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Re-Imaging the Teacher Induction Program During a Pandemic

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APPROVAL OF DISSERTATION IN PRACTICE

RE-IMAGING THE TEACHER INDUCTION PROGRAM DURING A PANDEMIC

By

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RE-IMAGING THE TEACHER INDUCTION PROGRAM DURING A PANDEMIC

By

Veneise Harrell and LaTunya Gibbs

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of

Doctorate in Education

Doctoral Program in Educational Leadership at Lynn University

Ross College of Education

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ABSTRACT

VENEISE HARRELL & LATUNYA GIBBS: Re-Imaging the Teacher Induction Program

During a Pandemic

There is a cycle of attrition amongst beginning teachers. Beginning teachers leave the profession within their first five years of teaching. Teacher induction programs aim to improve the retention and performance of new hires, enhance their pedagogical skills, and prevent the loss of new teachers with the ultimate goal of improving student achievement and growth.

The purpose of this study was to review and possibly reimage the current teacher induction program especially needed in a pandemic period or similar unique situations. Although reviews describe the induction and mentoring process for first-year and beginning teachers, there is a gap in the literature on the perceptions of individuals who have experienced the program during a pandemic. Since the purpose of this study was to review and possibly reimage the current teacher induction program especially needed in a pandemic period or similar unique situations, it can be concluded that though the current program somewhat meets increased teacher effectiveness and student achievement goals, there needs to be "reimaging" of the current program to reflect a broader scope of resources and deeper emphasis on training, especially in the area of technology.

ACKNOWLEDGEMENTS

DEDICATION

From Veneise:

I dedicate this dissertation to God, who is the head of my life, my source of inspiration, wisdom, knowledge, and understanding. He has been the source of my strength throughout this program, and because of this, I have finish"Ed.D".

I dedicate my dissertation work and special gratitude to my true few, my loving family, the "Prep" family, and the "AKA"teers. They have supported me throughout the process. I will always appreciate all they have done.

A special dedication to the friendship and memory of Dr. Patricia Rouse. Although she was my inspiration to pursue my doctoral degree, she lost her fight with Lupus and did not get to see my graduation.

I give special thanks to my best friend Durrant Miller, the "K's" (my wonderful adult children and grandchild): Khiry, Kamia, King, and my guardian angel, Dr. Emmanuella Sainthilaire, for being there for me throughout the entire doctoral program. My love for you all can never be quantified.

From LaTunya:
Completing this dedication is a great honor. Completing this degree has been a long, protracted journey. There were many enemies, challenges, and negative-speaking people along the way. I tip my hat to them. They taught me to keep my faith in God, myself, and family. I have been showered with blessings from God. I have an abundance of health, strength, faith, hope, love, education, and loyalty. Many people cannot genuinely say that statement. Many are rich with positions and possessions.
I am rich with the Holy Spirit, love, a strong family, peace, and glory. My bible was in my bag and truck for every trip to Lynn University. It is only fitting for me to include some of my Biblical inspirations.
Psalm16:7-8, 11. 7 I will praise the Lord, who counsels me; even at night, my heart instructs me. 8 I keep my eyes always on the Lord. With him at my right hand, I will not be shaken. 11 You make known to me the path of life; you will fill me with joy in your presence, with eternal pleasures at your right hand.
Psalm 91:4 He will cover you with his feathers, and under his wings, you will find refuge: his faithfulness will be your shield and rampart.

Psalm 143:8 Let the morning bring me word of your unfailing love, for I have put my trust in you. Show me the way I should go, for to you, I entrust my life.

 My mom is a huge part of my life. We are very close. We sometimes talk four to five times a day. I can never repay her for the listening ears, love, support, encouragement, babysitting, and everything else. I will rely on the words of a few others to help sum it up.
Mom (Dolores Gibbs – Lockett), I love you dearly. You never leave me. You were there for school, prom, birth, good news, bad news. You always come through.
"A mother is your first friend, your best friend, your forever friend." Unknown

"A mother's love is the fuel that enables a normal human being to do the impossible" Marion C. Garretty

"A mother is she who can take the place of all others but whose place no one else can take."
Cardinal Mermillod
Ya-Ya(Johnell Lockett), thanks for always backing us up. You make things easier when they are tough. We are eternally grateful.

Noah Gibbs, Micah Gibbs, and Jonah Gibbs. You three are my three miracle gifts from God. You make my life worth living. I have tried to teach you always to do your best and keep learning. Thanks for sacrificing by coming to class and the library for those hundreds of times. You are beautiful and smart. Do not let anyone tell you differently. You are destined for greatness. SOAR!!!!!!!!!!!!!!! Car trouble, brain surgery, and deliberate negativity from others did not stop this success. You are built tough. Show others what you can do with the Grace of God. Dr. Melita, you are still teaching this old lady things. It started in 1995 at Florida Atlantic University. You are appreciated for all of your help. Now it is time for me to get a new funnel. I

will be calling you again. Dr. Lesh, I hope to reach some of the heights you have made in life. Thanks for your encouragement. Dr. Cortney Roberts, you were instrumental in this journey. You have taught me many things. Thanks. Dr. Enjoli Paul, your guidance and time are duly noted and appreciated. Dr. K. Weigel, thanks for making this goal appear attainable even when things were rough.

Ms. Joy Ruhl, you have been a rock from the interview in the old education building. Words cannot express how much your warmth, wisdom, and consideration have meant. Thanks so much.

To achieve success, one must step outside of their comfort zone. Lynn was definitely worth stepping outside of my comfort zone.

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CHAPTER I: INTRODUCTION

Background

The goal of any school is the academic achievement of its students. According to Wong (2005), the most critical factor in student achievement is the teacher's effectiveness. Although most teachers who have entered the profession underwent a teacher preparation program, the transition from collegiate studies to the school classroom is rarely sufficient to provide all the knowledge and skills necessary to teach. A significant portion of this knowledge can be acquired only on the job (Ingersoll, 2012). It takes five years for a teacher to become effective, and the best way to produce effective teachers is through an induction process (Wong, 2005).

Induction is a system-wide, consistent, comprehensive training and support process that continues for two or three years and then seamlessly becomes part of the District's lifelong professional development program to keep new teachers teaching and improve their effectiveness (Alberta, 2013). Hence, schools must provide new teachers with a comprehensive, coherent professional development program. An induction program is a highly organized and comprehensive form of staff development involving many people and components that typically continues as a sustained process for the first two to five years of a teacher's career (Garcia & Weiss, 2019). Unfortunately, many school districts fail to provide teachers with a comprehensive program that supports them during their most critical years in the profession (Koehler & Kim, 2012). A well-designed teacher induction program serves as a foundation for teachers within the first five years as they transition into the classroom and take on the teaching profession's responsibilities. According to research, between 40% and 50% of new teachers leave the job within the first five years of entering the classroom (Perry, 2016). Induction programs aim to

improve new teachers' performance and retention, enhancing the skills to prevent new teachers' loss to enhance student growth and learning (Ingersoll, 2012).

New teachers will positively impact the education arena and student achievement. New teachers must receive adequate support in their induction plans. Teacher retention is essential to educate America's youth properly, and currently, teacher retention is being lessened daily. Teachers leave the profession in their first few years of teaching (Tew, 2018). Administrators, new teachers, and veteran teachers may benefit from improving current teacher induction program practices. Ultimately, understanding and re-imaging teacher induction programs will improve teachers' effectiveness and student achievement. Research shows that well-designed teacher induction programs increase teacher effectiveness during the early years of teaching. Additionally, quality induction programs may result in higher teacher retention, breaking the cycle of attrition.

The onset of the COVID-19 pandemic has disrupted the lives of many globally. Imposed restrictions have forced everyone to adapt to working, learning, and connecting differently. All sectors of public education will have consequences because of COVID-19. The coronavirus pandemic has profoundly impacted teaching (Schleicher, 2020). With the rapid transition to remote teaching in the spring of 2020, teachers had to adapt, making the need for well-prepared educators more prevalent. The plague of the pandemic that may lead to budget cuts may significantly affect districts that serve a disproportionate number of students from low-income households. Additionally, decreased enrollment in educator preparation programs decreased teacher interest in staying in the profession, and increased considerations for retirement are contributing factors to the pandemic (Lachlan, Kimmel, Mizrav & Holdheide, 2020). Beginning

teachers' perspectives and those that make up the support team were explored to provide

resources that can best support beginning teachers during these unprecedented times.

Statement of Problem

There is a cycle of attrition amongst beginning teachers. One in every ten teachers in low-

income schools left the profession in the 2012-2013 school year (Podolsky, Kini, Bishop,

Darling-Hammond, 2016). Turnover rates are highest in southern states (16%) and lowest in

northeastern states (10%) (Carver-Thomas & Darling-Hammond, 2017). Turnover rates are 50%

higher in Title I low-income schools (Carver-Thomas & Darling-Hammond, 2017), impacting

student achievement. In the subject areas of math and science, the turnover is 70% higher in low-

income schools (Carver-Thomas & Darling-Hammond, 2017). School districts are financially

impacted by teacher attrition, costing $20,000 per educator in urban districts (Carver-Thomas &

Darling-Hammond, 2017).

According to the research, 45% of the teachers leave the profession within their 1st five

years of teaching, which impacts districts financially and students academically. Research shows

that a well-designed teacher induction program increases teacher effectiveness, breaking the

cycle of attrition. In response to the coronavirus 2019 pandemic, better known as COVID-19,

national school closures went into effect by March 2020, suspending in-person instruction. For

teachers that were a part of a teacher induction program, the pandemic interrupted their program,

leaving teachers not fully prepared to meet the needs of students and not receiving the critical

support they need to be successful.

Significance of the Study

According to the research, many beginning teachers leave the profession within their first

five years of teaching (Munshi, 2018). These programs may continue to develop solely to meet

mandated requirements rather than help beginning teachers become effective and remain in the profession. This study is essential to educators, administrators, stakeholders, researchers, and scholars in gaining insight into the support needed in the growth and development of beginning teachers in the critical years of their teaching profession. Once data is collected and analyzed, it now contributes to the current body of research. Research shows that well-designed teacher induction programs increase teacher effectiveness during the early years of teaching. Additionally, quality induction programs may result in higher teacher retention, breaking the cycle of attrition.

Rationale for the Study

Embedded in schools are induction programs to support new teachers in their first teaching years (Tew, 2018). These programs are designed to contribute to beginning teachers' well-being and professional development. Induction programs typically consist of the following components: provide all first-year teachers with a mentor; help beginning teachers attain high and rigorous teaching standards; build a deep, rich understanding of the curriculum framework; foster effective classroom management practices; orient all new teachers to the school, policies, and procedures; make all new teachers aware of professional practices and expectations. While research on teacher preparation is limited, there is a positive connection between teachers' preparation in their subject matter and performance (Holdheide, 2020). A well-designed teacher induction program serves as a foundation for teachers within the first five years as they transition into the classroom and take on the teaching profession's responsibilities. The onset of the COVID-19 pandemic has disrupted the lives of many globally. Imposed restrictions have forced everyone to adapt to working, learning, and connecting differently. This study focuses on gaining

insight from beginning teachers' perspectives and those that make up the support team to provide resources that can best support beginning teachers during these unprecedented times.

New teachers will positively impact the education arena and student achievement. New teachers must receive adequate support in their induction plans. Teacher retention is essential to educate America's youth properly, and currently, teacher retention is being lessened daily. Teachers leave the profession in their first few years of teaching (Tew, 2018). Administrators, new teachers, and veteran teachers may benefit from improving current teacher induction program practices. Ultimately, understanding and re-imaging teacher induction programs will improve teachers' effectiveness and student achievement.

Theoretical Framework

Albert Bandura is a Canadian-American psychologist who contributed to education and psychology research. Social learning theory, proposed by Albert Bandura, emphasizes observing, modeling, and imitating others' behaviors, attitudes, and emotional reactions. Social learning theory considers how environmental and cognitive factors influence human learning and action (McLeod, 2016).

During a long, protracted research journey, one may ascertain that teacher induction programs during the current Covid-19 pandemic increases Albert Bandura's Social Learning Theory's validity. There are many pandemic negative factors for new educators and virtually all people. Some social limitations are mandatory wearing of facemasks, limited face-to-face interactions, and lack of hands-on training for new educators. The pandemic increases health concerns for humans, leading to decreased modeling in classrooms and practicums. "Individuals that are observed are called "models". Children pay attention to some of these people (models)

and encode their behavior (McLeod, 2016). Later they may imitate (i.e., copy) the observed action.

Target Population

The target population includes beginning teachers in school districts in the South Florida region. This study defines beginning teachers as teachers with 1-3 years of experience in the public school system.

Purpose of the Study

The purpose of this study is to review and possibly reimage the current teacher induction program especially needed in a pandemic period or similar unique situations. It is difficult to conclude the effects of teacher induction programs due to several research shortcomings to date. However, mentoring appears to make a difference in combination with group activities. Although reviews describe the induction and mentoring process for first-year and beginning teachers, there is a gap in the literature on the perceptions of individuals who have experienced the program during a pandemic. The researchers selected urban school districts in the South Florida region because of inexperienced, uncertified, or out-of-field teachers (National Education Association, 2011). This study explored beginning teachers' perceptions of who participated in the induction process and its components. This study's findings help to identify effective ways to support beginning teachers. Specifically, this study's research results assisted school centers in supporting and providing resources to help beginning teachers.

Research Questions

RQ1: What is the current state of teacher induction programs during a pandemic?

RQ2: What needs to be altered to make teacher induction programs beneficial during a pandemic?

RQ3: What training activities can be added to teacher induction programs during a pandemic and other times for increased teacher effectiveness?

Researcher Assumptions

The researchers assume the participants were honest and truthful in their survey questions. The results and validity of this study rely on the participants providing honest answers to their survey questions. The participants' truthful responses provided the necessary data to address the research questions. The data will not be skewed or invalid.

Definition of Terms

Beginning teachers. A teacher with 1-3 years experience in the public school system and further classified as new teachers.

FEAPs. Florida Educator Accomplished Practices. Florida's core standards for effective educators provide valuable guidance to Florida's public school educators and educator preparation programs throughout the state on what educators are expected to know and be able to do (FL DOE, 2018).

Induction. A highly organized and comprehensive form of staff development involving many people and components typically continues as a sustained process for the first two to five years of a teacher's career.

Mentor. A school-based person (i.e., department head, veteran teacher) assigned to orient, mentor, and help a first-year teacher.

Population validity. A type of external validity that describes how well the sample used can be extrapolated to a population as a whole (Shuttleworth, 2009).

Coronavirus (COVID-19). The coronavirus is contagious and can affect most parts of the human body. Symptoms of the virus vary from person to person. Some general ones include a

cough, digestive problems, trouble breathing, a fever, and the loss of taste and smell. It is primarily spread between people in close contact and by droplets from coughs and sneezes of individuals with the virus (Barry & Kanematsu, 2020).

Pandemic. An epidemic of infectious disease has spread across a large region, for instance, multiple continents or worldwide, affecting many people.

Attrition. The rate at which new teachers leave the profession.

Urban Schools. Schools that are located in high-poverty, urban areas.

Teacher retention. The rate at which new teachers remain in the profession.

Organization of the Study

Chapter II provides a literature review that details the current research on induction programs. Chapter III presents the methodology and describes how the researchers will conduct the study. Chapter IV details the researchers' findings based on the data collection and presentation of the results. Chapter V offers a summary and describes the researchers' interpretation of the data related to the topic connecting it back to the body of literature and recommendations for further research.

CHAPTER II: REVIEW OF RELATED LITERATURE

What aspiring teachers learn in the college classroom and practice with no children present or in a controlled environment is considerably different from their first teaching assignment (Melnick & Meister, 2008). Research indicates that many first-year teachers assume the same responsibilities as their more experienced colleagues, which, among other factors, has led to beginning teachers exhibiting higher attrition rates than comparable professions (Kearney, 2014). A teacher induction program can serve as a support system to ease the many barriers that beginning teachers face in their first years of teaching. The preparation of beginning teachers and the ongoing professional development of those in the current teaching force are imperative to educational improvement and quality teaching (Lim-Teo, Low, Wong, & Chong, 2008).

Urban school districts in the South Florida region used in the research study are among the largest school districts in the United States and the largest employer in its county. These Districts employ more than 20,000 employees, including nearly 13,000 teachers and more than 7,000 support employees. Based on the educational requirements of the "No Child Left Behind Act," current teachers and those entering the profession will be "highly qualified." Highly qualified teachers teach core academic subjects that have demonstrated knowledge in their subject area. However, first-year teachers will still need an induction program to prepare them for the school system's demands and mandates. In the United States, the elementary and secondary public school systems' goal is to provide a high-caliber education. *The Every Student Succeeds Act* (2015) ensures that educational opportunities expand and improve student outcomes. The Districts must continue recruiting and retaining the most effective existing teachers to deliver. According to Hobbs and Putman (2016), the benefits of retaining highly qualified and competent teachers will create stability and growth in the teaching force. Teachers

will be equally distributed, and student achievement will increase, reducing the amount of money spent on recruitment and retention.

Most would agree that new teachers arriving at their first teaching assignment should know the expectations and support services. The newness of a school campus may lead to new teacher anxiety or nerviness. Having a well-balanced induction program could alleviate a new teacher's anxiety. According to Romano (2008), teacher development's critical growth period is the initial teaching year, up to three years. Teachers obtain teaching credentials through certification in their chosen subject area when entering the teaching profession. Florida offers two types of Educator Certificates: The Temporary Certificate and the Professional Certificate. In addition to a bachelor's degree, education coursework, and teaching experience.

Retention and Recruitment

The recruitment, training, and retention of new and experienced teachers remain an ongoing concern. A structured induction program's continued efforts provide a blended learning experience built around personalized learning and job-embedded experiences that will empower new and experienced educators to reflect, thrive, and grow as professionals in their craft.

Research shows that, on average, nearly 40% of teachers entering the profession leave within five years of teaching (Perry, 2016). Various teacher attrition studies note why teachers have left the education profession during their initial teaching year. Stems from a changing student population; greater standards-based accountability; a stressful school environment; feelings of isolation; poorly run induction programs; and a lack of support from building administrators (Porter, 2015). However, Guarino, Santibañez, and Daley (2006) concluded that the evidence was mixed with the teaching profession's turnover to other occupations. Turnover and attrition rates were much higher for those nearing retirement and new to the profession. The

research further revealed that schools with low socioeconomic status and urban districts tend to have higher attrition rates. According to Sedivy and Boden (2012), teachers' decision to remain or stay in the profession is centered around the following dynamics: teacher influence on the school, teacher perception of control, and teacher perceived support.

The Program

School District's induction programs are comprised of the following components: a selection of a mentor teacher, development of a Professional Growth Plan (PGP), school-based meetings, completion of Florida Educator Accomplished Practices (FEAPs) tasks in the areas of Instructional Design and Planning, Learning Environment, Instructional Delivery and Facilitation, Assessment, Continuous Professional Improvement, and Professional Responsibility and Ethical Content. The research conducted by Ingersoll and Kralik found that the more induction components teachers received during their first year, the lower the attrition rates (Allen, 2013). School-based induction programs vary according to the needs of the campus. A study conducted by Smith and Ingersoll (2004) suggests having a mentor from the same field, collegial planning with the same content area teachers, regularly scheduled collaboration with other teachers, and an external network of teachers to assist in the new teacher's transition to the field of education (Hobbs & Putman, 2016).

Effective induction characteristics

In Kearney's (2014) findings, he identified eight characteristics of effective induction: provision of a mentor; opportunities for collaboration; implementation of structured observations; reduced teaching and time release for the beginning teacher; teacher evaluation; opportunities for professional discussions and communication; professional support and professional networking; and continuing professional development. Additionally, providing

support, being adequately trained, and constructive feedback from observations are essential

components to a program's success. Kearney (2014) also found that an effective induction

program requires a commitment of time and resources from the school and dedication toward

helping the teacher develop into a skillful professional. Teacher induction should be supported

by a professional culture that encourages collaboration and inquiry and a supportive

administration. Hobbs and Putman (2016) concluded that mentor support, staff development in

the first year of teaching, and observation of effective teachers allow for assessment and

reflective evaluation opportunities by both teacher and administration.

Ensuring a program has the essential components to be successful may be challenging;

however, Moir (2009) designed an induction program that builds leadership and encourages

collaboration based on the following ten lessons: a new teacher induction program requires a

system-wide commitment to teacher development; induction programs accelerate new teacher

effectiveness; standards-based formative assessment tools document impact; induction programs

build a pathway for leaders; good principals create a culture of learning; effective induction

programs combine high-quality mentoring with communities of practice; teaching conditions

matter to supporting and keeping new teachers; online communities provide timely, cost-

effective mentoring; policy complement practice; good induction programs are accountable, not

just compliant. Programs often fail because they are done for compliance and not fidelity or in

the participants' best interest.

Mentoring

School districts have to play a more significant role in mentoring their new teachers and

providing ongoing professional growth. A mentor's role is very vital. Research shows that the

following are qualifications of influential mentors: being a skilled teacher; being able to transmit

effective teaching strategies; having a thorough command of the curriculum being taught; being able to communicate openly with the beginning teacher; being a good listener; being sensitive to the needs of the beginning teacher; understanding that teachers may be effective using a variety of styles; and not being overly judgmental (Hobbs & Putman, 2016). One must keep in mind that these individuals will not only be responsible for the growth and development of their mentee but serve as a guide during the most crucial years of a new teacher's profession. A mentor's selection process should present specific personality characteristics when assigned to a new teacher. Mentors must establish a relationship with their mentees based on collegiality, mutual trust, and respect.

Additionally, this person will serve as a person to provide technical and emotional support. According to Hobbs and Putman (2016), the mentoring process and an effective induction process can provide a sense of support and nurture. Coupled with colleagues' experiences, it can help a new teacher feel more comfortable in the profession (Conway, 2006). In a study conducted by Smith and Ingersoll (2004), the results indicated that new teachers who were provided with mentors from the same subject field and participated in collective induction activities, such as planning, are less likely to leave the teaching profession their initial year of teaching.

School sites that utilize the effective strategies of running a well-balanced induction program will see the rewards if done with fidelity. New teachers who feel valued and respected will support the initiatives at their school by interacting outside the constraints of their classroom; however, it is the administrative staff's responsibility to ensure that all team members belong to the educators' professional learning community. The principal plays a significant role

in this development by inspiring, coaching, and supporting new teachers' professional advancement (Porter, 2015).

Algozzine, Gretes, Queen, & Cowan-Hathcock (2007) evaluated new teachers' perceptions of the effectiveness of induction activities, assistance, and support provided within their school district. This study's participants indicated that the induction programs were sufficient to succeed during the first years of teaching. Cherubini's (2009) study showed that the new teachers who benefited most from their induction were part of school cultures that integrated their professional development into essential endeavors. Furthermore, new teachers readily shared their self-declared accomplishments in induction experiences wherein they resolved their dilemmas through critical reflection and professional collaboration.

New teachers are more receptive to ideas and welcome the support that will evolve their professional growth. This professional growth and support must come from the administrative staff, grade-level team members, induction program contact, and mentors. When teachers are supported, they can develop into effective teachers who can deliver effective pedagogy in the classroom and support the school's mission and vision (Porter, 2015).

The first step in preparing and supporting novice teachers during their initial year of practice is to understand what they will face as they become acquainted with their teaching responsibilities; as well as the expectations of their school while translating their teacher education experiences and knowledge into actual teaching practices with children (Romano, 2008). The study conducted by Algozzine, Gretes, Queen & Cowan-Hathcock (2007) indicated that induction programs were sufficient for the study participants to succeed during the first years of teaching.

According to Smith and Ingersoll (2004), teacher induction programs involve various components: workshops, collaborations, support systems, orientation seminars, and especially mentoring (*the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools*). Professionals argued that high-quality preparation, induction, and mentoring programs were needed to keep teachers in schools (Algozzine, Gretes, Queen & Cowan-Hathcock, 2007). Retaining highly qualified teachers is crucial to improving teacher and school quality nationwide. Characteristics of The Obama Administration's Plan for Teacher Education Reform and Improvement included performance-based measures and appropriations of federal funds to schools. This initiative focuses on student achievement rather than the learning environment and retaining effective teachers (Sedivy-Benton & Boden-McGill, 2012).

When teachers decide to leave the profession, the financial repercussions are costly, and student learning is negatively impacted. According to Sedivy-Benton & Boden-McGill, 2012), everyone in the educational system, including students, parents, and taxpayers, is affected by teacher turnover. Research shows that the annual national cost of teacher turnover in public schools is more than several billion dollars a year (Sedivy-Benton & Boden-McGill, 2012).

A well-structured Teacher Induction Program is needed to deter teachers from leaving the profession after their initial teaching year. According to Lew (2010), the program's effectiveness is measured by the quality of teachers that it produces. The best induction programs blend support for novice teachers with expertise from veteran teachers, creating collegial groups that benefit all teachers and students (Moir, 2009). Sustaining a beginning teacher program will attract, develop, and retain effective teachers. When they are not supported in their careers' early years, the adverse effects on teacher morale and efficacy justify the importance of an effective and ongoing induction (Kearney, 2016). When districts and schools organize to accelerate new

teacher development, the research shows that they break the cycle of inequity and provide

children who need quality education with teachers capable of helping them (Moir, 2009). From a

policy standpoint, in 2012, 27 states mandated induction programming for their new teachers

(Hunter, 2016). According to Rogers (2014), rural school districts faced increased teacher

attrition rates, especially among new teachers, implementing teacher induction programs to

retain and grow high-quality teachers for their students. Hunter (2016) concludes that quality

induction programs support reflective practice, including standards not built for compliance, and

collect data for evaluation.

Summary

Mentoring beginning teachers can help both mentor and mentee by expanding their

knowledge and expertise. According to Conway (2006), many experienced teachers have said

that the most valuable professional development sources have been informal interactions with

other teachers of the same content. The authors intend to identify effective ways to support

beginning teachers and improve the existing teacher induction program.

CHAPTER III: METHODOLOGY

This qualitative case study was to review and possibly reimage the current teacher induction program especially needed in a pandemic period or similar unique situations. This study aimed to identify the strengths, needed improvements, and teacher perceptions of teacher induction programs in school districts during a pandemic. This approach allowed for a deeper understanding of beginning teachers' experiences during a pandemic during a teacher induction program. It provided a way to understand the components or elements within a teacher induction program that increases teacher effectiveness, professional growth, and development, resulting in student achievement. This chapter addresses the research methodology used to conduct this study, describes the intended target population, and the procedures used to collect and analyze the data.

Research Questions

The following questions guided the study:

RQ1: What is the current state of teacher induction programs during a pandemic?

RQ2: What needs to be altered to make teacher induction programs beneficial during a pandemic?

RQ3: What training activities can be added to teacher induction programs during a pandemic and other times for increased teacher effectiveness?

Context of the Study

School districts in the South Florida region are among the largest school districts in the United States and the largest employers in their respective counties. These districts employ more than 20,000 employees, including nearly 13,000 teachers and 7,000 support employees.

Participants

The participants were selected through purposive sampling. Purposive sampling is selecting participants that are likely to be information-rich regarding the study's purpose. In purposive sampling, the criterion for inclusion should be determined before drawing the sample. Purposive sampling is not intended to attain population validity. Purposive sampling is used to achieve a thorough and in-depth understanding of selected individuals (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). The subjects of this study were invited to participate in an online survey by posting a flyer (Appendix A) on social media groups. The researchers anticipated receiving at least 100 questionnaires.

The Rationale for Case Study Research Approach

Qualitative research seeks to understand the experiences from the standpoint of the participants (Hammarberg, Kirkman & de Lacey, 2016). It is essential to listen to their voices and observe their experiences. According to Creswell (2013), "qualitative research can lead to information that allows individuals to learn about the phenomenon or to an understanding that provides a voice to individuals who may not be heard otherwise"(p.206). According to Merriam (2009), "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (p.5). Thus, a qualitative approach is appropriate to fully explain the participants' experiences and allow the researchers to gather the data necessary to answer the research questions. Therefore, data collected in qualitative studies are considered sensitive, using the details to describe the setting being explored (Creswell, 2013). This study sought to re-image teacher induction programs in school districts from the viewpoints of its participants. The researchers used a case study design to explore the participants' experiences to understand the

phenomenon and the meaning of the individuals involved (Algozzine & Hancock, 2011). Selecting this research design allowed the researchers to understand current teacher induction programs from its participants' perspective to add or re-image the existing teacher induction program to best support beginning teachers during these unprecedented times.

Instrumentation

An electronic survey was the primary instrument used for data collection. A flyer (Appendix A) was posted to the following social media groups: *Teachers Teaching During Covid-19, K-12 Education & the COVID-19 Pandemic-Strategies for Success* and *Teachers United.* The survey was created using Google Forms and could be accessed by clicking on the link or scanning the QR code on the flyer.

The survey contained closed and open-ended questions to assess the participants' experience in education, thoughts on the teacher induction program, and effectiveness. Ten of the survey questions included a Likert scale in the following format: 1-Always; 2-To a considerable degree; 3-Undecided; 4-Occasionally; 5-Seldom and two open-ended questions that required short responses. Below are the questions:

1. What do you perceive are two aspects you would change about the teacher induction program?

2. What do you perceive are two aspects you like about the teacher induction program?

3. To what degree do you perceive that the teacher induction program is effective?

4. To what degree do you perceive that you will remain in the teaching profession?

5. To what degree do you perceive that a large percentage of teachers are adequately prepared for the teaching profession after completing the teacher induction program?

6. To what degree do you perceive the teacher induction program effective in providing teachers with tools to improve their performance?

7. To what degree do you perceive the teacher induction program to be too long?

8. To what degree do you perceive the teacher induction program to be flexible for teachers?

9. To what degree do you perceive the facilitators of the teacher induction program to be accessible?

10. To what degree do you perceive there is enough collaboration amongst induction program participants?

Data Collection

An essential component of the research process is data collection. The data is the information used to explain the findings of the study. Qualitative research data is the focal point because it will ultimately be analyzed to answer the research questions (Yin, 2016). The qualitative case study examined the participants' perceptions of a teacher induction program using a Likert scale and open and closed-ended survey questions as data collection sources.

The solicitation of participants began after receiving Institutional Review Board (IRB) approval from Lynn University. The flyer (Appendix A) was posted to the following social media groups: *Teachers Teaching During Covid-19, K-12 Education & the COVID-19 Pandemic-Strategies for Success* and *Teachers United,* including pertinent information about the study (purpose, risks, benefits, confidentiality, anonymity, and researchers' contact information. Data were collected electronically through a google form online survey.   The survey (Appendix C) was accessible to participants for the following reasons: (1) it is free, (2) it is web-based (with its universal resource locator or URL), and (3) it will allow respondents to maintain their anonymity because it does not require account creation.

The participants could access the survey (Appendix C) through the following means: clicking on the hotlink, copying/typing the google form link into their internet browser, or scanning the QR code provided on the flyer (Appendix A). The participants were then directed to the survey (Appendix C). The first page of the survey (Appendix C) contained the informed

consent statement and explained the purpose of the study, risks and benefits, confidentiality and anonymity, and stated that the participant might wish to withdraw if he/she feels uncomfortable about answering the survey questions. At the bottom of the informed consent by clicking "Yes", the participant understood the purpose, risks, and benefits of taking the survey. Once the participant agreed to the informed consent, the participant advanced to complete the survey. Clicking "No", the participant was prompted to submit the survey, which exited the participant from the survey.

Ethical Considerations

Before conducting the study, the researchers obtained approval from Lynn University. After receiving approval from the university's Institutional Review Board (IRB), the researchers began collecting data. Each participant received a consent form electronically through google form before agreeing to be in the study. It outlined the expectations and details of the study. However, as stated in the "Informed Consent", if a participant feels uncomfortable or anxious, he/she may press the "X" button in the upper right-hand corner of the survey to exit the survey. There are no benefits to answering the survey questions; however, teachers may enjoy sharing their knowledge and expertise and increasing the knowledge base area of teacher induction programs. This online survey was strictly voluntary, and no penalty was imposed for non-participation. There were minimal risks in participating in the survey. Participants were not required to engage in any unethical or dangerous actions. The data collected was secured on the computer through password-protected features and only accessible to the researchers during data collection and data analysis. The data will be destroyed three years following the conclusion of the research.

Quality of Data

Participants were requested to input their responses directly into google form (location of the online survey) to decrease validity threats. In a qualitative study, the researcher must conduct a study where the methods and steps are consistent, replicated, and trustworthy. Establishing trustworthiness must contain four main criteria: credibility, transferability, dependability, and conformability. The data entered was trustworthy and reliable for three reasons as follows: (1) each question was automatically stored and calculated once the participant answered, (2) only the researchers (not a third-party researcher) administered the survey, and then collected and analyzed the survey data, and (3) identities of all participants were protected as participants' responses were reported as group percentages or whole numbers.

Data Analysis

Qualitative data analysis inspects, organizes, and transfers collected data into a form of explanation, understanding, or interpretation of the studied phenomenon (Hammarberg, Kirkman & de Lacey, 2016). The qualitative data analysis portion of a study is vital because it explains its findings. Incorrectly analyzing the data discredits the results of the study. The data was downloaded into an excel document. Downloading the data was the initial process of categorizing and coding emergent themes used to address the research questions. The descriptive statistics were analyzed through bar graphs and pie graphs, allowing the researchers to disaggregate further and analyze color-coded data while comparing and contrasting participant responses. Once survey data was completely organized into themes ranging from broad to specific, inductive reasoning was used to conclude the participants' perceptions of re-imaging teacher induction programs during a pandemic.

Procedures

The procedures for the study are outlined below:

1. An invitation flyer (Appendix A) was posted via social media groups that included a link and QR Code giving the participants access to the online google form survey. The survey asked about participants' experience in education, thoughts on the teacher induction program, and the program's effectiveness.

2. The target sample size was a minimum of 100 respondents. The target sample size was not achieved after the initial invitation to participate in the study, so two more attempts were made via social media. The target sample size was still not achieved after three attempts to invite participants. In which case, the study proceeded with the actual number of respondents who agreed to participate.

3. Surveys were completed online via google forms.

4. Results of the survey are stored in Google Drive. Email addresses were not collected to ensure confidentiality and anonymity. Additionally, access to the data is password protected.

5. The data was analyzed.

Limitations and Delimitations

Limitations to the study are that participants may be unwilling to disclose specific and truthful information, and teachers may enter schools mid-year. There may also be an unfavorable pairing of mentors to mentees, while induction program design is unique to each school. Teachers new to a school district may likely be placed into a new teachers' induction program regardless of their teaching experience years. Another limitation is that teachers identified as beginning teachers may be included in an induction program and thus be included in the study

because they are new employees to a school district but not necessarily new to the teaching profession. A delimitation of the study is that it will include individuals who are not in their first three years of teaching.

Summary

In this chapter, the researchers addressed the research methodology used to conduct the study, described the intended target population, and the procedures used to collect and analyze the data. The ethical considerations, limitations, and delimitations were also included. The researchers also discussed the rationale for the design, the research design, ethical considerations, and the data quality (i.e., validity and reliability). Other sections included in Chapter III were the research questions and the context/setting of the study. In Chapter III, the researchers discussed the plan of action necessary to conduct the study. The data collected by the researchers supported and answered the guiding research questions.

CHAPTER IV: FINDINGS

The purpose of this study was to review and possibly reimage the current teacher induction program especially needed in a pandemic period or similar unique situations. This study aimed to identify the strengths, needed improvements, and teacher perceptions of teacher induction programs during a pandemic or any similar situation. The survey was sent electronically through social media groups to determine how to reimagine the current induction program to fit the needs of the beginning teachers during a pandemic or any similar situation, thereby increasing teaching effectiveness, hence resulting in student achievement.

Research Questions

The following questions guided this case study:

RQ1: What is the current state of teacher induction programs during a pandemic?

RQ2: What needs to be altered to make teacher induction programs beneficial during a pandemic?

RQ3: What training activities can be added to teacher induction programs during a pandemic and other times for increased teacher effectiveness?

Analysis of the Findings

The research findings will aid in the re-imaging of the teachers' school-based induction program. This chapter will present data and analyze this study on teacher perceptions of teacher induction programs during a pandemic. The research findings were based on the responses to the Likert Scale and short answer exploratory responses. The following eight questions were used to collect demographic information.

1.   Are you a participant in your school's Teacher Induction Program?
2.   Gender?

3. Race?

4. How many years of experience do you have as a teacher?

5. Current School Level?

6. Current School Setting?

7. Current School Type?

8. What is your age?

The research process began with the researchers posting flyers about the questionnaire on social media groups such as *Teachers Teaching During Covid-19, K-12 Education & the COVID-19 Pandemic-Strategies for Success,* and *Teachers United.* The questionnaire remained open for four months, and 30 educators responded. Out of the 30 educators, 23 completed the survey, with seven respondents responding "NO" to the question *"Are you a participant of your school's Teacher Induction Program?"* the participants were prompted to submit the survey, which exits the participants from the survey. Their results were not included. Figure 1 illustrates the information collected for this survey question.

Figure 1

Participants

Are you a participant of your school's Teacher Induction Program?
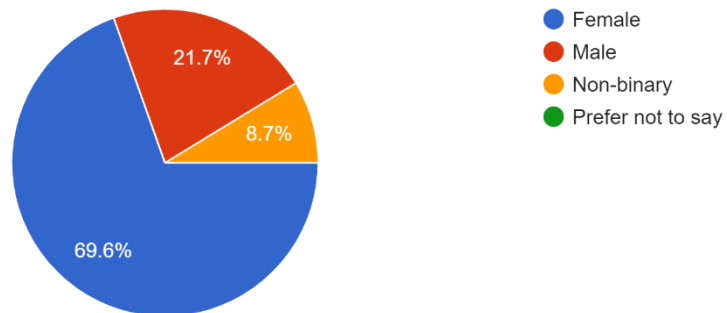30 responses

Yes
No

23.3%

76.7%
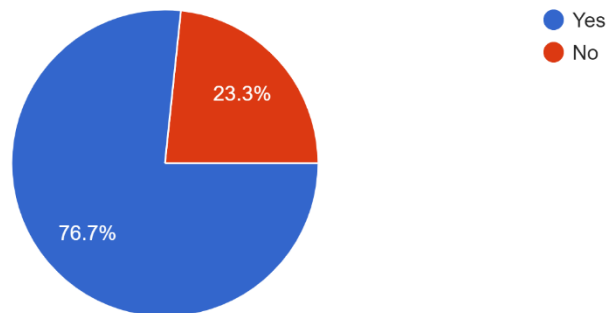
Participants were asked to identify their gender. The results yielded that the most significant percentage of respondents, 69.6%, identified as female, followed by 21.7% male and 8.7% non-binary. Figure 2 illustrates these results.

Figure 2

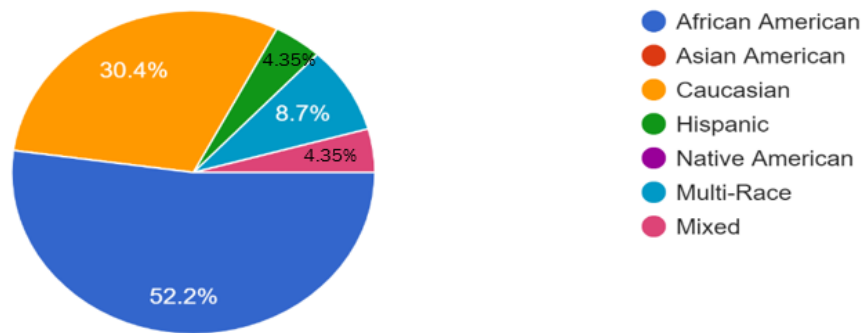*Participants' Gender*

Gender:

23 responses

Participants were asked to identify their race. The results yielded that the most significant percentage of respondents, 52.2%, identified as African American, followed by 30.4% Caucasian Multi-Race, 8.7%, and 4.35% for Mixed and Hispanic. Figure 3 illustrates these results.

Figure 3

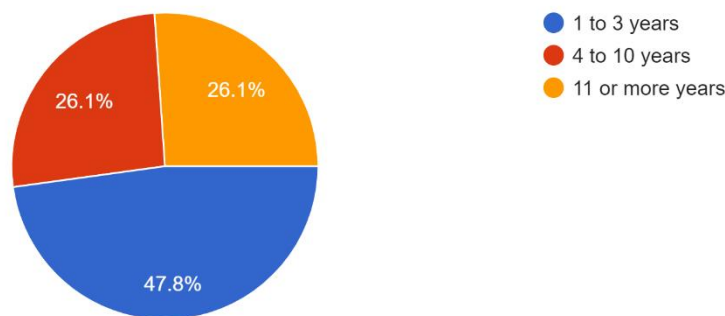*Participants' Race*

Race:
23 responses

The survey asked participants to indicate their years of teaching experience. 26.1% of

respondents have 11 or more years of experience. The categories 4-10 years and 1-3 years

compromise 26.1% and 47.8%, respectively. **Analysis.** The researchers would have preferred

more feedback from participants with less experience since they are currently in the role and may

offer the current knowledge base area of the teacher induction program. However, those

individuals with more than three years of experience are just as relevant to the continued growth

of the teacher induction program. More experienced teachers bring varying backgrounds,

motivations, experiences, and preparation levels to those embarking on their initial teaching

experience. Receiving feedback from veteran teachers sets the precedence to establish a suitable

program for all teachers to become more beneficial and effective in the classroom. Figure 4

illustrates each participant's years of experience.

Figure 4

Years of Teacher Experience

How many years of experience do you have as a teacher?
23 responses

- 1 to 3 years
- 4 to 10 years
- 11 or more years

26.1% 26.1% 47.8%

Current School Level. The demographic question asked respondents their school level, of which nearly 70% are from the secondary level and 30% are from the elementary level. 56.5% (13) of the participants responded to high school as their school level; 30.4% (3) of the participants responded to middle school as their school level; 30.4% (7) of the participants responded to elementary school as their school level. **Analysis.** The researchers wished more individuals from the elementary level had participated since each schools' program is unique to their campus culture. Figure 5 illustrates each participant's current school level.

Figure 5

Current School Level
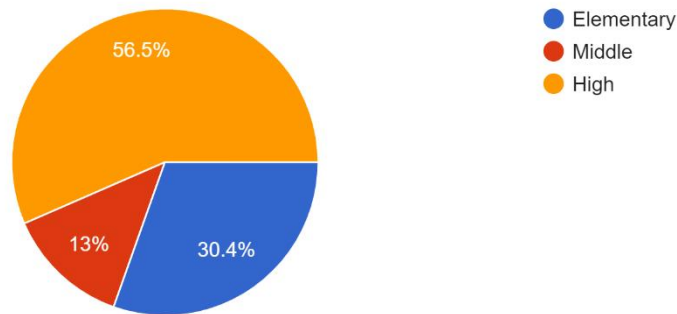
School Setting. The demographic question asked respondents about their school setting. 65.2% (15) of the participants responded that urban was their school setting. **Analysis.** Research shows that schools with low socioeconomic status and urban districts tend to have higher attrition rates.   Figure 6 illustrates each participant's current school setting.

Figure 6

Current School Setting

Current School Setting:
23 responses

65.2%
4.4%
30.4%

Rural
Suburban
Urban
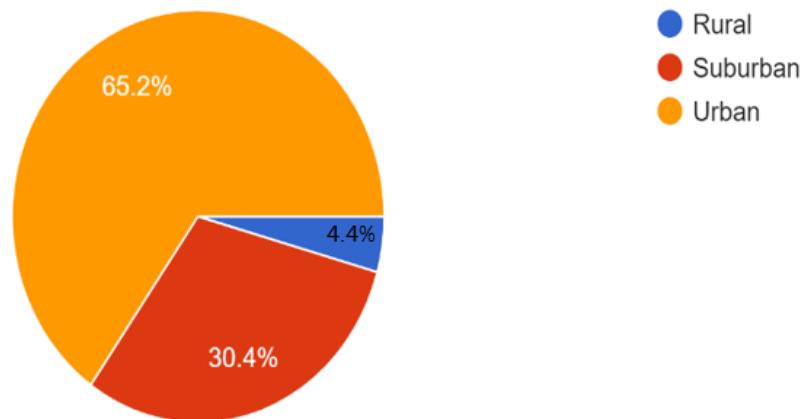
School Type. The demographic question asked respondents their school type. 87% (20) of the participants responded to public (not charter) sector **Analysis.** The researchers wished more individuals from the private and charter sector had participated); 8.7% (2) of the participants responded private sector; and 4.3% (1) Charter sector. Figure 7 illustrates each participant's current school type.

Figure 7

Current School Type

Current School Type:
23 responses
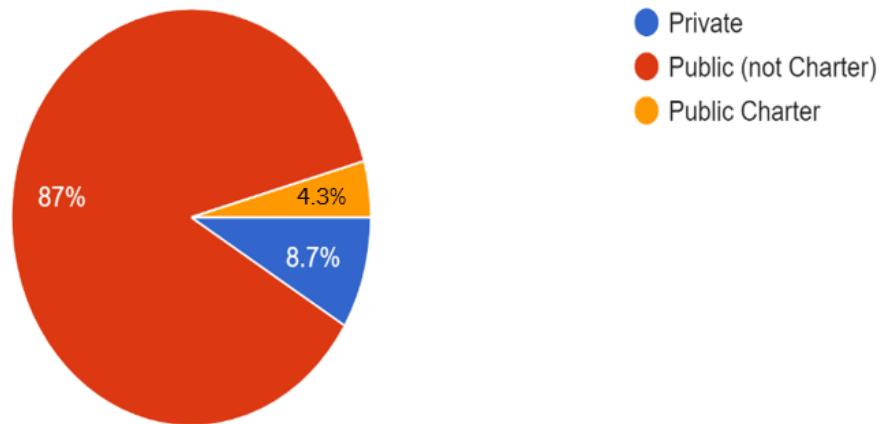
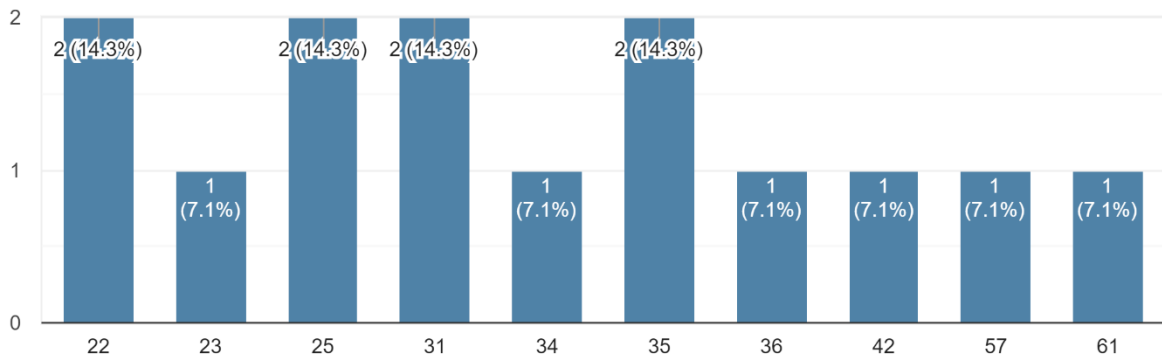The participants' age ranged from 22-61. The other nine individuals did not wish to disclose their

ages. Figure 8 illustrates each participant's age.

Figure 8

Age

What is your age? Please leave this box blank if you prefer not to answer.
14 responses

Teacher Induction Questions

There were eight Likert Scale questions, ranging from Always, To A Considerable

Degree, Undecided, Occasionally, and Seldom, allowing participants to provide feedback as they

perceive the teacher induction program at their school center.

Teacher Induction Program Effectiveness. Participants were asked to evaluate the

effectiveness of their teacher induction program. Nearly 83% of participants selected always or

to a considerable degree. **Analysis.** Although 19 of 23 participants answered this question

favorably, the researchers will look for input in the open-ended questions regarding teacher

induction program effectiveness. Figure 9 illustrates this.

Figure 9

Teacher Induction Program Effectiveness

3. To what degree do you perceive that the teacher induction program is effective?
23 responses
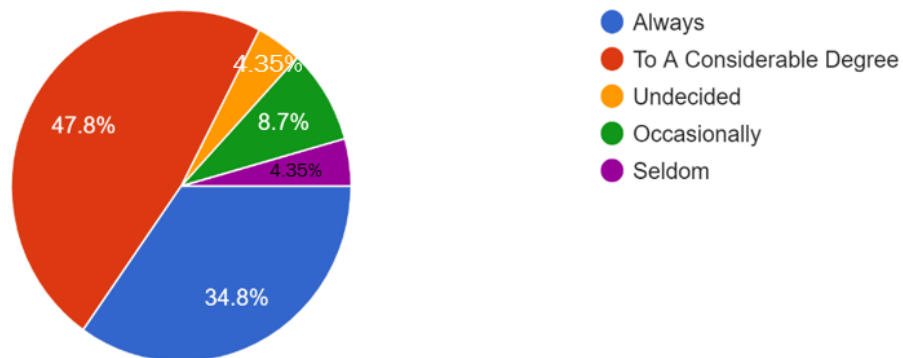
Remain In The Teaching Profession. Participants were asked whether they would remain in the teaching profession. 78% of participants selected always or to a considerable degree. **Analysis.** Although 18 of 23 participants answered this question favorably, the researchers will look for open-ended questions regarding remaining in the profession. Figure 10 illustrates this.

Figure 10

Remain in Teaching Profession

4. To what degree do you perceive that you will remain in the teaching profession?
23 responses

- Always
- To A Considerable Degree
- Undecided
- Occasionally
- Seldom

47.8%
21.7%
30.4%
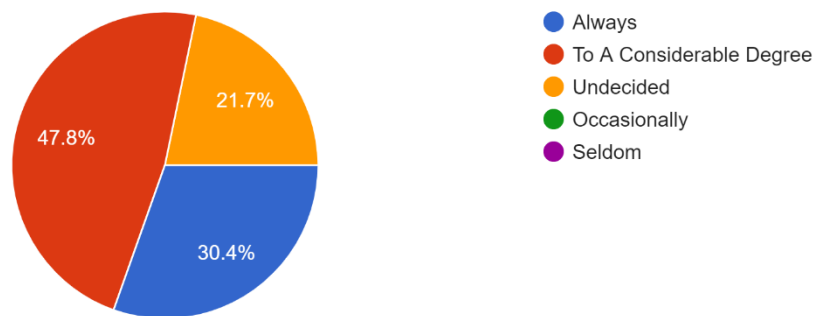
Teacher Profession Readiness. Participants were asked whether they think teachers are adequately prepared after completing the program. 65% of participants selected always or to a considerable degree. **Analysis.** Although 15 of 23 participants answered this question favorably, the researchers will look for input in the open-ended questions regarding Teacher Profession Readiness. Figure 11 illustrates this.

Figure 11

Teacher Profession Readiness

5. To what degree do you perceive that a large percentage of teachers are adequately prepared for the teaching profession after completing the teacher induction program?
23 responses
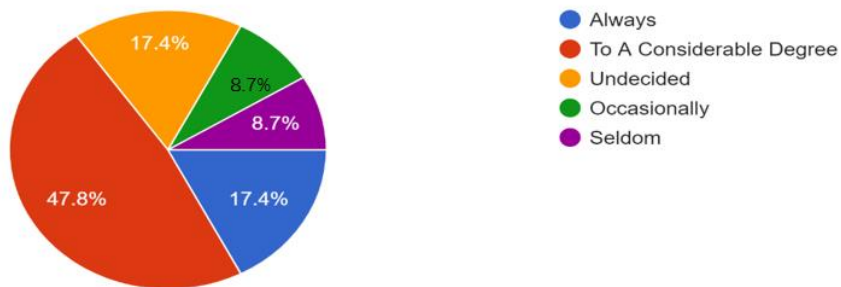
Resources Effectiveness. Participants were asked if provided with tools to improve their performance would it be effective. 74% of participants selected always or to a considerable degree. Analysis. Although 17 of 23 participants answered this question favorably, the researchers will look for input in the open-ended questions regarding resources effectiveness. Figure 12 illustrates this.

Figure 12

Resources Effectiveness

6. To what degree do you perceive the teacher induction program effective in providing teachers with tools to improve their performance?
23 responses
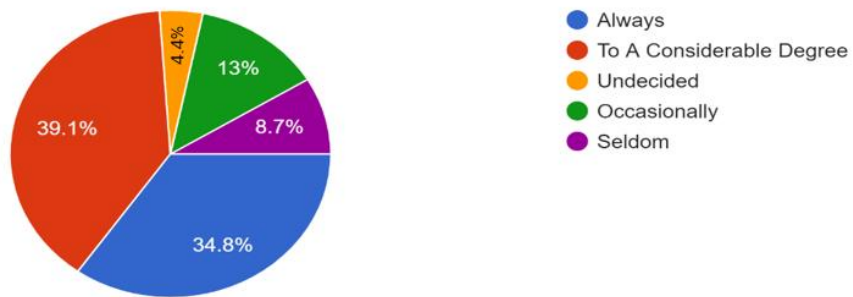
Program Duration. Participants were asked if the duration of the program was too long.

44% of participants selected always or to a considerable degree. **Analysis.** Although 10 of 23

participants answered this question favorably, the researchers will look for input in the open-

ended questions regarding program duration. Figure 13 illustrates this.

Figure 13

Program Duration

7. To what degree do you perceive the teacher induction program to be too long?
23 responses
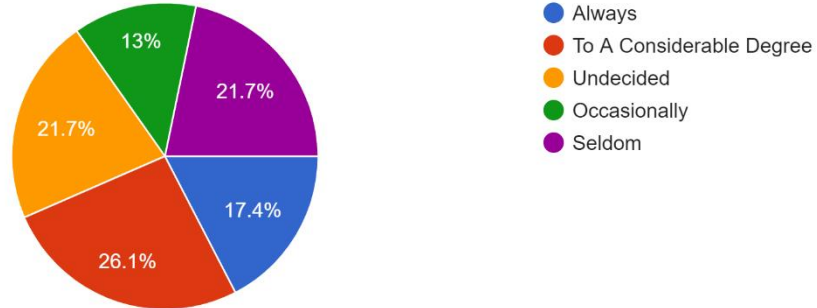
Program Flexibility. Participants were asked about the program's flexibility. 57% of participants selected always or to a considerable degree. **Analysis.** Although 13 of 23 participants answered this question favorably, the researchers will look for input in the open-ended questions regarding program duration. Figure 14 illustrates this.

Figure 14

Program Flexibility

8. To what degree do you perceive the teacher induction program to be flexible for teachers?
23 responses
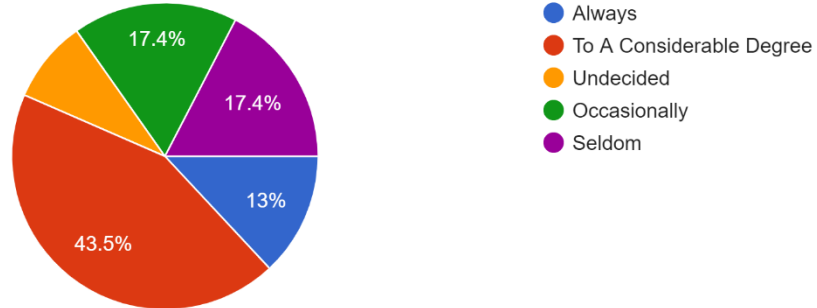
Facilitators' Accessibility. Participants were asked if the facilitators were accessible. 61% of participants selected always or to a considerable degree. **Analysis.** Although 14 of 23 participants answered this question favorably, the researchers will look for input in the open-ended questions regarding facilitators' accessibility. Figure 15 illustrates this.

Figure 15

Facilitators' Accessibility

9. To what degree do you perceive the facilitators of the teacher induction program to be accessible?
23 responses

- Always
- To A Considerable Degree
- Undecided
- Occasionally
- Seldom

17.4%
8.7%
13%
39.1%
21.7%
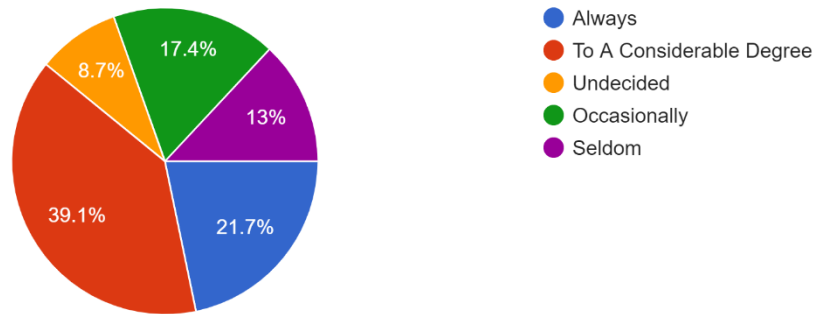
Participants' Collaboration. Participants were asked if they collaborated with other participants. 52% of participants selected always or to a considerable degree. **Analysis.** Although 12 of 23 participants answered this question favorably, the researchers will look for input in the open-ended questions regarding participants' collaboration. Figure 16 illustrates this.

Figure 16

Participants' Collaboration

10. To what degree do you perceive there is enough collaboration amongst induction program participants?

23 responses
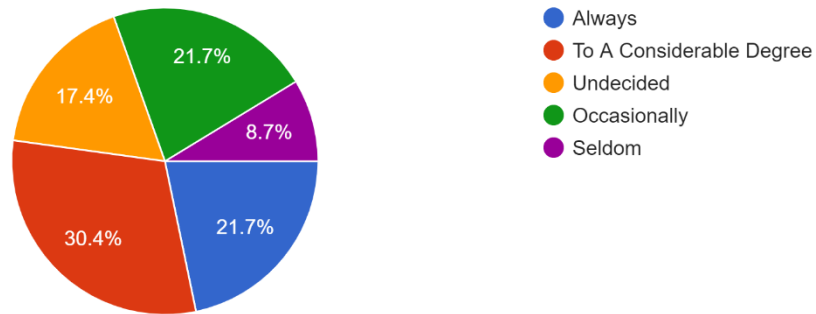
Open-Ended Questions

Questions one and two allowed survey participants to share their thoughts on their teacher induction program's strengths and recommended improvements. The final question allowed participants to provide additional comments not addressed in the previous questions. The open-ended questions were as follows:

1. What do you perceive as the strengths of the Teacher Induction Program at your school?

2. What do you perceive as the improvements that can be made regarding the Teacher Induction Program at your school?

3. Please feel free to share additional comments.

The responses were downloaded from google forms into a spreadsheet. Researchers

reviewed data looking for common themes. Data was coded based on keywords or ideas.

Researchers categorized responses into themes based on coding.

Themes. Based on question one of the survey, *"What do you perceive as the strengths of*

the Teacher Induction Program at your school?" In Kearney's (2014) findings, he identified

eight characteristics of an effective induction program: provision of a mentor; opportunities for

collaboration; implementation of structured observations; reduced teaching and time release for

the beginning teacher; teacher evaluation; opportunities for professional discussions and

communication; professional support and professional networking; and continuing professional

development. Of these eight, the themes that emerged were mentor, opportunities for

collaboration, professional support, and professional networking. Table 1 illustrates the

responses.

Table 1

Examples of responses to Teacher Induction Program Strengths

What do you perceive as the strengths of the Teacher Induction Program at your school?		
Mentors **(33.3% of responses)**	**Collaboration** **(23.1% of responses)**	**Support** **(50% of responses)**
• Veteran Teacher mentors • Assigned mentor in the same content • Assigned a buddy/accountability partner	• Peer-to-peer collaboration • Lesson planning • Common planning	• Peer observation • Designed to the culture of the school • Close working environment • Administration support • Strong support system • Safe space • On-Boarding

Suggestions to improve the program. Based on question two of the survey, *"What do*

you perceive as the improvements that can be made regarding the Teacher Induction Program at

your school? In March 2020, the COVID-19 pandemic required educators and students to shift to

emergency remote instruction. For beginning teachers, this interrupted the induction programs.

Table 2 illustrates the participants' responses.

Table 2

Examples of responses to Teacher Induction Program Improvements

What do you perceive as the improvements that can be made regarding the Teacher Induction Program at your school?		
Mentoring (33.3% of responses)	**Collaboration (23.1% of responses)**	**Support (50% of responses)**
• Online mentoring • Online coaching	• Online webinars • Online platforms	• Online courses and training

Please feel free to share additional comments. Participant #1, *teaching is very hard*

work. Participant #2, *Teacher induction programs are paramount to teacher growth. This is an*

excellent support tool. Teachers need a safe place to interact and grow without penalty.

Summary

The findings of this study revealed the perceptions that educators have for re-imaging an induction program that is designed to adequately prepare and support beginning teachers for the classroom despite the challenges they face. No one was prepared for the challenges that COVID-19 created. Induction programs must consider the barriers presented by a pandemic or similar situations that will allow program participants of teacher induction programs to fulfill the program expectations adequately. Remember, program participants are still obligated to carry out their school's expectations for teaching students, tracking attendance, student engagement, and progress monitoring. The survey participants identified components that should be included in the school-based induction program.

CHAPTER V: SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND
SUGGESTIONS

Summary

The purpose of this study was to review and possibly reimage the current teacher induction program especially needed in a pandemic period or similar unique situations. Participant perceptions concerning the support needed during these crucial periods and identification of the strengths and needed improvements during these crucial times were solicited for feedback. Teacher effectiveness and student achievement were the main points for this possible reimaging of the current induction program during the pandemic and other unique situations.

Answers to the following questions were sought for this purpose:

RQ1: What is the current state of teacher induction programs during a pandemic?

RQ2: What needs to be altered to make teacher induction programs beneficial during a pandemic?

RQ3: What training activities can be added to teacher induction programs during a pandemic and other times for increased teacher effectiveness?

A flyer (Appendix A) was posted to various social media groups to answer the proposed questions. The survey was accessed by clicking on the link or scanning the QR code on the flyer. The survey (Appendix C) consisted of closed and open-ended questions to assess the participants' experience in education, thoughts on the teacher induction program, and effectiveness. The survey (Appendix C) was posted to various social media groups to obtain a sample size of 100 participants. The survey was sent out three times to reach the minimum

sample size, and ultimately 30 individuals responded. A total of 23 surveys were included in the

study. The data was recorded and analyzed.

The findings of the study revealed and may be broken down as follows:

The current state of teacher induction programs seems to meet the minimum requirements

needed for teacher effectiveness and improved student achievement despite the outbreak of

COVID-19. However, the data indicate that there needs to be a "reimaging" of the current state

of teacher induction programs during these unique periods of the interruption of standard

program delivery. The data revealed that there needed to be some adjustments in the following

areas to improve teacher effectiveness and student learning during these critical periods:

1. The expanded use of online platforms was needed to support the classroom teacher.

2. The utilization of webinars was also beneficial for student and teacher learning.

3. Online courses and hybrid courses also need to be enhanced and available.

4. Finally, the emphasis on teacher training in technology had to be expanded.

The researchers concluded that the expansion of available services and added training,

especially in the area of technology, would enhance delivery and effectiveness to the current

induction program teacher during a pandemic and other unique times.

Conclusions

Since the purpose of this study was to review and possibly reimage the current teacher

induction program especially needed in a pandemic period or similar unique situations, it can be

concluded that though the current program somewhat meets increased teacher effectiveness and

student achievement goals, there needs to be "reimaging" of the current program to reflect a

broader scope of resources and deeper emphasis on training, especially in the area of technology.

The findings included the following perceptions:

1. The strengths of the current induction program were designed for the school's culture.

2. Mentors were a key factor in student success.

3. Support from the District was crucial

4. Modeling effective teaching was effective

5. An inviting working environment was necessary

6. Recognition for teacher effectiveness and student achievement was significant

7. Availability and training of new resources need to be emphasized

8. Finally, collaboration and working together are effective.

 However, the areas of improvement based on our research were ensuring that all teachers are equipped to support continuity of learning, provide equitable learning opportunities for all students, and provide continuous professional development with an emphasis on training, additional resources and technology during the COVID-19 pandemic and other similar situations.

Recommendations

The purpose of this study was to review and possibly reimage the current teacher induction program especially needed in a pandemic period or similar unique situations. It is recommended:

1. Encourage the school principal to take a more active role in the planning and executing of the induction process

2. Program duration minimum of two years

3. Each school center focuses on continuous learning to improve teaching practices and effectiveness.

4. Each school center analyzes students' performance data along with teacher evaluations.

5. Provide training that teachers can function in the virtual world productively

6. Provide flexibility

7. Use a hybrid approach (50% online and 50% face-to-face) for participation

8. In-service training emphasizing technology

9. Accessibility of technology tools and resources

Suggestions for further study

The study was an initial step in determining there needs to be a reimaging of the current induction program. Suggestions for further study include:

1. The study could be replicated with a more significant number of participants.

2. The researchers believe the survey instrument could be used in a future study to include participants' current roles and geographic location to provide varied perspectives and segregate the data.

3. A more in-depth study on the impact of COVID-19 on teacher induction programs resulting in teacher effectiveness and student outcome.

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APPENDIX A: RECRUITMENT FLYER AND PROCEDURES

ARE YOU A PARTICIPANT OF A BEGINNING TEACHER/EDUCATOR
SUPPORT PROGRAM?

REIMAGING THE TEACHER INDUCTION PROGRAM DURING A PANDEMIC

FLORIDA PUBLIC SCHOOL TEACHERS NEEDED FOR ONLINE
SURVEY

Benefits and Risks

This 15-20 minute online survey is strictly voluntary and no penalty will be imposed for non-participation.
At any time, participants can exit the survey and choose not to participate. There are minimal risks in
participating in the survey. There are no benefits for answering the survey questions; however, teachers
may enjoy sharing their knowledge, expertise, and assisting in increasing the knowledge base area of teacher
induction programs.

Steps to access study below!

1. Copy/type/click the following:
   https://forms.gle/uu9rCWN9PoZaz8kc6

2. Follow directions and press NEXT.

3. At the end of the Informed Consent page, by clicking "Yes", you are agreeing to participate in the survey. By
   clicking "No", you will be prompted to "click submit to finish", which exits you from the survey.

Researchers' Contact Information

If you have any questions about the research project being conducted as a part of a doctoral dissertation, please
contact Veneise Harrell at vharrell@email.lynn.edu or LaTunya Gibbs at lgibbs2@email.lynn.edu.

APPENDIX B: INFORMED CONSENT

Reimaging the Teacher Induction Program During a Pandemic

* Required

Informed Consent

Purpose of the Research
The purpose of this research is to explore the perceptions of beginning teachers regarding the Teacher Induction Program.

Specific Procedures
Your participation in this study will assist in learning about the needs or support of teachers during unprecedented times. You will be asked to answer 19 questions about the Teacher Induction Program.

Duration of Participation and Compensation
The total duration of your participation should be no longer than 15 - 20 minutes. There will be no compensation for participation.

Risks

This online survey is strictly voluntary, and no penalty will be imposed for non-participation. There are minimal risks in participating in the survey. However, if you feel uncomfortable or anxious at any time, you may press the "X" button in the upper right-hand corner of the survey to exit the survey.

Benefits

There are no benefits for answering the survey questions; however, teachers may enjoy sharing their knowledge and experience in order to contribute to the research about the needs or support of teachers during unprecedented times to improve instructional practice, promote student achievement and retain teachers.

Confidentiality

The survey is strictly anonymous and there is no identifying information. No IP addresses will be kept or known to the researchers. Survey responses will be stored on a password-protected computer for a period of two years and after that time will be deleted. This project's research records may be reviewed by the departments at Lynn University responsible for regulatory and research oversight.

Contact Information

If you have any questions about the research project, please contact Veneise Harrell at vharrell@email.lynn.edu. or LaTunya Gibbs at lgibbs2@email.lynn.edu. For further assistance, you may contact Dr. Joseph Melita, Chairperson Committee at Lynn University, jmelita@lynn.edu at 561-237-7083. Dr. Jennifer Lesh, Lynn University IRB Committee Chair, jlesh@lynn.edu at 561-237-7082.

Documentation of Electronic Informed Consent

I have had an opportunity to read the informed consent and have the research study explained. I have had an opportunity to ask questions about the research project and my questions have been answered. I am prepared to participate in the research study described above. By clicking "Yes", I consent to participating and will answer questions to the best of my ability. By clicking "No", I acknowledge that I will not participate in the study.

APPENDIX C: SURVEY PROTOCOLS AND QUESTIONS

1. *

◯ Yes, I agree and want to participate.

◯ No, I do not want to participate.

| Teacher Induction Program | A program of support for those with less than three years of instructional experience, new to the district, or returning to the district after a break in service. This program supports the state's required Professional Educator Competencies. |

2. Are you a participant of your school's Teacher Induction Program? *

◯ Yes

◯ No

Demographic Information

3. Gender: *

◯ Female

◯ Male

◯ Non-binary

◯ Prefer not to say

4. Race: *

      ⬭ African American

      ⬭ Asian American

      ⬭ Caucasian

      ⬭ Hispanic

      ⬭ Native American

      ⬭ Other: _____

5. How many years of experience do you have as a teacher? *

      ⬭ 1 to 3 years

      ⬭ 4 to 10 years

      ⬭ 11 or more years

6. Current School Level: *

      ⬭ Elementary

      ⬭ Middle

      ⬭ High

7. Current School Setting: *

◯ Rural

◯ Suburban

◯ Urban

8. Current School Type: *

◯ Private

◯ Public (not Charter)

◯ Public Charter

◯ Other: _____

9. What is your age? Please leave this box blank if you prefer not to answer.

_____

Survey Questions

For questions 1 and 2, please feel free to write as much or as little as you would like. Summarization and bullet points are acceptable for these questions. Full sentences are not mandatory.

10. 1. What do you perceive as the strengths of the Teacher Induction Program at your school? *

_____
_____
_____
_____
_____

11.   2. What do you perceive as the improvements that can be made regarding the
      Teacher Induction Program at your school? *

      _____
      _____
      _____
      _____
      _____

12.   3. To what degree do you perceive that the teacher induction program is effective?
      *

      ( ) Always
      ( ) To A Considerable Degree
      ( ) Undecided
      ( ) Occasionally
      ( ) Seldom

13.   4. To what degree do you perceive that you will remain in the teaching profession?
      *

      ( ) Always
      ( ) To A Considerable Degree
      ( ) Undecided
      ( ) Occasionally
      ( ) Seldom

14. 5. To what degree do you perceive that a large percentage of teachers are adequately prepared for the teaching profession after completing the teacher induction program? *

  ◯ Always
  ◯ To A Considerable Degree
  ◯ Undecided
  ◯ Occasionally
  ◯ Seldom

15. 6. To what degree do you perceive the teacher induction program effective in providing teachers with tools to improve their performance? *

  ◯ Always
  ◯ To A Considerable Degree
  ◯ Undecided
  ◯ Occasionally
  ◯ Seldom

16. 7. To what degree do you perceive the teacher induction program to be too long? *

  ◯ Always
  ◯ To A Considerable Degree
  ◯ Undecided
  ◯ Occasionally
  ◯ Seldom

17. 8. To what degree do you perceive the teacher induction program to be flexible for teachers? *

- ⬭ Always
- ⬭ To A Considerable Degree
- ⬭ Undecided
- ⬭ Occasionally
- ⬭ Seldom

18. 9. To what degree do you perceive the facilitators of the teacher induction program to be accessible? *

- ⬭ Always
- ⬭ To A Considerable Degree
- ⬭ Undecided
- ⬭ Occasionally
- ⬭ Seldom

19. 10. To what degree do you perceive there is enough collaboration amongst induction program participants? *

- ⬭ Always
- ⬭ To A Considerable Degree
- ⬭ Undecided
- ⬭ Occasionally
- ⬭ Seldom

Thank you for your Participation

Thank you for taking the time to complete this survey.

20.   Please feel free to share additional comments:

_____

_____

_____

_____

_____

APPENDIX D: IRB APPROVAL

LYNN
UNIVERSITY

Institutional Review Board
3601 North Military Trail
Boca Raton, FL 33433
T: 561-237-7082
561-237-7000 | lynn.edu
Jennifer J. Lesh, PhD, Chair

DATE: 07/07/2021

TO: Veneise Harrell and LaTunya Gibbs
FROM: Jennifer Lesh
PROJECT NUMBER: 20.23
PROTOCOL TITLE: *Reimaging The Teacher Induction Program During a Pandemic*
PROJECT TYPE: New Project
REVIEW TYPE: Expedited Review

ACTION: APPROVED
APPROVAL DATE: 07/07/2021
EXPIRATION DATE: 07/06/2022

Thank you for your submission for this research study. The Lynn University IRB has APPROVED your NEW Project. This approval is in accordance with 45 CFR §46.111 Criteria for IRB approval of research. All research must be conducted in accordance with this approved submission.

It is important that you retain this letter for your records and present upon request to necessary parties.

- This approval is valid for one year. **IRB Form 4: Application to Continue (Renew) a Previously Approved Project** will be required prior to the expiration date if this project will continue beyond one year.
- Please note that any revision to previously approved materials or procedures must be approved by the IRB before it is initiated. Please submit **IRB Form 5 Application for Procedural Revisions of or Changes in Research Protocol and/or Informed Consent Form 1 of a Previously Approved Project** for this procedure.
- All serious and unexpected adverse events must be reported to the IRB. Please use **IRB Form 6 Report of Unexpected Adverse Event, Serious Injury or Death** for this procedure.
- At the completion of your data collection, please submit **IRB Form 8 IRB Report of Termination of Project.**

If you have any questions or comments about this correspondence, please contact the chair of the Lynn University IRB, Jennifer Lesh (jlesh@lynn.edu).

Jennifer J. Lesh, Institutional Review Board Chair

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