers, only 16 of the 50 states and Washington, D.C. fund such programs. Although supportive of new teacher supports through internal programming, the Oregon Department of Education (ODE) does not require new teacher induction or even at least one method of new teacher support for all early-stage teachers. The Oregon Department of Education includes a new teacher mentoring program called Oregon Mentoring Project. Its 2019 publication regarding that program indicates "On average OMP mentored beginning teachers' one-year return rates were 6% higher than non-OMP mentored teachers. This 6% reduction in turnover is the equivalent of an average of $431,508/year in turnover costs (estimated at $11,675 per teacher) saved" (WESD, 2019, p. 1). Although many Oregon local education agencies indicate they provide new teacher mentoring as a benefit of being employed there, the time has come to determine if Oregon's new teacher support is a solidified practice. I examine the novice teacher supports in Oregon and instructional leaders' and new teachers' perceptions of those practices by researching the following questions:

Research Questions

Question #1: What supports and with what frequency do Oregon school districts provide novice teachers?

Question #2: To what extent do Oregon school districts' supports vary based on their size and location?

Question #3: How do Oregon teachers and instructional leaders perceive the quality and quantity of novice teacher supports?

CHAPTER III

METHOD

I conducted a mixed-methods phenomenological study to address my research questions. This design is appropriate, as I am a practicing K-12 educational leader embedded in the work of novice teacher induction. My decade-long experience in this work provides me with valuable insights to interpret qualitative data. In addition, teaching in and of itself is complex; having a panoramic understanding of effective teaching and of effective novice teacher supports will help support my practice as a school administrator. Although partial answers to my research questions could be addressed through simple quantitative surveys, a deeper understanding can best be reached with a deep dive into the topic that qualitative phenomenological approaches allow. Because I have not entered this study with a hypothesis, I needed instruments and techniques to build upon each other. The methodology emerged from the gathering of data—further indicating the need for a mixed-methods qualitative study (Creswell & Creswell, 2018). The importance of gathering varied perspectives cannot be overstated and is the main driver for a phenomenological study.

With the foundational phenomenon of *new teacher support*, I designed instruments and methods to understand what, when, and how Southern Oregon school districts scaffold teachers during their first three years of teaching. Linking this information to the *impact* of the support depends on multiple methods of research. I attempted to understand the impact of the new teachers supports by asking teachers for explanations of selected responses and by speaking directly with teachers about their experiences.

Novice teachers' lived experiences vary by the grade levels and content areas they teach, as well as by the geographic locations in which they teach. The amount of variability introduced by differences in teaching assignments made a case study a poor choice for this topic. It was my hope that conducting a mixed-methods phenomenological study would enable me to create an understanding based on common threads of acclimating to teaching and becoming effective teachers (Creswell & Creswell, 2018) that transcends the specifics of particular teaching assignments. I analyzed survey responses and interview transcripts to conclude how supportive novice teachers find Southern Oregon school districts. I also gathered perceptions of novice teachers and instructional leaders about the process of providing novice teacher supports and their impact on effective teaching.

Gathering this information and perspectives about novice teacher supports began with casting wide nets. The first two nets sought information from educators around the region of Southern Oregon, attempting to catch a diverse spectrum of teachers throughout six counties and assignments of K-12, specialties, self-contained classrooms, and content areas. This information provided both quantitative and qualitative data, allowing me to alienate my assumptions. Centering the research around the perceptions and realities of individuals throughout this region honors the philosophical base of phenomenology (Padilla-Diaz, 2015).

After securing the survey respondents, I selected appropriate educators to interview from the initial respondent sample. After removing teachers I had supervised from the list of potential interviewees, I used purposive sampling to winnow the interviewees to encompass different categories of grade level, teaching assignment, and population density. "Purposive sampling is characterized by the incorporation of specific criteria met by the participants at the moment of selection" (Padilla-Diaz, 2015, p. 104). This purposive sampling enhanced my phenomenological

goals of understanding the types of supports public school teachers in Southern Oregon receive during their first three years teaching and how teachers and instructional leaders appreciate those supports. That derivative sample allowed me to gather additional qualitative data about specific experiences and perceptions of the novice teacher supports. These data make interviews the most appropriate method of collecting information for this part of the study (Padilla-Diaz, 2015). Interviews, a defining feature of phenomenology, were used as I discussed experiences with early career teachers (Creswell & Poth, 2018).

Setting and Participants

Oregon is a geographically diverse state with two-thirds of the population living in urban and suburban areas along an interstate highway within one-quarter of the state's area. That leaves the other third of the population living rurally in three-quarters of the state's area. As of the 2020 US Census, 4,237,256 people live in Oregon. Of those, 20.5% were under age 18. Oregon is not an ethnically diverse state, as 86.7% of its population identifies as White and only 15.4% of households speak a language other than English. About 11% of the state population lives below the poverty line. The geography of Oregon falls into six sections, which creates clear rural and urban areas. Although the overall population density of the state is about 42 people per square mile, the counties range in population density: Wheeler County has 0.8 people per square mile as compared to Multnomah County with 1,891.2 people per square mile (US Census). This study focuses on one of the sections—Southern Oregon.

The study is also automatically reflective of the COVID-19 Pandemic. When COVID-19 reached the United States in February 2020, then-Governor Kate Brown completely closed schools on March 13, 2020. She sent all students and school staff home for the remainder of the school year. Districts were expected to serve students through Comprehensive Distance

Learning. Teachers in their first years of teaching during spring 2020 through at least spring 2022 had a different experience than other new teachers. Though this global event affected students and teachers greatly, it is important to note that COVID-19 is not a dominating variable of this study. This traumatic event did impact teacher supports though. In-person learning ceased as did in-person working. Even when some elementary teachers returned physically to school in Fall 2020 and most others had returned by spring 2021, strict social distancing guidelines still prohibited interaction at public schools. The pandemic did have an effect on all facets of effective teaching, especially instructional practices. Collaboration amongst staff was severely limited. In many schools, observations discontinued. All results and discussion from this study must be considered with the events of COVID-19.

The Oregon Department of Education (ODE) is the governing umbrella for 197 public school districts and 19 educational service districts (ESD) with 559,798 students enrolled and 24,154 certified teachers in the 2020-2021 school year. Other reports show that in May 2020 there were 40,230 teachers in K-12 education in Oregon (U.S. Bureau, 2021); of those, 31,479 were employed in public schools. Of the licensed teachers employed in public schools, 3,413 considered themselves ethnically diverse (Educator Advancement Council, 2020).

According to the Oregon Department of Education (ODE, 2021), Oregon's school districts range in size of student population from the single digits (e.g., several of Harney County school districts) to over 40,000 enrolled students (e.g., Beaverton, Salem-Keizer, and Portland Public School Districts). Of the 197 school districts in Oregon, 143 have fewer than 2,000 students. Their locations are easily identified, as are the staff. While the state itself and the counties I surveyed are named throughout this dissertation, I keep confidential the specific

locations and school district names of those who responded. Southern Oregon consists of six counties and has 36 school districts and three ESDs.

It is important to note that the terms used in the surveys are not indicative of nationwide population densities or school districts. The terms are purposeful for Southern Oregon residents to distinguish between the sizes of schools and towns. Consideration of the listed ranges for small, medium, and large school sizes and rural, small, medium, and large towns is essential for the generalizability of this study.

Due to this diversity in population density, it was necessary to differentiate the size of school or district in which the educators in my sample worked. Teachers likely have access to different support strategies and mediums based on the number of employees in their district and the part of the state in which they work and live. Many rural areas in the state are a short drive to a city; educators in those areas may work in a rural school but have access to professional development found in suburban and urban areas. However, many Oregon school districts are on landlocked islands, bordered by mountains and lacking thoroughfares. Thus, it was important that my research sample included teachers from a variety of grade levels, content areas, and localities. I distributed surveys to every superintendent in a public school district in the Douglas, Coos, Curry, Josephine, Jackson, and Klamath Counties with a focus on teachers in their first six years of teaching and administrators and master teachers who are instructional leaders. My intent with this exhaustive sampling plan was to create a dataset reflective of the region's demographics. It was important to get feedback from a range of building principals and administrators in instructional leadership roles that mimic the desired range of teacher responses.

Initially, I gathered data through surveys of novice public school teachers and educators in instructional leadership roles. To provide a more in-depth understanding of the topic, I also

conducted interviews with teachers within their first six years in the profession. Although a novice teacher is often defined as being within their first three years teaching, teachers in years four through six are still close enough to their entry into the profession to give valuable feedback.

I selected participants based on ODE's Oregon School Directory and public school district websites that included contact information. Each of the 39 superintendents in Douglas, Coos, Curry, Josephine, Jackson, and Klamath Counties received both surveys. Additionally, using the Oregon School Directory 2022-2023, I sent the instructional leader survey to another 261 public educators. The current directory and/or the school district websites indicated these educators served as instructional leaders in the 2022-2023 school year. I asked the administrators to send the teacher survey to their novice teachers and administrators and teachers in instructional leadership roles. I asked superintendents in large school districts to forward the surveys to the appropriate staff; superintendents in small districts often serve in many roles and thus might be able to answer the surveys as principals and instructional leaders themselves.

For the instructional leaders, the first email was identified as *Email 1 of 2*. It included the survey and clarified that the requested participants were current district-level administrators who were instructional leaders, school principals and vice principals, and teachers on special assignment (TOSA) who were in instructional leadership roles. The second email sent to this group had the subject line *Email 2 of 2, please forward*. It included the survey for novice teachers and a message asking that it be forwarded to teachers in their first six years teaching if convenient or, if more tenable, forwarded to the entire teaching staff.

I attempted to send a second survey to public school employees in the 38 districts of this study; those employees were teachers of any length of years of service but also potentially

classified staff members. It was at times indiscernible on school district websites which staff members were classroom teachers and which were not. There was only one school on one district website that clearly showed how long a teacher had been teaching at the building; the teacher may have had additional years teaching at another school. Otherwise, there was no other way to know if the emails sent to public school district staff were teachers who were in their first through sixth years teaching. Although the response rate overall was 7.5%, the response rate of teachers in their first six years teaching was much higher when considering that many of the emails went to non-teachers and veteran teachers.

Teacher Participants Demographics

Table 1 describe how many surveys were sent to potential teacher participants and when the responses were submitted. Tables 2 and 3 show the demographics of the participants. Tables 5 and 6 delineate the teacher participants by school size and population density. These are important participant demographics because they relate to the research questions.

Table 1
Survey Requests to Southern Oregon Teachers

First Mailing	2,719	Responses from April 15 – May 2	61
Bounced Back	56	Total Responses	199
Hand-entered	15	Disqualified	2
Responses as of April 14	138	Response rate of valid emails sent	7.5%
Second Mailing	2,340	***n* =**	**197**
Bounced Back	21		

Table 2
Teacher Survey Participants—Gender

Gender	#	%
Female	151	76.65%
Male	38	19.29%
Non-Binary	2	1.02%
Prefer not to say	6	3.05%
Total	**197**	**100.00%**

Table 3
Teacher Survey Participants—Year of Teaching

Year of Teaching	#	%
1st Year	48	24.37%
2nd Year	37	18.78%
3rd Year	29	14.72%
4th Year	22	11.17%
5th Year	30	15.23%
6th Year	31	15.74%
Total	**197**	**100.00%**

Table 4
Teacher Survey Participants—Grade Groups

Grade Group	#	%
Elementary	82	41.62%
Middle	48	24.37%
High	54	27.41%
Secondary	10	5.07%
K-8	2	1.01%
K-12	1	0.05%
Total	**197**	**100.00%**

Table 5
Teacher Survey Participants – Size of the School Where Teachers Were Employed

School Size	Participants	% of Participants	Actual Schools, 2020-2021	Actual Schools% 2020-2021
Small (< 60 students per grade level)	49	24.87%	98	51.31%
Medium (61 to 100 students per grade level)	68	34.52%	35	18.32%
Large (>100 students per grade level)	79	40.10%	58	30.37%
More than one school	1	0.51%	-	-
Total	**197**	**100.00%**	**191**	**100%**

Table 6
Teacher Survey Participants – Population Density of the Community Where Teachers Were Employed

Population Density	Participants	% of Participants	Actual	%
Larger size town (more than 20,000 people)	57	28.93%	70	35%
Medium size town (there's a town between 5,000 and 20,000 people)	67	34.01%	40	20%
Small town (there's a town between 1,000 and 5,000 people)	54	27.41%	58	29%
Rural area (if there's a town, it's fewer than 1,000 people)	19	9.64%	32	16%
Total	**197**	**100.00%**	**200**	**100%**

Instructional Leaders Demographics

Table 7 describes the survey distribution process for the instructional leaders. Emails were sent to instructional leaders listed by the Oregon Department of Education as working in a Southern Oregon public school during the 2022-23 school year. When I found an instructional leader on a school website, they were added to the second mailing. One superintendent responded to my first email telling me to not email him nor anyone on his staff again because he did not like surveys. He and his district's email addresses were subsequently removed from recruitment efforts.

Table 7
Survey Requests to Southern Oregon Instructional Leaders

First Mailing	302	Responses from April 17 – May 5	14
Bounced Back	6	Total Responses	54
Hand-entered	0	Disqualified	0
Responses from March 19 – April 10	39	Response Rate	17.8%
Second Mailing	246	***n* =**	**54**
Bounced Back	9		

Tables 8, 9, and 10 show which positions instructional leaders held during the 2022-23 school year and the size of school and town in which they worked.

Table 8
Instructional Leaders--Positions

	Participants	% of Participants
Building Principal or Vice/Assistant Principal	30	55.56%
Curriculum, Instruction, or Teaching & Learning Director	6	11.11%
Elementary or secondary education director or HR director	1	1.85%
Instructional Coach	4	7.41%
Other	1	1.85%
Superintendent	7	12.96%
Superintendent/Principal	3	5.56%
TOSA	2	3.70%
Total	**54**	**100.00%**

Table 9
Size of District

Student Population	Ptcpnts.	% of Ptcpnts.	#of Dsts.	%of Dsts.
1 to 100	1	1.85%	1	2.80%
101 to 600	13	24.07%	14	38.8%
600 to 1,999	12	22.22%	9	25.0%
2,000 to 5,000	15	27.78%	7	19.4%
more than 5,000	13	24.07%	5	13.9%
Total	**54**	**100%**	**36**	**100%**

Table 10
Size of Town

Population Density	Ptcpnts.	% of Ptcpnts.
Rural school district	34	62.96%
Suburban/ small to medium-sized town school district	20	37.04%
Total	**54**	**100.00%**

Data Collection and Measurements

I collected data during spring of 2023 using (a) a survey of teachers, (b) a survey of instructional leaders, and (c) interviews with teachers (see Appendix A for the surveys and interview protocol).

Survey of Teachers

The survey of teachers began with demographic questions. The survey then solicited information on when, what type, and how often a novice teacher received support. The teachers were asked to share if they felt the supports contributed to their successes in their first three years teaching. I asked teachers to make connections between the types of supports and the facets of effective teaching.

At the end of the survey, the teachers had the opportunity to share more detailed, constructed responses about their positive and negative experiences with novice teacher supports. Three open-ended questions on the survey gave the respondents the opportunity to share anecdotes, successes, failures, or suggestions about novice teacher supports.

I sorted the qualitative responses into descriptive statistics and comparisons. I used the open-ended questions to determine themes and/or recommendations. I coded the qualitative data for additional insight into the educators' nuance, empathy, and equity of their acclimation to the teaching profession. The survey was emailed to teachers' school addresses with an introductory letter and a link to a Google form. Although the form could collect email addresses to enable me to easily sort the data, I removed all identifying information prior to analysis, and the identity of respondents has been withheld.

Survey of Instructional Leaders

The survey of instructional leaders (see Appendix B) began with demographic questions. It then addressed when, what type, and how often the school district or school provides support specific to novice teachers. The instructional leaders were invited to share their observations of supports the novice teachers received during their first three years of teaching. The instructional leaders ranked which supports helped retain teachers and which supports impacted student growth. At the end of the survey, the instructional leaders could share positive and negative experiences for the school district regarding novice teacher supports through constructed responses. The survey was sent with a letter and a link to a Google form. It was emailed to identified instructional leaders' school emails. The Google form began with the Informed Consent form. As with the responses to the teacher survey, I removed all identifying information prior to analysis.

Interviews with Teachers

I conducted ten in-person interviews with teachers in their first through sixth year of teaching. The semi-structured interviews had 16 initial questions, with the potential for additional follow-up questions (See Appendix C). The questions concentrated on the relationships and support between a novice teacher and the master educators with whom they worked. Given the nuance of mentor, instructional coach, or principal and novice teacher relationships, I hoped the interviews would give me insights into the effectiveness of the different supports provided to novice teachers. I analyzed the interviews by facets of effective teaching and types of supports and derived themes.

Questions were open-ended and asked about novice teacher support experiences and how those experiences could be increased or improved. The respondents had the opportunity to

elaborate on negative novice teacher experiences. The interviews concluded with recommendations from the interviewees regarding the status of novice teacher supports.

Interviews took place via Zoom. The interviews were recorded, and I took notes during each interview to help me remember non-verbal responses that deepened my analysis. I asked clarifying questions during and at the end of the interviews. In the days following the interviews, I completed a written transcription. I followed member checking protocols by sending the transcript to the participant to give them the opportunity to correct any miscommunication or misunderstanding. After the member checking was complete, I coded and analyzed the interviews. I reached back out to the interviewees if further elaboration or clarification was needed.

Data Analysis

Using Dedoose and Excel, I completed descriptive analyses for the teacher survey's selected responses. I then reviewed the responses on the helpfulness of each support and sorted them by the current year of teaching of the participant. I also compared the school size data with the types of supports participants received and then with the frequency with which schools of different sizes received those supports. I also calculated frequency counts and percentages based on the population densities. I used stacked columns on a 100% scale bar to portray these data. They are sorted on the axes for type, level of helpfulness, and frequencies in the same order and color-coded the same way to compare the data more easily.

For the constructed responses, I coded for the of the facets of effective teaching and the types of novice teacher supports. As I analyzed the constructed responses for those themes, I used deductive coding to determine child-themes as they presented themselves. Additional keywords for the first iteration included: mentor matching, classroom management, lesson

planning, frustration/struggle, and improvement/growth. After the second round of coding, the following sub codes emerged: student behaviors, time management, logistics of school, and lack of supports. After the third round of coding, I cross-coded *collaboration* as a new teacher support and *collaborating with colleagues* as a facet of effective teaching; I also cross-coded *lack of support* with *frustration.* During coding, I assessed primary and secondary and occasional tertiary supports and themes. Through four iterations of coding, I extracted the following themes of the interviewees' lived experiences (Saldana, 2016): (a) formality; (b) logistics of school; (c) connection to effective teaching; (d) inclusion; (e) mentor matching; (f) time management; (g) student behaviors, and (h) feedback.

I conducted descriptive analyses for the selected-response answers on the instructional leader surveys. I organized the data by school size and geographic area to compare the types and frequencies of novice teacher supports provided. These data are portrayed in stacked columns on a 100% scale bar. They are sorted on the axes for type, level of helpfulness, and frequencies in the same order and color-coded the same way to compare the data more easily.

For the constructed responses, I coded for the facets of effective teaching and the eight types of novice teacher supports. As I analyzed the constructed responses for those themes, I used deductive coding to determine child-themes as they presented themselves. I completed four rounds of coding for thoroughness.

Interviews with Teachers

This subset of transcendental phenomenology allowed me to process the interview answers "into significant statement or quotes and combine them into themes" (Creswell & Poth, 2018, p. 78). With the transcripted interviews, I used DeDoose to code responses for anticipated themes and keywords of support and emotions. I began with the facets of effective teaching,

using the types of novice teacher support as the primary themes and keywords. I also used the deductive coding tree established while coding the constructed responses from the survey; correlating the coding of the two instruments supports validity. As coding qualitative data takes many iterations, the initial codebook was designed using both my literature synthesis and my professional experience. In the attempt to block out my bias and experience (Creswell & Poth, 2018), the original codebook morphed into the final codebook (see Appendix E)after trial and error of coding the constructed response survey data and the interview transcripts.

CHAPTER IV

RESULTS

In this chapter, I present the results of my study. I begin with the supports offered based on the instructional leaders' survey responses. From there, I address the supports identified by teachers and then by instructional coaches as most valuable. After that, I present the supports identified by teachers and then by instructional coaches as least valuable. Fourth, I include the results related to helpfulness and frequency for each new teacher support. I then address the themes adjacent to supports that emerged through coding the constructed responses and interviews.

I link the survey and interview data to the facets of effective teaching. I first address the teachers' general perceptions and then the instructional leaders' perceptions of how the facets were impacted by supports. I then review each facet of teaching along with sub-themes that emerged through analysis. Finally, I conclude the results section with general reflections and summarize the impact of new teacher supports on teachers' commitment to remain in the profession.

Supports Provided

Instructional leader respondents were asked to identify the supports in place for new teachers in their schools. Of the 54 instructional leaders who responded to this question, 39 (72.22%) indicated that supports are offered in their setting for more than one year, while 15 (27.78%) indicated that supports were offered only during a teacher's first year. Figure 1 displays the types of supports offered, according to the instructional leaders. Collaboration with grade level team, observations, mentor, and administrator support were offered the most, while

instructional coaching and co-planning were offered least.

Figure 1

Supports offered, per instructional leader participants (n=54)

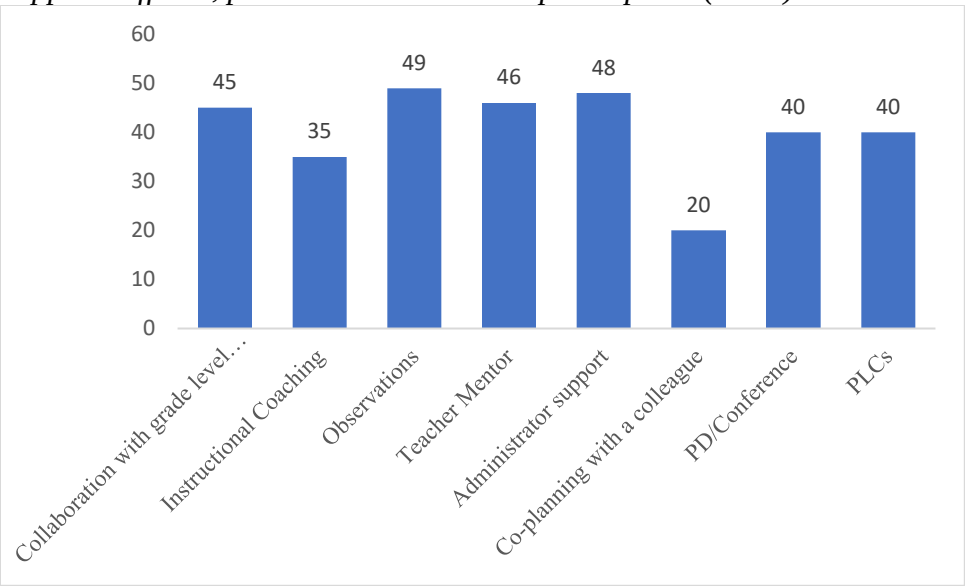
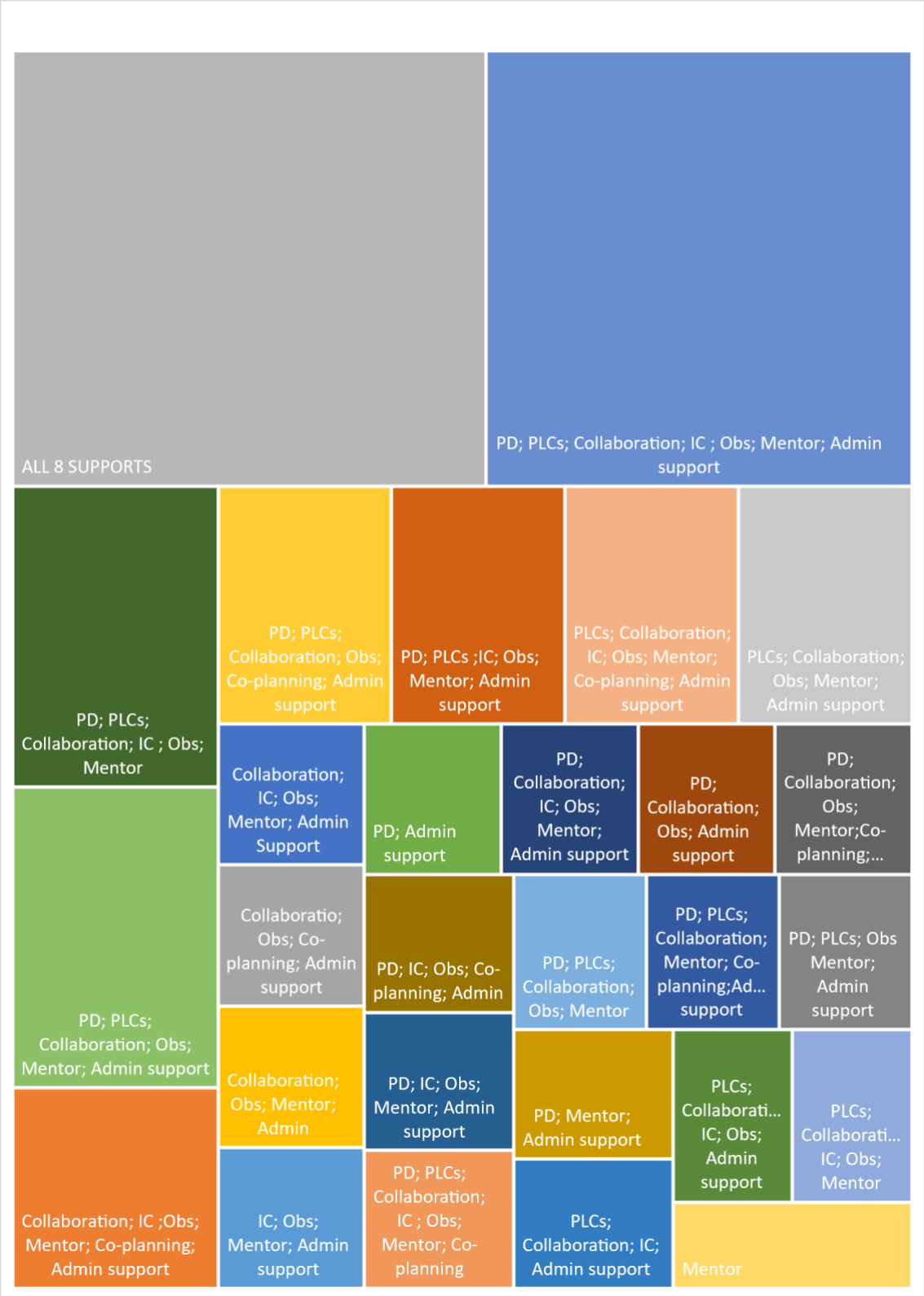


Figure 2 presents the combination of supports offered in the district, according to the instructional leaders. For example, one leader marked that mentors were the only support offered; a small yellow rectangle is in the bottom right corner of the figure representing that singular response. The larger the rectangle, the more participants marked that combination of supports. The instructional leaders reported 28 combinations of supports. Only ten instructional leaders indicated that their district offers all eight new teacher supports.

The supports are abbreviated as follows: Administrator Support (Admin Support), Collaboration, Co-Planning, Instructional Coaching (IC), Mentor, Observation (Obs), Professional Learning Communities (PLCS), and Professional Development/Conferences (PD).

Figure 2

Combination of Supports offed by districts, per instructional leaders



Most Valuable Supports

Participants were asked to select the one support they found most valuable. Both teachers and instructional leaders were asked to then explain why they chose that option. Those constructed answers went through the coding process. The results are organized first by teacher survey selected responses, then by instructional leader selected responses.

Survey of Teachers

Overwhelmingly, teacher participants perceived collaboration with one's team/department/grade level to be the most helpful support. Professional Development/Conferences was perceived by the fewest new teachers to be the most helpful support. Table 11 shows the selections in descending order except for. It is important to note a results discrepancy that in Table 11, only two teachers selected *I didn't receive any new teacher supports,* but in the results listed in Figure 5, 18 teachers indicated they did not receive any teacher supports.

Table 11
Teacher Survey Responses for Most Valuable Supports

Type of Support	Selected	Percentage
Collaboration with team/department/grade level	87	44.16%
Professional Learning Community (PLC/PLT)	31	15.74%
Co-Planning	18	9.14%
Observation	15	7.61%
Instructional Coaching	12	6.09%
Mentor	11	5.58%
Administrator support	10	5.08%
Professional Development/Conferences	9	4.57%
I didn't receive any new teacher supports.	2	1.02%
Other	2	1.02%
Total	**197**	**100.00%**

With each selection of *most valuable support*, the participant was then asked to write why they perceived it as most valuable. In Table 12, the first column provides the list of secondary codes along with facets of effective teaching; they are sorted alphabetically. The remaining columns are new teacher supports. In those columns are the number of times a teacher mentioned one of the secondary codes or a facet of effective teaching The highlighted numbers in Table 12 are the four most occurring codes based on which support the teacher selected.

Concurring with the results presented in Table 11, teachers perceived the most help within the support of collaboration. This type of support provided them with feedback and feelings of inclusion. During collaboration with colleagues, new teachers also received ample

support with academic expectations and student behaviors. Twelve teachers indicated that PLCs were valuable because of the collaborative nature of that support. Table 12's codes are listed in alphabetical order.

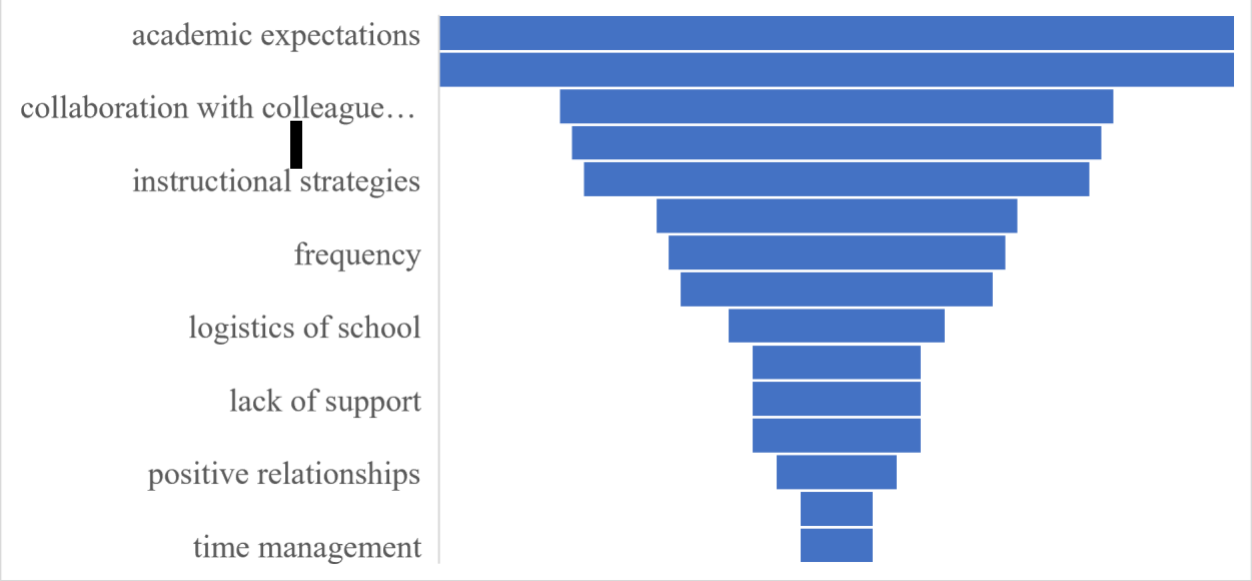
Table 12
Code Occurrence of Constructed Responses based on Teacher-selected most valuable support

Code	Administrator Support	co-planning	Mentor	PLCs	new teacher observed others	New teacher was observed	PD	other	Collaboration with Colleagues
academic expectations		3	1	4	1	7	3	1	20
classroom management					1				2
collaboration with colleagues and parents				12			1	1	8
feedback	3	1	1	1					17
formality		1		2	2		1		7
frequency		1	4	3					6
growth		3			1		2		1
inclusion	2	3		2		1			14
instructional strategies		2	2	5	3	2			7
lack of support						1		4	3
logistics of school		3							6
matching			1				2	2	2
Other	3	1	1	0					3
positive relationships				1	1				3
student behaviors		2			3			1	9
time management		2							1

Figure 3 shows the total number of secondary codes, regardless of which support the teacher selected. As a code occurrence, teachers had academic expectations as the most impacted facet of effective teaching. This is another discrepancy because they also perceive that the most valuable supports provided new teachers with adequate feedback. Figure 3's results are listed from highest to lowest code occurrence.

Figure 3

Overall Code Occurrence from Teachers' Constructed Responses for Selected Most Valuable Supports



Survey of Instructional Leaders

Instructional leaders were also asked their opinion on most valuable support; those data are presented in Table 13. With eight types of new teacher supports discussed in this dissertation and presented to both participant groups as selections, instructional leaders chose only five supports as being most helpful. Two of their selections had equal percentages—instructional coaching and collaboration with grade level teams or content areas/departments. Only four instructional leaders perceived co-planning with a colleague as the most helpful support. No

instructional leader selected observation, administrator support, or PD/Conferences as the most valuable support. Table 13's types of support are listed in descending order.

Table 13
Instructional Leaders' Responses for Most Valuable Support

Type of Support	Participants	% of Participants
Collaboration with grade level teams or content areas/departments	16	29.63%
Instructional Coaching	16	29.63%
Mentor	9	16.67%
Professional Learning Communities/Teams	9	16.67%
Co-planning with a colleague	4	7.41%
Total	**54**	**100.00%**

Least Valuable Supports

To clarify participants' perceptions of new teacher supports, both groups were asked to select the support they viewed as least valuable. Participants were asked to explain why they made that choice. When considering these data, as presented in Table 14, it became important to note the quantity of teachers who selected a support due to not receiving it at all or having it too infrequently for it to be valuable. Those responses are indicated in the two columns furthest to the right in Table 14. Of the teacher participants, 25.38% perceived Professional Development/Conferences (PD) as the least helpful support; this result coincides with PD being the lowest selected response in the most helpful support received. There is a more diverse perception in least helpful supports compared to most helpful supports. The fewest number of teachers perceived mentors as the least helpful support. Observation, instructional coaching, and

administrator support each had 26 to 32 participants perceive those opportunities as the least valuable supports. Instructional coaching was the third least valuable support, and teachers indicated they selected this option because the support was not provided to them. Table 14 is presented in descending order.

Table 14
Teacher Survey Responses for Least Valuable Supports

Type of Support	Selected	Percentage	Selected due to not receiving	Selected due to infrequency
Professional Development/Conferences	50	25.38%	5	2
Observation	32	16.24%	4	9
Instructional Coaching	29	14.72%	19	3
Administrator support	26	13.20%	4	8
Professional Learning Community (PLC/PLT)	23	11.68%	2	0
Co-Planning	10	5.08%	7	1
Collaboration with team/department/grade level	8	4.06%	0	0
Mentor	6	3.05%	0	0
Undecided	6	3.05%		
I didn't receive any new teacher supports.	4	2.03%		
Other	3	1.52%		
Total	**197**	**100.00%**		

Using the same coding procedures and codes to analyze why teachers selected their least valued support, Table 15 mimics Table 12. During the coding iterations of least valuable supports, a new child code emerged: *not connected*. A preponderance of teachers selected PD/Conferences as least valuable because they were not connected to what or who they were teaching. The codes are listed in alphabetical order.

Table 15
Constructed Responses Code Occurrence
Per Teacher-Selected Least Valuable Support

Code	Administrator support	Co-Planning	Collaboration	Did not receive supports	Other	Instructional Coaching	Mentor	Observation	PD	PLC	Staff Meetings
Evaluation	4										
Feedback	3						1	12			
Frequency						2	1				
Frustration	7	1	5			2	4	2	3	4	
Inclusion			1								
Instructional Strategies						1					
Lack of support	15	6	2	4	1	21	1	6	4	5	
Logistics of school	1				2	1					
Matching							3				
Not Connected		3				3		2	40	13	1
Observation	1										
Student Behaviors	2										
Time Management	4								2		1

Figure 4 shows the total number of secondary codes regardless of what support the teacher selected. As a code occurrence, teachers had *lack of support* and *not connected* as their explanations for why a support was not valued. Figure 4 is presented from highest to lowest code occurrence.

Figure 4

Overall Code Co-Occurrence for Teachers' Constructed Answers for Least Valuable Supports

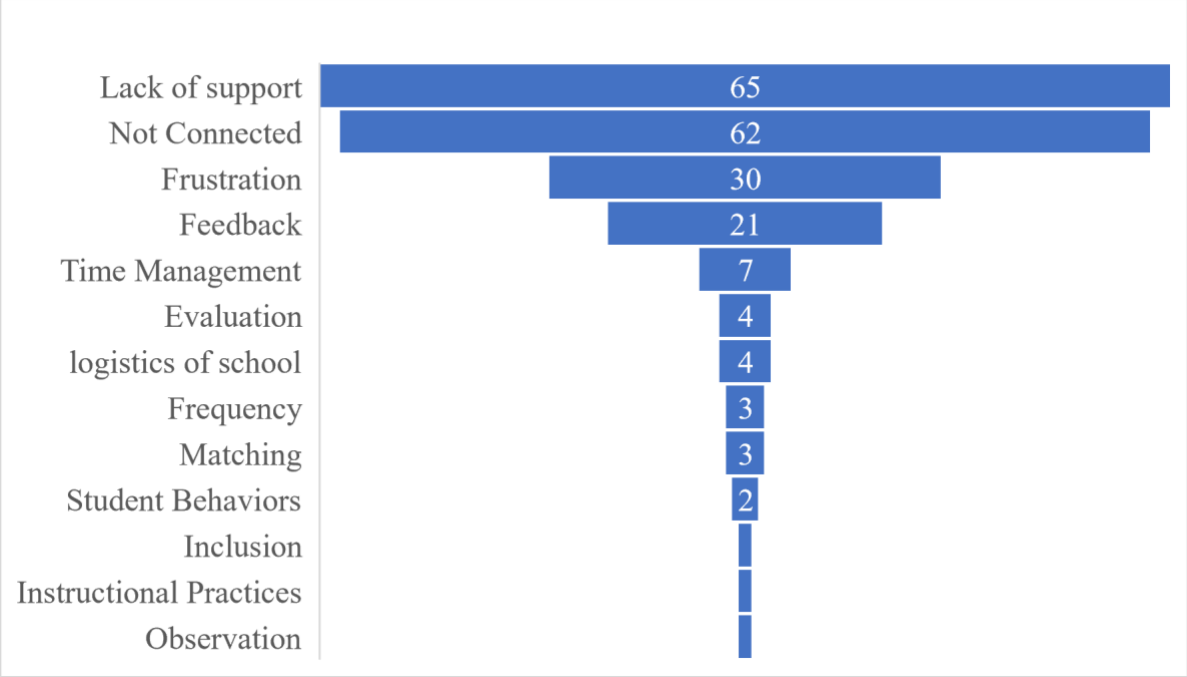


Table 16 shows instructional leaders' perceptions of least valuable supports. They concurred with the teachers that PD/Conferences were least valuable—with the percentage of selections being similar. All other selections were at least 40.7% less than PD. Table 16 is organized in descending order.

Table 16
Instructional Leader Responses for Least Helpful Support for New Teachers

Type of Support	Participants	% of Participants
Professional Development/Conferences	28	51.85%
Other	6	11.11%
Observations	5	9.26%
Co-planning with a colleague	4	7.41%
Mentor	4	7.41%
Professional Learning Communities/Teams	3	5.56%
Administrator support	2	3.70%
Instructional Coaching	1	1.85%
None, my district doesn't provide new teacher supports	1	1.85%
Total	**54**	**100.00%**

New Teacher Supports—Helpfulness, Frequency, and Size of School & Population Density

The following data and analyses are organized alphabetically by the supports, with eight types of support and two primary themes that emerged as equal to types of support. Those two themes are *lack of support* and *logistics of school.* Within each of these sections, I present the results of the selected responses, constructed responses, and teacher interviews to discuss the helpfulness and frequency of the supports. The supports are listed alphabetically. Each support section begins with the teachers' views of the overall perceived helpfulness of the support, followed by what they reported as the frequency of the supports. The latter half of each support section organizes the results based on school size and then population density. I sorted my data into three sizes of schools: large, medium, and small. In considering the new teacher supports, I

found a consistent pattern of small schools having less helpful supports and less frequent supports compared to the medium and large schools. Teachers in medium and large schools had similar views of the helpfulness and frequency of new teacher supports.

Administration

In all, 186 teacher participants reported having received administrator support. As shown in Table 17, of those 186 teachers, 66.66% viewed their administrators as being helpful or very helpful. The levels are listed in scale order.

Table 17
Teacher Survey: Was administration helpful to you?

Level of Helpfulness	Participants	% of Participants	% of those who received
Very helpful	66	33.50%	35.48%
Helpful	58	29.44%	31.18%
A little helpful	46	23.35%	24.73%
Not at all helpful	16	8.12%	8.60%
Did not receive this support	11	5.58%	-
Total	**197**	**100.00%**	**100.00%**

Although this is not a longitudinal study, I analyzed the level of reported helpfulness by the year of teaching participants were in currently (See Appendix D). Participants in their latter novice years perceived administrator support as less helpful than those in their first two years of teaching. The participants who worked in large schools found administrator help to be less helpful than those who worked in medium or small schools. Medium size schools had the highest proportion of teachers who reported administrator support to be the most “helpful” and “very helpful”.

Half of those interviewed indicated that, although they liked their administrator, that person was not a stable support. For one interviewee, the entire administration team was new to the school; they couldn't support new teachers well because they were learning their own jobs. Another interviewee perceived their administrator as being a helpful, cohesive administrator in general, but not specifically to new teachers.

For participants perceiving administrator support as helpful or very helpful, the frequency of visits had to happen at least once per month. Teachers in large schools had the most weekly support from their administrators, but they also had the highest number of participants who reported receiving support from administrators a few times per year or once or twice per year. Administrator support was the only support that small school teachers reported finding more helpful than teachers in medium or large schools. Medium-sized school teachers indicated more frequent administrator support than teachers in the other two school sizes. Teachers in large schools rated their administrator supports as being less helpful and less frequent than the teachers in small or medium schools.

Teachers in large and medium sized towns and rural areas viewed the helpfulness of the supports provided by administrators equally. However, the teachers working in communities with small population densities found administrator support more helpful and more frequent. Teachers working in communities with large and medium population densities perceived the frequency equally and in between that of rural areas—with rural areas reporting less frequent administrator help.

In their constructed responses, the three instructional leaders who named administrator support as the least valuable of the supports explained that they didn't have the time to provide support to all their new teachers. One explained that they, "don't really have the time to coach

and work with 15 new teachers closely each year." Such an environment means that administrator support is often not stable. If it is at least consistent, there may not be enough time to develop a comfortable relationship.

Co-Planning

In all, 156 teacher participants reported that they had engaged in co-planning. Over half of them reported it as "very helpful" and 27.56% reported it as "helpful." Co-planning was not available to 41 teachers (see Table 18). The participants in their second year of teaching reported the most benefit from co-planning. The participants selecting "very helpful" stays 40% or higher except for the participants in their fourth year of teaching. Co-planning was selected as at least a "little helpful" when it occurred at least quarterly. Those who perceived co-planning as the most helpful were able to participate in it at least weekly.

Table 18
Teacher Survey: Was co-planning helpful to you?

Level of Helpfulness	Participants	% of Participants	% of those who received
Very helpful	80	40.61%	51.28%
Helpful	43	21.83%	27.56%
A little helpful	23	11.68%	14.74%
Not at all helpful	10	5.08%	6.42%
Did not receive this support	41	20.81%	-
Total	**197**	**100.00%**	**100.00%**

The frequency with which they were able to engage in co-planning varied by school size. Half of teachers who worked in large school districts (50%) reported being able to engage in co-planning at least once per month, while slightly more teachers working in medium (60%) and

small (65%) districts reported this support at least monthly. However, teachers from all three school sized reported similar perceptions of the helpfulness of co-planning.

When looking at population density, I found a disparity between teachers' access to and perception of the helpfulness of co-planning. Half of the participants in rural areas reported that they did not have access to co-planning. Teachers' perceptions of the helpfulness of co-planning increased incrementally as population density increased. Similarly, the frequency of co-planning (e.g., at least twice per month) was higher in the medium and large towns compared to small towns and rural areas. Rural teachers reflected that co-planning was not helpful and infrequent. Teachers working in communities with large population densities reported co-planning to be more helpful and more frequent than those working in communities with medium and small population densities. Teachers working in communities with medium and small population densities had similar perceptions of co-planning, which fell in between that of the large and rural areas.

One of the teachers interviewed strongly believed that co-planning was the most helpful support provided in their first year of teaching. They had not gone through a teacher preparation program prior to their first year of teaching. When hired, they had a colleague who taught the same content area and same grade level in the same part of the building. The veteran teacher was willing to co-plan with them weekly and adjust daily for the entire school year. The new teacher did not believe she would have been successful that first year without the co-planning support.

Collaboration

As shown in Table 19, of the 184 teachers who were able to collaborate with colleagues, 58.70% identified doing so as very helpful. Collaboration is the support with the lowest "not at all helpful" perception. Each cohort of teachers viewed collaboration as highly helpful. When

taking “a little helpful” into consideration, the 4th year teachers all received it and perceived it as beneficial.

Table 19

Teacher Survey: Was collaboration helpful to you?

Level of Helpfulness	Participants	% of Participants	% of those who received
Very helpful	108	54.82%	58.70%
Helpful, Very helpful	2	1.02%	1.09%
Helpful	43	21.83%	23.37%
A little helpful	23	11.68%	12.50%
Not at all helpful	8	4.06%	4.34%
Did not receive this support	13	6.60%	-
Total	**197**	**100.00%**	**100.00%**

Teachers in large schools perceived collaboration to be more helpful than those in medium and small schools. However, medium school participants reported the most access to collaboration. Overall, participants in large and medium schools reported a much higher frequency of collaboration than teachers in small schools. For teachers in both large and small schools, 61% of participants collaborated twice per month or more compared to 75% of teachers in medium sized schools having access to collaboration at least twice per month.

Teachers consistently reported that collaboration was helpful, throughout out each population density. Participants teaching in rural areas reported much less frequent access to collaboration than their peers in towns. Teachers in communities with large, medium, and small population densities viewed collaboration as equally helpful, while the rural teachers viewed it as only slightly less helpful. However, rural teachers reported collaboration happening far less

frequently than teachers working in communities with small and medium population densities. Teachers working in communities with large population densities reported that collaboration happened slightly more frequently than their colleagues in communities with medium and small population densities.

In teacher interviews and constructed responses, collaboration was noted as the most helpful support. Teachers interviewed spoke of hallway and after school conversations about students during which veteran teachers would reassure and reflect with the new teachers about shared students.

Instructional Coach

Instructional coaching was the least provided support, with 32.99% of new teachers not receiving it (Table 20). Of those with access, 59.12% of the teachers reported it as at the least helpful support. Instructional coaching was consistently unavailable to 20% - 40% of responding teachers, regardless of which cohort they were in. In only the first-year cohort did more than 50% of teachers find instructional coaching helpful. None of the ten teachers interviewed had an instructional coach provided to them.

However, there is a discrepancy between the teachers' perceptions and the instructional leaders' perceptions of the helpfulness of instructional coaching. As shown in Table 13, 16 instructional leaders selected instructional coaching as the most valuable support available to new teachers. This finding should indicate that it is often provided as a support, but that doesn't seem to be the case.

Table 20

Teacher Survey: Was instructional coaching helpful to you?

Level of Helpfulness	Participants	% of Participants	% of those who received
Very helpful	47	23.86%	35.61%
Helpful, Very helpful	1	0.51%	0.01%
Helpful	31	15.74%	23.50%
A little helpful	38	19.29%	28.80%
Not at all helpful	15	7.61%	11.40%
Did not receive this support	65	32.99%	-
Total	**197**	**100.00%**	**100.00%**

Teacher participants deemed instructional coaching helpful when it happened at least quarterly. The three teachers who had daily instructional coaching all found this support to be "very helpful". The perception of its helpfulness was similar regardless of the size of school. The frequency of instructional coaching was highest for the participants working in medium size schools, with the majority of those who had access to it having it at least quarterly. However, participants working in small schools reported much less frequent instructional coaching, with fewer than 30% having that support at least every other month.

Participants working in medium and large towns had more access to instructional coaching and found it similarly helpful. Those working in small towns and rural areas had less access to instructional coaching but found it similarly helpful compared to those in the more populated areas. Although the percentage of teachers working in large size towns who reported that they received instructional coaching weekly was more than twice that of teachers working in communities with other population densities, the remainder of the frequencies were similar. The

perception of helpfulness of instructional coaches followed the decrease in population densities; teachers in large population densities viewed instructional coaching as much more helpful than teachers in rural areas. Teachers working in medium population densities received instructional coaching overall more frequently than teachers working in large population areas. Teachers working in small and rural areas reported receiving instructional coaching's less often than their peers working in the larger areas.

Mentor

The frequency with which new teachers were provided with mentors differed based on size of school. The 70% of teachers in small schools who reported having mentor meetings had them at least a few times per year. Only 62% of participants from large schools had access to mentors, and the frequency with which they met with their mentors was slightly less for the large school participants. Medium school participants reported the most frequent visits with mentors, meeting them at least twice per month or more.

Fewer participants in large, medium, and small towns had access to mentors. Half of those who did saw them a few times per year to once per month while the other half saw them twice per month, weekly, or daily. Participants in rural areas had more access to mentors and saw them more frequently, with 55% of them seeing their mentors at least weekly.

Mentor matching. New teacher mentor was a predetermined support based on the literature review. During the inquiries of new teachers' lived experiences, *mentor matching* emerged as a theme. In the teachers' constructed responses, mentor matching came up seven times related to a mentor being a valuable support. New teachers who did not have a solid match with their mentor found the situation frustrating and sometimes untenable. The mismatching could occur with generational gaps, dissimilar teaching assignments, or philosophical

discrepancies. An instructional leader also put it as, “Wrong fit with personality and or politics brought into the mentorship” creates a negative experience for the new teacher.

Within the teacher interviews, mentor matching occurred as a secondary code 14 times. After consistent discomfort with their first mentor, one teacher interviewed described their second teacher mentor relationship: “We mesh and she’s able to help me; we have a similar style.” According to this teacher’s responses, the first relationship hindered the new teacher’s growth; the second one stimulated it. New teachers reported feeling like they received more helpful support from mentors who taught similar grade levels or the same content area. In short, if a new teacher did not perceive generalizability from their mentor’s career, a teacher might find the match too disparate to be helpful.

Observations

About 10% of the teacher participants did not report receiving observation as a support. Of those who did, 45.74% did not view observation as a helpful support (see Table 21). The vast majority of teacher respondents indicated observations are one of the most accessible supports; however, new teachers do not seem to perceive observations to be helpful. Frequent observations had not taken place for 20% to 41% of participating new teachers, regardless of cohort. It might be worth noting that the teachers in years two through five, however, began teaching during the height of the COVID-19 pandemic. During that time, there would have been fewer opportunities for them to be observed or to observe other teachers, and it may not have been in a manner that was helpful.

Table 21

Teacher Survey: Was observation helpful to you?

Level of Helpfulness	Participants	% of Participants	% of those who received
Very helpful	38	19.29%	21.49%
Helpful	58	29.44%	32.77%
A little helpful	56	28.43%	31.62%
Not at all helpful	25	12.69%	14.12%
Did not receive this support	20	10.15%	-
Total	**197**	**100.00%**	**100.00%**

Participants in medium schools found observations more helpful, with participants from large schools perceiving them as less helpful. There was only a 5% difference in ratio of large-school teachers finding observations not at all helpful compared to teachers working in the other two school sizes. The large-school participants reported lower frequency of observations than those in the other two school sizes. Medium-school participants reported receiving the most frequent observations. Teachers in small schools reported the least frequent observations.

Regardless of the population density of the communities in which the new teachers worked, observation was perceived to have the same helpfulness. For those who received it, 45% to 53% found observations to be *helpful* or *very helpful*. However, the frequency of observation varied based on population density. All participating teachers in rural areas reported having received observations, whereas 20% to 25% of the participants working in towns indicated they had not been observed. However, the frequency of observations was similar in that the majority of respondents were observed a few times per year or quarterly. Observations happened more frequently in rural areas, less in the medium and small population densities, and even less in the

more populated areas. However, the teachers selected the opposite perspective on the helpfulness of observations. Teachers working in communities with medium population densities perceived observations as being more helpful than those working in the other three areas. Teachers working in communities with large population densities perceived observations as less helpful than their colleagues working in communities with medium population densities, and those working in small towns and rural areas viewed observations as less helpful than teachers working in the other three areas.

Teachers had mixed perceptions about observations. Two types of observations were discussed: teachers being observed by instructional leaders and new teachers observing veteran teachers. The first type of observation was frustrating for many teachers. They reported that they became nervous when they knew a formal observation was going to take place. However, they also became frustrated with both the lack of being observed or the lack of feedback after being observed. Two of the teachers interviewed indicated that their mentors and their principals strove to connect the work that the mentors were doing with the observations the principal would conduct. Many teachers wanted more feedback on how to get better. Others wanted principals to be more aware of what took place in their classrooms regarding student behaviors. One teacher was able to describe both positive and negative aspects of being observed.

> Observation has the most impact on my day-to-day teaching and the lessons I plan. The feedback given allows me to dig into the aspects of my teaching that is working while working on the parts of teaching I struggle with. However, I also experienced observations that had the opposite effect, mainly due to poor feedback that did not lead to any meaningful growth.

The second type of observation occurred when teachers would leave their classrooms to watch colleagues teach. The teachers who had this opportunity placed high value on it. Even the time and workload implications of preparing for a substitute did not diminish the growth and perspective teachers reported having gained from observing their colleagues. New teachers felt that they learned about academic expectations, instructional strategies, and positive relationships from observing colleagues. In the constructed survey answers, one teacher described being able to observe veteran teachers' classrooms as

> most valuable because I could see how another teacher handles behaviors, how they create and facilitate instructional strategies. There wasn't any pressure that I was being judged or watched as a new teacher. It's very difficult having someone come in and observe me because I feel like I am new and I am anxious about making mistakes.

During the teacher interviews, one participant noted their appreciation for having the intentional support of two full-day substitutes provided to them for the sole purpose of observing other teachers. The interviewee chose to schedule four half-day sessions to maximize the quantity of classrooms and schools they could observe.

Professional Development/Conferences

At least 80% of teachers reported having access to Professional Development (PD) / conferences regardless of what year of teaching they were in. Teachers in their latter years of teaching reported finding the PD more helpful than those in earlier years. As mentioned previously, PD was perceived to be the least helpful of the supports provided. Professional Development and conferences rarely occur on a daily or weekly basis. The row for *Daily* showing "did not receive" PD is an accurate measure. Participants who attend PD quarterly or once or twice per year reported finding it very helpful. This selected response also has several

contradictions with the “never” row showing participants who found PD helpful even though they didn’t attend any.

Although teachers working in small schools perceived PD to be least helpful, there was little difference in the frequency of PD reported by teachers working in different school sizes. Every participant in medium schools perceived PD to be helpful. At least 50% of participants from each school size reported that PD was *helpful* to *very helpful*. Although large school participants reported the highest level of frequency receiving professional development, there was only a 5% difference in each level of frequency, when compared to their peers in different sized schools.

Participating teachers from all groups reported little difference in their perceptions of the helpfulness of professional development/conferences. Teachers working in communities with large and small population densities reported PD as being equally helpful, with those working in communities with medium population densities viewing it as a bit more helpful. Teachers working in rural areas perceived PD as slightly less helpful than those working in communities with other population densities.

Professional Learning Communities

In all, 171 teachers reported Professional Learning Community (PLC) support. The majority of responding teachers perceived it as helpful, with 70.17% marking it as *helpful* or *very helpful* (see Table 22). At least 50% of all teachers in each cohort year reported PLCs as helpful. Generally, PLCs are designed for all teachers, not just new teachers. Many teachers drew parallels between PLCs and collaboration.

Table 22

Teacher Survey: Was a PLC helpful to you?

Level of Helpfulness	Participants	% of Participants	% of those who received
Very helpful	50	25.38%	29.23%
Helpful, Very helpful	2	1.02%	1.17%
Helpful	68	34.52%	39.77%
A little helpful, Helpful	1	0.51%	0.06%
A little helpful	43	21.83%	25.16%
Not at all helpful	7	3.55%	4.09%
Did not receive this support	26	13.20%	-
Total	**197**	**100.00%**	**100.00%**

New teachers working in large schools found PLCs more helpful than teachers working in the other size schools. There was an 18% difference in perceived helpfulness, comparing the responses of participants from large schools to those from small schools. Large school participants reported much more frequent access to PLCs than those from small schools. For small schools, 12% of the participants did not have access to PLCs, and more of the small school participants reported PLCs as only taking place a few times per year. However, teachers in the medium sized schools reported opportunities for PLCs to be more frequent than those working in large schools. Teachers working in small schools found PLCs to be least helpful and least frequent.

Rural teachers reported that PLCs were slightly more helpful than their counterparts in large and small population areas. More teachers working in medium size towns reported PLCs to

be *only a little helpful*. The frequency, however, appears different for PLCs based on population density. Teachers in communities with large and medium population density reported much more frequent PLC time than those in rural areas, with teachers working in communities with small population density falling in between.

PLCs that only occur a few times per year or less were reported as not very helpful by novice teachers. It is important to note that there is a potential reliability problem in this selection; one person marked "daily" for frequency of PLCs, and that is an unlikely interpretation on that person's part. Teachers who indicated their PLCs occurred twice per month or quarterly also rated PLCs with the most amount of helpfulness. This selected response also had several contradictions, however, with the "never" row showing participants who reported finding PLCs helpful even though they also reported that they didn't attend any. The helpfulness of having PLCs was similar regardless of population density. The frequency of with which PLCs were available was higher in large towns compared to rural areas by 30%.

Themes Emerged for Supports

When considering the selected responses from teachers and instructional leaders, the themes *lack of support, logistics of school,* and *time management* emerged. At the conclusion of the teachers' survey, teachers were invited to write anything they wanted to add about new teacher supports. Of the 197 participants, only 81 chose to add a statement. From those 81 responses, the two most frequently occurring codes were *lack of support* and *logistics of school*. *Time management* occurred in many of the constructed responses when teachers considered the negative effects of support. After identifying these themes, I went through another iteration of coding of the other constructed answers and interviews for *lack of support, logistics of school,* and *time management*. The results of those analyses follow, organized by theme.

Lack of Support

Of the 197 teacher participants, 18 (9.14%) reported they did not receive any supports. Only 5.58% of teachers reported they did receive administrator support. Co-planning was not available to 20% of new teachers. Thirteen teachers reported that they did not collaborate with colleagues. Instructional coaching was not available to 33% of new teachers. Observations were not available to 10% of new teachers. PLCs were not available to 13% of new teachers. One instructional leader reported that mentoring only was provided to new teachers, while another three instructional leaders indicated that only PD and administrator support were provided in their districts. Four teachers reported not receiving any supports at all.

Lack of support also came up in the constructed responses. Predictably, in the constructed response of *Describe a negative experience*, 35 teacher participants indicated not having new teacher supports. Ten teachers mentioned the lack of support in the constructed response of *Do you want to add anything?* During the interviews, teachers mentioned lack of supports 21 times. Surprisingly, even when asked for a description of a positive experience, 11 teachers only referred to a lack of supports.

Help Navigating the Logistics of School

Many new teachers expressed feeling frustrated and overwhelmed with what emerged as the logistics of school. This frequently occurring theme includes how to use the student information systems, the location of materials in the building, due dates for and how to enter grades, how parent/teacher conferences function, etc. Even knowing what to do for duty stations was not intuitive for some new teachers.

New teachers' frustration seemed to come from feeling overwhelmed about starting a new, complex career and administrators' assumptions that the logistics of school are innate. For

example, one teacher requested “A "New Teacher" handbook that laid everything out, from where to get staples and pencils, to how to enter grades online”. Teachers—both in constructed responses and interviews—referred to “many things that are assumed but not described or told” to the new hires. Student information systems –which includes grade books—came up most often for this. How to manage discipline—referrals, assigning lunch detention—also came up as a problematic area related to logistics.

During the teacher interviews, one teacher explained how their administrators scheduled a weekly, non-mandatory meeting to review events and expectations for the upcoming week. This was a time for the new teachers to gain insight about anything in which they might participate but did not fully understand. The teacher believed this opportunity made her first year of teaching much easier than that of her peers who did not have it.

Assistance with navigating the logistics of school was not a support that appeared during the literature synthesis. Although it comes up as something an administrator or mentor might or should do, there was little evidence of thoughtful planning for new teachers to understand how schools operate.

Help with Time Management

Another theme that emerged from the constructed responses was *time management*. After the coding iterations that included frustration and overwhelm, time management became a high-occurring child code. Table 15 shows seven occurrences, Table 12 shows three occurrences, and Table 18 shows 9 occurrences. During teacher interviews, time management was mentioned 18 times. Because the workload for new teachers—sometimes including creating curriculum—is extensive, they wanted more support related to how to manage their time. The new teachers

explained that they often couldn't prioritize tasks without veteran teacher, mentor, or administrator guidance.

However, instructional leaders and teachers also commented on how having a mentor could be a burden due to overwhelming new teachers with lists of tasks. One instructional leader mused on the value of providing mentors as, "It slips down the priority list as activities and time become challenging." Another instructional leader cautioned against having full time veteran classroom teachers have the added duty of being mentor teachers. They were concerned about the diversion of working with a new teacher. An instructional leader referenced a program offered by an ESD that "used to have new teacher mentors for 2 years with ACTUAL mentors; not teachers taking on a new teacher. Educators do not have sufficient time to mentor a new teacher on top of their daily duties. I strongly believe we need the 2-year program with mentors back" to sufficiently provide this as a support. Another instructional leader had parallel feedback of how "The strongest thing we have done recently is to add an instructional coach who is tasked specifically with working with new teachers." This model removes the mentor teacher or instructional coach from their classroom position and has them work only in the support role.

Perhaps related to feeling overwhelmed by too many responsibilities, new teachers often found PD and staff meetings to be an unwanted addition to their calendars. Their feedback included "that could have been an email" and "I just cannot learn anything else right now." For these new teachers, the potential long-term positive influence of PD and staff meetings was not justifiable when they were struggling to keep up with grading and student management. One teacher suggested that beginning teachers have an additional preparation/free period. That non-instructional time would allow the new teacher to meet with administrators, mentors, or instructional coaches or observe or collaborate with colleagues. Likewise, an instructional leader

added, “We keep hearing that we have almost ‘too much’. This can cause a lot of burnout for younger teachers as they have to keep up with everything placed in front of them.”

Facets of Effective Teaching

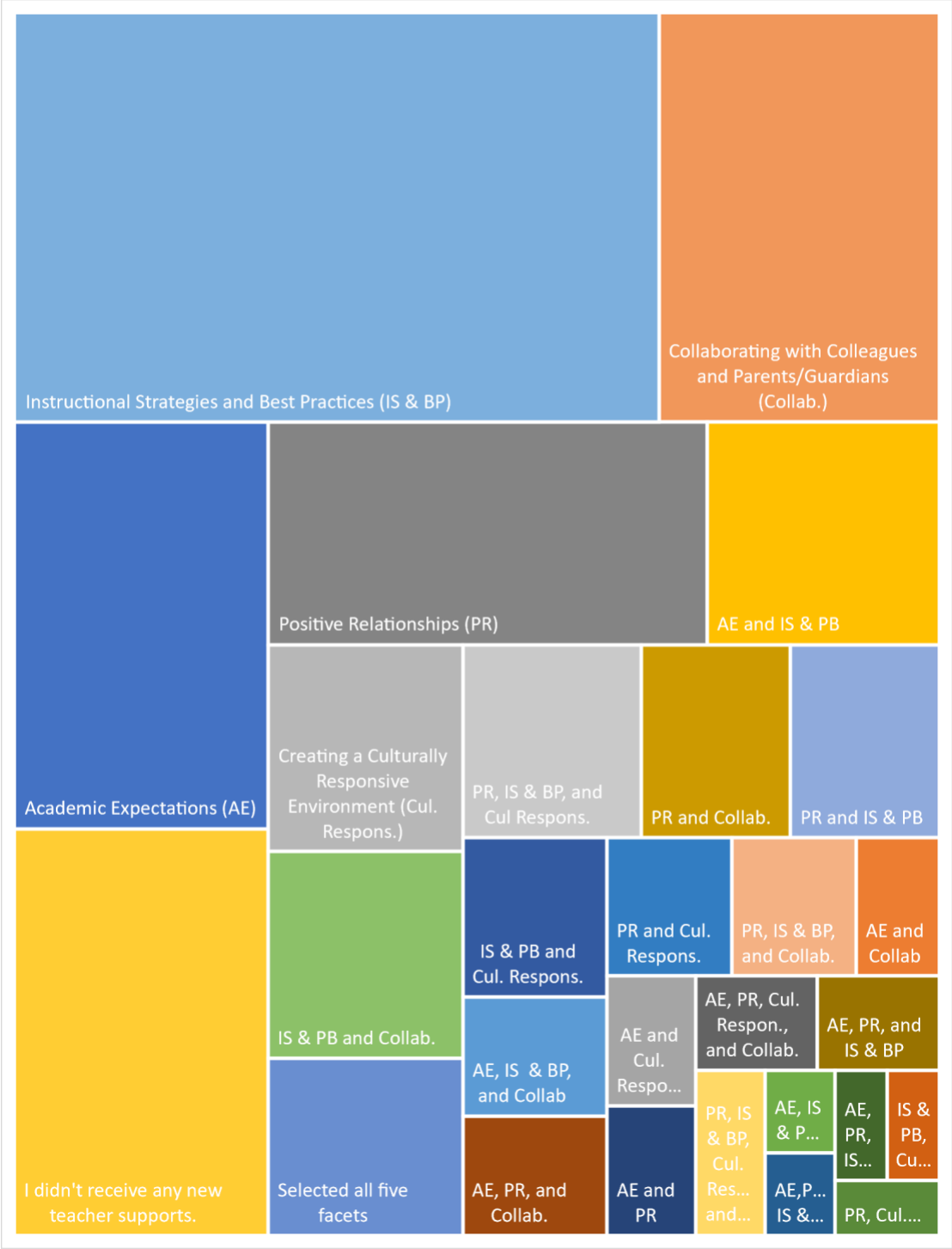
I asked teachers to identify which facets of effective teaching they felt were impacted by their new teacher supports. Figure 5 displays the selections of each facet of effective teaching. Each rectangle’s size represents the quantity of teachers who made that selection. If a teacher selected more than one facet, Figure 5 accounts for those combinations. Instructional strategies and best practices were selected by the most teachers. The 18 teachers who did not receive any supports are indicated in the bottom left corner. Culturally responsive classrooms had 15% of the selections that instructional strategies did. From there, the smaller rectangles indicate when one teacher selected multiple facets.

The facets of teaching are abbreviated: Academic Expectations (AE), Collaborating with Colleagues and Parents (Collab.), Creating a Culturally Responsive Environment (Cul. Respons.), Instructional Strategies and Best Practices (IS & BP), and Positive Relationships (PR)

It is important to note a results discrepancy: In Table 11, only two teachers selected *I didn’t receive any new teacher supports,* but in the results listed in Figure 5, which came from a different question on the teacher survey, 18 teachers indicated they did not receive any teacher supports.

Figure 5

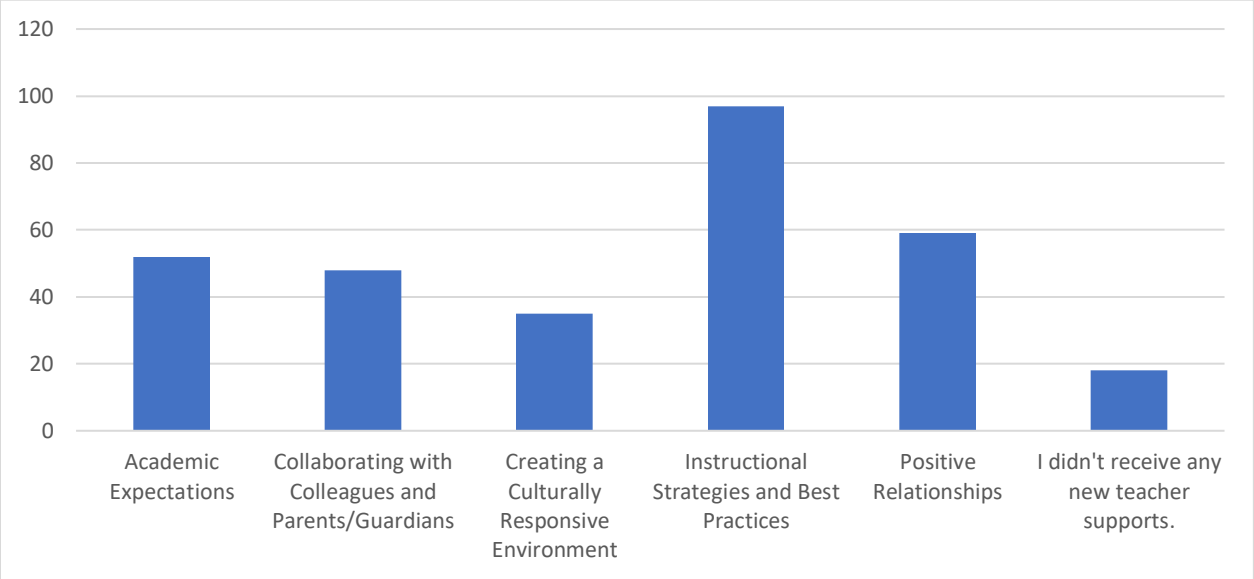
Teachers' perceptions on which facets of effective teaching improved due to supports received



Because teachers could select more than one facet they felt was impacted by their supports, it is important to delineate how many times each facet was selected overall. Figure 6 indicates the total number of times each facet of teaching was selected as being improved by the supports they received, regardless of the combination of a participant's selections. The facets are organized in alphabetical order except for *I didn't receive any new teacher supports listed to the far right.* The teachers I interviewed also mentioned instructional strategies and best practices and collaborating with colleagues and parents most often when discussing facets for which they sought help. When considering the survey selections individually, instructional strategies and best practices was selected more than twice as often as the lowest two facets. Positive relationships was a distantly impacted second to instructional strategies and best practices. Teachers perceived creating a culturally responsive environment as the least impacted facet, selected at 36% of the rate of instructional strategies and best practices.

Figure 6

Teachers' selections of which facets of effective teaching improved by new teacher supports.



Instructional leaders also selected which facet of effective teaching is most impacted by new teacher supports (see Table 23). The instructional leaders' selections mimicked that of the teachers. The only difference is that instructional leaders selected *academic expectations* at a lower rate than *collaborating with colleagues and parents*. The facets are listed in descending order.

Table 23

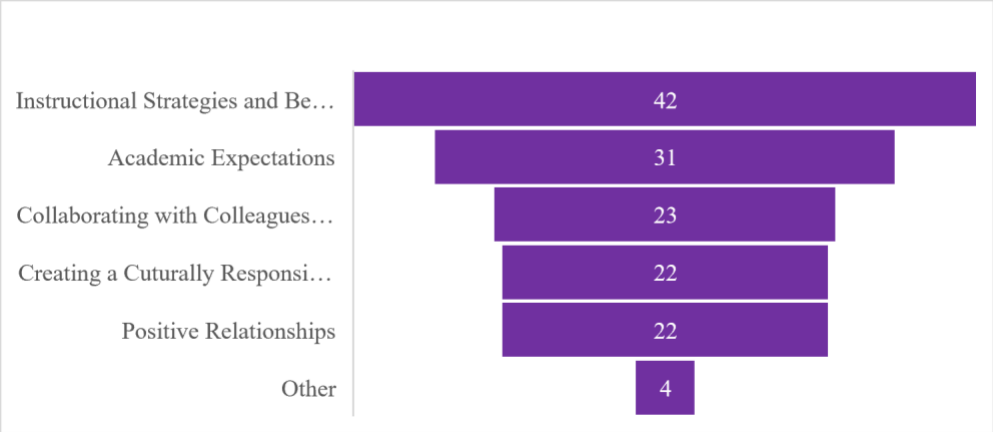
Instructional Leader Survey Responses for "Which Facets of Effective Teaching are Impacted"

Facets of Effective Teaching	Participants	% of Participants
Instructional Strategies and Best Practices	26	48.15%
Positive Relationships	14	25.93%
Collaborating with Colleagues and Parents/Guardians	7	12.96%
Academic Expectations	5	9.26%
Creating a Culturally Responsive Environment	2	3.70%
Total	**54**	**100.00%**

I also asked instructional leaders to select which facet of effective teaching they would prefer to provide more support. They could select more than one facet. Figure 7 delineates their selections. Even though instructional strategies and best practices was the highest selection in Table 22, it was also the most selected in what instructional leaders want to provide more support.

Figure 7

Which areas new teachers need more support, per instructional leaders (n=54)



If that philosophy were to be implemented—more support for instructional strategies but not more for culturally responsive environments—then there would there continue to be poor attempts at creating a culturally responsive environment in the early years of teaching. If supports for positive relationships—which include classroom management and student behaviors—were reduced or less supported, then it would be difficult for new teachers to implement their instructional strategies and best practices because their classrooms would be more likely to run amok.

In analyzing the ways that teachers perceived supports impacting their professional skills, another themed emerged: connection. For example, neither teachers nor instructional leaders selected PD/Conferences as a most valuable support. For some, it was the lack of opportunity. However, for many new teachers, it is the lack of connection to the facets of teaching that made PD of less value. Some teachers perceived that—as they were not core content nor general education teachers—PD they were "forced" to attend had little to no connection to their classroom environment. Other teachers were overwhelmed by the expectation to improve upon a craft they'd just begun. They did not feel stable enough in any of their facets of teaching to learn new strategies. Teachers wanted a longer time to practice what they had learned in their

preparation programs or to just get used to the logistics of school before they could take on new teaching techniques. The five facets of effective teaching do intertwine, but their complexity takes years to master.

Academic Expectations

Teachers reported that informal help from their colleagues was the support they most often received for improving their skills with academic expectations. Overall though, teachers often mentioned the lack of support in the area of academic expectations. In constructed responses and in teacher interviews, there were references to lack of curriculum, lack of understanding how to create curriculum, and frustration with how and when to find supplemental resources. Lack of curriculum or how to use the district-provided curriculum was the most often mentioned frustration with academic expectations. For some teachers, using the curriculum was a technology-based or web-based challenge and thus fell under needing help navigating the logistics of school.

During the interviews, two teachers spoke of knowing what their grade level of students should know. The teachers explained that their lack of defined expectations of what students should be able to do at the beginning or end of the year hindered their implementation and their students' growth in the first part of their first year of teaching. One of them ultimately received significant help in this area from their mentor, but the other interviewee reported that they struggled mightily for over half of the school year. A third interviewee was frustrated with no curriculum at all being provided by the school district for half of the content they were expected to teach. No one helped them find or create it during their first year. During the current year, they reported having an easier time simply because they created units and lessons for that content area. A fourth interviewee expressed frustration with their formal TOSA/mentor informing them

that they were not getting students to meet academic expectations but indicated that they did not receive actual help from the mentor to get better at helping students achieve. In one constructed response, however, a teacher commented that "My colleagues helped me use a Scope & Sequence to identify key standards to focus my instruction." This teacher did perceive support with academic expectations. This perspective leads us to the impact of collaborating with others as a means of support.

Collaborating with Colleagues and Parents

In interpreting teachers' responses, collaboration with grade-level or content-area colleagues, co-planning, and PLCs all fall under the umbrella of collaborating with colleagues. In all the selected responses, collaborative supports, a facet of effective teaching, were preferred. It is in this area that the themes of *formality* and *inclusion* emerged from the teachers' responses. Formality has two levels in this coding—formal and informal. Teachers often referred to their colleagues in proximity as informal supports. The responses regarding administrators, mentors, and instructional coaches portrayed those relationships as formal. One difference in perception could be due to the formal power an administrator has over a new teacher.

When asked to describe a positive aspect of new teacher supports, teachers overwhelmingly mentioned the informal collaboration between colleagues. The interviews with teachers produced similar results. They indicated that being able to check in with their colleagues daily or a few times per week was a substantial support. The affirmation and guidance in these fortuitous pairings of proximity was mentioned by every teacher interviewed. One teacher referred to the difference in roles as "I had a mentor from the ESD. That was a support, but I will sadly say that is one that I didn't like. The supports I liked came right here from the people in the building who helped me the most."

From each of my data sources, the importance of informal connections emerged. There were descriptions of "the teacher across the hall" and of conversations with grade level teams after school about challenging students. Some teachers differentiated between the formality of being observed and evaluated with the informality when observing a veteran teacher. Teachers perceived informal support from colleagues as invaluable to their success. Being able to ask someone a question and quickly get an answer seemed to stabilize the new teacher's efficacy. In contrast, having to meet with an administrator or formal mentor diminished responses' helpfulness. The quick, sometimes mid-day, collaborative conversations allowed teachers to immediately implement new instructional strategies and best practices and navigate student behaviors. Instructional leaders also identified the concept of support formality. One participant explained:

> New teachers are assigned a mentor their first year and at the K-2 level, are also provided a coach during their probationary time for Literacy instruction. Admin also supports new teachers with observations that are formal and informal. We also have PLCs where grade-level teams work together. This allows for collaboration and support from a network of people.

This informal collaboration generated another theme: *inclusion*. Many teachers referred to experiences of being included and excluded by their colleagues. When describing why they selected their most valuable support, 22 teachers brought up inclusion. Within the constructed responses to the prompt *Describe something positive about teacher supports,* eight teachers brought up experiences of inclusion. Of those eight occurrences, inclusion cross-coded with *collaboration*, *growth*, *mentor*, and *PLCs*. Additionally, there were ten references to being excluded when teachers were asked to explain a negative support experience. Ten teachers

mentioned perceptions of inclusion when answering *Is there anything you want to add?* Nine of the ten teachers interviewed described inclusion, and it came up 17 times throughout the interviews.

Teachers mentioned how inclusion made them want to keep working in their current setting and added to their feelings of success. As an emergent theme, it was important to identify inclusion and how it affected teachers.

Creating a Culturally Responsive Environment

It was rare for *creating a culturally responsive environment* to be mentioned in any of the surveys or interviews. There was nothing negative or positive mentioned about this facet of effective teaching. Both groups' surveys indicated that creating a culturally responsive environment is the facet of effective teaching least impacted by new teacher supports. This concept also rarely appeared in the teacher interviews. It's almost as if it is an afterthought for new teachers.

Instructional Strategies and Best Practices

As discussed in the introduction to this section, instructional strategies and best practices stood out through selected responses and constructed responses. Instructional strategies and best practices was selected the most by teachers who only chose one impacted facet and also the most by those who chose multiple facets their new teacher supports positively impacted. New teachers noted in the constructed answers and in the interviews how observing veteran teachers and discussing with colleagues during PLCs directly impacted what they would try in their own classrooms. One teacher commented that observing other teachers gave them, "Exposure to best practices allow[ing] me to find new ways to approach teaching content and managing behaviors." Another teacher phrased it as, "I could see … how they create and facilitate

instructional strategies. There wasn't any pressure that I was being judged or watched as a new teacher." Additionally, one instructional leader mentioned, "The PLC process at elementary level in [this district] gives new teachers immediate support in instructional practices."

Positive Relationships

In my literature review the term "positive relationships" was used as an umbrella term to describe an important facet of effective teaching. In my study, teachers seemed to take a more nuanced approach, such that the sub-themes of *student behaviors* and *classroom management* emerged. As previously mentioned, teachers mentioned most valuable supports regarding student behaviors 15 times (see Table 12), and two teachers explained that administrator support was least valuable to them specifically because of student behaviors (see Table 15). In their constructed response answers, 12 teachers indicated that negative experiences with student behaviors impacted the effectiveness of their teaching (see Table 23).

When teachers thought about success with challenging student behaviors, they regarded their informal collaboration with colleagues as essential support. Nine teachers included it as a secondary code for relying on their colleagues' insights. For many new teachers, students' challenging behaviors made them question their commitment to the profession. One teacher interviewed stated, "Making me want to quit was the size of the class, the behaviors, the lack of support." Another teacher reflected on their experience during their third year of teaching: "Especially in the third year, there were a lot of room clears that year. I was not so far into it that I couldn't get out." They also expressed how at the time they didn't feel supported by the administration when it came to the excessive physical behaviors of the students.

In reflecting on least helpful supports, 12 teachers indicated student behaviors as what they received the least help in. Three instructional leaders expressed frustration with new

teachers' lack of classroom management skills. They attributed it to two situations: (a) teacher preparation programs are now often online/virtual and don't give pre-service teachers enough if any experience with classroom management or (b) due to the teacher shortage, newly hired teachers have not even been through a teacher preparation program. Of the ten teachers I interviewed, three had not been through a teacher preparation program prior to their first year of teaching.

Perception of Experiences

When asked if they wanted more or less support and if they wanted to add anything to their reflections, over half of the teachers wanted more support, and only five teachers shared they wanted less support (see Table 24).

Teachers' Perceptions of Experiences

Teachers were asked to describe both a positive and negative new teacher support experience. Tables 25 and 26 denote the quantity of codes for those experiences for the type of new teacher support, facet of effective teaching, or a theme that emerged. Not every support, facet, or theme came up in either analysis; they were left out of the table if not mentioned. Table 24 provides the responses to: *"Describe some of the positives related to new teacher supports."* *Collaboration* was the most frequently mentioned positive experience, at 81 occurrences. This level of response concurs with the selected responses from the survey questions described in Table 12 and in Table 19, making collaboration a preferred new teacher support. *Mentor* was mentioned a distant second.

Table 24

Teachers' Selected Responses for "Did you want more or less support?"

Response	# of participants	% of participants
I had just the right amount of support	84	42.64%
I wanted less support.	5	2.53%
I wanted more support.	108	54.83%
Total	**197**	**100.00%**

Even when specifically asked to describe something positive, the fourth most frequent response was "lack of support". Overall, there were 17 primarily negative responses to this open-ended question. One of the participants described their positive experience as, "Watching some of the older teachers complain how the district is going downhill really discourages, but I feel learning from those teachers may help me build back this community and make it to what it once was." Ten teachers (5.07% of the participants) put in "n/a" or "none" when completing this portion of the survey. That means 13.7% of participants did not describe a positive new teacher support experience.

Table 26 sorts the selections describing a negative support experience. In coding these constructed responses, 13 teachers indicated two different negative experiences, which led to the total of 210 primary codes from the participant count of *n=197.* The three highest occurring codes were *lack of supports*, *administrator supports*, and *logistics of school*. When considering primary and secondary codes combined, *not connected* had 22 occurrences. This element further

supports the emergence of that theme. Also of note is that 15 teachers (7.6%) had no negative comments about new teacher supports. The codes are listed descending order of mentions.

Table 25

Teachers' Constructed Responses for "Describe some of the positives related to new teacher supports."

Support, Facet, or Theme	Primary Mentions
collaboration	81
mentor	23
administrator support	13
lack of support	11
feedback	8
inclusion	8
instructional coaching	7
PD	6
positive relationships	6
observations	4
growth	3
logistics of school	3
academic expectations	2
classroom management	2
commitment positive	2
PLCs	2
co-planning	1
commitment negative	1

Table 26

Teachers' Constructed Responses for "Describe some of the negatives related to new teacher supports."

Support, Facet, or Theme	Primary Mentions
lack of supports	35
administrator support	23
logistics of school	22
not connected	16
no negatives	15
PD	13
student behaviors	12
inclusion	10
mentor	10
observations	10
time management	9
academic expectations	8
frequency	6
overwhelmed	5
feedback	3
frustration	3
PLCs	3
collaboration	2

Table 25 continued

Teachers' Constructed Responses for "Describe some of the positives related to new teacher supports."

Support, Facet, or Theme	Primary Mentions
formality	1
frequency	1
frustration	1
improvement	1
Totals	**187**

Table 26 continued

Teachers' Constructed Responses for "Describe some of the negatives related to new teacher supports."

Support, Facet, or Theme	Primary Mentions
instructional coach	2
classroom management	1
culturally responsive environ.	1
instructional strategies	1
Totals	**210**

Instructional Leaders' Perceptions of Experiences

Instructional leaders were asked their perception of general helpfulness of supports. Although all instructional leader participants believed that new teacher supports make becoming a good teacher easier, 11% only *slightly agree* with that statement. As shown in Table 27, all but one instructional leader perceived the supports to be at least a little helpful. A large majority of instructional leaders believed that additional new teacher supports should be offered (see Table 28).

Table 27

Instructional Leaders' Perception of Helpfulness of New Teacher Supports

Level	Participants	% of Participants
They are not at all helpful for new teachers	1	1.85%
They are very helpful for new teachers	38	70.37%
They are a little helpful for new teachers	15	27.78%
Total	**54**	**100.00%**

Table 28

Instructional Leaders' Interest in the Amount of Support Provided

Level	Participants	% of Participants
offer more support	41	75.93%
offer the same amount of support	13	24.07%
offer less support	0	0.00%
Total	**54**	**100.00%**

Table 29 documents the code occurrences for what the instructional leaders submitted in response to the question *Do you want to add anything about new teacher supports*? Only 28 instructional leaders submitted a response. From those 28 responses, 36 code occurrences were noted. The instructional leaders most often mentioned the importance of teacher mentorship and having additional supports overall. In conjunction with having more supports overall, some instructional leaders felt more supports are specifically needed for classroom management and student behaviors. The codes are listed alphabetically.

Table 29

Instructional Leaders Code Occurrence for "Do you want to add anything about new teacher supports?" (n=28)

Code	Occur.	Code	Occur.
more support	8	logistics of school	2
mentor	6	student behaviors	2
classroom management	3	coaching	1
instructional strategies	3	connection	1
retention	3	matching	1
time management	3	observation	1
inclusion	2	**Total Occurrences**	**36**

Perception of New Teacher Supports Effects on Commitment and Retention

Teachers' responses about their commitment to remaining a teacher indicated that one-third of them said they would likely not stay in teaching without any supports. Considering teacher retention, 87% of instructional leaders *completely agree* that new teacher supports improve retention, and 13% of instructional leaders *slightly agree* with that statement. Of the teachers who wanted more supports, one-third of them also reported having considered leaving

the profession. While one-third is a minority, constant turnover of one-third of a teaching staff could be debilitating for a school's culture and success. Teachers in their earlier years of teaching perceived the new teacher supports as helping them stay in teaching at least 5% and up to 32% more than teachers in their fourth – sixth years of teaching. Of the ten teachers interviewed, eight said they had considered quitting teaching in their first three years due to lack of support, specifically due to student behaviors and/or not understanding academic expectations.

During a time of crisis, one teacher interviewed had distinct support from the school staff in her building: "There was a team who came to help me. Mentor teacher, the counselor, the office secretary, the principal, vice principal. It was a whole collaborative unit." When the teacher expressed the feeling of not being able to continue, this inclusive and collaborative effort by their colleagues not only kept the teacher there the remainder of the year but retained them for the second (current) year.

Interaction with peers is critical to a new teacher's commitment. Collaboration and co-planning were mentioned most often in the selected and constructed responses as the ideal guidance during beginning years of teaching—also manifested as inclusion. One instructional leader also noted, "We want our new teachers to know that they are not alone." During one of the teacher interviews, a participant noted the relationship with their mentor teacher "He didn't just give me directions; he treated me with respect and as an equal collaborator." In constructed responses, a few teachers referred to being excluded by their colleagues. That feeling contributed to frustration and the interpretation that exclusion indicated a lack of support.

During the constructed responses for the teacher survey, over two-thirds of the teachers expressed feeling frustrated or overwhelmed due to lack of supports, infrequent supports or feedback, or supports not being connected to their present challenges; yet, when asked if new

teacher supports caused them to stay in teaching, only 30% of the teacher participants responded in the affirmative. The other 70% of teachers believed they would have stayed in the profession without the supports.

Two teachers expressed that they were innately teachers. For them, this meant that they weren't struggling to acclimate and didn't need as much support. If others perceived that, or as one teacher put during their interview "I've known I was going to be a teacher since I was ten-years-old," then the supports may assist with growth in the facets of effective teaching but may not have much impact on commitment to the profession.

In consideration of school size, the range of being committed to teaching regardless of receiving support was 65.31% - 72.15% based on school size. Teachers who worked at small schools perceived the supports to be more vital for their commitment to the profession than teachers in larger schools. However, the results of the commitment question differed when analyzing population density. Teachers in small towns had the highest commitment, with medium towns being next, and teachers in large towns being even less committed. The range of being committed to teaching regardless of supports was 63.15% for teachers in rural areas to 74.07% for teachers in small towns. The differences in these analyses need further exploration.

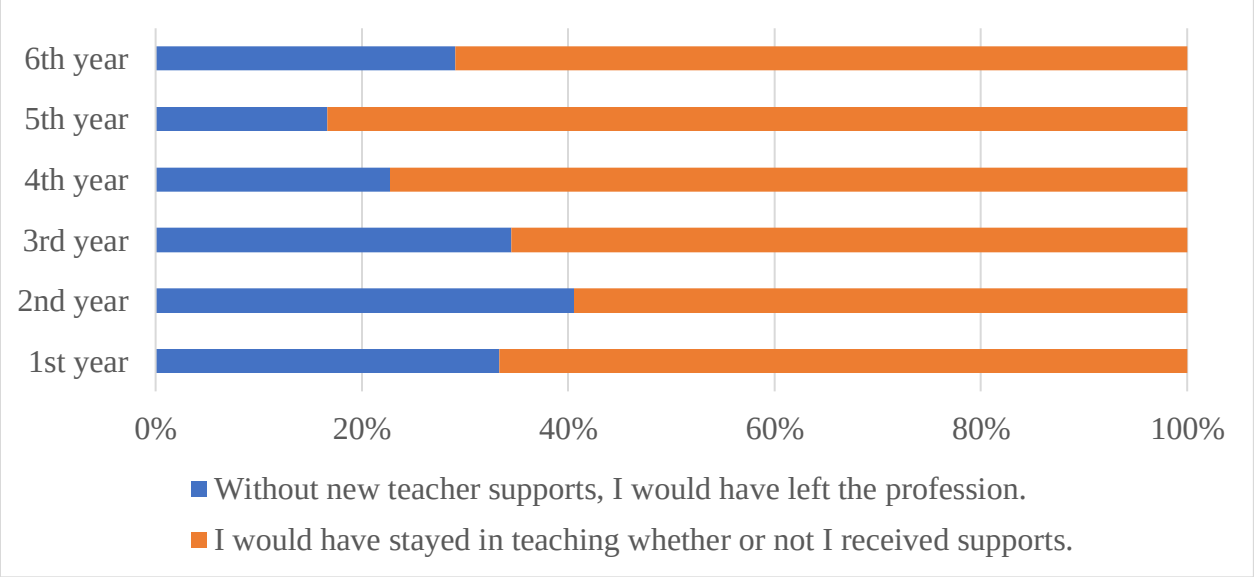
Only five of the 197 teacher respondents indicated they wanted less support and that the supports did not impact their commitment. Although many new teachers indicated they considered leaving teaching at some point in their first three years, only four of the teacher respondents stated that they didn't intend to return to teaching for the 2023-24 school year. A few teachers indicated—both in constructed responses and in interviews—that their second year teaching had been easier than their first. Some referred to understanding the academic

expectations better after a year; others described how they'd secured a mentor who was a better match. Both of these types of experiences helped the teacher remain committed to teaching.

Last, when looking at the selected responses for "Without supports, I would have left the profession" or "I would have stayed in teaching whether or not I received supports," it is clear, as shown in Figure 8, that teachers in their first three years of teaching indicated that without supports they would have left teaching at a higher rate than teachers now in their fourth, fifth, and sixth years of teaching. In Figure 8, the bar graph is aligned only as percentage ratio for commitment based on supports, allowing for easier comparison than using raw numbers.

Figure 8

Commitment based on years of teaching



CHAPTER V

DISCUSSION

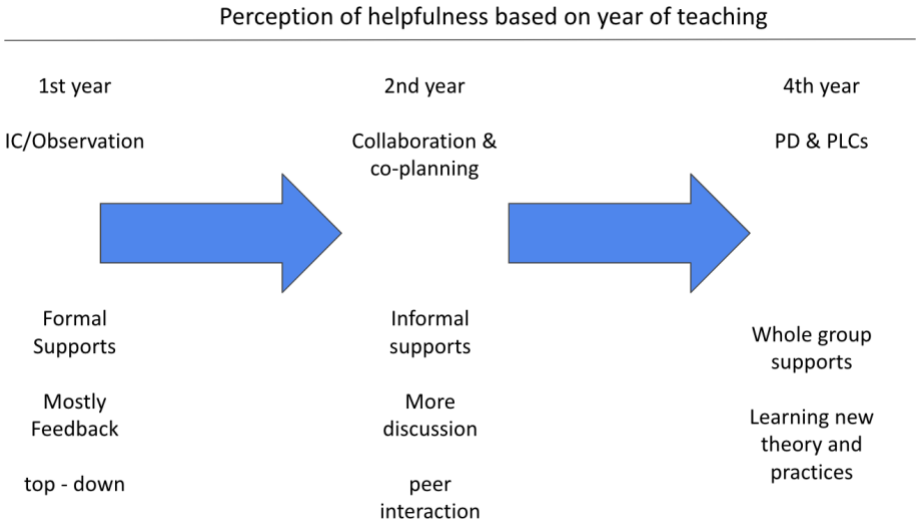
Southern Oregon teachers in their first six years of teaching had strong opinions about the new teacher supports available to them and the frequency with which they were provided to them during their first few years of teaching. Almost all teachers indicated a desire for more supports, and many participating teachers addressed how those supports were delivered. Initially, this study started with eight common types of supports based on the literature; five additional types of support or support-related constructs emerged during the study: time management, connection, formality, inclusion, and logistics of school. In this chapter, I discuss my findings, linking them to prior research, and sharing implications for practice.

Year of Teaching

When considering teachers' reactions to their supports based on what year of teaching they were in, there a few interesting consistencies. More first-year teachers perceived instructional coaching and observation as being helpful than participants with more years of teaching experience. More second-year teachers found administrator support, collaboration, and co-planning helpful than the teachers in the other years of teaching. More fourth-year teachers found PLCs and PD helpful than the teachers in the other years of teaching. Sixth-year teachers did not perceive new teacher supports as being as helpful as teachers in the earlier years of teaching. Although it is beyond the scope of this study, it is interesting to consider possible reasons for these differences. The discernment in levels of helpfulness may be due to first-year teachers "just wanting to be told what to do," second-year teachers then feeling more confident

and wanting to increase their collaboration, and fourth-year teachers feeling ready to increase their knowledge and skills. The sixth-year teachers' perceptions related to lack of helpfulness of new teacher supports may be related to their being further removed from their novice teaching years (see Appendix D).

Figure 9



Neither longitudinal studies nor studies comparing veteran to beginning teachers were included. However, parallel to the theme of time management, Rumshlag (2017) noted that "with new and changing content standards, teaching textbooks, manipulatives, technology, and standardized assessments come misperceptions and exasperation. It is hard for teachers to feel accomplished while always behind schedule of completion of requirements" (p. 32). She also noted that new teachers had a 13% increase in *low range for personal accomplishment* compared to veteran teachers. This topic of efficacy and commitment based on what year teachers are in needs additional exploration. Future research could include when experience begins to impact self-efficacy. Another consideration for research could be to compare the first years of teaching

during the COVID-19 pandemic to non-pandemic years and how new teachers had different experiences.

Facets of Effective Teaching

When asked about the ways in which new teacher supports impacted teachers starting out in the profession, teachers and instructional leaders brought up instructional strategies and best practices the most often in the surveys and interviews. This may be the facet of effective teaching most impacted by new teacher supports because new teachers view it as what they are supposed to do everyday. It was often mentioned as what they learned in their teacher preparation programs; in complementary comments, instructional leaders speculated that teaching programs do not address the facet of positive relationships enough. For new teachers, it is their focus because students are with them the majority of their day. Delivery of instruction and actual learning dominates the school day. This focus extends to the term itself, as coined by Marzano—best practices is a term applied to instruction and not the non-school time parts of teaching. Evaluation processes focus on preparation and delivery of instruction. Similarly, while Danielson's *A Framework for Teaching* addresses four domains, only one domain has to do with indirect teaching practices.

However, one of the most often mentioned negative experiences had to do with student behaviors, which falls under the facet *positive relationships*. The preponderance of struggle to positively engage students indicates that particular facet of teaching needs more support. However, instructional leaders ranked positive relationships near the bottom of the list of facets that they thought needed more support. This contradiction in perceptions between needs identified by teachers and those identified by instructional leaders needs more exploration.

Time Management and Capacity

A theme that emerged from the data collected from both instructional leaders and teachers was the amount of time that new teacher supports take for everyone involved. For example, Schmidt et al. evaluated a new teacher induction program. The program administrators required that mentors and new teachers meet at least once per week for 60 minutes, but Schmidt et al found that only happened 37% of the time. Unfortunately, no one had realistic plans to reduce task demands from other areas of education. In conjunction with this concept of too much to accomplish was the teachers' perception of the unreasonableness of the rate at which they were expected to show improvement. Being able to practice what they had just learned in their teacher preparation programs seemed a reasonable request to them. However, they perceived that being constantly asked to add new instructional techniques was overwhelming. Some felt they couldn't come close to proficiency before having new expectations thrust upon them. This theme came both from working with mentors and having PD for new topics during their first year. New teachers wanted time and slower expectations of growth to build their capacity in their profession. A similar conclusion was reached by Carver and Feinman-Nesmer (2009) in their analysis of three induction programs. They recognized beginning teaching as a time of learning through the fully being in a classroom. Carver and Feinman determined that academic expectations and instructional strategies and best practices were at the forefront of the teachers' growth.

Connection, Inclusion, and Formality

The three themes of connection, inclusion, and formality emerged from the responses to the constructed-response survey questions. *Connection* addressed the ties between PD, PLCs, observations and evaluation and what teachers are doing in the classroom. *Inclusion* addressed

how teachers felt incorporated by their colleagues and in the culture of the entire building in which they worked. *Formality* addressed whether a support was set up as a formal relationship—e.g., administrator : teacher, mentor/coach : teacher—or informal relationships—e.g., colleagues across the hall.

Few teachers found connection between the new teacher supports they were provided and their school's evaluation process. This aspect of supporting new teachers was found only once in the literature I synthesized. Billingsly et al. (2019) connected evaluation to the new teacher induction process for special education teachers. They discussed that constructive feedback when done appropriately during the induction process should positively impact evaluation. One adjacent study reviewed principals' processes for evaluation and mentor for the principal; but how new teachers were impacted was not considered in that study (Bertrand et al., 2018).

During teacher interviews, new teachers reported confusion about evaluations and how the evaluations connected to their day-to-day teaching practices. Those who had not been through a teacher preparation program were even more confused about evaluation rubrics and how rubrics connected to anything that happened in their classroom on a daily basis. Observations, as a part of evaluations, could be just as perplexing. Teachers shared that they experienced evaluative observations with little or invalid feedback. They also weren't always sure how the observations connected to their evaluations. They wanted to know how they were doing as practitioners, but reported they rarely received meaningful feedback. The lack of connection is further addressed in a latter section of this chapter.

Teachers implied that feelings of inclusion were important. This came across as they were describing why they selected collaboration as a most valuable support and when they discussed their commitment to their current school. Lozniak determined a similar "theme…for a

more collaborative approach to new-teacher support (2016, p.18). Their laudatory emotional reaction and reported increase in commitment due to the collaborative support from their colleagues who shared teaching assignments and students suggests the need for more of that practice to happen for new teachers. Even a few teachers mentioned feeling excluded when describing negative notions of support. One instance of this came from a non-general education teacher. “Being in my subject, it is hard to be seen by the other teachers. I love getting to work with my team because it helps me feel the least alone.” Schwan et al. (2020) had inclusion as their fourth highest emerged theme.

Although one teacher mentioned they felt included based on the formal one-on-one time with their mentor, inclusion is not a formally designed support. Rather, it is a construct tangential to at least four of the formal supports. Being able to foster feelings of inclusion is clearly important when supporting new teachers. Olson-Stewart et al. (2021) concluded that “an authentic sense of camaraderie had developed within the group, and participants reported that they developed a greater awareness of their own resilience and stress-management abilities as a result of the sessions” (p.p. 64-65). For example, one teacher noted that “Being able to ask other teachers how to handle classroom situations” made collaboration their most valuable support. It is this difference in formal supports and informal supports that emerged in this study.

In a study addressing rural schools’ teacher retention, the authors explored how administrators turned formal supports into informal opportunities for inclusion. “In particular, a high school principal said that he would regularly use these check-ins with new teachers to help them feel connected” (Frahm & Cianca, 2021, p. 7). This aspect of new teacher supports extends to the feelings of connection and inclusion that specialty and electives teachers don’t often feel. As shown in the results of this study, several teachers did not perceive that the academic

expectations or the instructional practices discussed in PLCs or learned about in PD connected to their teaching assignment. Ensuring teachers can connect in PD and PLCs makes them feel included. Billingsly et al.'s (2019) study of new special education teachers' supports addressed having PLCs just for special education teachers to create a consistent, inclusive environment (Billingsly, 2019). None of the teachers in my study mentioned that subject- or specialty-area specific PLCs took place.

The results of my study indicate that connection and inclusion help foster commitment to the profession, a finding echoed by Frahm and Cianca (2021). Teachers were able to problem solve with their inclusive colleagues in informal settings. The quick conversations with people in similar teaching situations came up throughout the results. My interview with a PE teacher demonstrated how the connection to their teaching assignment and inclusive practice of the mentor scaffolded them through their first year teaching. They didn't find that level of connection or inclusion in PLCs due to their teaching assignment not being a core content area. Another study regarding special education teachers confirms this idea. Intentionally designed PLCs for special education teachers "may have kept them from becoming discouraged and may have nurtured their commitment to follow through on the evidence-based practices that they had learned in their teacher preparation program" (Gee & Gonsier-Gerdin, 2018, p. 107).

I turn now to the specific research questions which guided my dissertation study.

Research Question #1: What supports and with what frequency do Oregon school districts provide novice teachers?

The quantitative part of this study focused on which supports were provided and how often they were experienced. The following paragraphs address in alphabetical order each of the eight new teacher supports.

The vast majority of instructional leaders (89%) and teachers (95%) indicated that administrator support is the most accessible support. As each school should have a building administrator, this high of a percentage is not surprising. Over half (52%) of the teachers indicated the frequency with which they received that support was at least monthly.

Only 6.6% of the teachers reported they did not have access to collaboration with grade level/content area teams. Over one-third of the teachers (n = 72) teachers indicated they had collaboration opportunities at least weekly, and 31 teachers indicated they had collaboration opportunities monthly. There were 12 teachers who had collaboration opportunities quarterly or less.

Fewer than half of instructional leaders indicated that co-planning was embedded into their support system. Only 79.19% of teachers reported that they had opportunities to co-plan. Of the teachers who did have the opportunity to co-plan, only 43.6% were able to do so at least twice per month. Once per month co-planning took place for 10.25% of the teachers. The remaining 46.15% of teachers able to co-plan did so less than a few times per month.

In all, 67% of the teachers reported having access to instructional coaching. For those who did, 26.5% of them met with their instructional coach at least twice a month, with three teachers meeting with their coach daily. For 47 teachers (35.6%), they only met with their coach a few times per year.

There were 57 teachers who did not get a new teacher mentor, with 71.06% of the teachers having access to a mentor. Of the teachers who had access to mentors, 107 of them met with their mentor at least quarterly with 13 of those meeting with their mentor daily.

Of the teachers who had PD opportunities, 76 had them occur at least every other week and 42 teachers had PD occur monthly. Quarterly PD opportunities occurred for 30 of the teachers.

Over 85% of teachers had PLC support. Of those teachers, 36.25% had PLCs at least weekly with another 67 (39.18%) teachers having PLCs once or twice per month.

The vast majority of instructional leaders, 49 of 54, marked observations as one of the most accessible supports. Similarly, just over 10% of the teachers did not believe they had observation as a support. There were 68 teachers who reported that observations happened at least quarterly.

Research Question #2: To what extent do Oregon school districts' supports vary based on their size and location?

School Sizes

Overall, new teachers in medium-size schools had the most access to new teacher supports and reported the supports as the most helpful of the three teacher groups. Teachers in small schools saw their administrators more frequently and had more frequent observations compared to the other size schools. However, due to the size of their staff, small school teachers had less access for collaboration, or PLCs. Small and medium size schools were able to co-plan more than teachers in larger schools and found this co-planning equally helpful. However, small-school teachers found more helpfulness in collaboration than teachers in medium and large schools. Teachers working in medium-size schools found instructional coaching to be more frequent than teachers working in either large or small schools. Small-school teachers did have access to more mentors than teachers in medium and large schools; those who commented on this support indicated the mentors were from the local ESD. Teachers in small schools had the

least access to and found the least help in professional development but had it more frequently than medium-school teachers and less frequently than large-school teachers. Teachers in medium-size schools found the most helpfulness in PD. For observations, small-school teachers had the most access and highest frequency. However, small-school teachers did not find observation as helpful as teachers in medium schools, but more so than those in large schools.

Population Densities

Teachers who work in rural areas have the least access to new teacher supports. Although a similar ratio of staff had daily and weekly support compared to the other population densities, teachers in small towns had the most teachers with monthly, twice-monthly, weekly, and daily administrator support compared to the other size areas. Teachers in large towns had much more access to collaboration than rural teachers. The amount of helpfulness of collaboration was similar in all population densities. Teachers in medium towns had more access to and frequency of instructional coaching and found it more helpful than the teachers in the other population areas. Teachers in small towns had more access to but similar frequency of mentor teachers compared to teachers in medium and small towns and more than teachers in rural areas. While teachers in large, medium, and small towns had similar ratios of observations, they all had less than rural teachers. PLCs were not as accessible nor as frequent to teachers in small towns compared to those in medium and large towns; the ratios of helpfulness were the same though. Teachers in large towns, as with rural areas, did not find PD to be as helpful as those in small and medium towns. The comparative charts for this research question are located in Appendix D.

<u>Research Question #3:</u> How do Oregon teachers and instructional leaders perceive the quality and quantity of new teacher supports?

Both Southern Oregon instructional leaders and teachers view the concept of new teacher supports as valuable to the growth of the profession. During the teacher interviews, all teachers adamantly wanted the supports to at least continue if not increase. The interviews and the teachers' responses to the constructed-response survey questions gave insight as to which supports teachers want changes in regarding quantity and quality.

New teachers would like more opportunities for the collaborative supports. Co-planning was valued by teachers with colleagues in similar teaching assignments. PLCs gave teachers a chance to work with veteran teachers to focus on academic expectations and instructional strategies. One way to measure quantity is by the length of time a support is provided. For that measure, 27.27% of instructional leaders reported that only first year teachers receive supports in their district and 72.22% of new teachers receive support for multiple years. Several new teachers expressed that they wanted new teacher supports to continue past their first year of teaching, and they were frustrated that they did not get a mentor their second year of teaching. Some teachers were frustrated that they were left on their own their second year of teaching when they didn't feel like they had become successful yet. Other teachers, though, felt pressured to continue with supports that weren't serving them. Teachers who were in specialty or elective roles did not find the supports that were not connected to their teaching assignments helpful. Billinglsly et al. (2019) found a combination of these latter two situations. Their study showed that new special education teachers need sufficient PD to learn how to enact core high leverage practices effectively in their setting and that their PD needs to be of a sufficient intensity and duration. In my study, one district, as described in interviews, did have a more catered approach

during the second year of teaching by letting teachers choose how to use their new teacher support funds during their second year of teaching; they could enlist a mentor for another year or have the funds go toward a chosen PD. This approach might have promise.

All sources of data in my study provided a consensus on the importance of continuing to provide supports during a teacher's first year in the profession. Almost all teachers want(ed) more supports during their first three years of teaching. While some wanted any supports at all, others were more specific about the supports they wanted. Many teachers indicated that they were provided with a sufficient number and type of support but that they didn't receive the support with sufficient frequency. This perception also falls under the theme of connection that emerged during this study. There was clear teacher consensus that there is not often enough connection between PD or PLCs and teachers' current skill level or learning capacity.

My findings include a contradiction with many teachers indicating that they wanted more supports and many teachers feeling overwhelmed by the amount of tasks they were expected to accomplish. Some teachers simply did not have the wherewithal to add to their knowledge base during their first year of teaching. Every day was a new experience, they explained, so trying to add knew knowledge or skills was beyond reasonable for their first year, especially.

Types of Support

Administrator support. Differences between instructional leaders' and teachers' perceptions about administrator support allude to the some of the reasons new teachers do not feel supported. That 3% of instructional leaders and 13% of teachers selected administrator support as *least valuable support* is a notable variance in perspectives. Both new teachers and some instructional leaders did not believe that the quantity of administrator support was enough. New teachers and instructional leaders indicated that administrators were too busy to adequately

support new teachers. The lack of time for administrators affected the quantity of support, but differences in student behavior management also impacted the perceived quality of administrator support. The teachers often spoke of challenging student behaviors and not knowing how to deal with them. Their perception was the administrators were not in their classrooms frequently enough to know what was happening nor addressing behavior challenges quickly.

This perception is an interesting result given instructional leaders' selections of which facets of teaching need more support. Of the 54 participants, 42 of them selected instructional strategies and best practices as needing more support. Student behaviors, a child code of positive relationships, was highlighted by teachers as an area of much frustration. Only 22 instructional leaders selected positive relationships and creating a culturally responsive environment as needing increased support. Fostering positive relationships with students and creating a culturally responsive environment usually enhance appropriate student behaviors. Without additional support for those two facets of effective teaching, new teachers will continue to struggle with student discipline and classroom management.

Principals have much to accomplish but also much influence in a school. For the sake of supporting new teachers, principals need to balance the administrative and instructional leadership demands of their role. New teachers want to show their competence and be valued by their principals; they want access to and help from their principals. This conclusion was also found by Kaiser and Thompson (2021) when they addressed buffering job demands, establishing discipline systems, and enhancing ownership and belonging.

Collaboration. Teachers place high value on supports that are *collaborative*—collaboration, co-planning, and PLCs. Overall, 70% of new teachers selected one of those three supports as *most valuable*. There is a discrepancy here for teachers in small schools, as illustrated

by one teacher's response: "We are a very small school (1 teacher per grade; one specialist per high school content.) Grade level teams do not exist." Collaboration is difficult to come by in smaller schools. For those who did get to collaborate, more frequent collaboration seems to be more helpful. This support was Schwan et al.'s second highest emerged theme in their study of a new teacher induction program (2020). Collaborating more than once per month was perceived as providing the most amount of help.

Thomas et al. (2019) in a study of Belgian teachers, used the idiom of sink or swim, and how do we get teachers to swim together? They emphasized collaboration for development and inclusion—that professional, emotional, and social support is important. They recommended intentional, high-quality collegial support networks for beginning teachers. Other studies have similarly demonstrated that a critical component of new teacher induction is access to informal supports from other school-based colleagues (Billingsly et al., 2019). These implications indicate a difference between collaboration as an umbrella compared to mentoring, instructional coaching, and PLCS being harbored collaboration. The delineation of collaboration as an informal, inclusive support is what many teachers referred to when they considered it their most valuable, and thus higher quality.

Co-planning. Contradicting the new teachers' *most valuable* perceptions, instructional leaders placed instructional coaching and mentors much higher and co-planning much lower than new teachers did. The discrepancy seems to be that co-planning is just not available to most teachers. This situation is unfortunate as Ronfeldt and McQueen (2017) indicated that common planning time could increase teacher retention. Even when it is available, it is not happening often enough to be valuable. Anthony et al. (2019) found in their interviews with new teachers that daily and weekly co-planning was beneficial for the new teachers. Increasing co-planning as

a support could benefit academic expectations and instructional practices. Co-planning is typically completed with teachers who have the same teaching assignment. However, because many Southern Oregon teachers live and work in rural areas and small schools, they don't have the opportunity to co-plan. This situation could be improved by having instructional coaches co-plan with new teachers.

Instructional coaching. Instructional coaching is not a support, per the teacher participants, that has comparable quantity and quality to the other supports. Contradicting the new teachers' *most valuable* perceptions, instructional leaders placed instructional coaching much higher than new teachers did. Almost 40% of new teachers either did not have access to instructional coaches or did not find that support helpful; only 6% of the teachers found instructional coaching the top support. This support did not have enough quantity nor quality for Southern Oregon teachers. Instructional coaches work with all teachers, not just new teachers. This may have an impact on new teachers not having as much support as they want. The data from other studies also "indicates coaches' time and attention were scattered, contributing to a lack of continuity and coherence in coach-teacher planning and implementation of cycles" (Saclarides & Lubienski, 2020, p. 545).

Unfortunately, this support's lack of implementation is odd because Kraft et al. (2018) found—via a meta analysis of 60 studies—large positive effects of coaching on teachers' instructional practice and recommend focusing on the length, frequency, and total amount of coaching sessions. Because at least two teachers interviewed mentioned that mentors seemed to be going through a prescriptive method of coaching, increasing instructional coaching could improve personalized new teacher supports. Kraft et al. (2018) also referred to instructive coaching (formal, directed), collaborative coaching, and facilitative (teacher-led) coaching.

These three types of coaching could support teachers with inadequate skills, teachers with specific inquiry, and teachers asking for deliberate feedback.

There are two methods that instructional coaches implement which Southern Oregon teachers want a higher quality of support: co-planning and observation feedback. If administrators collaborate with instructional coaches to support new teachers more effectively, there could be improvement in both co-planning and observation. As put in *Instructional Coaching Implementation: Considerations for K-12 administrators,* "the line between the role of a coach and an administrator is often blurred, and the key to improving teacher capacity and effectiveness is creating a partnership" (Johnson, 2016, p. 38).

Mentor. In Southern Oregon, mentoring is provided, and the quality is reported as high. One of the main quality improvements this survey shows is needed is *mentor matching*. Pairing mentor/new teachers at random can create a conundrum because the teacher wants to work with a mentor at least adjacent to their grade level and/or content area; the instructional leader wants someone who will support the school's and/or district's mission and goals; and sometimes personalities don't mesh. In addition to Lozinak's 2016 piece *Mentor Matching Does Matter* Shuls and Joshua (2020), in tangential work, also recommend mentor matching to the specificity of "mentor teachers should be in the same subject or content area as the beginning teacher…to have more frequent and meaningful interactions … increased opportunities… problem-solving centered around a similar set of standards and curriculum (p.14).

For a few teacher participants, mentoring included collaboration, instructional practices, co-planning, and logistics of school. These mentors worked with a quality that engaged the new teachers. One new teacher noted "Co-Planning with mentor teachers made it easy to learn the "nuts and bolts" aspects of the classroom: how to navigate Synergy, how to get the most from

Google Classroom, how to utilize technology in my classroom, etc." Three teachers, during interviews, discussed how the mentors seemed well trained and that they could tell the quality of their mentorship should have been there, but it was the lack of matching that gave them at least a little frustration.

Professional development/conferences. New teachers often had PD opportunities. PD was found to be helpful by the most teachers when it occurred once or twice per month, and most teachers had the opportunity at least a few times per year. PD is not a support provided only to new teachers though; in some ways, that diminishes its utility. Many new teachers became concerned about learning new information about teaching and being expected to implement it. Other teachers became frustrated that the PD was not connected to their teaching assignment. Renbarger and Davis also found PD to sometimes be a negative influence on new teachers; they did not determine if it was causal (2019).

Professional Learning Communities. The teachers who participated in PLCs at least once per week and up to once per month perceived PLCs to be of quality. However, helpfulness lessened when the PLCs occurred every other month, quarterly, or less often. This is another support in which quantity affects usefulness. Usefulness is also diminished for teachers who are not placed in a PLC with teachers of the same grade level/content area. Teachers did appreciate the collaboration aspect of PLCs.

Observation. New teachers did not view being observed to be very helpful. Observations did not happen much more often than quarterly. Southern Oregon teachers do not perceive that they receive enough feedback from administrators when an observation does take place. When they did get feedback, they often didn't believe the feedback to be constructive. Martin et al. also reached this conclusion in their study of middle school beginning teachers. They also noted that

current new teachers "desire more feedback than did their veteran colleagues. The feedback perceived to be most beneficial was when it was coupled with consistent observations, which, in turn, influenced the teachers' practice(s) (2015, p. 10).

The other form of observation—new teachers going to veteran teachers' rooms to watch them teach—was described as much more beneficial by the teachers. Unfortunately, I did not distinguish the difference between these two types of observation in the surveys so cannot determine how many participants had this option. Comparatively, Michigan schools, in a survey in Fall 2020, had 62.89% of teachers observe other classrooms in their schools (Lindsay et al., 2021).

Commitment. New teacher supports do appear to improve commitment to the profession. It is still difficult to determine if there is a causal relationship though, as Ronfeldt and McQueen discussed in their study (2017). In my study, at least 30% of the teacher participants reported they would have quit teaching without receiving new teacher supports. Slightly over half of the teachers wanted more supports. In its reciprocal, 70% of teacher participants were committed to teaching regardless, and 45% of them felt they had enough support. Wilcoxen et al. (2019) terms this construct *resiliency* while Schwan et al. referred to retention of 93% of the teachers in their mentor intervention (2020). These are high numbers in general. If there was not a national teacher shortage, that might be enough for schools to consistently function. However, if the goal is for a school to retain its effective teachers, then instructional leaders need to ensure that there is enough support for new teachers to feel supported and included at the school. Though this study does not address impact on student learning, a revolving door of teachers does not seem prudent for students.

Recommendations for further research

School districts need to continue to provide new teacher supports to increase new teacher effectiveness and retention. Having 30% of new teachers leave in their first year or two of teaching often creates chaos for students. However, there are different ways these supports could be provided. If teachers yearn for more collaboration but less demands on their time, could the money for PD, substitutes, TOSAs, etc. be used instead to increase classroom teachers to reduce teacher instructional time? Research into how to effectively structure a supportive system must continue.

In Oregon, most districts have a three-year probationary period for new hires. This policy indicates that brand new teachers must become proficient at teaching by the end of their second year or risk being non-renewed during their third year of teaching. Are new teacher supports scaffolding new teachers enough to meet that proficiency? How long should new teachers who have not gone through a teacher preparation program have to become proficient teaching? Should those teachers have more or different new teacher supports?

The end goal of all public schools is to educate students. Continued research on how student learning is most effectively impacted is essential. John Hattie's cumulative publications show that the teacher is greatest impact on student learning. Is it correlation or causation that new teachers supports are important to teachers' perceptions of their effectiveness and thus positively impacting student learning?

When hiring new teachers who have *not completed a teacher preparation program*, research is needed on having more than one teacher fill a 1.0FTE position. Two teachers could co-teach while working through their licensure program, or three teachers could take on 2.0FTE. Doing so could give the teachers a support system while reducing their workload.

Recommendations for principals with new teachers

Have a clear, concise, year-long plan for explaining the logistics of school to new teachers. This plan needs to include repetitious written directions and an administrator, mentor, or teacher leader verbally reviewing operations and expectations with the new teacher. Just as teachers should not assume that their students have background knowledge, principals should not assume that new teachers understand how their school functions. Numerous topics must be covered as they come up on the calendar. Examples include gradebooks, SIS use, discipline procedures, emergency drills, hallway traffic patterns, conferences, grading policies, and communication policies.

Instructional coordinators and directors need to ensure mentor matching and training for instructional leaders to work with new employees. This is not a skill set that teachers—which administrators start as—are necessarily trained in. How to set up mentors and how to work with new teachers is a learned and monitored practice. ODE' Oregon Mentoring Program ended in 2019. While some ESDs are continuing portions of the practice, not all districts partake in it. This lack of training for mentors can contribute to new teacher frustration.

Collaboration must be a principal's Tier 1 support for the entire staff. Principals need to prioritize setting and meeting common goals with the school's instructional leaders. Principals' need to embed collaboration time for staff—both informal and formal. PLCs and individual meetings with instructional leaders are valued by many teachers. Common prep time set in the master schedule or respected time before and after school is valued for grade level/content area/specialty impromptu meetings. Co-planning with peers or instructional coaches impacts academic expectations and instructional practices. Collaboration impacts instructional practices when implemented with fidelity and when implemented in schools with a higher proportion of

historically underserved students (Schmidt et al., 2020). Cyclically and consistently creating schedules to encourage collaboration is an essential duty of a principal.

New teachers can learn and solidify skills when they watch veteran teachers. For this to happen with enough frequency, principals need to utilize substitute teachers to release new teachers from their classrooms. Though one interviewee mentioned having the support of two school days of release time to observe veteran teachers, this accounts for only about 1% of the instructional time in a school year. When a substitute teacher is in the building, they usually have time during the school day they are not supervising students. Principals need to leverage that time for new teachers to be released from their rooms to observe veteran teachers in the building. There is no additional financial cost to this practice as the substitute is already being paid. The snippet of time could also be less stressful than a new teacher taking an entire day out of their classroom.

Threats to Validity

This study, like all research, includes several threats to validity. Teachers' email addresses were not as readily accessible as I had anticipated. As a result, I had to depend on principals and superintendents to share the invitation to participate in the survey. Lack of direct access to teacher emails limited the breadth of the potential participants, which limits the generalizability of the results. In addition, it is possible that respondents interacted with one another in ways that might have impacted the results. For example, there might have been social interaction between teachers in the same building or district who discussed the survey prior to taking it. These social interactions could involve the teachers sharing their thoughts about the survey questions and answers. These discussions could impact teachers' memories of their novice teacher supports. In an attempt to reduce this threat, the introductory letter asked teachers

to not discuss the survey or their opinions about the survey's topic or questions with others. However, I have no way to measure whether teachers complied with this request.

Selection bias is another threat to validity for this study. The selection bias comes in three forms. The survey was sent to teachers and instructional leaders throughout the region; however, there is no mechanism to determine which or how many teachers and instructional leaders from each setting responded to the survey. Participants were volunteers who were willing to respond to the survey. Because it takes time to complete a survey, it is possible that the group of teachers who responded were those who were better organized and thus able to find the time to complete a survey—pulling the data in favor of those who were managing teacher workload better than those who were overwhelmed. To reduce this threat, I kept the survey brief.

Participant selection is also a clear limitation to this study and threatens generalizability. I geographically limited the area of the study to one portion of the state of Oregon. As mentioned in the settings, the population density distribution varies greatly throughout the state. By narrowing my focus to this area of the state, the more densely populated areas in northern Oregon and the less populated areas in Eastern Oregon may not be able to transfer this information to their public schools.

Researcher bias is another threat to validity in this study. I have pre-conceived notions about Oregon's approach to local education agencies (a.k.a., school districts) determining supports for novice teachers. To reduce the likelihood that my bias manipulated my results, I attempted to design the surveys and conduct the interviews in a manner that maintained neutrality for novice teacher supports.

Additional Limitations

I did not address the racial and ethnic status of teachers in this study. Phenomenology depends upon lived experiences, and our race, gender, and ethnicity guide our lived experiences. It was not an intention of mine to dismiss BIPOC representation but to focus on the supports, their frequency, and teachers' perceptions of their quality. Doing so does limit this study in that regard.

Another possible limitation to this study is that teachers might not have recognized novice teacher supports and therefore might not have been able to provide accurate responses to the survey. I attempted to limit this threat by explicitly listing teacher supports in the survey. Another potential limitation to this study is the degree to which teachers or leaders are able to recognize how effective new teacher supports are. Due to the nature of this study, I am depending on educators' impressions of effectiveness of new teacher supports rather than any sort of direct measure of those supports. Thus, any conclusions drawn related to effectiveness must be interpreted with extreme caution.

As I shared in the results chapter, there are a few reliability concerns related to the survey data. Some respondents selected adjacent or contradictory answers. There is also an overlap in how co-planning, collaboration, and PLCs can be interpreted as supports. Not every teacher or administrator may realize the differences in those terms. In addition, observations may not be defined reliably. For most teachers, observations occur when an administrator, mentor, or instructional coach comes into their classroom to watch them teach. However, in teachers' responses to the constructed response and interview questions, it became clear that some teachers had the opportunity to observe other teachers as part of their new teacher supports. There is also an overlap in administrator, mentor, and instructional coach support and observation support.

To reiterate, it is quite possible that the findings of this research were impacted by the global COVID-19 pandemic. Public education has been adversely affected by pandemic safety mandates; these mandates may have prohibited novice teacher supports from taking place in the years prior to my study being conducted. As a result, although my findings should be applicable to the state of Oregon, they might not be applicable in years that do not include a pandemic and comprehensive distance learning.

Appendix A

Survey for Novice Teachers

- **Sample**: First through sixth year teachers in Oregon public schools.
- **Sampling Plan:** List of teachers and their years of experience elicited from school district(s)
- **Survey dissemination & delivery method:** Link to Google Form sent to identified teachers' work emails.
- **Cover Letter (which will be the body of the email)**

Dear Teachers:

Because you are a first through sixth year teacher, you've been sent this email that includes a link to a survey. The survey allows you to give feedback to help the _____School District reflect upon its new teacher supports and induction practices. It should not take you more than ten minutes to complete the survey. I greatly appreciate your—confidential—feedback, so we can improve our support systems. The anonymized survey results may be shared with district level administrators who may disseminate them to other stakeholders such as the school board. The survey results are research for my dissertation through the University of Oregon's D.Ed. in Educational Leadership program. Again, all the feedback you provide is confidential.

If you are able, can you please squeeze this into your already heavy to-do list this week? Please let me know if you have any questions or concerns.

Thank you!
Jennifer Sweeney

New Teachers Survey

Oregon Teachers & New Teacher Supports

This survey is for teachers in their first six years of full-time teaching in Oregon public schools. By completing the survey, the participant acknowledges they meet those criteria. Participation is voluntary, and there is no compensation. A participant may withdraw from the survey at any time. Participants may remain confidential. Questions or concerns may be directed to Jennifer Sweeney at jsweene2@uoregon.edu

* Required

1. What year of teaching is this for you? *

   Mark only one oval.

   - ◯ 1st year
   - ◯ 2nd year
   - ◯ 3rd year
   - ◯ 4th year
   - ◯ 5th year
   - ◯ 6th year

2. This year, in what size of school are you teaching? *

   Mark only one oval.

   - ◯ in a small school (< 60 students per grade level)
   - ◯ in a medium school (61 to 100 students per grade level)
   - ◯ in a large school (>100 students per grade level)
   - ◯ in more than one school

3. This year, in what geographic area you teaching? *

   Mark only one oval.

   - ◯ in a rural area (if there's a town, it's fewer than 1,000 people)
   - ◯ in a small town (there's a town between 1,000 and 5,000 people)
   - ◯ in a medium size town (there's a town between 5,000 and 20,000 people))
   - ◯ in a larger size town (more than 20,000 people)

4. Select the grade levels of your current teaching assignment. *

Check all that apply.

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Type of New Teacher Supports

The next few questions discuss the type of supports you received and/or are currently receiving.

5. *

Rate the helpfulness of each of the following new teacher supports. If you did not receive a particular support, select the "did not receive" option for that row.

Check all that apply.

	Not at all helpful	A little helpful	Helpful	Very helpful	Did not receive this support
Professional development/conferences	☐	☐	☐	☐	☐
Professional Learning Community	☐	☐	☐	☐	☐
Collaboration with team/grade level teachers	☐	☐	☐	☐	☐
Instructional Coaching	☐	☐	☐	☐	☐
Observation	☐	☐	☐	☐	☐
Co-planning with a colleague	☐	☐	☐	☐	☐
Administrator support	☐	☐	☐	☐	☐

6. *

Indicate how often you received each of the following new teacher supports. If you did not receive a particular support, select the "Never" option for that row.

Check all that apply.

	Daily	Weekly	Twice per Month	Once per Month	Every other Month	Quarterly	A few times per year	Once or twice per year	Never
Professional Development/Conferences	☐	☐	☐	☐	☐	☐	☐	☐	☐
Professional Learning Community (PLC or PLT)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Collaboration with team, department, or grade level	☐	☐	☐	☐	☐	☐	☐	☐	☐
Instructional Coaching	☐	☐	☐	☐	☐	☐	☐	☐	☐
Observation (You observed another teacher to learn from them OR a teacher observed you to give you feedback)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Co-planning with a colleague	☐	☐	☐	☐	☐	☐	☐	☐	☐
Administrator support (principal, VP, or AP)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Mentor	☐	☐	☐	☐	☐	☐	☐	☐	☐

This section discusses how you felt about the new teacher supports.

7. Which of the following supports have you found the MOST valuable for your own growth? (May select only one). *

Mark only one oval.

- ◯ Professional Development/Conferences
- ◯ Professional Learning Community (PLC/PLT)
- ◯ Collaboration with team/department/grade level
- ◯ Instructional Coaching
- ◯ Observation
- ◯ Co-Planning
- ◯ Administrator support
- ◯ I didn't receive any new teacher supports.
- ◯ Other: _____

8. Based on the answer you selected in the previous question, what was it that made that support the **most** valuable? *

_____

_____

_____

_____

_____

9. Of these supports, which have you found the **least** valuable for your own growth? (May select only one) *

Mark only one oval.

- ◯ Professional Development/Conferences
- ◯ Professional Learning Community (PLC/PLT)
- ◯ Collaboration with team/department/grade level
- ◯ Instructional Coaching
- ◯ Observation
- ◯ Co-Planning
- ◯ Administrator support
- ◯ I didn't receive any new teacher supports.
- ◯ Other: _____

10. Based on the answer you selected in the previous question, what was it that made that support the **least** valuable? *

11. Think about the support you receive(d). Which of the following statement best describes your thoughts about the amount of support you received. (Mark only one option.) *

Mark only one oval.

- ◯ I wanted more support.
- ◯ I had just the right amount of support
- ◯ I wanted less support.

12. In which areas of teaching did you get the most support? *

Check all that apply.

- ☐ Academic Expectations
- ☐ Positive Relationships
- ☐ Instructional Strategies and Best Practices
- ☐ Creating a Culturally Responsive Environment
- ☐ Collaborating with Colleagues and Parents/Guardians
- ☐ I didn't receive any new teacher supports.

13. Think about why you are still teaching. Which of these statements aligns the most with your situation? *

Mark only one oval.

- ◯ I would have stayed in teaching whether or not I received supports.
- ◯ Without new teacher supports, I would have left the profession.

14. Describe some of the positives related to new teacher supports (think, especially, about aspects that encouraged you to stay in the profession or made you a better teacher). *

15. Describe some of the problems / negative experiences you had with new teacher supports. *

16. If there is anything you'd like to share regarding new teacher supports/induction, please write that here.

17. How do you identify? *

Mark only one oval.

- ◯ Female
- ◯ Male
- ◯ Non-binary
- ◯ Prefer not to say

18. Would you be willing to participate in an interview about your experiences as a new teacher? The interview would be about 45 to 60 minutes via Zoom. If so, please leave your name and email address.

Appendix B

Survey for Instructional Leaders

- **Sample**: Curriculum/Instruction/Professional Development Administrators, Principals and Assistant or Vice Principals, Instructional Coaches and New Teacher Mentors serving in Oregon public schools.
- **Sampling Plan:** List of administrators and instructional leaders elicited from school district(s)
- **Survey dissemination & delivery method:** Link to Google Form sent to identified educators' work emails.
- **Cover Letter (which will be the body of the email)**

Dear Instructional Leaders:

Because you work with public school teachers, you've been sent this email that includes a link to a survey. This survey is part of the research for my dissertation about new teacher supports for Oregon public school teachers: It should not take you more than ten minutes to complete the survey. I greatly appreciate your—confidential—feedback, so we can better understand our novice teacher support systems throughout the state. The survey results will be compiled from districts all over the state. The analyses will not identify any districts specifically. The anonymized survey results may be shared with district level administrators who may disseminate them to other stakeholders such as the school board. The survey results are research for my dissertation through the University of Oregon's D.Ed. in Educational Leadership program. Again, all of the feedback you provide is confidential.

If you are able, can you please squeeze this into your already heavy to-do list this week?

Please let me know if you have any questions or concerns.

Thank you!
Jennifer Sweeney

Administrator Survey

This survey is for school and district administrators who work directly with teachers in Oregon public schools. By completing the survey, the participant acknowledges they meet those criteria. Participation is voluntary, and there is no compensation. A participant may withdraw from the survey at any time. Participants may remain confidential. Questions or concerns may be directed to Jennifer Sweeney at jsweene2@uoregon.edu

* Required

1. My current role in public school educational administration or teacher leadership is *

   Mark only one oval.

   - ◯ building principal or vice/assistant principal
   - ◯ curriculum, instruction, or teaching & learning director
   - ◯ instructional coach
   - ◯ new teacher mentor
   - ◯ superintentdent
   - ◯ elementary or secondary education director or HR director
   - ◯ Other: _____

2. I work in a school district with a student population of *

   Mark only one oval.

   - ◯ 1 to 100
   - ◯ 101 to 600
   - ◯ 600 to 1,999
   - ◯ 2,000 to 5,000
   - ◯ more than 5,000

3. This school district is considered *

   Mark only one oval.

   - ◯ a rural school district
   - ◯ a suburban/small to medium-sized town school district
   - ◯ an urban school district

4. During which years of a new teacher's career do they receive supports in your district? *

Mark only one oval.

- ◯ the first year only
- ◯ the second year only
- ◯ the third year only
- ◯ more than one year

For the following questions, new teacher supports includes but is not limited to:

Master teacher mentor

Professional development/conferences

Professional Learning Community

Collaboration w/ team/grade level teachers

Instructional Coaching

Observation

Co-planning with a colleague

Administrator support

5. What type of new teacher supports does your district intentionally provide to teachers during their first three years of teaching? (May select more than one option) *

Check all that apply.

- [ ] Professional Development/Conferences
- [ ] Professional Learning Communities/Teams
- [ ] Collaboration with grade level teams or content areas/departments
- [ ] Instructional Coaching
- [ ] Observations
- [ ] Teacher Mentor
- [ ] Co-planning with a colleague
- [ ] Administrator support
- [ ] Other
- [ ] None, my district doesn't intentionally provide new teacher supports

6. In which areas of teaching does your district provide the most support? *

Mark only one oval.

- ◯ Academic Expectations
- ◯ Positive Relationships
- ◯ Instructional Strategies and Best Practices
- ◯ Creating a Culturally Responsive Environment
- ◯ Collaborating with Colleagues and Parents/Guardians
- ◯ None, my district doesn't provide new teacher supports

7. Of these supports, which do you find **most valuable** for new teacher growth and retention *

Mark only one oval.

- ◯ Professional Development/Conferences
- ◯ Professional Learning Communities/Teams
- ◯ Collaboration with grade level teams or content areas/departments
- ◯ Instructional Coaching
- ◯ Observations
- ◯ Teacher Mentor
- ◯ Co-planning with a colleague
- ◯ Administrator support
- ◯ Other
- ◯ None, my district doesn't provide new teacher supports

8. What is it about the support you marked that you believe makes it so valuable for new teacher growth? *

9. Of these supports, which do you find **least valuable** for new teacher growth and retention *

Mark only one oval.

- Professional Development/Conferences
- Professional Learning Communities/Teams
- Collaboration with grade level teams or content areas/departments
- Instructional Coaching
- Observations
- Teacher Mentor
- Co-planning with a colleague
- Administrator support
- Other
- None, my district doesn't provide new teacher supports

10. What is it about the support you marked that makes you believe it hinders new teacher growth? *

11. Overall, how do you feel about the new teacher supports provided? *

Mark only one oval.

- They are not at all helpful for new teachers
- They are a little helpful for new teachers
- They are very helpful for new teachers

12. I would prefer to provide *

Mark only one oval.

- ◯ more support
- ◯ the same amount of support
- ◯ less support

13. New teachers could use more support in:

Check all that apply.

- ☐ Academic Expectations
- ☐ Positive Relationships
- ☐ Instructional Strategies and Best Practices
- ☐ Creating a Culturally Responsive Environment
- ☐ Collaborating with Colleagues and Parents/Guardians
- ☐ Other
- ☐ None

14. Rate your agreement with the following statement: Having new teacher supports makes becoming a good teacher easier than not having them. *

Check all that apply.

- ☐ Completely agree
- ☐ Slightly agree
- ☐ Slightly disagree
- ☐ Completely disagree

15. Rate your agreement with the following statement: Having new teacher supports improves teacher retention. *

Check all that apply.

- ☐ Completely agree
- ☐ Slightly agree
- ☐ Slightly disagree
- ☐ Completely disagree

16. Thinking specifically about improving professional practice and/or increasing teacher retention, describe something positive about the new teacher supports provided in your district. *

17. What are some of the negative experiences you have had with new teacher supports that discourage you from providing them in the future? *

18. If there is anything else you'd like to share regarding new teacher supports/induction, please write that here. *

Appendix C

Interview Protocol

Context
This interview is with teachers who are within their first four years of teaching.
It is a semi-structured interview with the questions designed to be open-ended. The questions may lead to the interviewee's answer garnering the sub-set questions or to impromptu questions from the interviewer.

Materials

- This page printed for each interviewee, or another means of note-taking
- Recording devices
- Graphic design of types of new teacher supports for interviewee to refer to for brainstorming and memory jogging.

For researcher to read prior to interview:

Thank you for meeting with me today. This interview will be recorded, so I can have an accurate transcript. Participation is voluntary, so if you find a question to be uncomfortable, just say you'd like to skip it. While there are 16 questions, your discussion may prompt me to ask clarifying questions. You will not be identified by name or school district in the findings for this research. Questions or concerns may be directed to Jennifer Sweeney at jsweene2@uoregon.edu

---

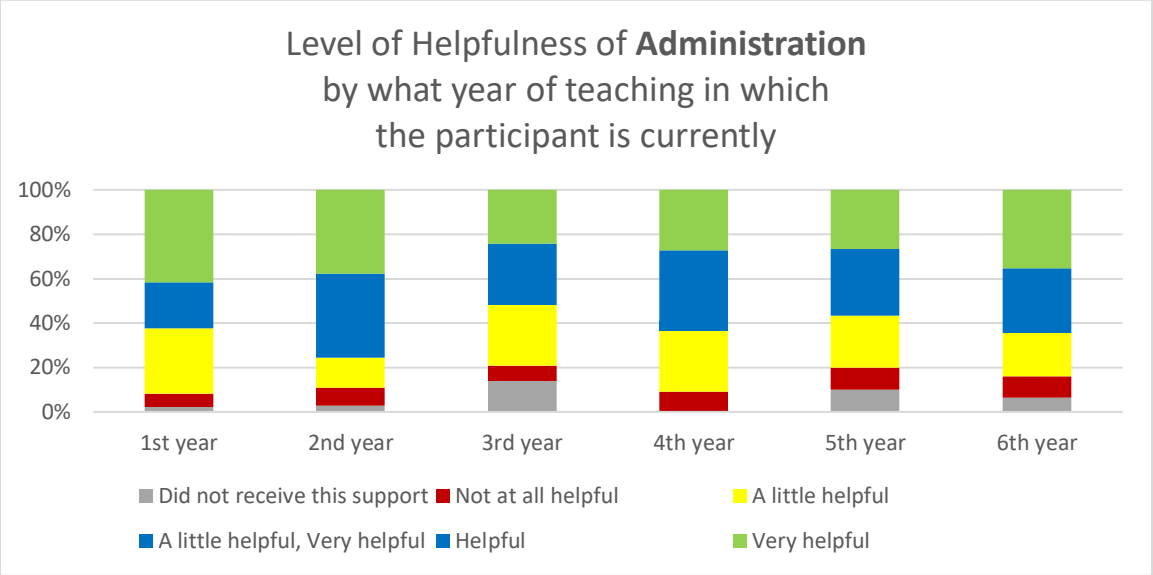
1. What was your teaching assignment during your first three years of teaching?
    a. Why did it change?
2. What supports did you receive for being a new teacher?
3. Which of those did you like? Dislike? Why?
4. From which did you get the most growth and/or stability? Why?
5. Which supports hindered or frustrated you? Why?
6. Did you ever consider leaving the teaching profession?
    a. Was there a specific incident or person causing that?
7. How valuable do you find the new teacher supports?
    a. Do you think they helped you improve your teaching?
    b. Do you think they helped you stay in the profession?
8. How frequently (weekly, monthly, etc?) did you get the _____?
9. Describe how the frequency of the supports affected you.
    a. Did you look forward to that time and/or activities?
    b. Did what you implement what you learned/discussed
    c. Was it burdensome for when it was scheduled?
10. What type of colleague provided support, i.e., administrator, TOSA, independent contractor?

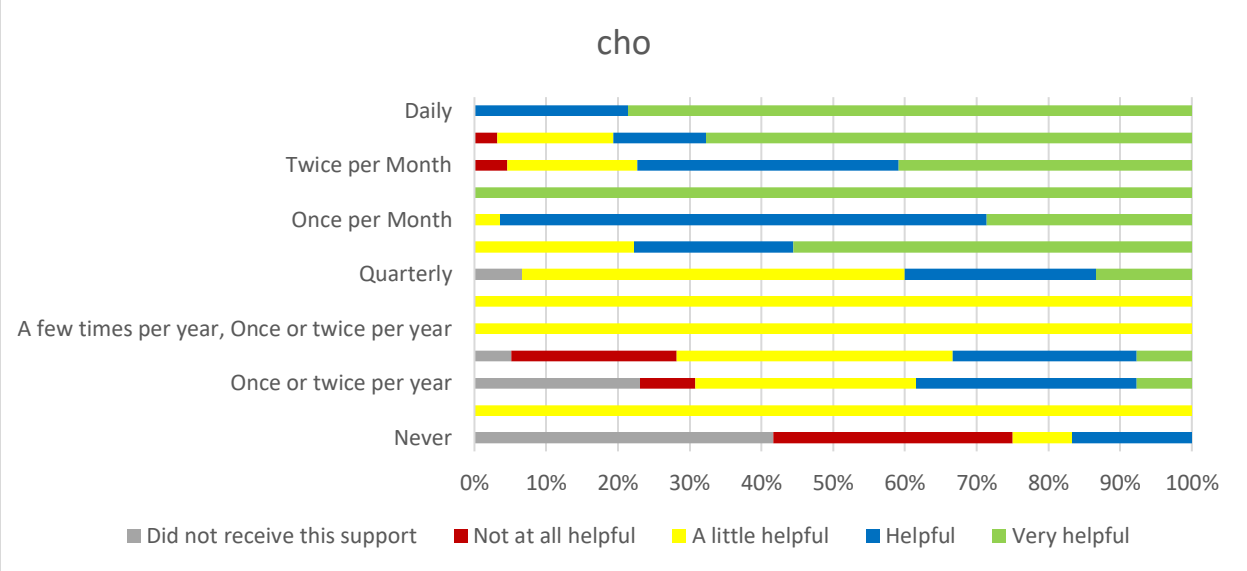
11. How did that person/those people gain your trust? What did they do that gave them credibility?
12. Which aspects of effective teaching did you work on the most?
13. What did you do to embrace the new teacher supports?
14. How the supports affect your evaluation process?
15. Is there something you would recommend a new teacher to do regarding supports offered?
16. Considering fiscal challenges in public education, how pertinent do you think it is for school districts to set aside funding for novice teacher supports?

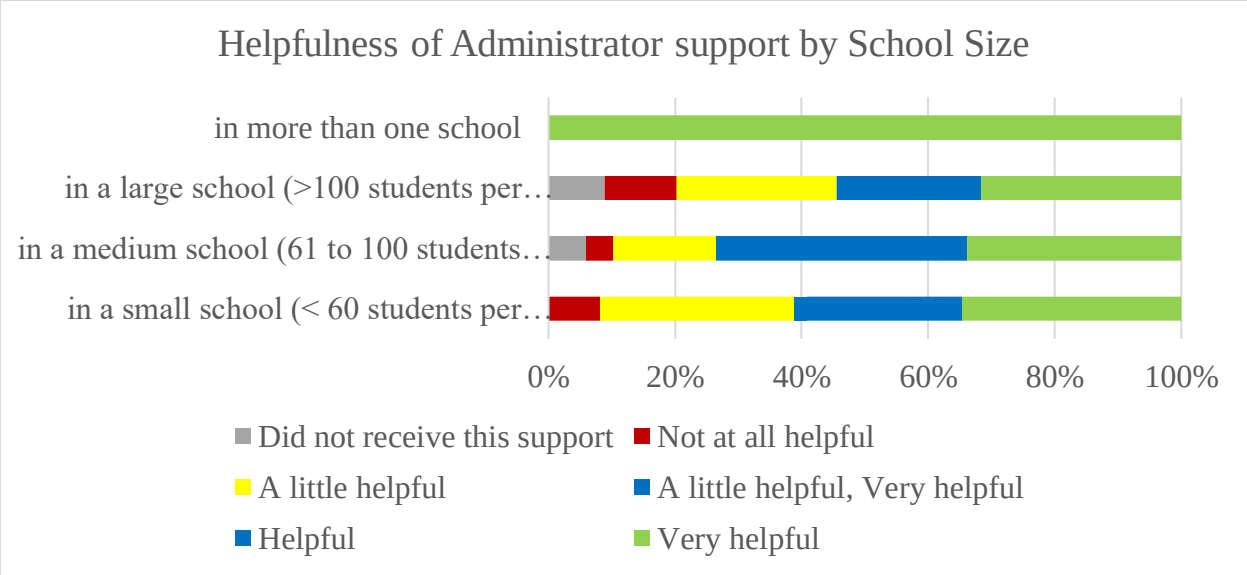
Appendix D

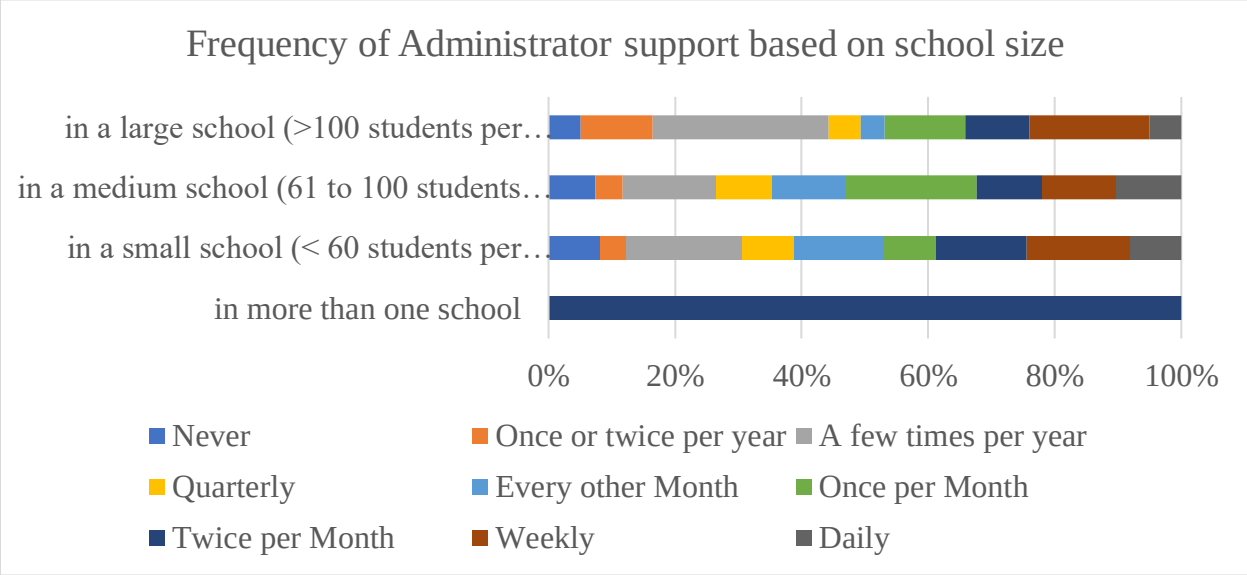
Survey Results

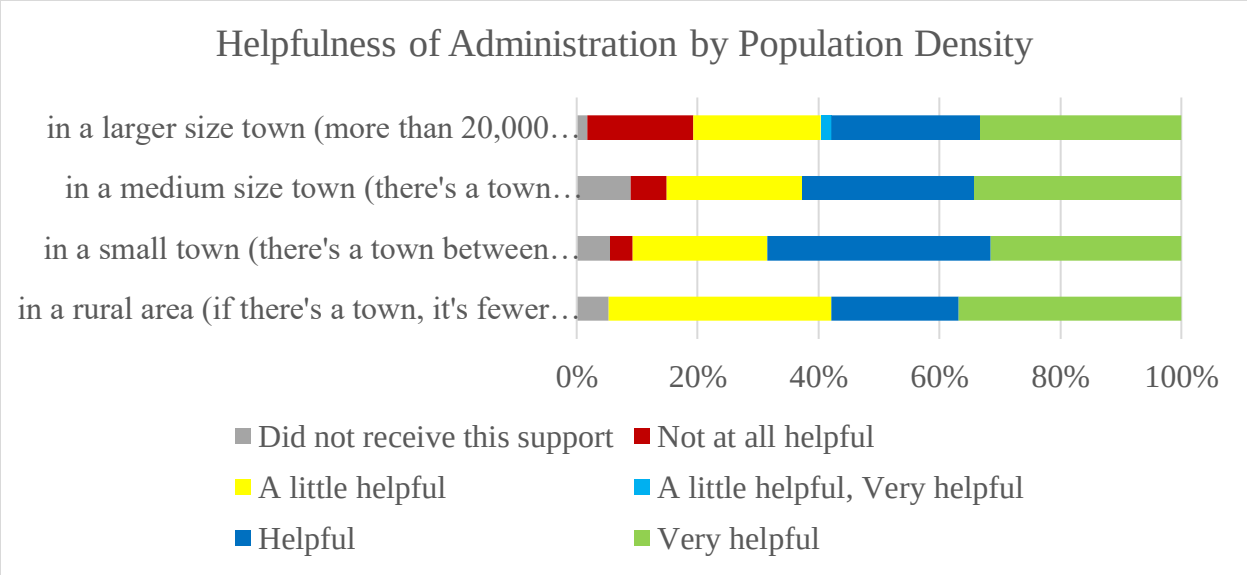
Figure

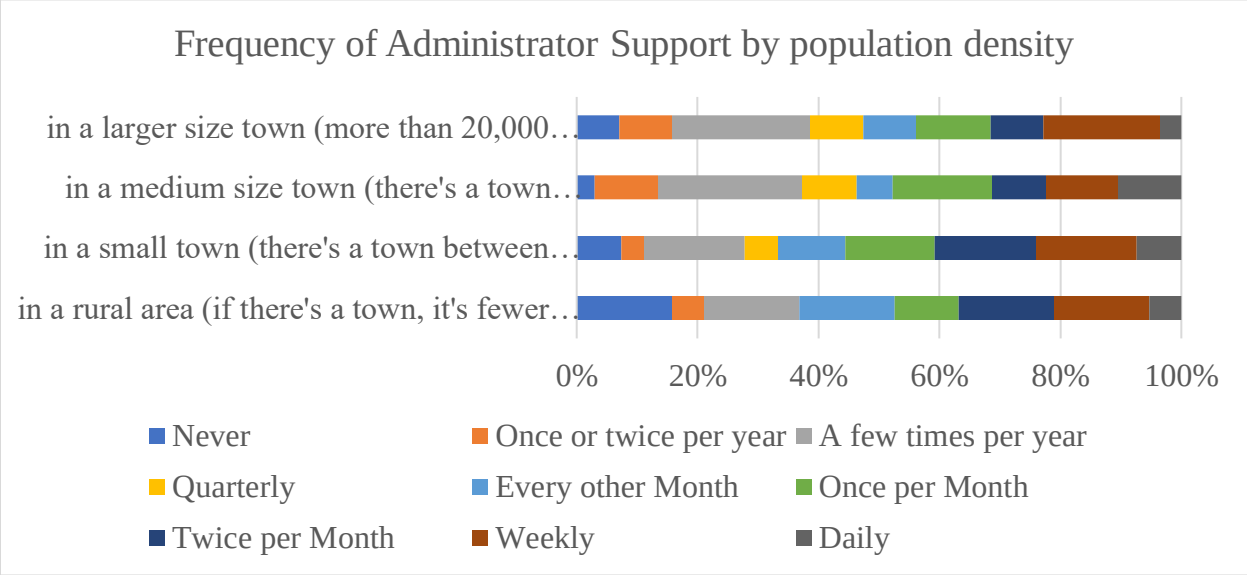


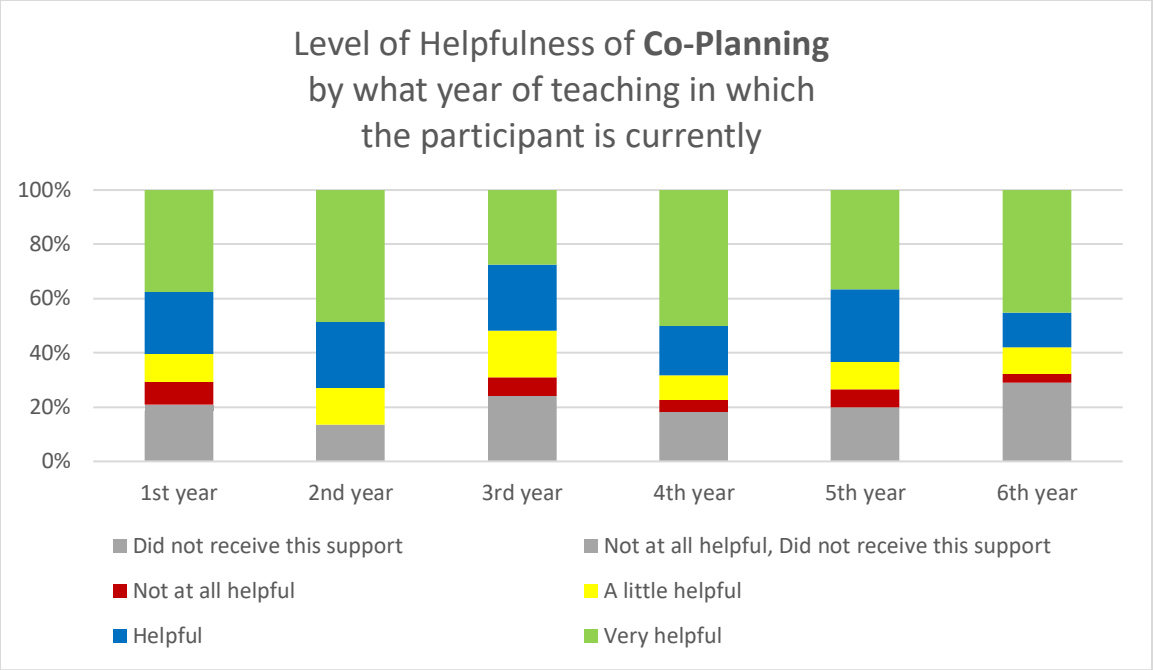


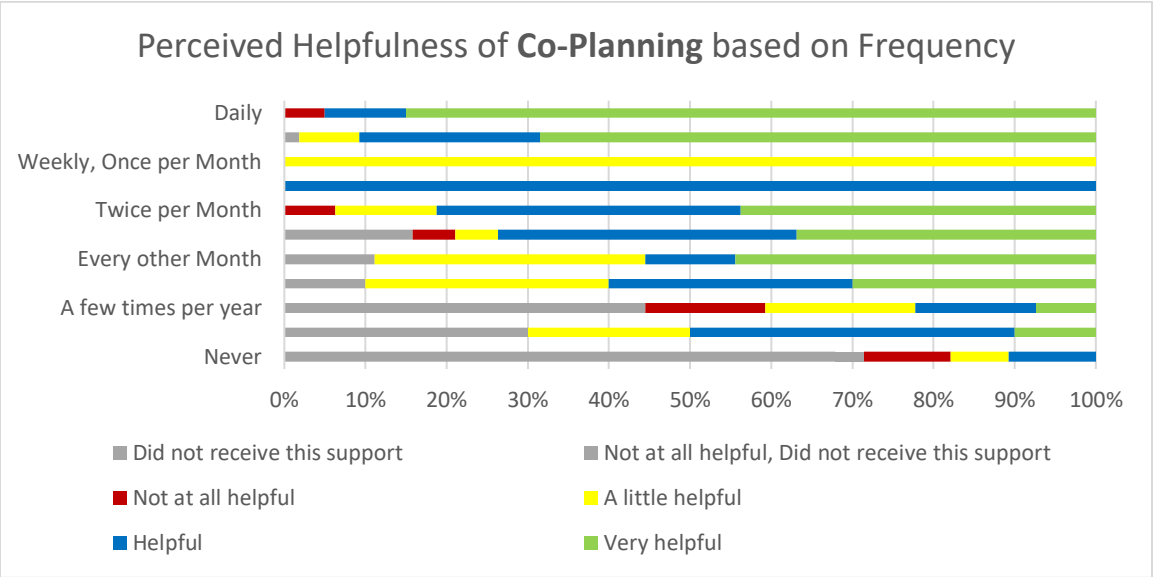

Helpfulness of Administrator support by School Size
in more than one school
in a large school (>100 students per…
in a medium school (61 to 100 students…
in a small school (< 60 students per…
0%
20%
40%
60%
80%
100%
Did not receive this support
Not at all helpful
A little helpful
A little helpful, Very helpful
Helpful
Very helpful

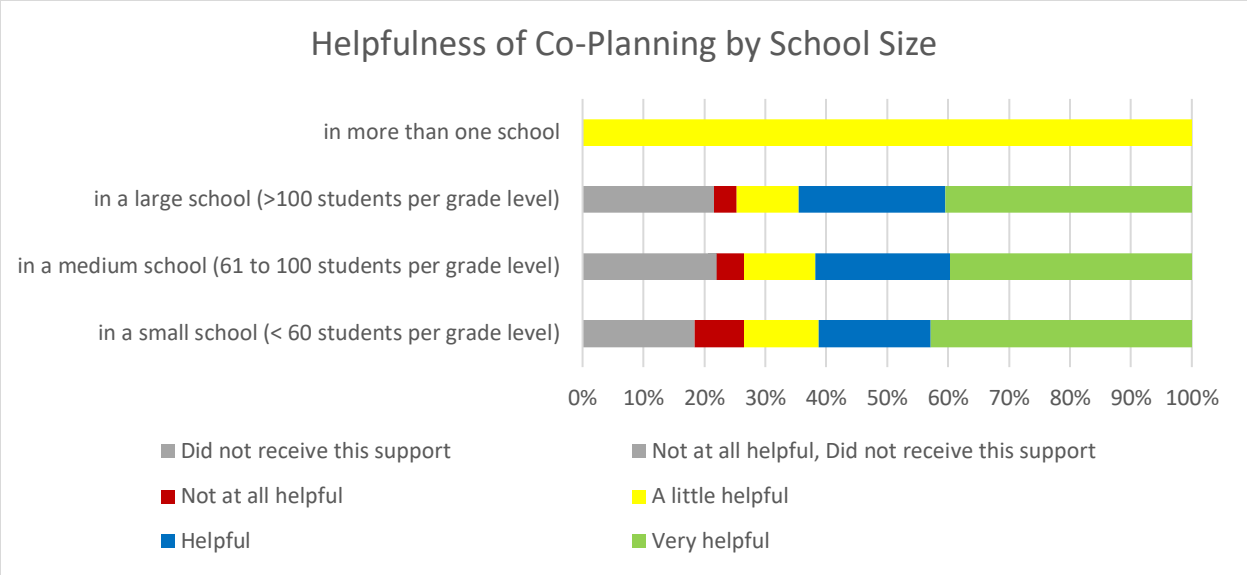

Frequency of Administrator support based on school size
in a large school (>100 students per…
in a medium school (61 to 100 students…
in a small school (< 60 students per…
in more than one school
0%
20%
40%
60%
80%
100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

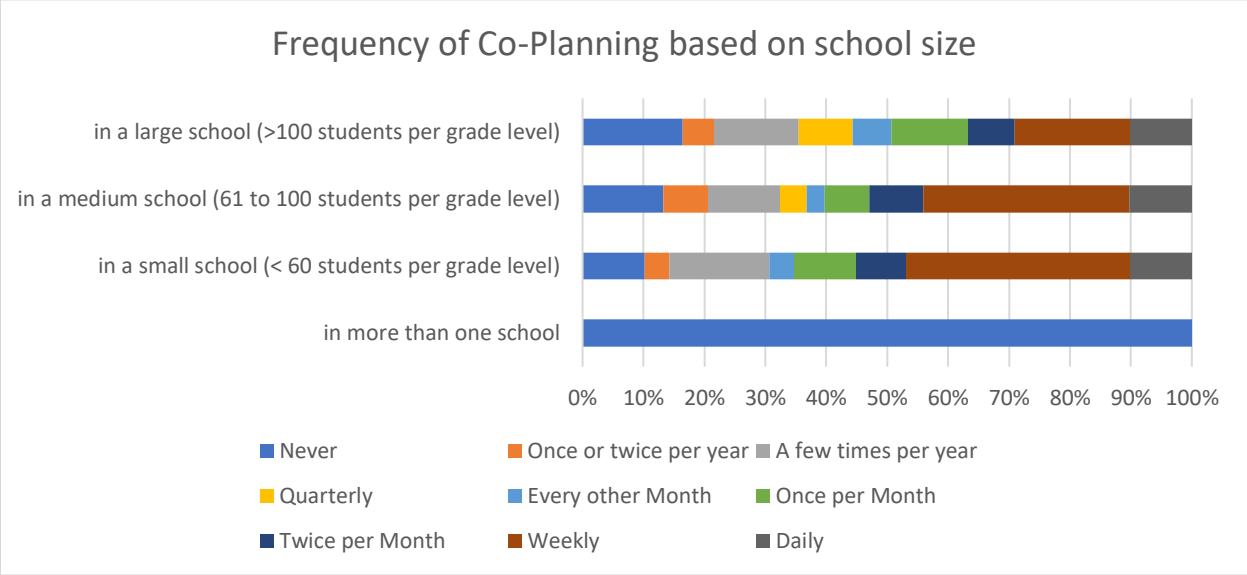

Helpfulness of Administration by Population Density
in a larger size town (more than 20,000…
in a medium size town (there's a town…
in a small town (there's a town between…
in a rural area (if there's a town, it's fewer…
0%
20%
40%
60%
80%
100%
Did not receive this support
Not at all helpful
A little helpful
A little helpful, Very helpful
Helpful
Very helpful

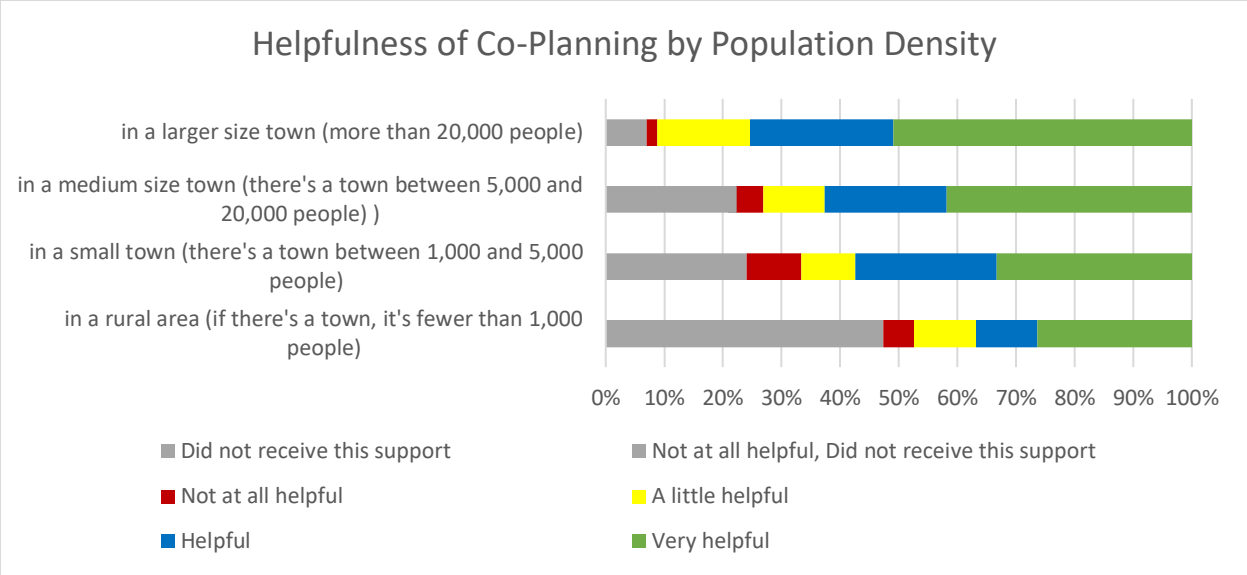

Frequency of Administrator Support by population density
in a larger size town (more than 20,000…
in a medium size town (there's a town…
in a small town (there's a town between…
in a rural area (if there's a town, it's fewer…
0%
20%
40%
60%
80%
100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

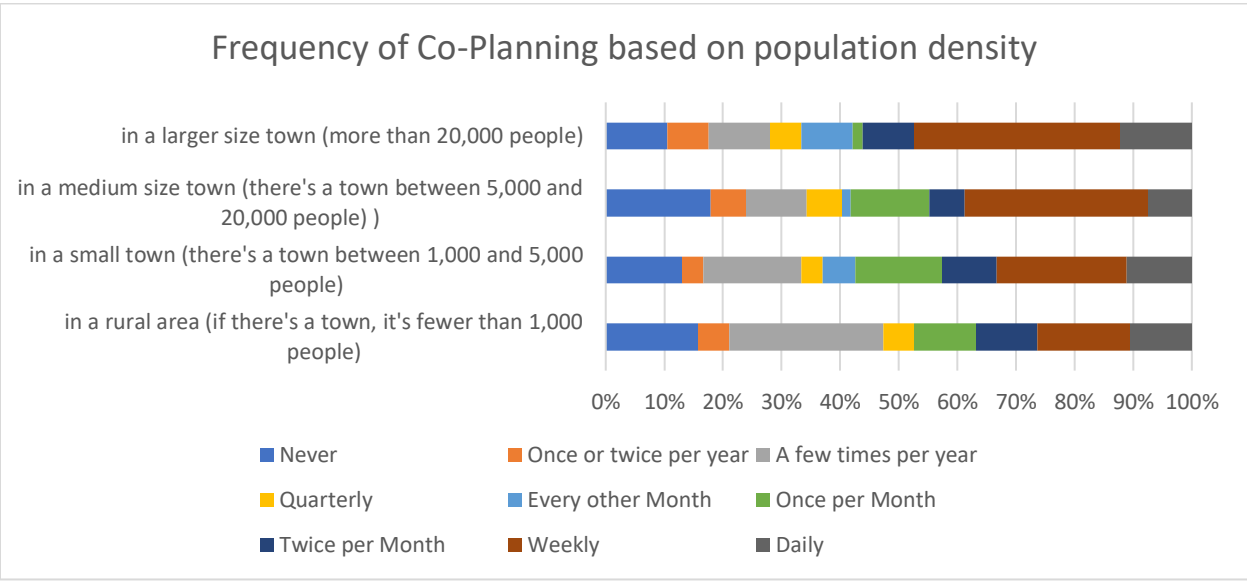

Level of Helpfulness of **Co-Planning** by what year of teaching in which the participant is currently
100%
80%
60%
40%
20%
0%
1st year
2nd year
3rd year
4th year
5th year
6th year
Did not receive this support
Not at all helpful, Did not receive this support
Not at all helpful
A little helpful
Helpful
Very helpful

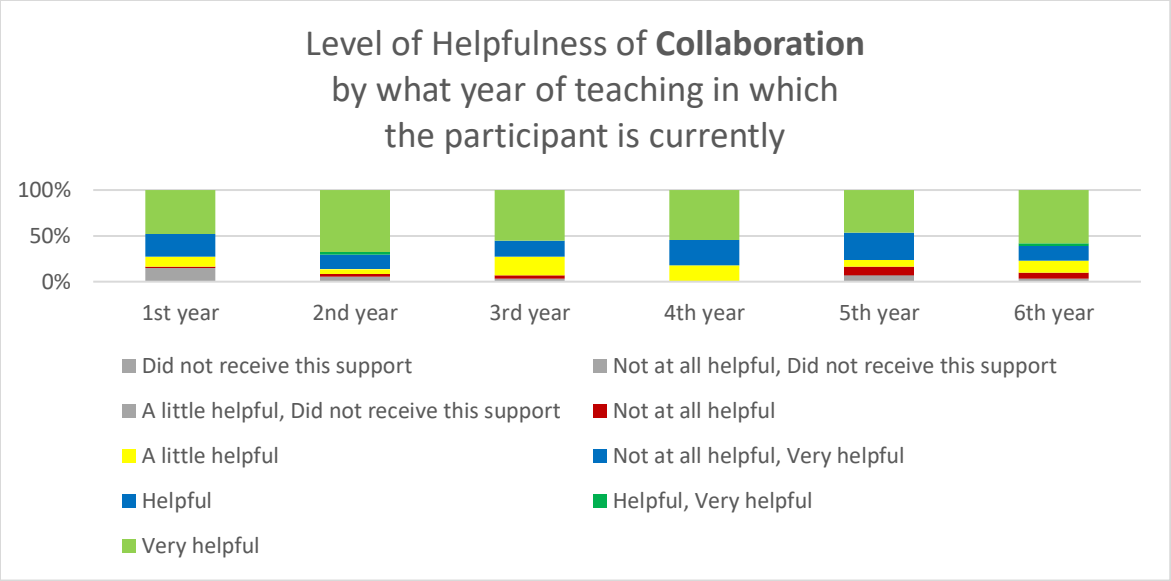

Perceived Helpfulness of **Co-Planning** based on Frequency
Daily
Weekly, Once per Month
Twice per Month
Every other Month
A few times per year
Never
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Did not receive this support
Not at all helpful, Did not receive this support
Not at all helpful
A little helpful
Helpful
Very helpful

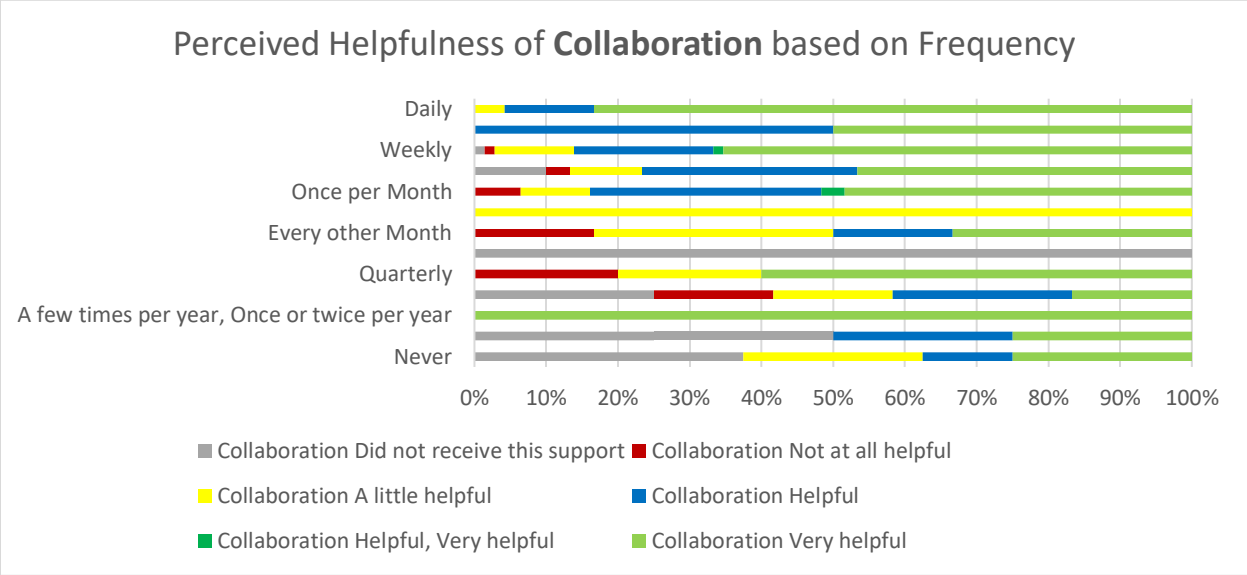

Helpfulness of Co-Planning by School Size
in more than one school
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Did not receive this support
Not at all helpful, Did not receive this support
Not at all helpful
A little helpful
Helpful
Very helpful

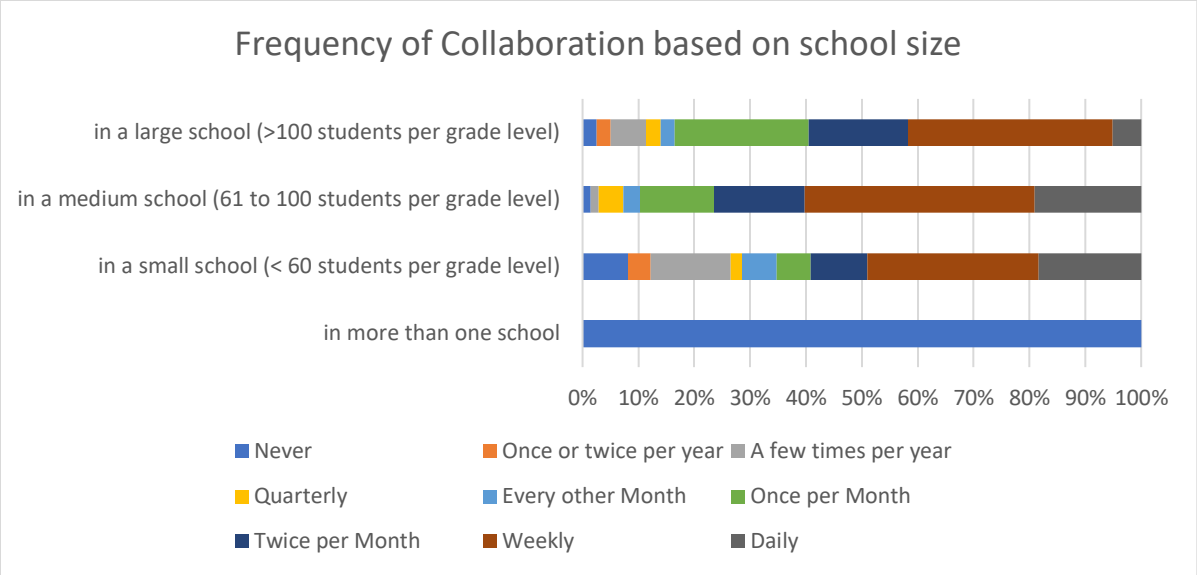

Frequency of Co-Planning based on school size
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
in more than one school
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

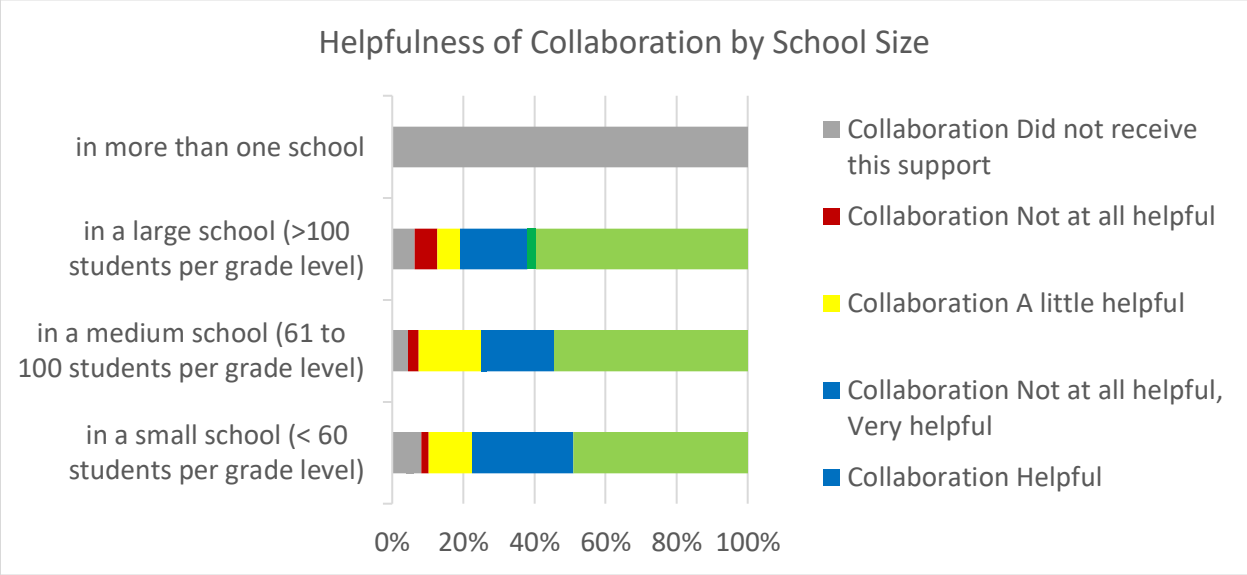

Helpfulness of Co-Planning by Population Density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000 and 20,000 people))
in a small town (there's a town between 1,000 and 5,000 people)
in a rural area (if there's a town, it's fewer than 1,000 people)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Did not receive this support
Not at all helpful, Did not receive this support
Not at all helpful
A little helpful
Helpful
Very helpful

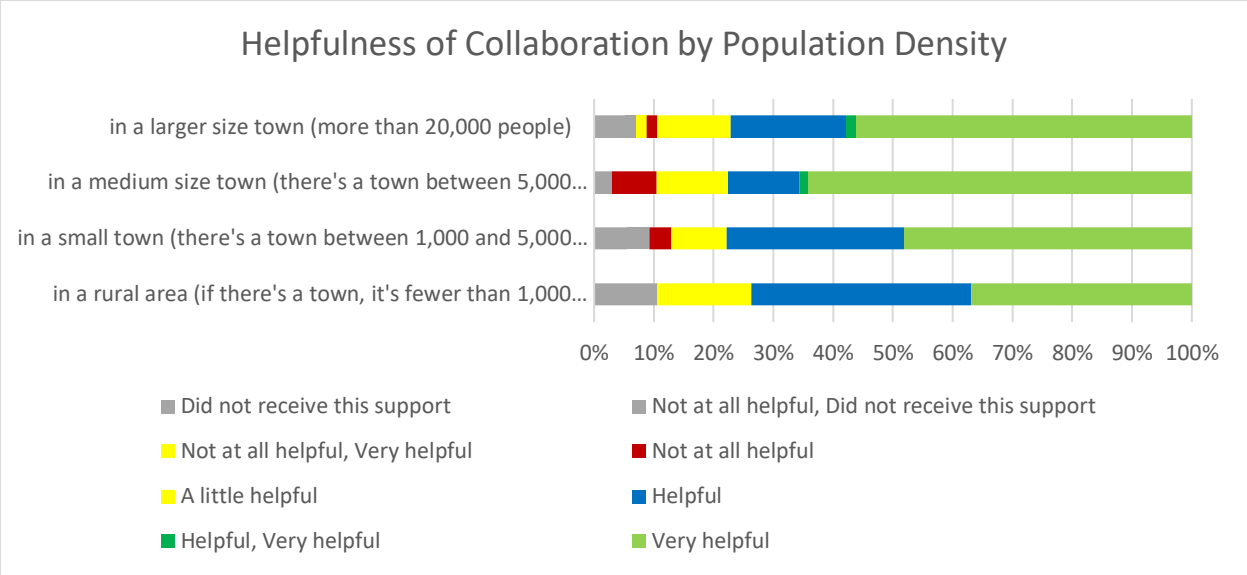

Frequency of Co-Planning based on population density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000 and 20,000 people))
in a small town (there's a town between 1,000 and 5,000 people)
in a rural area (if there's a town, it's fewer than 1,000 people)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

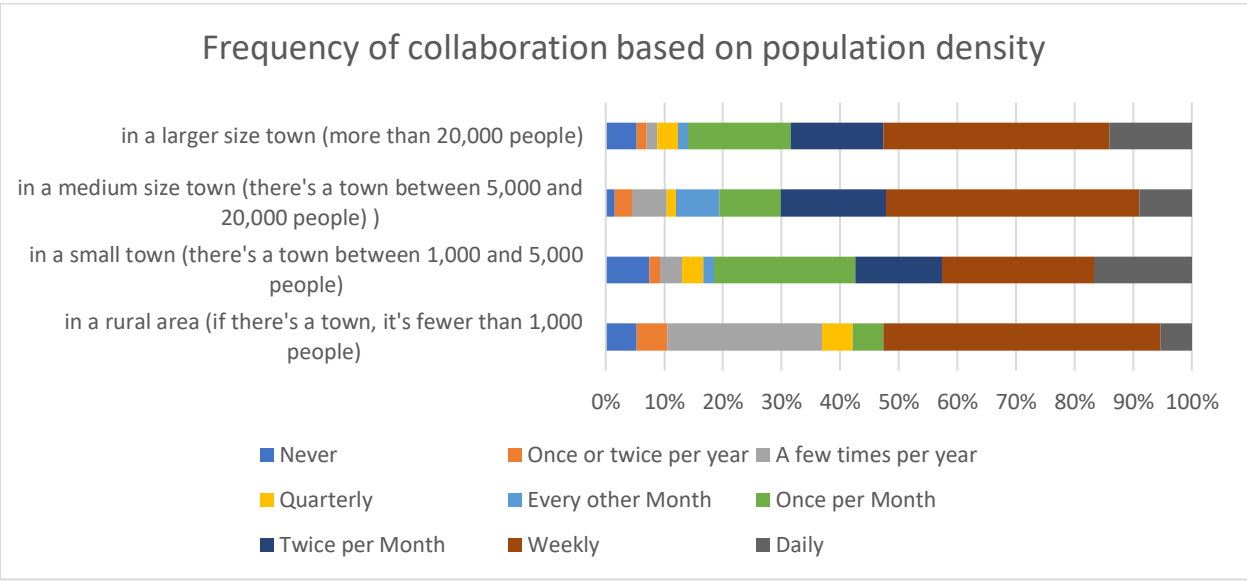

Level of Helpfulness of **Collaboration**
by what year of teaching in which
the participant is currently
100%
50%
0%
1st year
2nd year
3rd year
4th year
5th year
6th year
Did not receive this support
Not at all helpful, Did not receive this support
A little helpful, Did not receive this support
Not at all helpful
A little helpful
Not at all helpful, Very helpful
Helpful
Helpful, Very helpful
Very helpful

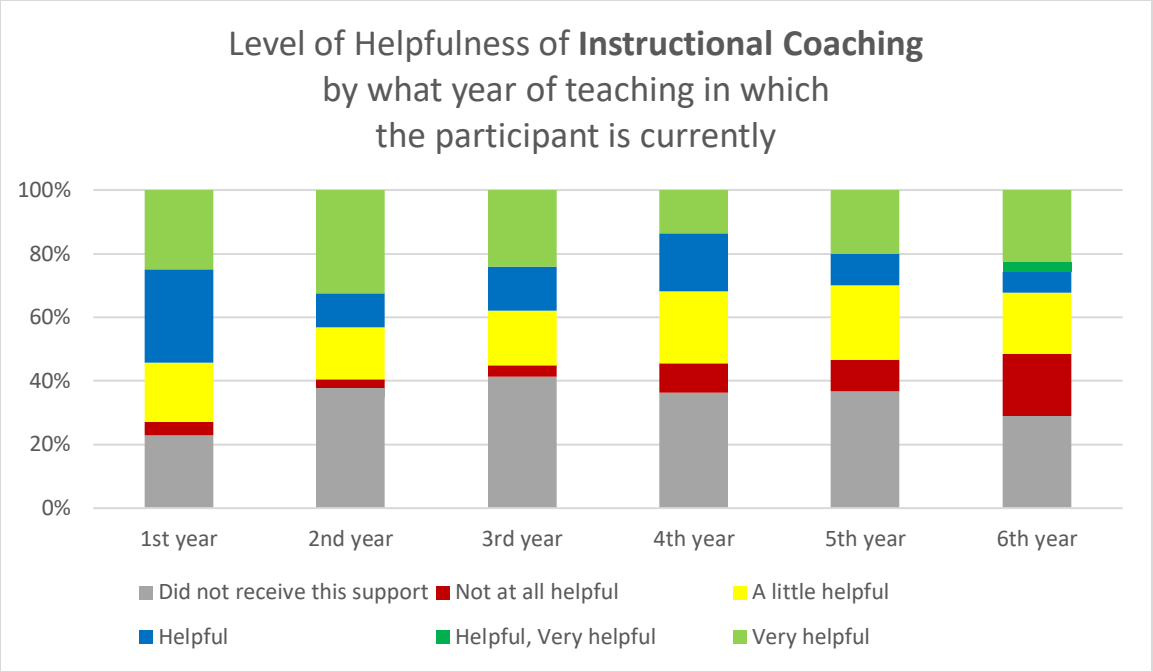

Perceived Helpfulness of **Collaboration** based on Frequency
Daily
Weekly
Once per Month
Every other Month
Quarterly
A few times per year, Once or twice per year
Never
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Collaboration Did not receive this support
Collaboration Not at all helpful
Collaboration A little helpful
Collaboration Helpful
Collaboration Helpful, Very helpful
Collaboration Very helpful

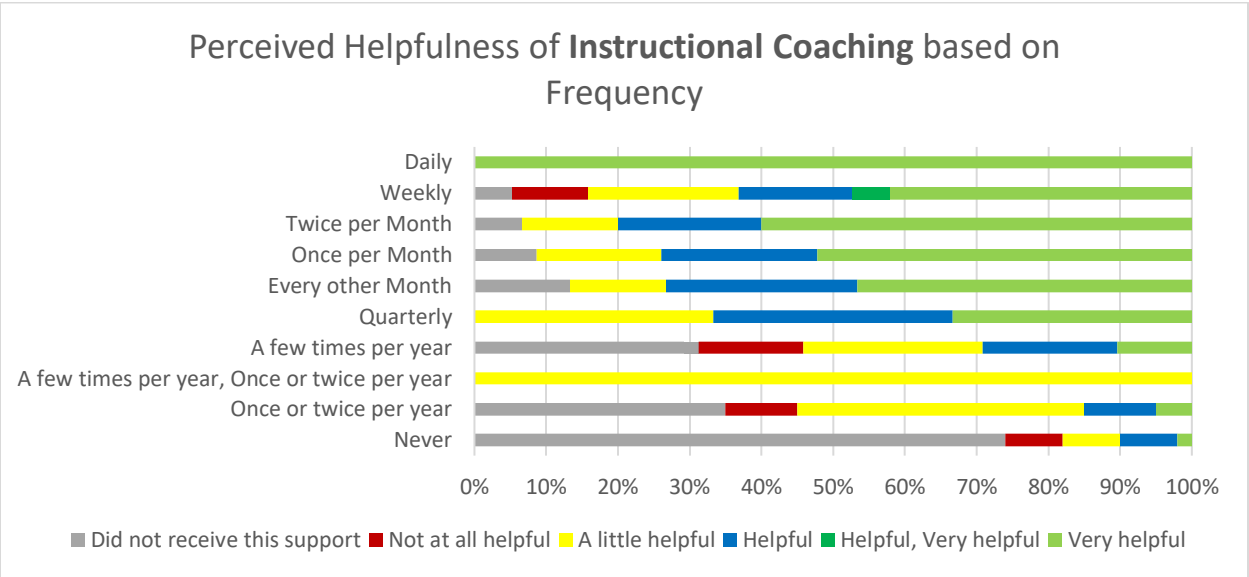

Frequency of Collaboration based on school size
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
in more than one school
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

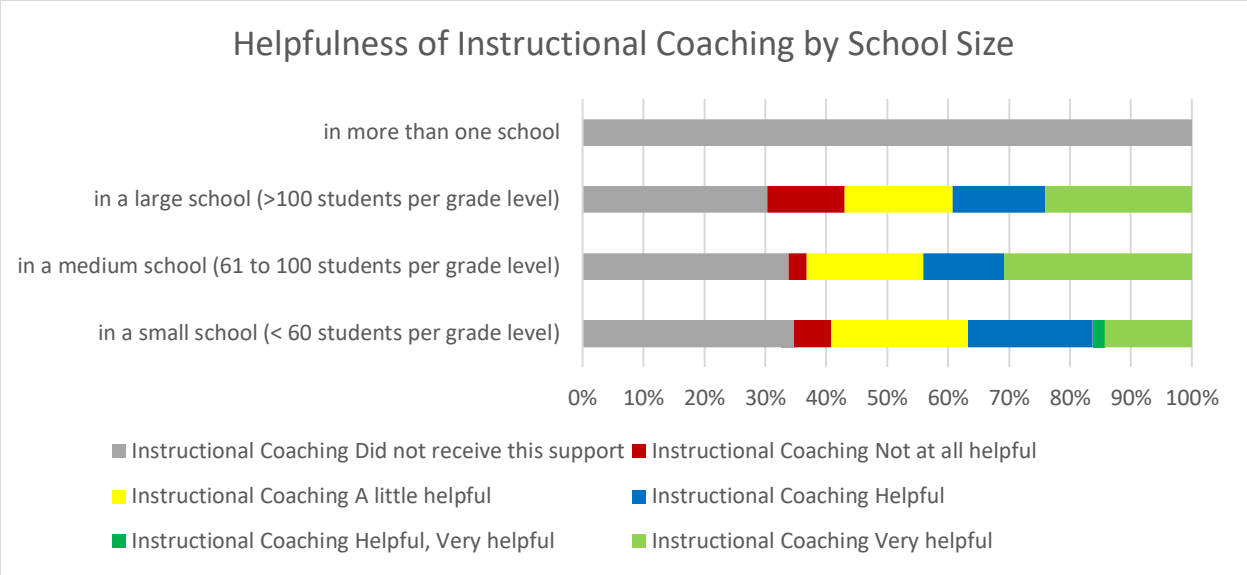

Helpfulness of Collaboration by School Size
in more than one school
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
0% 20% 40% 60% 80% 100%
Collaboration Did not receive this support
Collaboration Not at all helpful
Collaboration A little helpful
Collaboration Not at all helpful, Very helpful
Collaboration Helpful

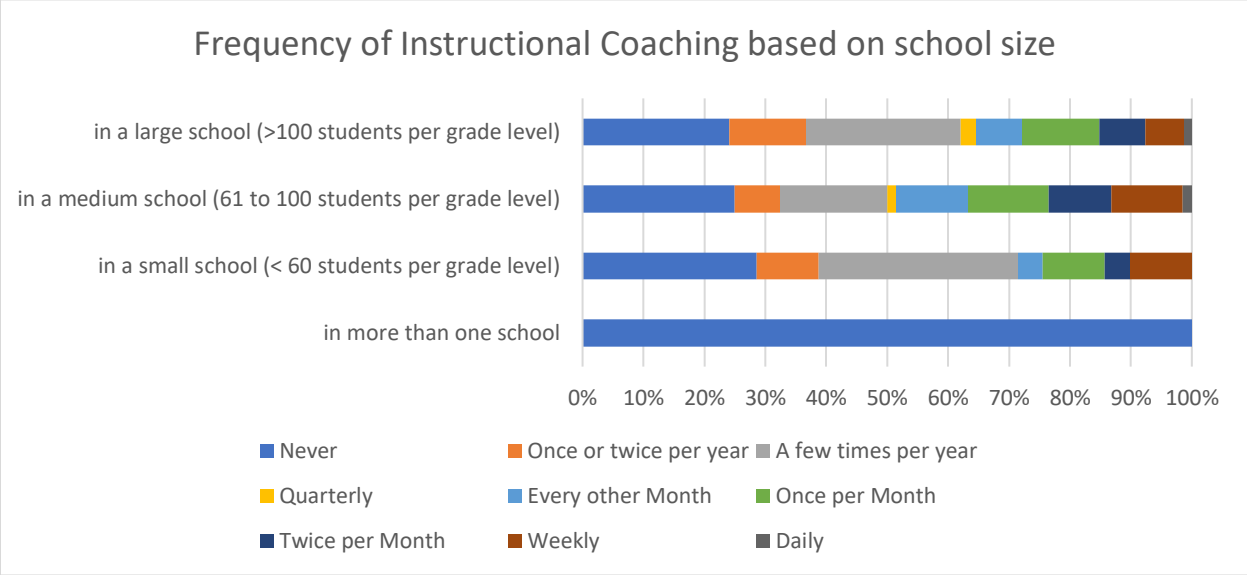

Helpfulness of Collaboration by Population Density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000...
in a small town (there's a town between 1,000 and 5,000...
in a rural area (if there's a town, it's fewer than 1,000...
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Did not receive this support
Not at all helpful, Did not receive this support
Not at all helpful, Very helpful
Not at all helpful
A little helpful
Helpful
Helpful, Very helpful
Very helpful

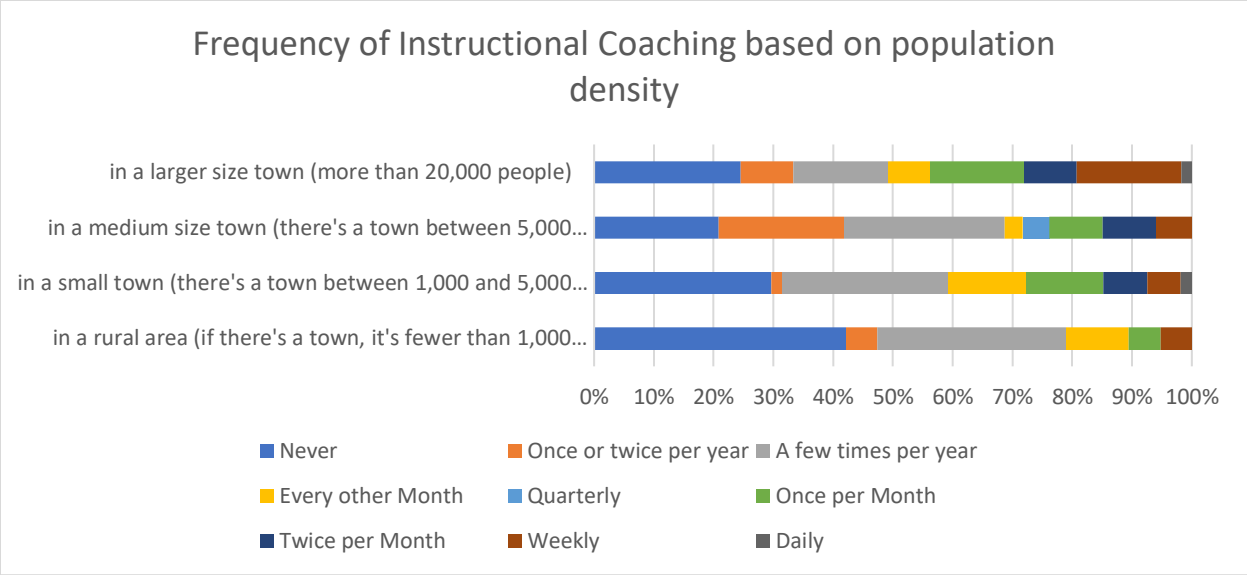

Frequency of collaboration based on population density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000 and 20,000 people))
in a small town (there's a town between 1,000 and 5,000 people)
in a rural area (if there's a town, it's fewer than 1,000 people)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

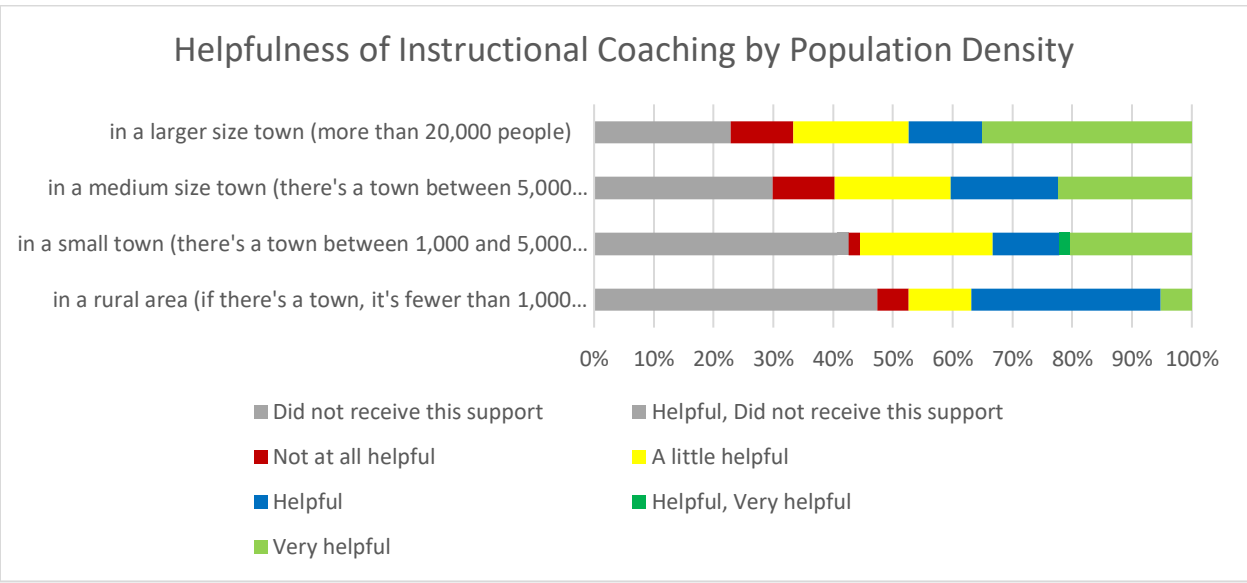

Level of Helpfulness of **Instructional Coaching** by what year of teaching in which the participant is currently
100%
80%
60%
40%
20%
0%
1st year
2nd year
3rd year
4th year
5th year
6th year
Did not receive this support
Not at all helpful
A little helpful
Helpful
Helpful, Very helpful
Very helpful

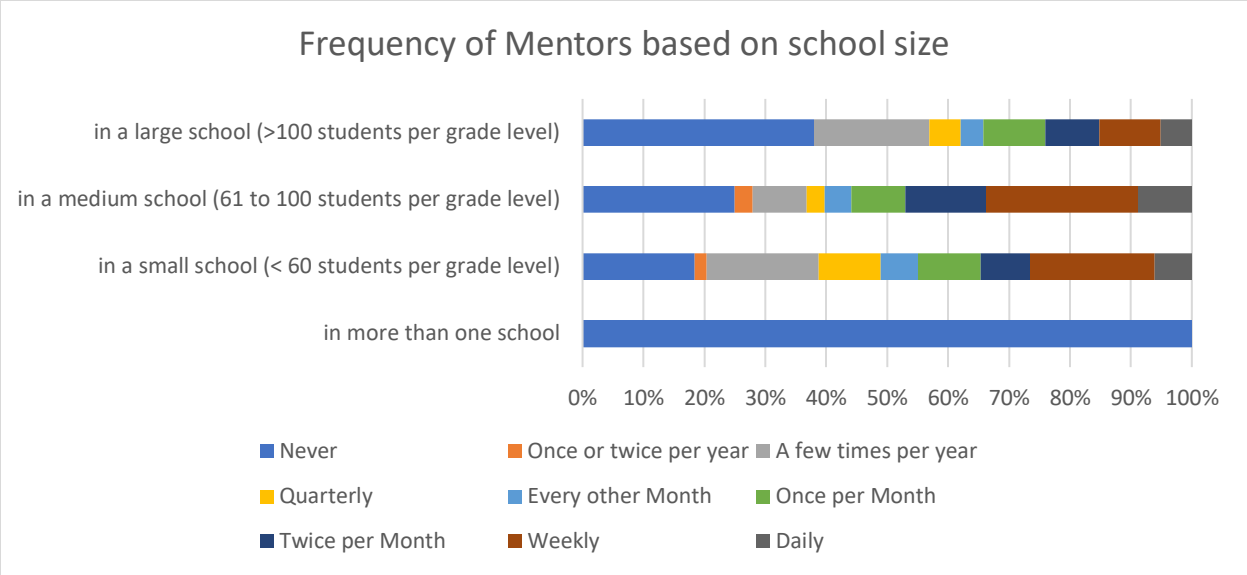

Perceived Helpfulness of **Instructional Coaching** based on Frequency
Daily
Weekly
Twice per Month
Once per Month
Every other Month
Quarterly
A few times per year
A few times per year, Once or twice per year
Once or twice per year
Never
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Did not receive this support
Not at all helpful
A little helpful
Helpful
Helpful, Very helpful
Very helpful

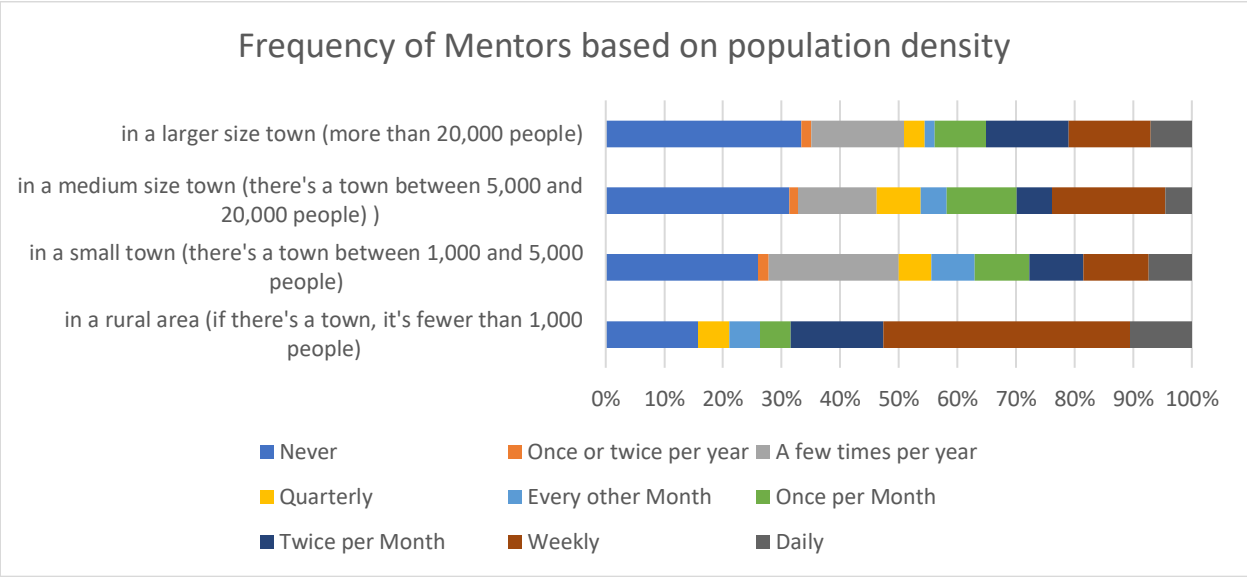

Helpfulness of Instructional Coaching by School Size
in more than one school
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Instructional Coaching Did not receive this support
Instructional Coaching Not at all helpful
Instructional Coaching A little helpful
Instructional Coaching Helpful
Instructional Coaching Helpful, Very helpful
Instructional Coaching Very helpful

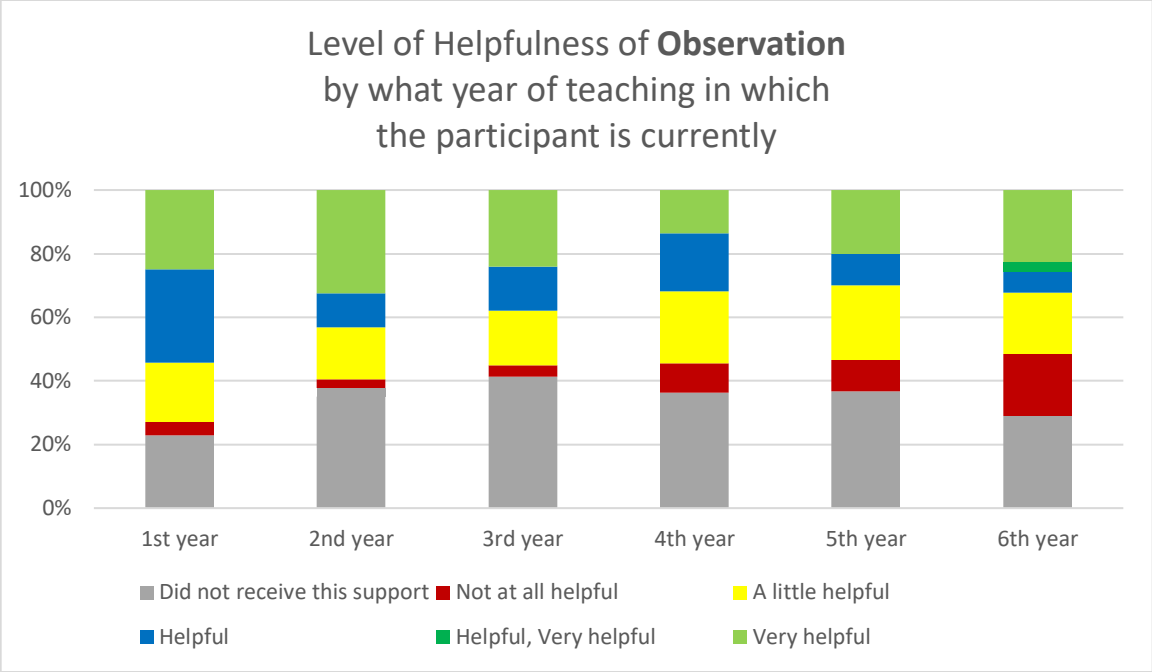

Frequency of Instructional Coaching based on school size
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
in more than one school
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

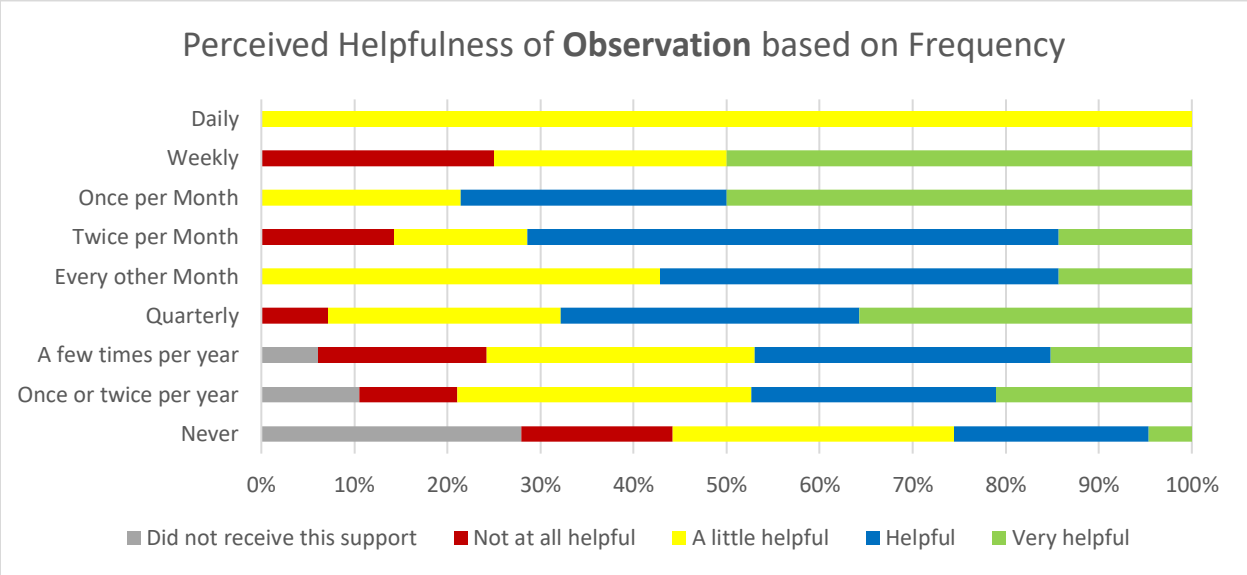

Frequency of Instructional Coaching based on population density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000...
in a small town (there's a town between 1,000 and 5,000...
in a rural area (if there's a town, it's fewer than 1,000...
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Once or twice per year
A few times per year
Every other Month
Quarterly
Once per Month
Twice per Month
Weekly
Daily

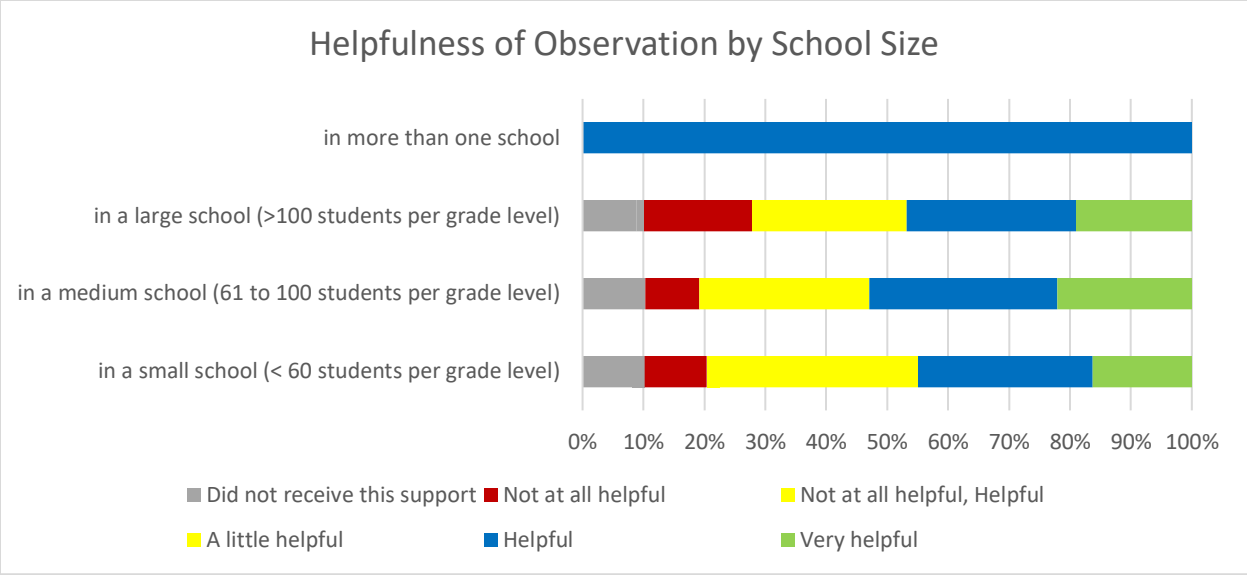

Helpfulness of Instructional Coaching by Population Density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000...
in a small town (there's a town between 1,000 and 5,000...
in a rural area (if there's a town, it's fewer than 1,000...
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Did not receive this support
Helpful, Did not receive this support
Not at all helpful
A little helpful
Helpful
Helpful, Very helpful
Very helpful

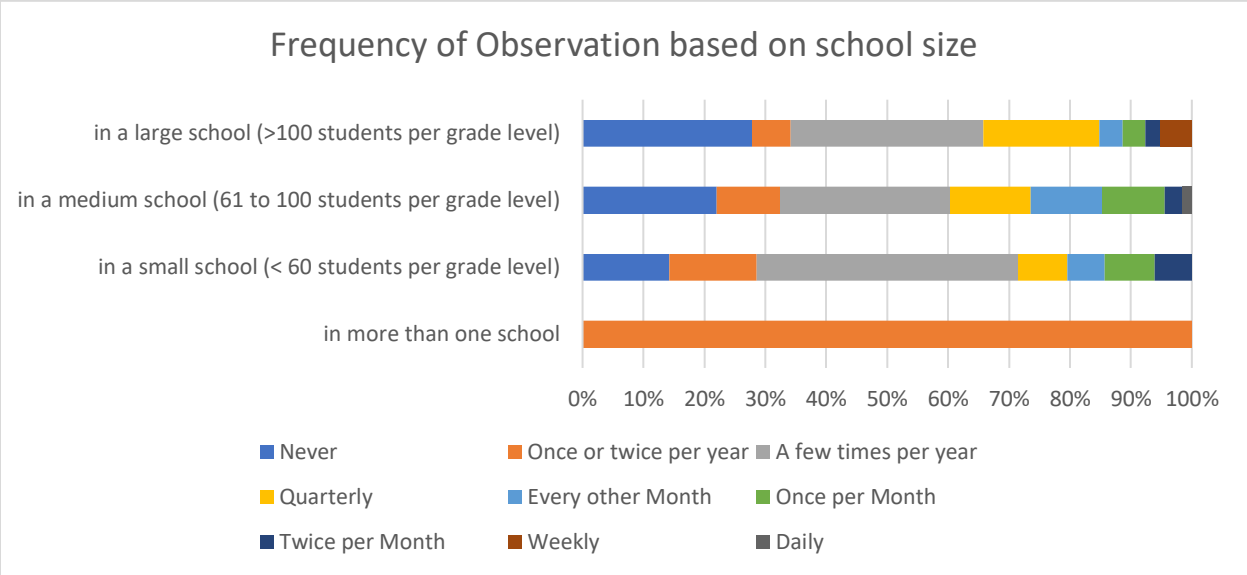

Frequency of Mentors based on school size
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
in more than one school
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

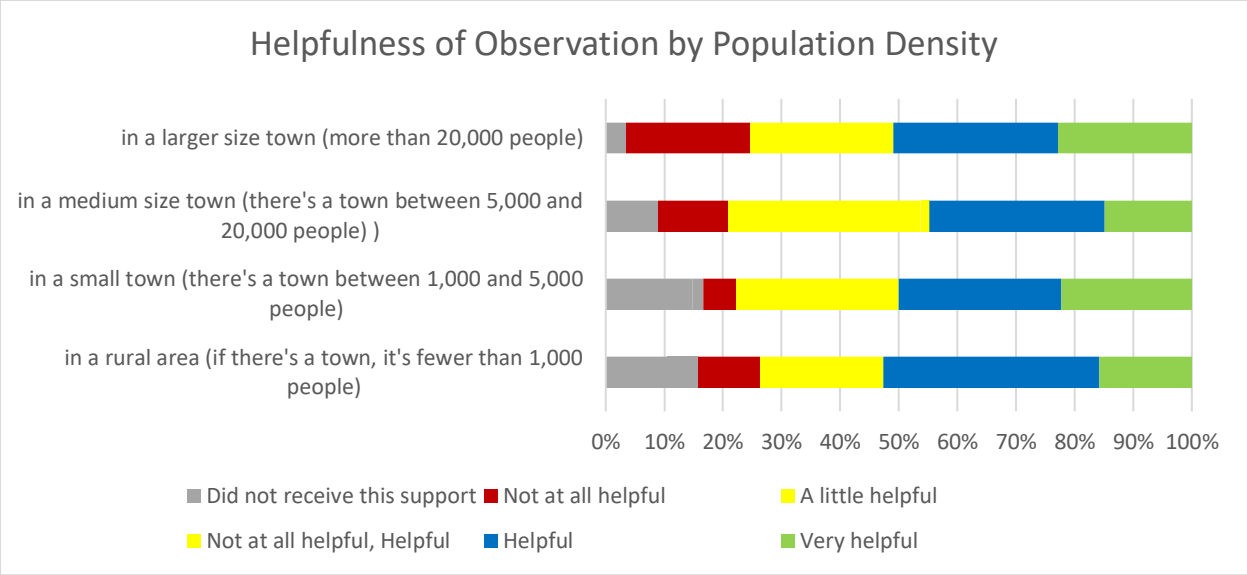

Frequency of Mentors based on population density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000 and 20,000 people))
in a small town (there's a town between 1,000 and 5,000 people)
in a rural area (if there's a town, it's fewer than 1,000 people)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

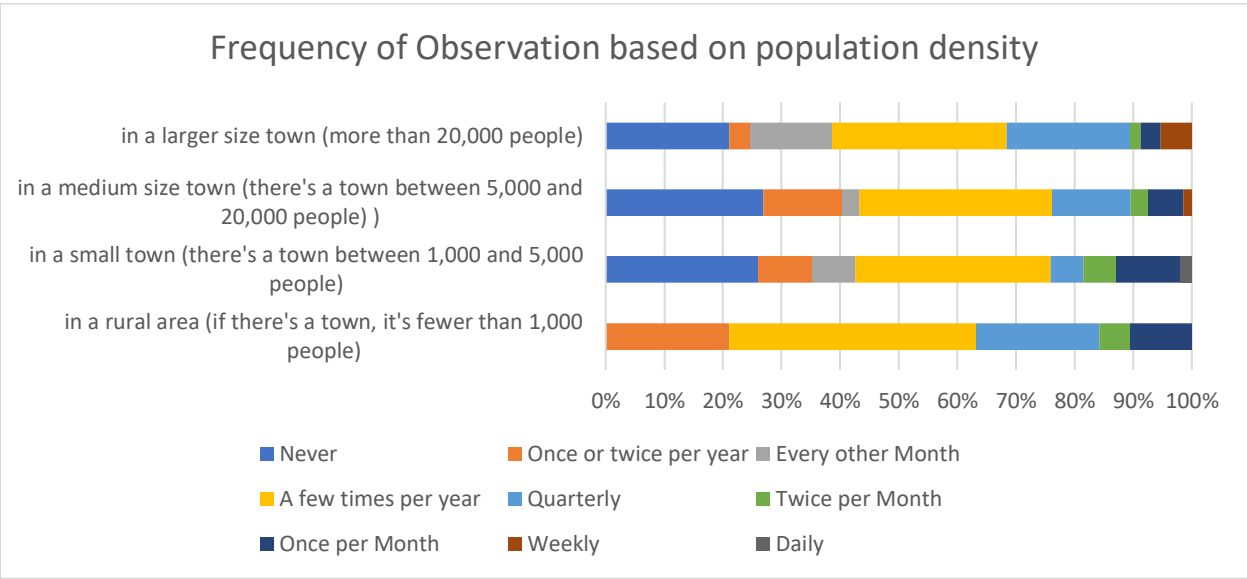

Level of Helpfulness of **Observation** by what year of teaching in which the participant is currently
100%
80%
60%
40%
20%
0%
1st year
2nd year
3rd year
4th year
5th year
6th year
Did not receive this support
Not at all helpful
A little helpful
Helpful
Helpful, Very helpful
Very helpful

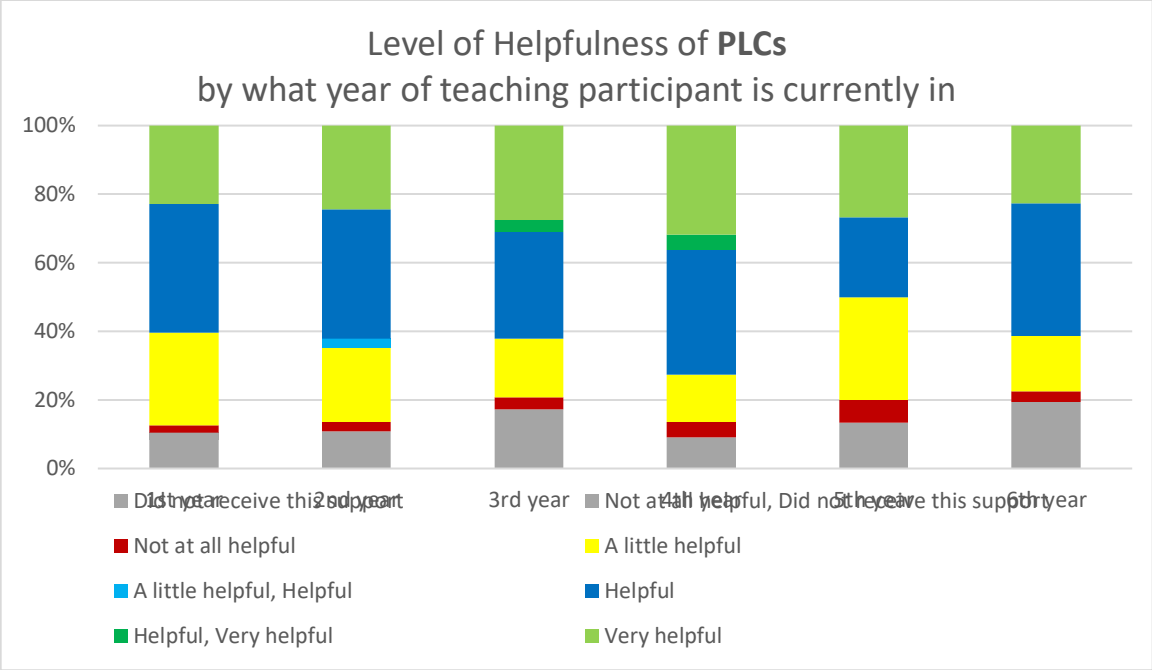

Perceived Helpfulness of **Observation** based on Frequency
Daily
Weekly
Once per Month
Twice per Month
Every other Month
Quarterly
A few times per year
Once or twice per year
Never
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Did not receive this support
Not at all helpful
A little helpful
Helpful
Very helpful

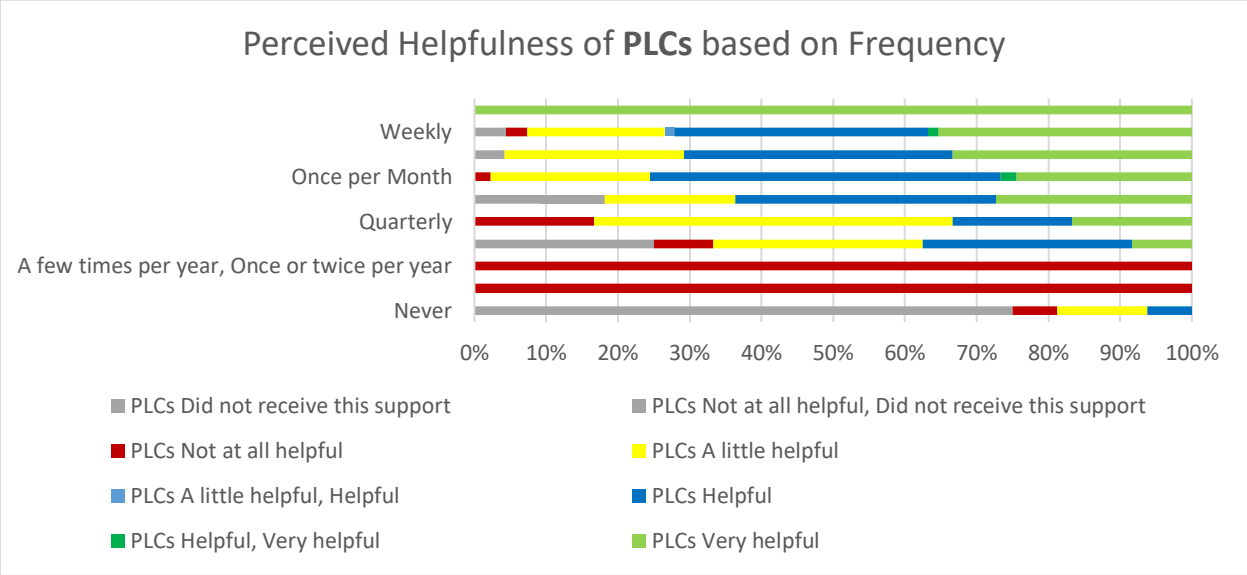

Helpfulness of Observation by School Size
in more than one school
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Did not receive this support
Not at all helpful
Not at all helpful, Helpful
A little helpful
Helpful
Very helpful

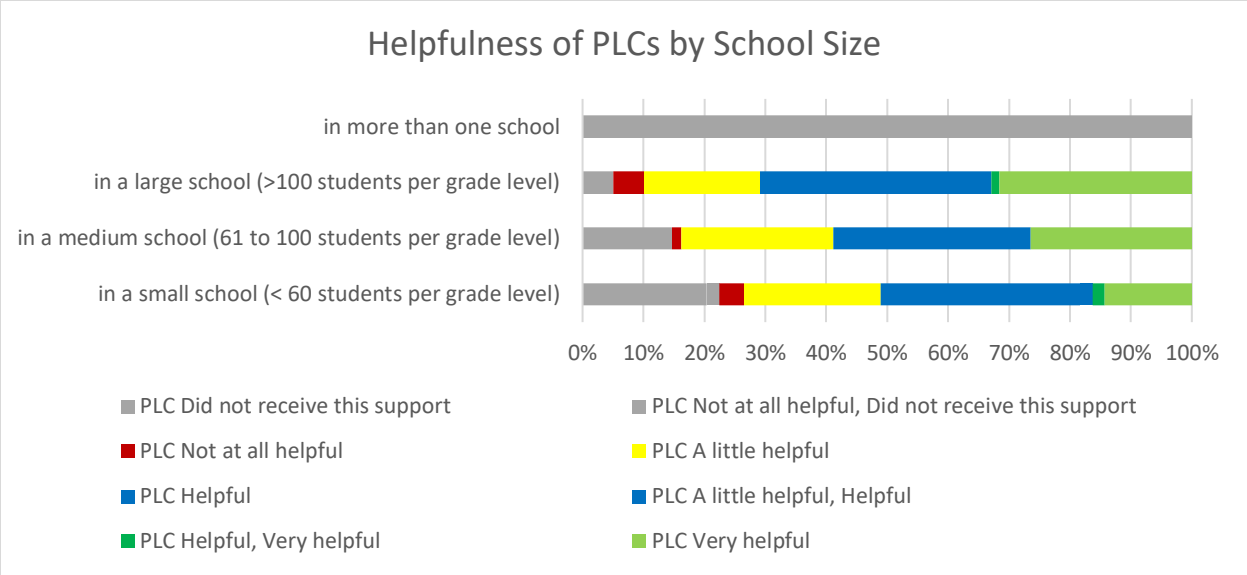

Frequency of Observation based on school size
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
in more than one school
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

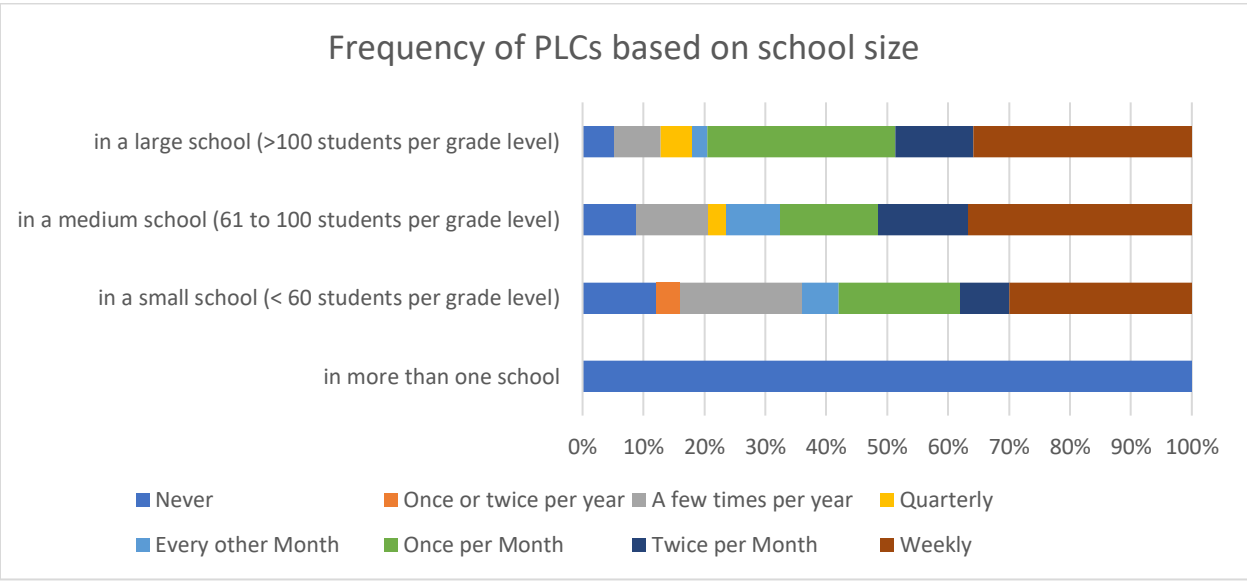

Helpfulness of Observation by Population Density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000 and 20,000 people))
in a small town (there's a town between 1,000 and 5,000 people)
in a rural area (if there's a town, it's fewer than 1,000 people)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Did not receive this support
Not at all helpful
A little helpful
Not at all helpful, Helpful
Helpful
Very helpful

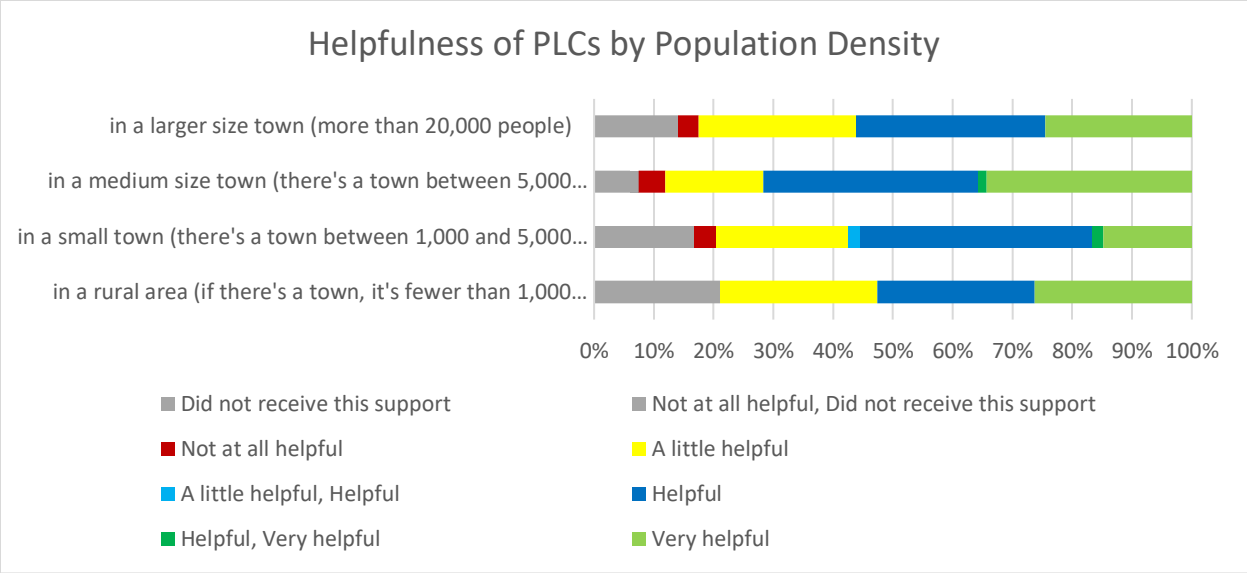

Frequency of Observation based on population density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000 and 20,000 people))
in a small town (there's a town between 1,000 and 5,000 people)
in a rural area (if there's a town, it's fewer than 1,000 people)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Once or twice per year
Every other Month
A few times per year
Quarterly
Twice per Month
Once per Month
Weekly
Daily

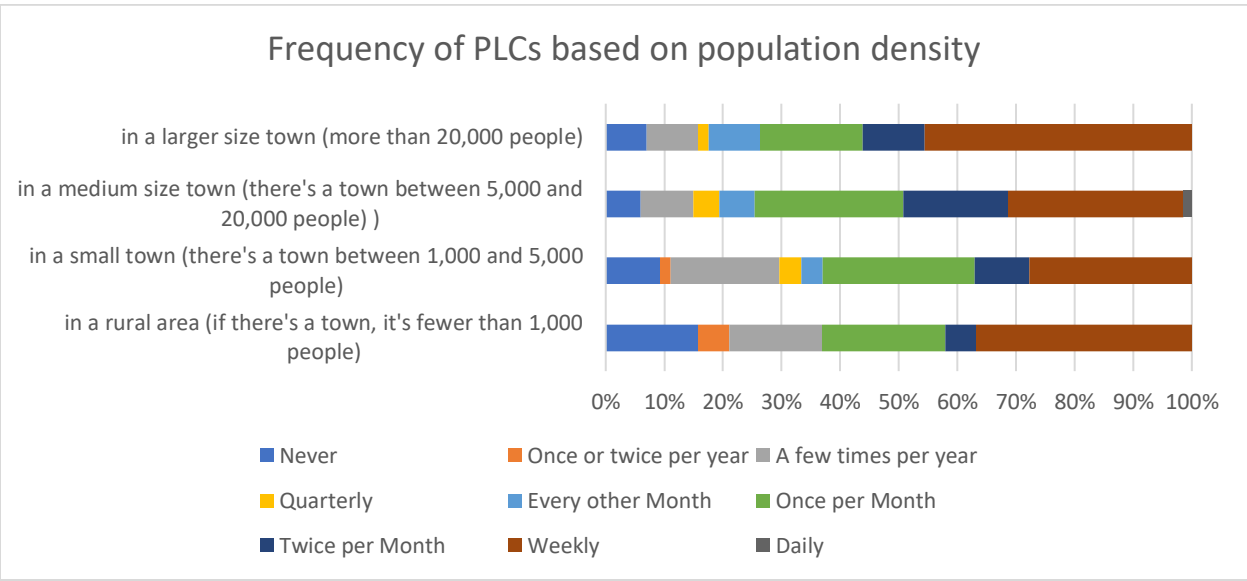

Level of Helpfulness of **PLCs**
by what year of teaching participant is currently in
100%
80%
60%
40%
20%
0%
1st year
2nd year
3rd year
4th year
5th year
6th year
Did not receive this support
Not at all helpful
A little helpful, Helpful
Helpful, Very helpful
Not at all helpful, Did not receive this support
A little helpful
Helpful
Very helpful

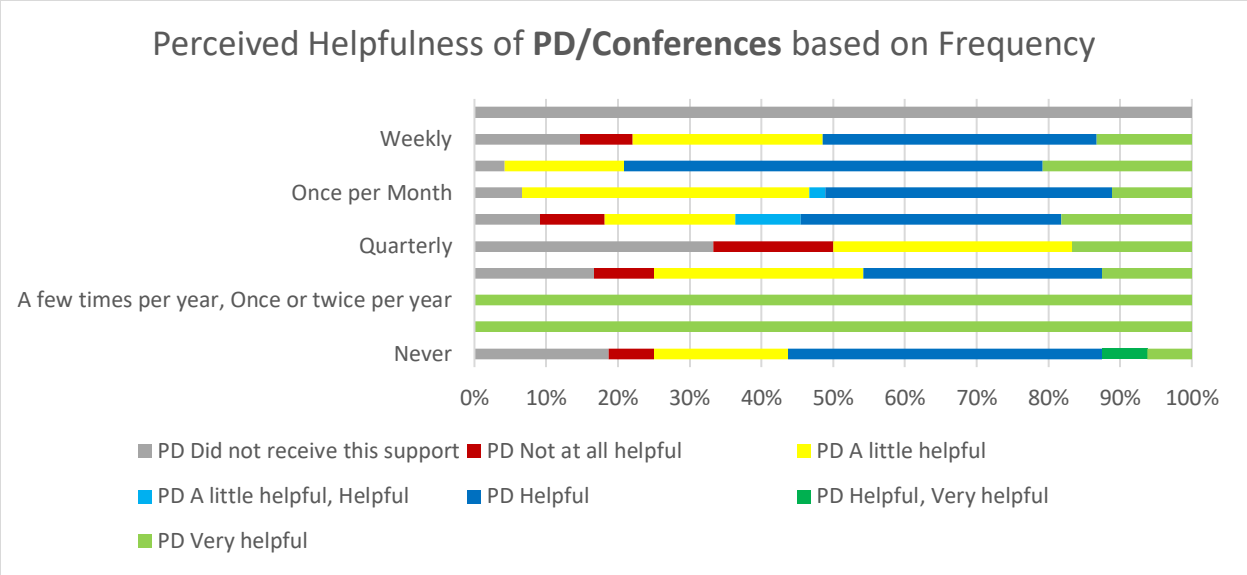

Perceived Helpfulness of **PLCs** based on Frequency
Weekly
Once per Month
Quarterly
A few times per year, Once or twice per year
Never
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
PLCs Did not receive this support
PLCs Not at all helpful
PLCs A little helpful, Helpful
PLCs Helpful, Very helpful
PLCs Not at all helpful, Did not receive this support
PLCs A little helpful
PLCs Helpful
PLCs Very helpful

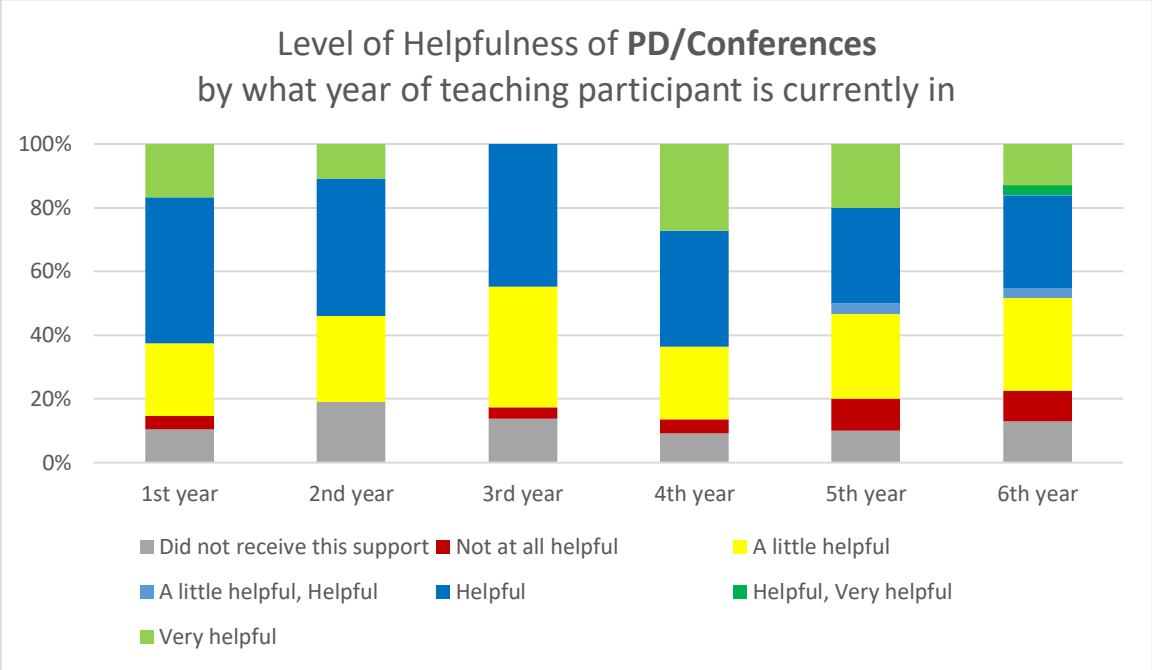

Helpfulness of PLCs by School Size
in more than one school
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
PLC Did not receive this support
PLC Not at all helpful, Did not receive this support
PLC Not at all helpful
PLC A little helpful
PLC Helpful
PLC A little helpful, Helpful
PLC Helpful, Very helpful
PLC Very helpful

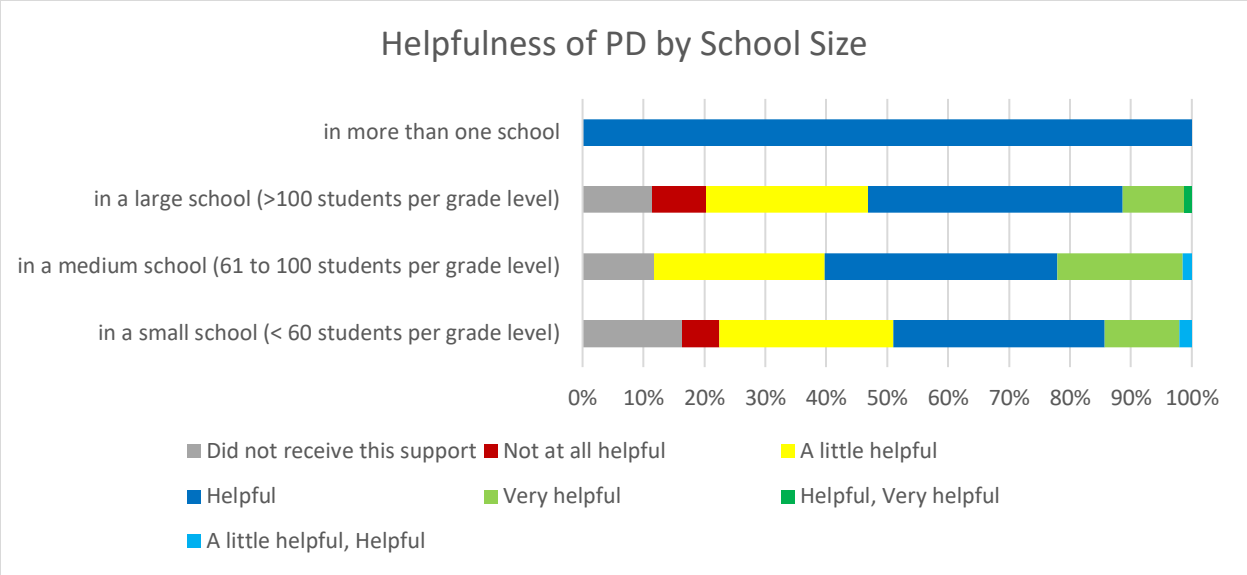

Frequency of PLCs based on school size
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
in more than one school
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly

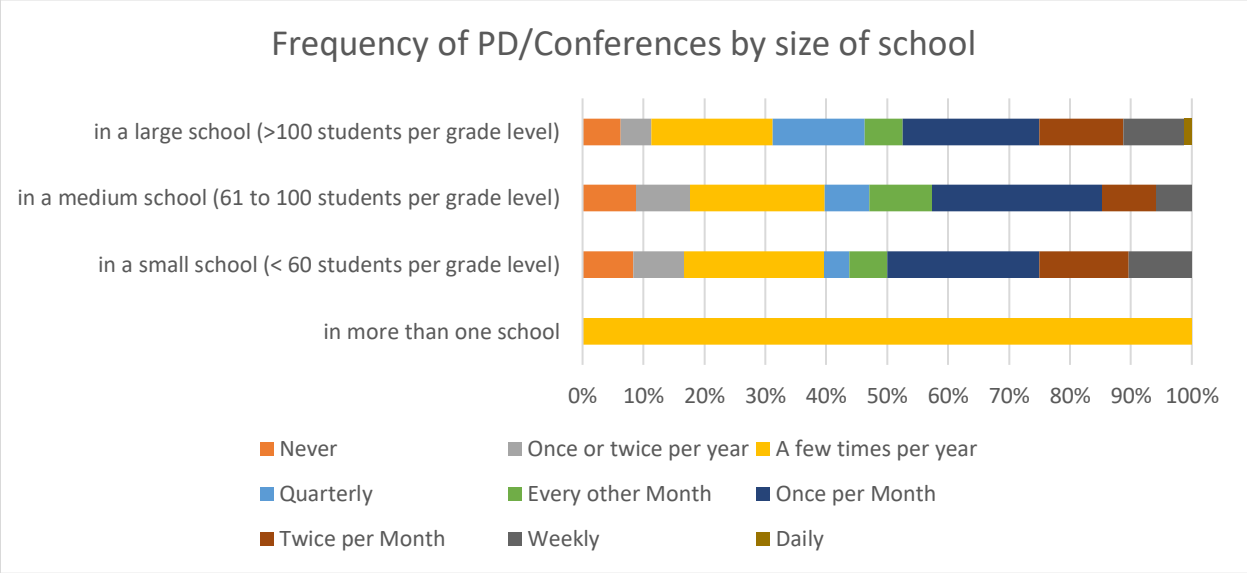

Helpfulness of PLCs by Population Density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000...
in a small town (there's a town between 1,000 and 5,000...
in a rural area (if there's a town, it's fewer than 1,000...
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Did not receive this support
Not at all helpful, Did not receive this support
Not at all helpful
A little helpful
A little helpful, Helpful
Helpful
Helpful, Very helpful
Very helpful

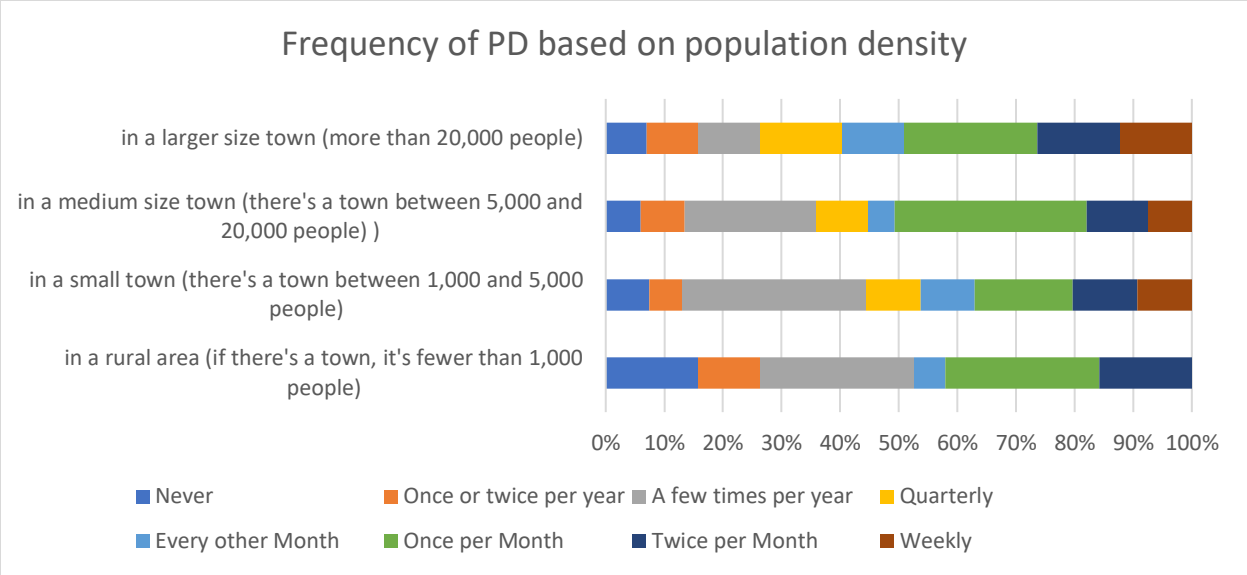

Frequency of PLCs based on population density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000 and 20,000 people))
in a small town (there's a town between 1,000 and 5,000 people)
in a rural area (if there's a town, it's fewer than 1,000 people)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

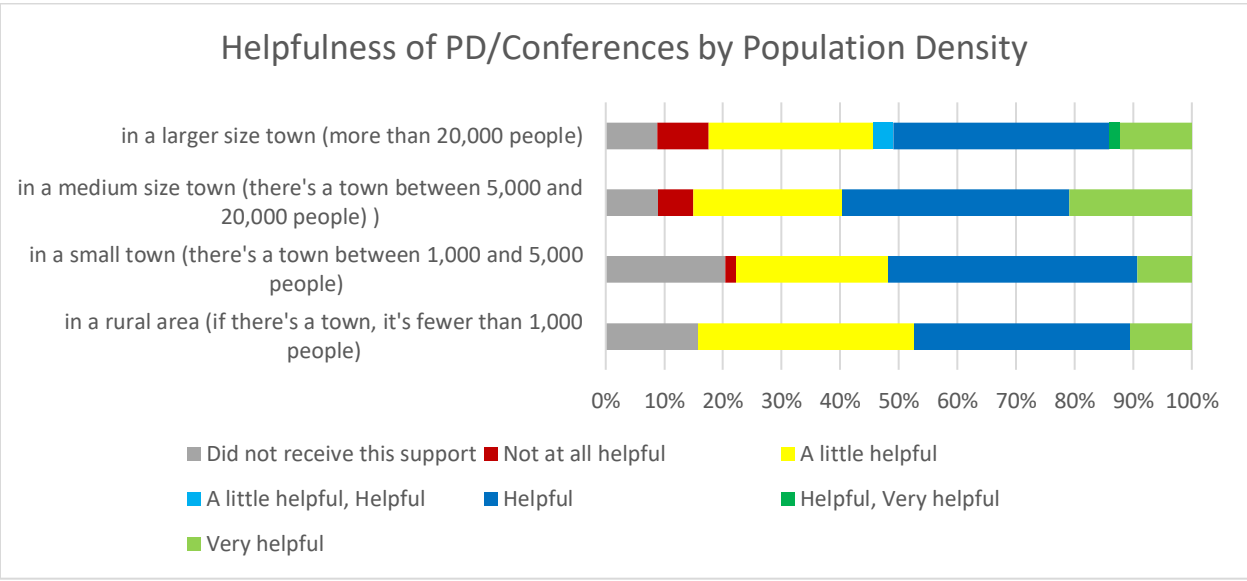

Perceived Helpfulness of **PD/Conferences** based on Frequency
Weekly
Once per Month
Quarterly
A few times per year, Once or twice per year
Never
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
PD Did not receive this support
PD Not at all helpful
PD A little helpful
PD A little helpful, Helpful
PD Helpful
PD Helpful, Very helpful
PD Very helpful

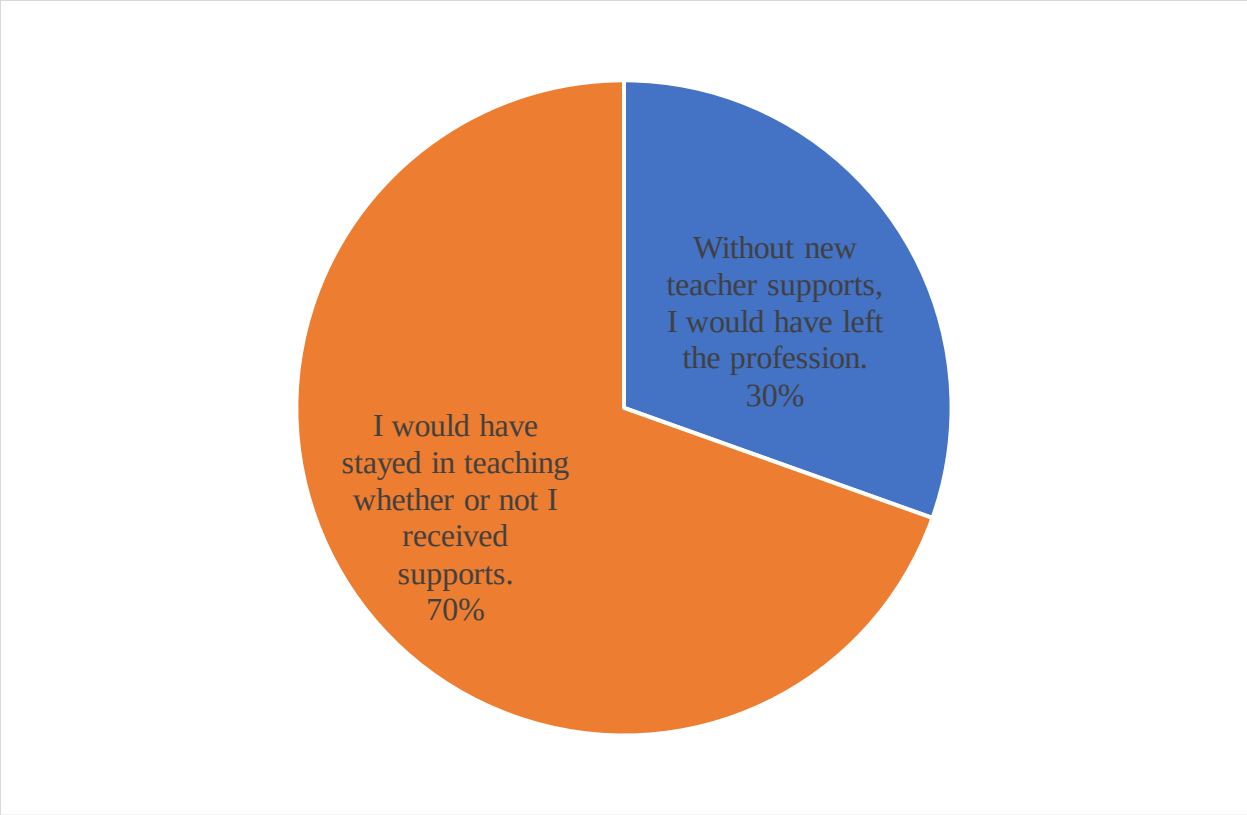

Level of Helpfulness of **PD/Conferences**
by what year of teaching participant is currently in
100%
80%
60%
40%
20%
0%
1st year
2nd year
3rd year
4th year
5th year
6th year
Did not receive this support
Not at all helpful
A little helpful
A little helpful, Helpful
Helpful
Helpful, Very helpful
Very helpful

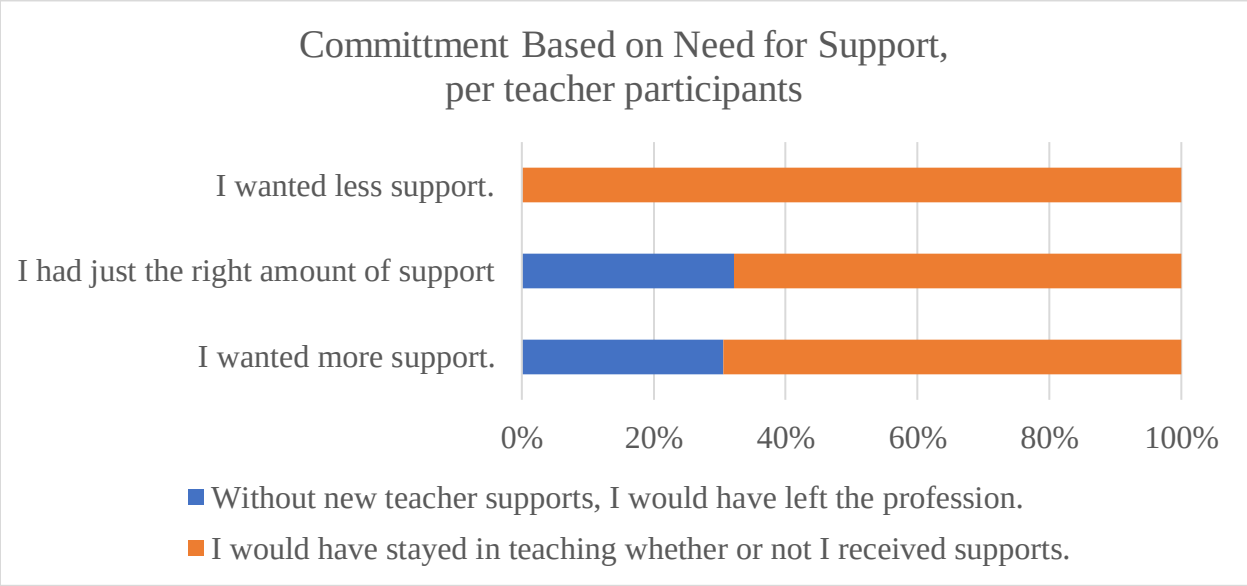

Helpfulness of PD by School Size
in more than one school
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Did not receive this support
Not at all helpful
A little helpful
Helpful
Very helpful
Helpful, Very helpful
A little helpful, Helpful

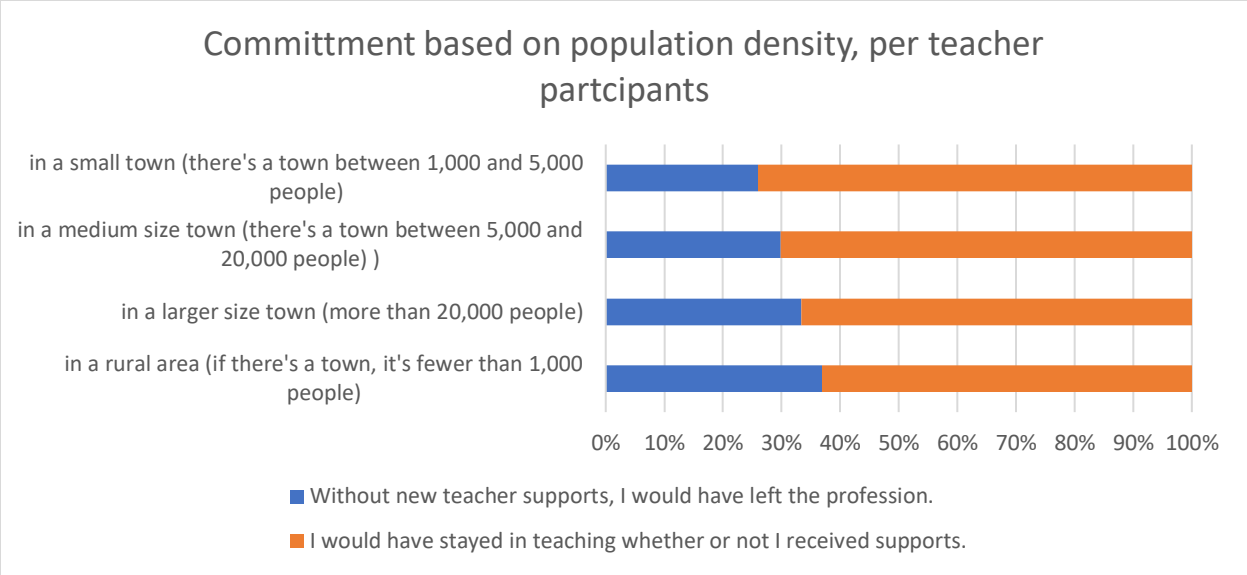

Frequency of PD/Conferences by size of school
in a large school (>100 students per grade level)
in a medium school (61 to 100 students per grade level)
in a small school (< 60 students per grade level)
in more than one school
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly
Daily

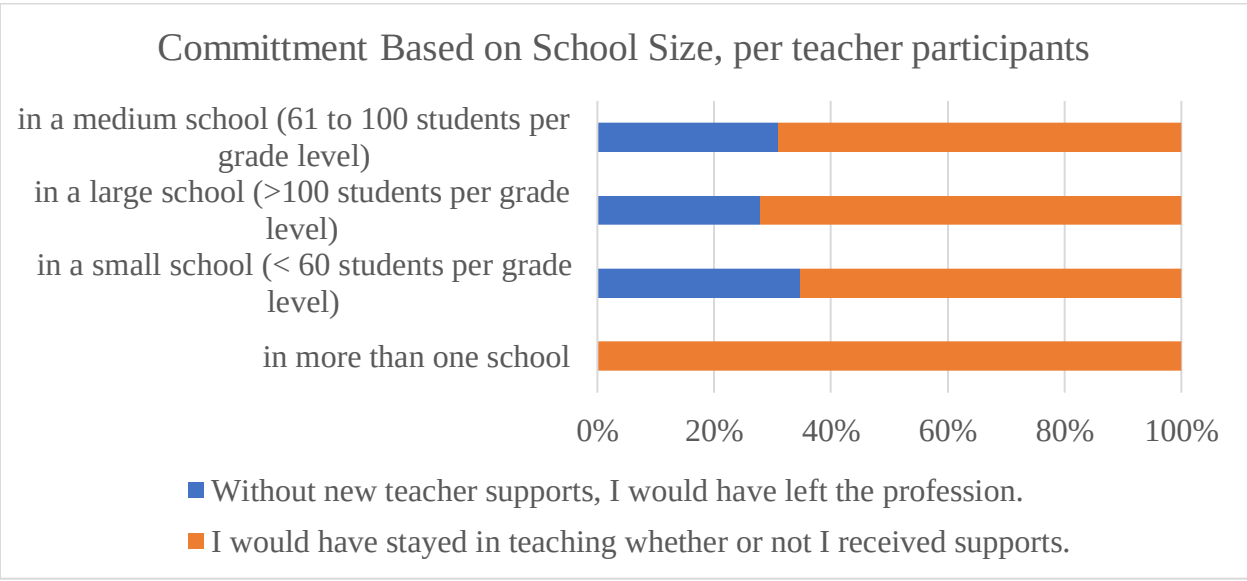

Frequency of PD based on population density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000 and 20,000 people))
in a small town (there's a town between 1,000 and 5,000 people)
in a rural area (if there's a town, it's fewer than 1,000 people)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Never
Once or twice per year
A few times per year
Quarterly
Every other Month
Once per Month
Twice per Month
Weekly


Helpfulness of PD/Conferences by Population Density
in a larger size town (more than 20,000 people)
in a medium size town (there's a town between 5,000 and 20,000 people))
in a small town (there's a town between 1,000 and 5,000 people)
in a rural area (if there's a town, it's fewer than 1,000 people)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Did not receive this support
Not at all helpful
A little helpful
A little helpful, Helpful
Helpful
Helpful, Very helpful
Very helpful


Without new teacher supports, I would have left the profession. 30%
I would have stayed in teaching whether or not I received supports. 70%


Committment Based on Need for Support, per teacher participants
I wanted less support.
I had just the right amount of support
I wanted more support.
0%
20%
40%
60%
80%
100%
Without new teacher supports, I would have left the profession.
I would have stayed in teaching whether or not I received supports.


Committment based on population density, per teacher partcipants
in a small town (there's a town between 1,000 and 5,000 people)
in a medium size town (there's a town between 5,000 and 20,000 people))
in a larger size town (more than 20,000 people)
in a rural area (if there's a town, it's fewer than 1,000 people)
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Without new teacher supports, I would have left the profession.
I would have stayed in teaching whether or not I received supports.


Committment Based on School Size, per teacher participants
in a medium school (61 to 100 students per grade level)
in a large school (>100 students per grade level)
in a small school (< 60 students per grade level)
in more than one school
0% 20% 40% 60% 80% 100%
Without new teacher supports, I would have left the profession.
I would have stayed in teaching whether or not I received supports.

Table

Code Co-Occurance in Teacher Intervi	Academic	Curriculum	Collaborating	Creating a	Instructional	Positive	Classroom	Student	Administrator	feedback	negative	positive	Co-planning	Collaboration	Creating a	Evaluation	Frequency	Informal	Instructional	Lack of	Logistics of	Mentor	feedback	matching	Observation	Professional	Professional	Amount of	Committment	Negative	Positive	Frustration,	Inclusion	Totals
Facets of Effective Teaching: Academic Expectations	0	0	4	0	8	1	1	1	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	2	3	1	0	0	0	3	1	0	30
Curriculum	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	3
Collaborating with Colleagues and Pare	4	0	0	0	5	4	2	1	1	0	0	0	1	8	0	0	2	3	1	0	1	0	1	1	1	0	1	0	1	0	0	2	0	3	43
Creating a Culturally Responsive Enviror	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	2	0	6
Instructional Strategies and Best Practic	8	0	5	1	0	6	2	0	1	1	0	0	3	3	0	0	2	0	2	1	0	3	0	1	0	1	2	1	0	0	0	1	3	1	48
Positive Relationships	1	0	4	0	6	0	1	0	2	0	0	0	0	3	0	0	0	1	0	0	0	0	0	0	2	1	0	1	0	0	0	1	0	1	24
Classroom Management	1	0	2	0	2	1	0	1	1	0	0	0	2	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0	14
Student Behaviors	1	0	1	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	2	0	1	0	0	0	0	0	1	2	1	0	3	0	16
Administrator Support	1	2	1	0	1	2	1	0	0	0	1	0	0	0	0	1	2	0	0	0	0	1	0	0	3	0	0	1	2	0	0	3	0	0	22
feedback	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	3	0	0	0	0	0	1	0	0	2	0	0	1	0	0	0	1	3	0	13
negative	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	0	0	6
positive	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	7
Co-planning	1	0	1	1	3	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2	0	12
Collaboration w/ team/grade level teach	0	0	8	0	3	3	2	1	0	0	1	1	0	0	0	3	3	0	0	2	1	0	0	0	2	2	0	0	0	0	1	1	4	38
Creating a Culturally Responsive Enviror	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Evaluation	0	0	0	0	0	0	0	0	1	3	0	1	1	0	0	0	0	1	0	1	1	1	0	0	3	0	0	0	0	0	0	0	1	0	14
Frequency	1	0	2	0	2	0	0	0	2	0	0	0	0	3	0	0	0	1	0	0	3	7	0	0	2	1	3	3	1	0	0	1	2	2	36
Informal	0	0	3	0	0	1	0	0	0	0	0	0	0	3	0	1	1	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	1	13
Instructional Coaching	0	0	1	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	6
Lack of support	1	0	0	0	1	0	0	2	0	0	1	0	0	0	0	1	0	0	0	0	3	0	0	2	1	0	0	0	2	1	0	5	1	0	21
Logistics of School	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	1	3	0	0	3	0	0	0	0	0	0	0	1	0	0	0	1	1	1	14
Mentor	0	0	0	0	3	0	1	1	1	0	0	0	1	0	1	7	1	0	0	0	0	0	0	0	1	0	0	3	2	0	0	2	0	0	25
feedback	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
matching	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	2	0	2	0	0	0	0	1	0	0	2	0	0	0	1	1	0	14
Observation	0	0	1	0	0	2	1	0	3	2	0	1	1	0	0	3	2	0	0	1	0	1	0	1	0	0	1	1	0	0	0	0	1	0	22
Professional Development/Conferences	2	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	2	2	0	0	0	2	1	0	13
Professional Learning Communities	3	0	1	0	2	0	0	0	0	0	0	0	2	0	0	3	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	1	0	0	15
Amount of Time	1	0	0	1	1	1	0	1	1	1	0	0	2	0	0	3	0	0	0	1	3	0	2	1	2	0	0	0	0	0	0	5	4	1	32
Committment	0	0	1	0	0	0	0	2	2	0	0	0	0	0	0	1	0	0	0	2	0	2	0	0	0	0	0	0	0	2	1	6	0	1	20
Negative	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2	0	0	1	0	0	5
Positive	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2
Frustration, struggle	3	0	2	0	1	1	1	3	3	1	2	0	0	1	0	0	1	0	2	5	1	2	0	1	0	2	1	5	6	1	0	0	1	1	48
Improvement, Growth,	1	1	0	2	3	0	0	0	3	0	1	2	1	0	1	2	0	0	1	1	0	0	0	1	1	1	0	4	0	0	0	1	0	1	28
Inclusion	0	0	3	0	1	1	0	0	0	0	0	0	4	0	0	2	1	0	0	1	0	0	0	0	0	0	0	1	1	0	0	1	1	0	17
Totals	30	3	43	6	48	24	14	16	22	13	6	7	12	38	0	14	36	13	6	21	14	25	2	14	22	13	15	32	20	5	2	48	28	17	0

Participants	Facets of Effective Teaching	Academic Expectations	Curriculum	Collaborating with Colleagues and Parent	Creating a Culturally Responsive Environ	Instructional Strategies and Best Practices	Positive Relationships	Classroom Management	Student Behaviors	New Teacher Supports	Administrator Support	feedback	negative	positive	Co-planning	Collaboration w/ team/grade level teache	Evaluation	Frequency	Informal	Instructional Coaching	Lack of support	Logistics of School	Mentor	feedback	matching	Observation	Professional Development/Conferences	Professional Learning Communities	Professional Teaching Emotions	Amount of Time	Committment	Negative	Positive	Frustration, struggle	Improvement, Growth,	Inclusion	Totals
QC	2	1	0	9	0	4	1	1	2	0	4	3	2	0	0	5	2	3	2	4	6	1	5	2	0	2	1	0	0	1	4	3	0	11	2	4	87
OE	0	1	3	0	0	1	2	1	1	0	8	0	1	1	0	1	2	1	1	0	4	2	0	0	0	4	0	0	0	1	3	2	1	5	1	1	48
OF	0	0	3	3	0	2	1	2	1	1	1	0	3	1	0	1	3	3	4	0	0	1	1	0	4	1	0	4	0	1	0	0	0	5	0	3	49
FR	2	2	0	1	0	2	1	2	2	0	1	1	0	0	2	4	2	2	0	1	3	1	4	2	3	3	3	1	0	2	0	0	0	4	1	3	55
EF	0	1	0	1	0	2	1	1	3	0	0	1	1	3	0	2	0	1	2	0	1	0	4	1	5	6	0	0	0	1	1	1	0	3	2	1	45
ZI	0	2	0	1	0	6	2	2	4	1	2	0	0	0	0	0	1	5	0	0	5	1	8	0	2	3	2	0	0	1	2	1	0	2	2	1	56
XR	0	3	0	1	0	0	1	1	1	0	2	2	0	1	0	5	1	3	2	0	0	0	2	0	2	3	1	0	1	4	2	0	0	0	0	1	39
XM	0	5	1	5	0	4	5	2	1	0	0	1	0	0	0	5	1	6	5	0	2	3	6	0	8	3	3	6	0	2	2	0	0	3	2	2	83
WP	0	1	0	9	1	3	0	1	0	0	1	0	0	0	9	4	1	0	1	0	2	0	1	0	0	2	0	2	0	1	4	0	0	2	2	1	48
WC	0	5	0	2	2	5	4	4	2	0	2	2	1	2	1	4	0	4	0	0	4	5	3	0	2	3	3	0	0	4	5	1	2	4	5	0	81
Totals	4	22	7	32	4	31	18	17	17	2	21	10	8	8	12	31	13	28	17	6	27	14	35	5	26	30	14	14	1	18	23	8	3	39	17	17	0

Appendix E

Constructed Answers

Codebook

Codebook			
Novice Teacher Supports	Mentoring	Frequency	matching
	Instructional Coaching		
	Professional Development/Conferences		
	Professional Learning Communities		
	Collaboration w/ team/grade level teachers		(cross)
	Observation		Feedback
	Co-planning		(cross)
	Administrator Support		Logistics of school
	Evaluation		
Facets of Effective Teaching	Academic Expectations	curriculum	
	Positive Relationships	Classroom management	Student behavior
	Instructional Strategies and Best Practices		
	Creating a Culturally Responsive Environment		
	Collaborating with Colleagues and Parents/Guardians		(cross) culture
Professional Teaching Emotions	Improvement, Growth	encouragement	
	Frustration	struggle	overwhelm
	Commitment	positive	negative
	Time management		
	Connection to Effective Teaching	Connected	Not connected
	Inclusion		

Table

How and Where emails were sent to teachers

	County	District	Email Communication
	Coos	Bandon SD 54	emails for teachers were listed on the district website and sent
	Coos	Coos Bay SD 9	emails sent via message box were blocked by the server when a link was in the message box. An administrator in the district sent the teacher emails for me to the 18 teachers in the district who are in their first six years of teaching
1	Coos	Coquille SD 8	emails for teachers were listed on the district website and sent to teachers known to be in their first six years teaching
	Coos	Myrtle Point SD 41	emails were only accessible via message box, so were only sent once
	Coos	North Bend SD 13	emails for teachers were listed on the district website and sent to teachers known to be in their first six years teaching
	Coos	Powers SD 31	only some emails were listed on the district website
2	Curry	Brookings-Harbor SD 17C	no emails for teachers were listed on the school district website

	Curry	Central Curry SD 1	emails were only accessible via message box, so were only sent once
	Curry	Port Orford-Langlois SD 2CJ	emails for teachers were listed on the district website and sent to teachers known to be in their first six years teaching
	Douglas	Camas Valley SD 21J	emails for teachers were listed on the district website and sent
	Douglas	Douglas County SD 15 (Days Creek)	emails for teachers were listed on the district website and sent
	Douglas	Douglas County SD 4 (Roseburg)	emails for teachers were listed on the district website and sent
	Douglas	Douglas ESD	no teachers listed on the website
	Douglas	Elkton SD 34	emails for teachers were listed on the district website and sent
	Douglas	Glendale SD 77	teachers are listed, but email address are not listed
3	Douglas	Glide SD 12	emails were only accessible via message box, so were only sent once
	Douglas	North Douglas SD 22	emails for teachers were listed on the district website and sent
	Douglas	Oakland SD 1	emails for teachers were listed on the district website and sent
	Douglas	Reedsport SD 105	emails for teachers were listed on the district website and sent
	Douglas	Riddle SD 70	emails for teachers were listed on the district website and sent
	Douglas	South Umpqua SD 19	emails for teachers were listed on the district website and sent

	Douglas	Sutherlin SD 130	emails for teachers were listed on the district website and sent
	Douglas	Winston-Dillard SD 116	emails were only accessible via message box, so were only sent once
	Douglas	Yoncalla SD 32	emails for teachers were listed on the district website and sent
	Jackson	Ashland SD 5	emails were only accessible via message box, so were only sent once
	Jackson	Butte Falls SD 91	teachers are listed, but email address are not listed
	Jackson	Central Point SD 6	emails for teachers were listed on the district website and sent
	Jackson	Eagle Point SD 9	emails sent via school district network
	Jackson	Medford SD 549C	emails for teachers were listed on the district website and sent
4			
	Jackson	Phoenix-Talent SD 4	teachers are listed, but email address are not listed
	Jackson	Pinehurst SD 94	emails for teachers were listed on the district website and sent
	Jackson	Prospect SD 59	emails were only accessible via message box, so were only sent once
	Jackson	Rogue River SD 35	emails for teachers were listed on the district website and sent
	Jackson	Southern Oregon ESD	no teachers listed
	Josephine	Grants Pass SD 7	emails for all staff were listed on the district website and sent
5			
	Josephine	Three Rivers/Josephine County SD	emails for teachers were listed on the district website and sent

	Klamath	Klamath County SD	emails were listed on the website, but the superintendent forbade the sending of the emails
6			
	Klamath	Klamath Falls City Schools	yes, but uoregon.edu was blocked as spam, several attempts made, but unclear if it went through

Table

Instructional Leaders' Constructed Responses -- Most Valuable Supports

Mentor	PLCs	Instructional Coaching	Collaboration	Co-planning
We utlize mentors hired and well-trained by the Southern Oregon ESD. That makes them one level removed from the swirl of the local school site. The mentors participate alongside the new teacher in professional development and meet at least bi-weekly for an extended period of time. We provide mentoring for two years to teachers new to the profession and one year for experienced teachers who are new to our district.	The structured collaboration through PLC work supports collective teacher efficacy, which is one of Hattie's highest ranking elements of impact with regards to student achievement.	Feedback from a colleague not the admin.	The trust and guidance of experienced Mayer teachers	It's important to be able to work with colleagues to understand needs and priorities for classroom and students.
	It is the most accessible.	Consistent, on going and timely feedback about instruction practices	Being able to have someone to talk to. This is small however it develops the team unity needed to perservere when issues arise.	New teachers need to spend time with an experienced teacher in our building and by co-planning they learn the content for their course.
	Experienced colleagues solving problems in real time.	We have the best of intentions to grow and support good educators	When done well, collaboration with grade level teams or content areas/departments can overlap with co-planning with colleague and mentoring.	Collegial support is key to increased job performance and longevity in the profession
Mentors are the best support for new educators as they are learning their trade and will encounter many obstacles along their path.	A group of several people you can go to for support, not just one teacher who you may or may not get along well with	perspective on teaching practices	it provides an opportunity for new teachers to learn from colleagues with more experience in the classroom, the school and the community as a whole. It is less intimidating than working with admin and also provides the opportunity for ongoing collaboration.	PLCs when done correctly checks so many boxes
The mentor provides a much more unbiased opinion and view because their only agenda is to help a new teacher.	When done well, PLC's are a built in teacher support. The team has a plan and support for that plan.	Teachers need to know how to teach beyond what they learned in college. They need real world applications that they can use immediately.	Teacher collaboration is so important for a new Teacher to understand the culture of the building and how to work as a Team. We want our new Teachers to know that they are not alone and are working for a greater goal of the District.	
1-1 collaboration and support	PLC can change and define the professional and academic culture.	Real time in the moment coaching and mentoring is invaluable - it is where the rubber meets the road!	Builds connections with peers	
Direct support from a veteran teacher.	PLCs set aside time that teachers can work together to solve problems, have dialogue, look at data, plan, and do the work.	instructional coaching is personalized for the teacher - meeting them where they are at and allowing growth to happen in a meaningful way for that teacher	Building meaningful relationships with and learning from other teachers	
Knowing someone is there for you	I think working with a group of colleagues optimizes finding successful relationships.	Having a teacher who has "been there" and "done that" is extremely helpful. The instructional coach is not working with the teacher in an evaluative sense but rather as a support, model, and cheerleader. If the instructional coach doesn't know how to build a good relationship with the new teacher, this isn't the best support.....that's why we try to ensure high quality instructional coaches/mentors.	Building relationships with colleagues for instructional and emotional support	
Sustained, one on one support over two years.	People learn the most when part of a team	The instructional coaches are there to provide teachers with various instructional strategies for best practices, they also take on non-evaluative observations while providing specific feedback for those teachers. They hit many of the items on the above list that administrators or PLC teams might not be able to do so on their own.	Paired with a teacher of the same content and grade-level has been the most beneficial because time is provided for it and because it is directly related to what they are doing. This would be enhanced if we created more opportunities for peer-to-peer observations and feedback.	
		Our instructional coach helps teachers think about what is effective and why	relationships are most important - teams and collaboration. teaching can be isolating if you don't have a team.	
		Instructional coaching provides support for using effective instructional strategies.	Teachers need real-time collaborative support from the colleagues and time to build relationships to feel part of the team.	
		If you have a really great Instructional Coach they can make great gains with specific coaching.	Real time support from colleagues with practical application ideas have been easy to implement and helpful throughout the year.	
		Using experience to share what to do and how to do it is universal... for the most part. New teachers struggle with systems... and instructional coaching is best way to help with this	a new teacher needs supportive partners; for a variety of reasons- curriculum planning, classroom management ideas, mentorship, classroom engagement strategies and best practices.	
		The current set of coaches we have access to are amazing mentors. There is no judgement and the few teachers I have working with them are excited to plan, observe, and try new instructional practices	Grade level and content area collaboration provides new teachers with support on instructional practices, content area, building systems, emotional support, etc.	
		1-1 support around instruction and skill development	Having a teammate to plan daily, prepare lessons, and problem solve with will provide the daily support needed to learn school routines, exceptions, traditions and survival skills.	
		Someone that the teacher can problem solve and rely on for growth.	It makes the new teacher feel like they are not alone and isolated.	

Table

Teachers' Constructed Responses for why they named a support least valuable

Least Valuable	Why	Code	
Administrator support	Besides being infrequent, Administrator support often involves more about how the administrator wants the class to be run rather than additional strategies and supports to find my own way of teaching the material.	frustration	
Administrator support	Administrators rarely provided support in my first couple of years, and when they did, it was not necessarily relevant to what I thought were the most improtant needs.	lack of support	
Administrator support	Having an inconsistent plan regarding how misbehaviors were addressed made it challenging to maintain a safe learning atmosphere in my class. There were many distractions and there was not always an administrator on site to support me. It felt overwhelming at times trying to teach without that support.	student behaviors	lack of support
Administrator support	No feedback and then let go from position without any warning or notice about my teaching level	feedback	evaluation
Administrator support	Not a lot of time.	time	
Administrator support	Administration is far removed from teaching in today's climate. They are out of touch with practical responses and have not provided support nor even given time to listen to teachers and their needs.	lack of support	
Administrator support	Failure to give unique feedback and a lack of accountability. Our administrators are not instructional coaches, they are behavior managers. There are years where I am not observed a single time, even though it is required.	lack of support	evaluation
Administrator support	Supports changed daily because of funding/availability of IAs, so it wasn't consistent, therefore we couldn't really gather proper data	lack of support	

Administrator support	My admin was critical, but directly offered no suggestions, mentoring, or coaching on skills he thought I was deficit in. I also looked at one aspect of the Danielson model to base whether or not to offer a contract next year and not hard data or the other 11+ aspects of the Danielson framework.	lack of support	evaluation
Administrator support	I chose the above because I didn't receive it.	lack of support	
Administrator support	Has been inconsistent.	lack of support	
Administrator support	They don't really offer actionable steps for supporting me	lack of support	
Administrator support	My administrator is amazing but is too busy to be my main support. When I do get to meet with him, it's very positive but every meeting and observation I've had with him has been canceled or postponed. I've only had 2/4 of my required observations and 1/3 of my required meetings (which are supposed to be completed by 4/15- in three days). He's too busy to really coach me.	time	
Administrator support	Both of our admin are previous counselors, so their experience in classrooms is strictly through observation of teachers. That's a very different experience than teaching and counselors have much more work to do in the emotional lives of students. I know my students have stories and I need to be mindful of that, but my primary job is to teach science standards, not hold hands.	student behaviors	
Administrator support	Admin/consultants live and breathe theory, but lack experience to temper conceptual thinking. Immersing oneself in theory leads to common traps,: Taking high-minded concepts built on narratives at face value, or oversimplify classroom dynamics, e.g. "Hattie's efficacy of teaching shows an impact of 1.62 and we're not getting a return of 1.62, ergo, teachers lack efficacy." causing admin to think in reductive, teacher-centric terms (blaming teachers). Any admin responsible for eval-ing teachers should	frustration	

	have minimum teaching duties, simply to be able to tell sound research from op/eds and oversimplified, gist-ideas about research.		
Administrator support	I don’t get feedback for 1-2 weeks after observation and it is very basic.	feedback	time
Administrator support	Admins have a very small snapshot of what goes on in the classroom. Often their feedback shows they don’t actually know what goes on in my room day to day.	frustration	feedback
Administrator support	She was negative and picked apart everything I did instead of trying to offer more support.	frustration	
Administrator support	The support was not available.	lack of support	
Administrator support	tHEY RUN IN CIRCLES A LOT OF THE TIME	lack of support	
Administrator support	I don't have a lot of support from administration and I have never been formally observed.	lack of support	evaluation
Administrator support	Admin is constantly changing their mind throughout the year of what they want us to do. This constant change is difficult to implement and difficult to know what those changes are when they aren't communicated properly. It's not just difficult for teachers it's difficult for students and staff. And a lot of these changes with it being so close to the end of the year need to be brought up, thought through and implemented at the beginning of the year next year. On top of that it is felt that administration does not have the backs of the teachers that are doing their best to make the most out of a difficult situation. Discussion and collaboration, actually listening on both sides needs to be in place. Especially, if they are mediating between parents and teachers, teachers should not automatically be thrown under the bus to save the skins of administration.	frustration	lack of support

Administrator support	We are professional educators we should be trusted to teach our best each day, observations are just stressful. They call it "support" but it is just control and micro management.	observations	frustration
Administrator support	It is not that I haven't received any support from my admin, but I have relied very heavily on the support of my fellow teachers. If I ever had a question, I went to them first.	lack of support	
Administrator support	I don't know that I would say I have received Administrative Support this year. They have told me that "it is my program and make it my own" but that presented its own stress of not truly having a direction - especially since I am a CTE teacher with not formal education background. It also has created issues from lack of Admin Support to get some of the necessary supplies and resources needed to put together the program from scratch without having to reinvent the wheel.	lack of support	logistics of school
Administrator support	It was infrequent and was almost more of a stressor than helpful	time	frustration
employee benefits	The guy that spoke on insurance was like Ben Stine, just monotone and didn't get the message across. I got amazing dental and vision...but i'm on a probationary period for a year. If somebody would have mentioned this, I wouldn't have opted for the cadillac of dentals knowing I would not be able to put it to use.	logistics of school	
Co-Planning	There is no teacher to talk to or plan with that teaches my grade level at my school	lack of support	
Co-Planning	I still think Co-Plannin is useful, and probably it is a me problem, but I really prefer having my autonomy and control of my own classroom.	frustration	

Co-Planning	I don't want to say this it the least valuable, I think it is very valuable. But I have not had much opportunity to co-plan with another 6th grade math teacher because I am the only one at my school. There is another 6th grade math teacher within the district, and we have shared a lot of resources when I reach out.	lack of support	
Co-Planning	Because I have no one to Co-plan with.	lack of support	
Co-Planning	Not that necessary in my opinion - get the same thing basically from PLCs	not connected	
Co-Planning	Have not done this.	lack of support	
Co-Planning	I teach some classes individual to me, so I haven't gotten much out of co-planning this time around.	not connected	
Co-Planning	I don’t do it	lack of support	
Co-Planning	We don't often have time to co-plan and only do so occasionally.	lack of support	
Co-Planning	Planning was an area I had more confidence and skills as a new teacher.	not connected	
Collaboration	My grade level didn't have the time to help and we a team . I was a third wheel to their well oiled machine.	inclusion	frustration
Collaboration	We don't do it often enough for me to find value in it.	lack of support	
Collaboration	My grade level partner and I do not get along.	frustration	
Collaboration	I've felt like grade level teams is just a rant on students and behavior rather than alignment with curriculum.	frustration	
Collaboration	Typically these meetings were unstructured and focused on procedures or venting about building issues or students.	frustration	
Collaboration	They never wanted to collaborate or be better.	frustration	

Collaboration	Because i'm in the arts department and we all have very different disciplines, there seems to be an attitude that we can't collaborate / help / support each othe,r which i think is pretty unhealthy - it is very siloed.	lack of support
Collaboration	Working with my math department(i am a math teacher) is super great to work with. My department team(focus of discipline and attendance), i feel it has not help me or anyone else. Grade level team(freshmen)/has not been helpful for me beside to point out the hardest kids. Not useful, a waste of time, too much complaining from peers. Not enough time.	frustration
I am the only teacher of my subject.	I didn’t do most of these.	lack of support
I didn't receive any new teacher supports.	na	lack of support
I didn't receive any new teacher supports.	Conferences	logistics of school
I didn't receive any new teacher supports.	No support for new teachers.	lack of support
Instructional Coaching	Didn't occur	lack of support
Instructional Coaching	I have not received instructional coaching.	lack of support
Instructional Coaching	I am the only teacher in my school of my content area so there is no instructional coaching/limited collaboration	lack of support
Instructional Coaching	Most instructional coaches are gen ed teachers, and I am a special ed teacher.	lack of support

Instructional Coaching	I never received this support or any form of training from my school or district, I was just thrown into doing PLC with no idea of what it was or why we were doing it.	lack of support	
Instructional Coaching	I have not received it so it has not helped	lack of support	
Instructional Coaching	I have not received direct instructional coaching. Observations have been good, but the feedback that I am given puts me in a developing category and then no suggestions for how to improve in this area. The response has been that my content area is challenging to incorporate some instructional practices in.	lack of support	instructional strategies
Instructional Coaching	Didn't use much	not connected	
Instructional Coaching	I'm in a specialized area	lack of support	
Instructional Coaching	I didn't get this help	lack of support	
Instructional Coaching	Only because I have not received Instructional coaching.	lack of support	
Instructional Coaching	I received almost none of this	lack of support	
Instructional Coaching	This was just something I have never received.	lack of support	
Instructional Coaching	I did not receive instructional coaching.	lack of support	
Instructional Coaching	Did not receive much support.	lack of support	
Instructional Coaching	Coaches are not giving specific valuable advice for problem solving areas in the classroom. One has never taught in elementary and can't relate to our everyday problems.	not connected	
Instructional Coaching	I haven't found that instructional coaches know what is happening in my classroom, nor do they support my instruction in any actionable way.	frustration	

Instructional Coaching	Our coach is kind but very busy. They are not able to effectively help everyone.	frequency	
Instructional Coaching	They have literally never helped me, even when I have asked. They were not elementary teachers prior to this job placement so their understanding of younger children is abysmal. They also have a lot of other job requirements other than helping teachers.	lack of support	
Instructional Coaching	I didn't utilize this as much as I should have.	not connected	
Instructional Coaching	Haven’t had a lot of specific instructional coaching.	lack of support	
Instructional Coaching	Happened like once and didn't get any good feedback	frequency	
Instructional Coaching	I felt like there was an assumption that I knew what I was doing, but it took a long time to learn the school systems; longer than it took to settle into a teaching routine.	logistics of school	frustration
Instructional Coaching	there wasn't any official Instructional Coaching. My admin/principals gave me a little guidance and observation feedback a few times.	lack of support	
Instructional Coaching	Our instructional coach mainly worked with upper grades; I received a little help my 1st year from our instructional coach, but not much beyond that.	lack of support	
Instructional Coaching	Na	lack of support	
Instructional Coaching	Didn't have it	lack of support	
Instructional Coaching	Can't remember a time when I was a part of it?	lack of support	
Mentor	I never receive a mentor that helps me during Covid and I haven’t had a team with a functional PLC	lack of support	frustration

Mentor	I had a mentor from the ESD for two years, and it was not remotely helpful. This person had never taught my subject area or age group and it was clear they were very out of their element. I never looked forward to their visits, in fact I may have made attempts to avoid them at times. All this person did was sit in the back and "take data" on who knows what and then ask me questions that I feel wouldn't need to be asked had they actually done my job before.	matching	frustration
Mentor	I felt somewhat pressured by my mentor.	frustration	matching
Mentor	I only met with the district mentor twice, in the first semester, and not since. I didn't find it to be especially helpful.	frequency	
Mentor	I am a math teacher. My assigned mentor is a Spanish and health teacher. She has four different classes to prepare for and little time.	matching	
Mentor	It was during COVID and my mentor couldn't come into my room at the time. The help didn't seem very applicable or relevant at the time. I am sure that this is a very valuable resource for those whos mentor can come into their room.	feedback	
Mentoring	I had mentoring last year and it did not feel effective. It felt like one more thing added to my plate and the advice I was given was for classroom management, which I already knew or it was too much work to implement. It also felt like old ideas.	frustration	
not have a school that we are aligned with to consult about setting up the new program	having to guess about how to set up or spend a lot of time researching to figure things out	lack of support	

Observation	A single observation is not as valuable as ongoing support from a mentor or team. And, it is only a snapshot - one particular lesson on one day and does not help with overall progress.	frequency
Observation	It's a principal or VP's job to come in and observe but to offer nothing from the observation. What value is the observation if a principal can't offer help.	feedback
Observation	I have never received many observations until this school year. When I am observed, the responses are often superficial with little constructive feedback being presented.	frequency
Observation	I was only observed once, so there wasn't much opportunity to discuss growth or issues I was still struggling with.	frequency
Observation	I do not perform to my usual standards when being observed due to anxiety I experience, so the feedback I receive is not that relevant to my daily teaching practices.	frustration
Observation	The suggestions were unreasonable	feedback
Observation	They were valuable, just didn't happen very frequently.	frequency
Observation	It disrupts the flow of the class and doesn’t offer any real value.	
Observation	It didn’t happen often enough.	frequency
Observation	There hasn't been much opportunity to observe other teachers this year. I loved getting new ideas and inspiration from other experienced teachers and I would love to experience more of that.	lack of support
Observation	The observations were very infrequent and I feel that most of the time they focused too much on the positive and not enough on where to improve my practices.	frequency
Observation	I don't think observing other people would be helpful to me. I have found they way of teaching that best suites me and my students.	not connected

Observation	I have not had the opportunity to have another teacher observe me and give me feedback.	lack of support	
Observation	Have not received this support.	lack of support	
Observation	I did not partake in this support.	lack of support	
Observation	It didn't happen	lack of support	
Observation	Did not occur enough to have value	frequency	
Observation	I wouldn't mind a fellow teacher observing, I just haven't had them. I consider all of these supports valuable, and I'm glad to have those that apply in my school.	lack of support	
Observation	As of yet, no feedback from any observations.	feedback	
Observation	It is such a small snippet of time that is observed that can be skewed by so many variables. The day, how you feel, the kids, the activity. It is helpful but minimally compared to other resources.	not connected	
Observation	There is not typically relatable feedback.	feedback	
Observation	The observations have been short and the feedback was not enough for me to understand next steps in my progress to becoming a better teacher.	feedback	
Observation	More stressful than helpful	frustration	frequency
Observation	Little feedback, brief and only done as required	feedback	
Observation	I was given no feedback on ways I could improve in the future.	feedback	frequency
Observation	Our administration teams does a really poor job of observing classrooms. They only come in for the first 10 minutes of my lesson and never see the real core of my teaching, just my routine to start off class. The feedback that I am given is always really positive, but they never give me guidance on how to improve my core lesson. They also only come in about	feedback	

	twice a year, otherwise they never stop in my classroom.		
Observation	I simply did not receive this support.	lack of support	
Observation	It happens three times a year and I have weekly meetings with my admin which is far more formal	frequency	
Observation	No real constructive feedback.	feedback	
Observation	I did not feel that I received much feedback.	feedback	frequency
Observation	Annual and results rarely equate good advice	feedback	
Observation	Most people who have observed me have never taught social studies (or any core subject, for that matter).	feedback	
Professional Development	This state does not offer much in the form of supports for Sped Teachers/Title Teachers, in fact the state needs to revisit its policy of Sped Teacher-Educational Assistant ratios. Each Title and Special Education Teacher (or ERC Teacher) should have an Aide specifically hired and trained to work with these professionals to support them throughout the process of supporting our student caseloads. The amount of paperwork and expectations of the positions does NOT allow for a successful completion of paperwork at the end of each day. In fact, the reality is that as a Sped Teacher, I have to take one day every other week to do JUST the paperwork portion of my job.	lack of support	time
Professional Development	While it does create a sense of community, it seems a little necessary at times. Most days I am completely fried at the end of the day, so I am not retaining much information that is being thrown at me.	frustration	

Professional Development	being so busy so not enough time to put what I learned into practice. Also, the trainings were so fast and packed it was hard to put see how to put it into practice	time
Professional Development	I did not understand the purpose of the professional development plan/conference. The conference happened without me even understanding what we were doing or why.	frustration
Professional Development	Sitting for hours listen to a boring speaker and doing nothing.	frustration
Professional Development	I understand that a lot of time goes into planning professional development (PD) days and I would like to acknowledge that I appreciate all the effort that goes into planning these workshops. But lately, there has been a reoccurring theme in which the information that is being shared only pertains to a small group of teachers. Don't get me wrong, I do enjoy hearing about this information, but a lot of what is being prepared could be shared in an email. The PD needs to pertain to most of the teachers attending, or it feels like I am wasting my time. My time is important to me, and I want to make sure I am taking valuable information away from PD.	not connected
Professional Development	I always leave PD feeling like it could have been an email or a video to watch. Some of the PD is not completely applicable to the situational classroom. It feels like the PD wants you to have a perspective of the ideal classroom and if you are not creating the ideal because of situational factors than you are failing your students. Also lots of PD comes with empty promises of support.	not connected
Professional Development	Topics to be 'developed" were already learned.	not connected
Professional Development	They're just there to fill required time. We have been made to sweep the sidewalks, wash windows and "discuss" progress during our prep time so that it could be called PD.	not connected

Professional Development	Doesn't always equate to classroom experience	not connected
Professional Development	The professional development was not what we had asked for in the form of learning. As a district, we asked for help with behavior and we got lectured about things we learned in school already. It just didn't take into account that we went through training for teaching already. Oh, and it did not even touch the problem we were having and hoping to TALK about.	not connected
Professional Development	Lack of connection to daily needs/priorities.	not connected
Professional Development	Just seem like something we had to do not something that helps	not connected
Professional Development	It was hard to take away much	not connected
Professional Development	We were forced to do them and they weren't well put together, they weren't practical, and they weren't applicable.	not connected
Professional Development	This was not an option	lack of support
Professional Development	I did not receive.	lack of support
Professional Development	They were boring and there were many other things I could have been doing that would have been a better use of my time	not connected
Professional Development	Time waste	not connected
Professional Development	They frequently gave me more tasks to do without being relevant to my needs or experience level	not connected
Professional Development	The professional development my school has been focused on seems very valuable for veteran teachers, but it does not seem valuable for first year teachers.	not connected

Professional Development	I think I would get more value from selecting my own professional development.	not connected
Professional Development	They aren't frequent enough and are usually more abstract than applied	not connected
Professional Development	Conferences do not help me grow nearly as much	not connected
Professional Development	Whole district, or even whole building PD often does little meet the needs of individuals. Many of the things being offered on these days are things that I've already been looking into.	not connected
Professional Development	While the 5D framework is great, I really wish there were more opportunities to attend more research-based PDs in our district, especially those that help teachers learn about equity.	not connected
Professional Development	I work in a magnet school on Hanby's campus, and the professional development I received is geared towards middle school students.	not connected
Professional Development	It never feels like I am able to actually use anything I learn in my class. It is frustrating because I wish I could be using that time to do my own research and focus on the needs of my class.	not connected
Professional Development	Content does not apply to my endorsement area. Lots of waste of time	not connected
Professional Development	Not always related/applicable to my teaching area	not connected
Professional Development	Some of the PD wasn't useful to my subject.	not connected
Professional Development	THe district never pays for personal conferences within our specialty. It's all out of pocket and it's costly. So it's least effective because I DO NOT GO. So there is nothing happening.	not connected
Professional Development	I'm a physical education teacher, so the PD that we do typically never pertains to my content area or is not relatable for my classroom environment.	not connected

Professional Development	Too generalize	not connected
Professional Development	Difficult to apply, unsure of objectives, low buy in by staff, or repetitive trainings	not connected
Professional Development	Since I am a special education teacher PD's are not always as relative as I would like them to be. Often times I feel that I could better use that time completing IEP administrative work.	not connected
Professional Development	No depth is offered. It is a canned program that trained staff who are not working in classrooms are leading. The educational jargon is hard to follow. Not content specific.	not connected
Professional Development	The PD is not differentiated to what teachers actually need. Spending an hour or more listening to how to access online resources is not a good use of my time if I already know how to do it. Also, we often have the same PDs year after year.	not connected
Professional Development	Too broad, likely exists for someone to be able to check a box on some bureaucratic form somewhere up the line.	not connected
Professional Development	It didn't feel totally relevant to my classroom and students	not connected
Professional Development	I have not had many professional development conferences	lack of support
Professional Development	Lack of understanding. They have WONDERFUL ideas for the 'ideal' classroom. I teach in a scholl that has limited behavior support. This is a struggle. For my grade level we have about 4 kids per classroom for a total of about 12 per grade level that have behavior struggles. Most school districts have intervention classrooms/supports, so sometimes I feel a lack of understanding during conferences.	not connected
Professional Development	Not interested in the topic or it did not affect my life.	not connected
Professional Development	Not as often and not as helpful as I would have liked	not connected

Professional Development	took me out of classroom and didnt provide much in the way of new material	not connected
Professional Development	They could be more helpful, but they end up feeling like indoctrination instead of support. there seems to be the assumption that we are all racist/sexist/lgbtq-phobic and need to start putting SJ agenda's in our instruction. It's totally tone-deaf to what we are actually like and what our communities need.	not connected
Professional Development	PD often times is just stuff I learned in my masters degree or is not really clear how to implement in the classroom.	not connected
Professional Development	I didn't feel like I learned any new information from the conferences	not connected
Professional Development	Not present	lack of support
PLC	lack of collaboration and working as a "team," Each have his/her own way of doing things which leads to confusion for others including students	not connected
PLC	I need time to plan not set in meetings, meeting make my job harder.	frustration
PLC	We spent more time filling out the form than actual planning.	not connected
PLC	I find that within the PD and trainings, I somewhat am able to participate and grow my own PLC by learning from other grade level members that are at different schools from the district, so meeting and conversing with them in those settings are beneficial and additional PLC supports aren't entirely utilized.	not connected
PLC	Hard to find anything that helps with special education teaching	not connected
PLC	Because I am at a small school and am an elective teacher (Art) I do not have any other teachers to do a PLC with.	lack of support

PLC	The PLC process is a process which has an incredible amount of time dedicated to it, but does not have a sufficient amount of resources to support it and is micromanaged. The micromanagement does not allow for the freedom of discussion about topics and dampens creativity.	frustration
PLC	I work in Life Skills and most all PLC dyas are for General Education staff so the information doesn't usually apply to my department.	not connected
PLC	The PLC I am a part of has many meetings with little fruition. We meet bi-weekly and discuss plans and ideas for our ELA team, but there are no results to show for it. Many of the teachers involved are intent on doing as they wish and do not intend to work as a group.	frustration
PLC	Haven't done it	lack of support
PLC	The topics are not applicable to current needs	not connected
PLC	Our district does not do a good job of making PLC's valuable.	lack of support
PLC	Though PLCs are helpful, sometimes they don't apply directly to my needs in the classroom.	not connected
PLC	There is no clear agenda and the rest of the PLC isn’t engaged/doesn’t want to be there because it is another “volun-told” thing.	not connected
PLC	Was not offered very often	lack of support
PLC	Most of the PLC's that we had were a waste of time. It usually ended up turning into an hour of complaining. This was simply discouraging, not productive.	not connected
PLC	They are not true PLCs because we are given other things to do during that time.	lack of support
PLC	Poorly organized and no teacher input. All district-driven.	not connected

PLC	The plc/plt starts to become limited once you move mid year grade level. At a kinder level when I started the year as a long term sub there was a lot of collaboration and for many reasons as I moved up in grade levels it wained!	not connected
PLC	My input is not taken seriously and little is done to actually advance the SEL services we are provided for students.	frustration
PLC	Feels like a waste of time/ not relevant to what we are teaching now	not connected
PLC	Much of the PLC was not geared towards special education	not connected
Staff Meetings	Almost always never applies to me and feels like a waste of time.	not connected
Staff Meetings	Hours of PD that could have been an email and don't pertain to my program, when I am already overwhelmed with first-year teaching duties, doesn't utilize my limited time.	frustration

Table

Instructional Leaders' Constructed Responses -- Least Valuable Supports

Mentor	Professional Learning Communities/Teams	Professional Development/Conferences
The teacher mentor program in our district is done through and ESD and I have not found it be helpful. In fact, teachers have responded negatively to having to be involved - they haven't found the time to be used well.	Professional learning teams do not always address specific learning challenges that may differ vastly amongst schools and their demographical needs.	Too much going on the first years for teachers to be out of the classroom.
It is not that it is the least, but I would say that the level of support varies the most in this area.	Our PLC teaming and outcomes need to be revamped to positively impact student learning outcomes	New teachers often don,Äùt n is what they don,Äùt know. Conferences can be overwhelming and cause teachers to overthink.
Our district program is in year 1, and is geared toward brand new teachers.	PLC's can be down the road for a new teacher but they need to get their legs under them first	It's easy to get overwhelmed by all this new information being thrown out at you.
It slips down the priority list as activities and time become challenging.		Often times the relevance of a PD isn't there.
		Conferences are only good if teachers leave with resources that are immediately useful and this is often not the case with conferences in Oregon.
Other	**Co-planning with a colleague**	If the new teacher has a basis then PD conferences can be productive
New teachers and their support (mentors, etc) need time	We are a very small school (1 teacher per grade; one specialist per high school content.) Grade level teams do not exist.	Unless it's targeted, on-going PD, it's often too broad and only skims the surface leaving the new teacher wanting so much more.
I believe all of the above help support a teacher and wasn't able to identify one that was "least"	I don't think colleagues always influence each other to grow in their practice	I am not sure it hinders growth, it is just the least valuable of the list. I also think teachers should have more experience in running a day-to-day classroom before taking off for conferences.
Any help is better than none. There are pros and cons to each of the strategies listed above.	The colleague could be hit or miss.	I don't feel that new teachers need to be attending conferences in their first years as their learning curve is already steep enough.
I think we have been able to find value in all supports to some degree, but our ability to offer new teacher support is limited and not formal throughout the district.	does not support instructional techniques	It doesn't hinder, it is just the least valuable in my opinion.
		I don't think that professional development conferences hinder new teacher growth. I just believe that it is often a one-size-fits-all presentation that talks at teachers rather than allowing them to work with colleagues and ask questions and get feedback on what they are actually doing.
I believe all the ones you have listed are valuable.		
NA		I feel sending new Teachers to Conferences is not the best use of our Dollars. They need the time in the classroom and in the District before they can benefit from attending something out of District.
		I was thinking in terms of conferences more than locally embedded PD. I think conference travel for a new teacher is more information than they can functionally implement

Observations	Administrator support	
		This was a tough one to answer..... All the supports can be positive. PD conferences tend to be a one and done. With all the other information a new teacher is receiving, they can be overwhelming and just too much.
Likely will be too infrequent	I don't think "administrator support" hinders growth - I think it is just the least valuable as our building admin are incredibly busy and don't really have the time to coach and work with 15 new teachers closely each year	One time pd or conferences can be overwhelming or lack substance needed to implement
It's just that of the things listed, it is the least effective. It doesn't hinder growth, necessarily.	Admin is too busy to support teachers	too much on the plate - need time to have a voice - This PD is hardly ever implemented due to high levels of stress and expectations
I don't believe it hinders, but I think our current evaluation model and rubric is too large and complex to be effective.	It is the least frequent and involves the least number of minutes.	Of that list, conferences for a new teacher can be hit or miss without a follow up plan.
Observations are difficult to conduct appropriately. Administrators are rarely given training on how to conduct this task.		Doesn't hinder just doesn't mean the most the first year
		Not support after for follow through and change
		PD is rarely specific to the individual needs of the teacher.
Instructional Coaching		It typically is a one and done scenario detached from current needs and issues of the new teacher.
I think the biggest flaw is that new staff doesn,Äôt feel comfortable asking for help. It might be pride or fear of looking unprepared but it comes out so late		This doesn't hinder, but the new teacher needs to have a framework in which to attach larger learning. Often their first needs are operational in their own building.
		I don't believe that it hinders new teacher growth, but I think it's its the least effective. There is plenty to learn and work on during the first few years of teaching - conferences tend to be scatter shot rather than personal, target supports.
		This question suggests judgment. The previous question asks to identify ‚Äúleast valuable‚Äù which is different from ‚Äúhindering‚Äù so I‚Äôm not going to respond.
		One-and-done conferences are ineffective long term
		Professional development can often be hard to bring back and implement, especially if it requires funding.
		Doesn't hinder... just less effective than others...
		Depending on the conference, teachers don't typically gain much from conferences they can implement in their practice.

Table

Instructional Leaders' Constructed Responses - Positive Statements

We have a grow your own program to get teachers from our classified staff.
The fact that new teachers build positive relationships with master teachers
There is a colleague that is there to provide any advice on how to navigate barriers within our school specifically.
Our mentors are gettng our new teachers in front of veterans often and have been doing this 1x/6 weeks.
Staff success committee that recognizes staff triumphs and tribulations.

I have found that while providing supports does not guarantee retention of a teacher, it certainly builds professional confidence and connections between the teacher and their colleagues. It communicates that we are not only glad the teacher chose to join our team, but that we value them and want to invest in their success. I can't imagine not trying to provide as much support as we can.

The safe network of colleagues rooting for you

district TOSA supports

Continuing the teacher mentoring program that was established several years ago.

We have an elementary instructional coach that is not only supporting new teachers but is also supporting principals so they can support more experienced teachers.

Through the mentorship and collaboration opportunities, new teachers learn that they have a community of support and that they are not alone in this work.

Almost every Friday we have PLT time.

New teachers have a safe and non-evaluative mentor that they can freely share their angst, frustrations and be vulnerable with.

The mentorship and collaboration along with professional development (within the district) and teacher coaching helps new teachers learn their craft more quickly and experience success more quickly. That experience and success helps their long-term success and growth. There is also a sense of community for new teachers that allow them to feel they are part of a team. This helps alleviate the feelings of isolation teachers can feel when they perceive themselves to be on an island.

We used to have new teacher mentors for 2 years with ACTUAL mentors; not teachers taking on a new teacher. Educators do not have sufficient time to mentor a new teacher on top of their daily duties. I strongly believe we need the 2 year program with mentors back.

We have provided instructional coaching by teachers in our district and I think that has been helpful to our new teachers.

I have heard first hand from new Teachers that they really appreciate the effort the District has made to help them feel comfortable in their new role.

new teachers that have a coach/mentor to go to that are familiar with the district and school policies and instrucational practices are invaluable to new teachers - the new teachers have a safe space to be heard and a space to improve their practice in a way that aligns with their personal style as an educator

The strongest thing we have done recently is to add an instructional coach who is tasked specifically with working with new teachers.

There were many years when we didn't have instructional coaches and mentors. These supports have proven to be invaluable to the new teachers. Teachers who have received support have - for the most part - been successful and stuck with us. We have had to let some new teachers go despite the support they were given. These are probably folks who should have never become a teacher in the first place.

Many opportunities to work with and learn from experienced teachers and instructional coaches

Our district is an AVID district and we are trying our hardest to become a National Demo School at some point. We are extremely close to making that happen. One big push is that our current instructional coaches are highly involved with AVID and have been or still are AVID teachers. They come with a far better understanding of best practices than other educational leaders in our district. Having them be our new teacher supports will greatly impact our roles as educators as a whole.

Builds connections with peers, builds community

Having a mentor teacher assigned provides opportunities for guided, meaningful connection

The variety of supports means that new teachers have multiple ways to get support.

we allow new TE to use a growth mind set - and demonstrate growth in a variety of ways

We hold multiple new teacher dinners throughout the year as a way to connect and hear how things are going in an informal setting.

Mentors are able to develop relationships and support new teachers in their role. They are also able to coach new teachers on having a work/home life balance.

Mentor teachers this year has helped

Feelings of being heard and backed

Our district knows that it is more than instruction that teacher need support with. They also know the importance of relationships with colleagues and administration.

Addition of our TOSAs has been helpful

We offer COMP training and math best practices. Those are probably the most impactful for new teachers.

teams are an informal, relationally centered, built-in support network

We have time built into our schedule for teacher collaboration.

Developing relationships with colleagues that can serve as a sounding board and brainstorm partner allows teachers to have connections that serve them as professionals and help them to grow...providing more of a sense of efficacy in the job and hopefully more job satisfaction.

district-wide program---all buildings in alignment

Good mentors can lead to improved practices and teacher retention; poor mentors/coaches can have the opposite effect.
builds relationships with the new teacher so he/she know where to go for help and support
New teachers have a mentor - and in some districts, they have an academic mentor and a building mentor. The academic mentor is external and can be in the classroom with the new teachers, help them plan lessons, find resources, etc. The building mentor is there to help with the grade book, district questions (how do I get...? who do I ask about...?, etc.) These supports provide a lifeline. When done well, they also set a tone of learning for the teacher. Good teachers are learners.
Mentoring is our highest valued method of support.
We give a lot of support to new teachers ,Äîmentors, PLCs, instructional coaching
We provide a lot of professional development around SEL and working with student behaviors.
For every new teacher last year, I made sure they had an experienced grade level partner. I spoke to the experienced teacher and let them know my expectations of support I needed them to give the new teachers. This coming year, I have no one leaving and all are asking to stay in the same placement. The partnerships have worked out great. The new teachers have felt supported, but my experienced teachers also feel successful and helpful. Even though I had some push back because I broke up some very experienced teammates, they have all ended up enjoying the groupings with new teachers and will continue to support each other into the 2nd year.
The PLC process at elementary level in TRSD gives new teachers immediate support in instructional practices.
Providing multiple supports.
Someone to talk with that is not linked to the school district
New teachers are assigned a mentor their first year and at the k-2 level, are also provided a coach during their probationary time for Literacy instruction. Admin also supports this new teachers with observations that are formal and informal. We also have PLCs where grade-level teams work together. This allows for collaboration and support from a network of people.
We made a big push to ensure that new teachers are trained in ECRI, which provides explicit instruction based on the science of reading.
In small rural district it is hard to get the PD necessary for growth and development - expense is a huge issue
I think the new teacher professional development this year was highly successful
Having a person in a non-evaluatory role to bounce ideas off of and to have honest conversations with is appreciated. The profession is challenging and never more so than it is now. Our teachers need good people cheering them on, picking them up when things are tough, and someone to be a resource.

It is a person they can go to that is outside of the building. It is their "person".
They are custom fit for the needs of the teacher

Table

Instructional Leaders' Constructed Responses - Negative Statements

Student behavior can interfere with administration getting into classrooms
Administrators that have limited classroom experience who then try to coach new teachers especially out of their content experience
As a new teacher, I had an ineffective instructional coach. Although she was a very nice lady, her actions, timing, and proximity to the administration made it feel like she was a spy rather than support. I think having ineffective mentoring and systems that undermine trust are more detrimental than not providing structured supports.
Bad examples, no coaching
Depending on the quality of the mentor, this could be a resource that causes more harm than good. Mentorship and observations are a wonderful tool if the lens through which the work is done is carefully crafted.
expect to get what you need from trainings
I am not aware of any negative supports at this time.
I think mentoring/coaching by trained non-district employees is a much more effective way to deliver mentoring/coaching.
I think the 'curriculum' should be more concrete.
If mentor teachers don,Äôt have guidance or requirements, it can hinder new teachers
If they get the wrong mentor it's a problem
It doesn't help to have retired teachers employed through the ESD.
It is challenging to provide enough support to some of our teachers who are just entering a teacher prep program.
It is very important that instructional coaches and collaborating colleagues have a positive outlook on teaching, the school, the district and the kids. Absent that positive attitude, the new teacher can be brought into a negative place which can affect their career going forward.
It's hard to find the right veteran teacher who is good at providing supports, especially in a smaller school district.
Mentors from outside agencies have not always worked out due to understanding our systems or just basic personality issues that weren't resolved.

Mentors who have been out of the classroom far too long. Mentors who don't follow through. Mentors who require too much especially when our first year teachers are struggling to survive.

none, you need to be intentional about quality and follow through.

None. I feel any type of support has been successful.

Not sure anything would discourage me from providing supports, but I have definitely seen teacher/mentor pairs that were not successful and led to tension. :(

One and done PD is rarely effective.

Our new teachers talk about being overwhelmed with the fire hose of information. We get feedback that we don't do enough, and feedback that we do too much. It's a real balancing act and each individual teacher is unique in their needs.

over burdensome with extra work assigned by mentors.

Personality conflicts between Mentors and Mentees. Or Mentees not feeling like they can ask their mentor questions that come up.

Poor mentors (with negative attitudes) will make us be more strategic about selecting mentors

Possibly retaining probationary teachers beyond their worth. Sometimes it's just not a good fit and the new teachers needs to be coached out of one district with the hopes that another district environment will be a better fit.

Sometimes it feels overwhelming to a new teacher

Sometimes mentor teachers can be overbearing.

sometimes the wrong information can be shared about how to work around issues.

spending hours and hours developing a teacher, only to have them move onto another position or district, frequent turnover

teacher mentors matched up with new teachers they do not get along with

Teacher mentors sometimes perpetuate toxic culture

Teacher supports need to be regularly scheduled and prioritized to be be impactful

Teacher training programs in the State of Oregon are almost comically ineffective and irrelevant to what is actually needed to teach in the classroom

Teachers denying resources

Teachers do not make good mentors. They do not have the time or mental space to mentor new educators effectively; despite the stipend they are being paid.

There is not enough time.

They are not prepared at the Collegiate level for what they are expected to do - we are not getting to the meat of the issues because we are constantly having to shore up the foundation of knowledge and skills.

They take a lot of time, and either require subs (which are in short supply) or have to be on teacher's time, which is paid, but can be exhausting when you are already working full time.
This doesn't discourage me but sometimes new teachers have a hard time being vulnerable with their mentor which negatively impacts honest reflection and growth.
Too many demands on them in addition to their regular teaching responsibilities
Tough to get a good mentor. I have had bad ones that made my job tougher.
Training is ignored or not implemented
Variance in mentor support.
we have used outside of the district mentors - while they are great at mentoring, they are unfamiliar with our school's areas of focus and instructional programs (like AVID) which can make it challenging for both the mentor and the new teacher
We keep hearing that we have almost "too much." This can cause a lot of burnout for younger teachers as they have to keep up with everything. is placed in front of them.
We need more ongoing supports, release time.
We only have one instructional coach for 6 elementary schools.
What are some of the negative experiences you have had with new teacher supports that discourage you from providing them in the future?
When the mentor is not effective at their position.
Wrong fit with personality and or politics brought into the mentorship

Table

Instructional Leaders' Constructed Responses - Additional Statements

although the district should be providing support - it should focus on the needs of the students and districts - most of our PD works on foundational skills such as classroom management, lesson planning and understanding standards .. Behavior management is non existent and a common thread in any school - not being addressing in current online programs especially
At one point in time the district employed Rita (can't recall last name) and she had a huge positive impact on new teachers, I can' t name or recall any other effective mentors since.
Coaching and supports along with increased salaries are going to be key in retaining teachers into the future. Teachers often feel like they are on an island, some folks thrive in that setting but the majority of folks need help.
consistent, ongoing, relevant training/mentoring/coaching is needed
Currently, our program is weak and it is not surprising that we have low retention and/or underqualified educators joining the profession.

I am hopeful to be able to provide more robust supports to my new teachers (both new to the profession and new to the bulding) in the future. :)

I appreciate the work that's being done to help improve the art of teaching with the science of instructional delivery.

I don't think there is a one size fits all kind of support system for new teachers.

I feel like mentorship is more important than ever. New to the profession teachers are coming out with holes that need extra support to be filled (in my opinion). For example to new teachers understand MTSS? Trauma informed practices? a toolbag of classroom management strategies?

I think that the more positive and effective support new teachers can get from their school/district, the better for them in the future. They will learn some best practices and skills but, more importantly, they will learn who their mentors are and who they can go to for help, questions, advice, etc moving forward in their career.

I think that there needs to be some reform in what teacher prep programs look like. Practical and real-life strategies over theory would be more helpful.

I think the real secret cause happens in the staff room. Does the new teacher feel comfortable and wanted with the staff.

I work at an ESD so my role is much different than a building level mentor or administrator. I would also love to see the data on teacher retention related to various types of support.

If there is anything else you'd like to share regarding new teacher supports/induction, please write that here.

Keep supporting them for a the first 5 years

Look for opportunities both to support both technical skills as well as a connection and belonging to the organization.

Mentor and new teachers should have time together

New teachers need established supports in place. Teaching is hard!

Overall, teacher mentorship is very important... development of a tool that is linked to observation is the next step that should be included in supports...

Pre-service instruction needs to focus more on classroom management and the science of reading ,Äî It,Äôs impossible to teach new teachers the essentials they need before the first day of school

The hiring of new Teachers or Non-Licensed Teachers is not going away. We must have a robust program to onboard our new Teachers or we will not be able to fill our opening in the future.

The right mentors have to be in place. Programs are great, but people make it work or they ruin it.

They are vital and need to be prioritized

Time is hard to come by when our students are with us almost every minute.

We also provide additional days to our new teachers before school starts to set up their room and look over materials. It can be overwhelming to come to a new place to work.
We need a teacher on-boarding system that support teachers in all professional practice areas with access to on-demand support.
We need more $ for new teacher supports.
Working with high behavioral needs students and families are important and how to build strong consistent routines.

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