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A CASE STUDY REGARDING INDUCTION SUPPORTS AND ACTIVITIES AND THEIR IMPACT ON SUCCESSFUL TEACHER RETENTION

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**A CASE STUDY REGARDING INDUCTION SUPPORTS AND ACTIVITIES
AND THEIR IMPACT ON SUCCESSFUL TEACHER RETENTION**

Alicia Ponds

Educational Leadership Doctoral Program

Submitted in partial fulfillment

of the requirements of

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Acknowledgements

“We know that highly successful schools and school districts are successful because they TRAIN, SUPPORT, and RETAIN the most effective teachers.”
~ Harry Wong

Dear Readers,

I acknowledge Concordia University, St. Paul for their role in my achievement of the Education Leadership Doctorate. I thank the faculty and staff for an incredible experience. I am both humbled and honored to have spent the last four years with so many learned and experienced mentors.

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With Sincere Appreciation,

Alicia Ponds
Teacher

“When you see something that is not right, not fair, not just, you have to speak up. You have to say something; You have to do something.”
~ Congressman John R. Lewis

Abstract

At the end of every school year, new teachers either stay or leave public classrooms. Multiple challenges drive these new teacher choices. State, district, and local administrators struggle to fill teacher vacancies. New teacher departures challenge schools with the maintenance of an attractive work environment and provision of quality student education. This case study shares how five successful Minnesota educators apply extrinsic activities and intrinsic supports to not only meet these challenges, but effectively respond to the 2019-2020 onset of the COVID-19 pandemic. Through research interviews, this qualitative study analyzes intrinsic supports and extrinsic activities in relation to positive teaching experiences, new teacher retention, and student success.

Keywords: extrinsic activities, intrinsic supports, retention, attrition, mentor

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Chapter One – Introduction

This qualitative case study examines new teacher induction programs that serve novice teachers who choose to make a difference in students' lives. Induction programs are professional development opportunities that combine local school and district information into various workshops and activities. These induction activities serve a diverse group of new teachers from different personal and professional backgrounds. Some new teachers are recent college graduates. Others leave corporate careers to teach preferred educational genres while others reenlist as new teachers by transferring from other school locations. Regardless of new teachers' differing backgrounds and school destinations, school district induction programs provide new teachers the same customary information and activities. This sharing of information is the same for first year teachers as well as transferring or migrating teachers. There are multiple types of induction supports and activities necessary to start new teachers at their new school. This qualitative case study includes new teacher extrinsic and intrinsic supports and activities.

Even with state, districts', and schools' best efforts, Richard Ingersoll (2012) estimates that up to 50 percent of those who become teachers quit within five years. This is a figure that has been widely shared, yet teacher shortages continue to exist even though over 90% of all teachers nationally report participating in an induction program (Ingersoll, 2012, pp. 47–51). However, the National Education Union (NEU) still found that more than 26% of those with less than five years experience plan to quit by 2024 (NEA, 2019).

Many states require mandatory induction programs for new teachers (Goldrick et. al, 2012). The two supports most readily used to introduce new teachers to their new school are traditional orientation programs and a variety of mentorship styles. From district-to-district, and even school-to school, these inductions and mentoring activities start the process of school

policies, procedures, and schedules knowledge. These induction supports and activities are important because teachers demonstrate the greatest improvements in their teaching in their first years of teaching, induction supports should provide opportunities to gain additional layers of experience within the first days and years of teaching. Experience is important because new teachers outperform “...low veteran teacher-performers who rarely improve significantly. Even after three years, most low performers perform worse than the average first-year teacher” (Jacob, 2012, p. 15). Necessary experience starts during induction activities that either assist retention or enable attrition. The impact of extrinsic and intrinsic supports provides new teachers experience to knowledgably make the decision whether to stay or leave. This case study will investigate effective induction supports that impact new teacher retention, and in return, student success.

Extrinsic Activities and Intrinsic Supports

For new teachers, extrinsic induction activities and engagements include district orientation, school pre-planning, district mentors, school mentors, new teacher meetings, professional development, and classroom training, which are more district or school specific. First, extrinsic activities start the new teacher onboarding process along with forming temporary or career relationships. While learning from experienced educators, new teachers have opportunities to learn and absorb information specific to their individual teaching journey – including information such as state policies and procedures, district calendars, school traditions, course standards, and curriculum objectives. Tools to manage safe, ethical, and equitable learning environments are nurtured during these activities. Shared stories about the culture of the school, teachers, and staff establish teachers as part of the team.

As a counterpart to extrinsic activities, intrinsic supports include self-motivation, lifestyle balance, and collaborative efficacy, which starts the enablement of owning the decision to teach.

These intrinsic supports allow new teachers to envision the ideal student learning environment through collaborative conversations that determine gaps between the current teaching reality and the ideal state (Correll, 2017). Juliet Correll (2017) suggests that collaborative, extrinsic activities emphasize *what* in teaching while intrinsic supports illustrate *how* new teachers model their expectations and facilitate learning for students. During effective extrinsic activities, new teachers start to develop a sense of belonging and essential attributes that contribute to the growth of intrinsic factors. Though provided by districts and schools, new teacher extrinsic knowledge does not always include intrinsic or personal contributions. By combining intrinsic supports with standard induction activities, induction programs become a catalyst in helping new teachers personally find belonging and purpose early in their teaching professions. To professionally develop new teachers, preparation and school coaching programs must go beyond pedagogical and classroom-management strategies, the missing ingredients in the reformation of teacher preparation and development programs (Rebora, 2018). This research shows that both extrinsic and intrinsic induction supports and activities are collaboratively necessary for new teacher retention whether in the classroom or virtual learning.

Overall teaching experience is progressively gained through induction activities, activities crucial to new teacher and student success. Schools measure teaching success by “Value-Added Modeling (VAM) scores, classroom observations, and stakeholder surveys” (Irvine, 2019, p. 6). However, research shows more effective induction supports and activities make a difference at earlier stages of new teacher professional development. Without attention to both extrinsic and intrinsic supports and activities, some new teachers fail to reach their potential; they find a lack of fulfillment in teaching, lose their desire to make a difference, and do not mature as educators. Depending on the effectiveness of both intrinsic supports and extrinsic

activities, new teachers are unlikely to reach their fulfillment as educators and more likely to leave education. However, a balance of professional and personal supports influences positive impact on retention rates among new teachers. Through more positive experiences, teachers are made more resilient. Professional identity and brand, skill development, curriculum and instruction specialization, and proven results all compose more sustainable teachers. They become participation-managers in their professional and academic careers.

New employee orientation gives teachers information on organizational structure, policies and procedures, annual schedules, access to technology and training, and access to support personnel. When new teachers connect or fit with their school through school communications, projects, and activities, constructive relationships form between co-workers, students, and parents. New teachers gather monthly in collegial meetings to discuss specific school, classroom, and student questions and issues. Technology training provides information on software applications to such things as communications, teacher and student attendance, grades, and curriculum. Teacher incentives such as tenure, recognition, responsibility, professional growth, and voice serve to elevate teacher retention. The role of administrators is the provision of annual evaluations and feedback from classroom observations. Both internal and external mentorships play a crucial role in new teacher retention by providing additional intrinsic supports.

Intrinsic supports such as personal reading, national workshops, graduate school, families, and external mentorships increase opportunities for positive teacher experiences. Personal reading stems from individual teaching passions such as curriculum and academic interests as well as interests in career paths and self-care. Other intrinsic supports include educational workshops, conferences, and conventions that provide exposure to innovations and

camaraderie with national and international educators. New teachers reared in educator families are exposed to the more intimate side of the education culture. To assist new teachers with developing relationships, some schools provide catered luncheons and other opportunities to meet administrators, staff, and other teachers. These introductory meetings usually happen prior to the first day of a new school year.

Statement of Problem

When new teachers choose to leave, schools must dutifully continue to serve students under the potential pressures of teacher shortages. Teacher shortages create challenges for all stakeholders involved. With shortages, the workloads of other teachers, staff, and administrators increase. Varying by subject area, location, and student population, “more than 40 states report shortages in several subject matter areas, such as mathematics, science, and special education, and more than 30 report shortages in a number of other fields, ranging from career technical education to bilingual education” (U.S. Department of Education, 2017). Teacher shortage evidence shows that in 2016-2017 over 69% of the districts surveyed reported a lack of sufficient candidates for open positions (American Association for Employment in Education, 2017, p. 2), which reduced the number of human resources to complete school projects and activities. The abandoned responsibilities of new teachers who leave also increases the need for human resources that facilitate student testing, attrition, behavior, safety, attendance, and disability tasks. Working along with veteran teachers, new teachers are also required to become resources aiding in their schools’ shortage by covering classes, safety duty, and student activities. These extra duties simultaneously occurred while new teachers were developing their new extrinsic and intrinsic teaching tools for their new job.

Ineffective Induction Supports and Teacher Shortages

In any organization, employee turnover impacts the production and fluency of results. High new teacher turnover impacts student success. In Leslie Kaplan and William Owings' research (2004), they show that success includes consistently increasing graduation requirements, curriculum standards, high stakes testing, and new teacher retention (p. 1). More than ten years ago, Kaplan & Owings (2004) predicted that 200,000 new teachers would be needed because of teacher attrition due to job dissatisfaction, voluntary transfers, and pursuit of other careers. The need for these new teachers, then and now, impacts student achievement.

As the job market continues to strive to regain full movement after the 2007 Great Recession, national public schools are continuously losing economically from the loss of tax dollars and the cost of teacher attrition (Griffin, 2020). The cost of supporting a repeating cycle of hiring, training, and losing teachers negates the overall growth of schools and, again, student success. Today, as some students are moving beyond the Great Recession's aftermath, others are remaining consistent with students who experienced significant declines in graduation rates before the Great Recession. The decline is then followed by a steep increase in graduation rates. Beginning in 2009, these results suggest that the recession created "a counter-cyclical demand for education" (Mordechay, 2016, p. 47) and reinforces evidence that a loss of teachers impacts overall student success.

In Minnesota, the 2017 Public School Report of Teacher Supply provides teacher shortage data which discloses that "Teacher attrition had a 46% increase since 2008-2009 school year stemming from the previous 2009 economic recession. The report states that teachers most commonly leave due to retirements, promotions, transfers, layoffs, or terminations" (Minnesota Educator, 2017). The biggest retention barriers are a competitive job market and low salaries,

which reduces the number of potential teacher applicants. This issue includes the need for special education, math, science, and rural teachers. Within a four-year span, these shortages increased the number of non-licensed ‘community expert’ teachers from 367 to 867 (Minnesota Educator, 2017).

During the 2020 Spring Break and prior to interviewing participants, there was limited United States research regarding the pandemic’s impact on public schools. However, four months later in July 2020, the impact of COVID-19 had Minnesota’s governor and school administrators seeking answers as schools prepared to reopen for the 2020-2021 school year. COVID-19 prompted the governor’s decision to move to all-distance learning for the remainder of the school year (Minnesota Department of Education, July 2020). This decision impacted teachers not prepared for uncharted shifts in traditional learning activities and supports as

Minnesota used a localized, data-driven approach that allowed school districts and charter schools to operate in a learning model that is responsive to the prevalence of COVID-19 cases in their community. The plan prioritizes safe learning for all Minnesota students, including requiring school districts and charter schools to give families the option to choose distance learning for their student no matter which learning model their school is implementing (Minnesota Department of Education, July 2020, p. 1).

According to the Minnesota Department of Education, its public schools incurred operational costs for COVID-19 expenses like cleaning and screen supplies, technology, Wi-Fi, and mental health supports; and support to boost student, family, and educator support, such as digital training, tutors, translation services, and professional development (July 2020).

The number of Google search results for the phrase “School Reopening” was 333,000,000 results on July 18, 2020 during this time of uncertainty as decision-makers scrambled for answers. Engulfed in national politics and safety uncertainties, school leaders and teachers knew *what* was necessary for student education yet faced challenges with *how* to reopen schools. The number of new and veteran teachers returning for the 2020-2021 school district was uncertain. Districts were seeking solutions for student learning options including virtual teaching options. The Lansing State Journal (Johnson, 2020) reports that

In the age of COVID-19, a growing number of teachers were worried about returning to the classroom. Many were considering leaving their schools, leaving the profession, or retiring altogether. ‘I never thought I would consider retiring at 55. I never thought that would be a decision I would have to make,’ said Knighton, who has been teaching for 30 years. But I am absolutely looking into what my payout would be, what our finances would be and what would be the possibility of retiring from public school and doing online teaching as a way not to let go of teaching.

As Minnesota debated virtual learning over traditional brick-and-mortar school settings (KSPT News, 2020), their new teachers for the upcoming school year were missing the traditional face-to-face activities such as orientation with veteran teachers, administrators, and staff. In previous Minnesota research, “Orientations have been shown to be one way to introduce teachers to a district (e.g., culture, personnel, curriculum, students, buildings, procedures). Traditionally, welcoming teachers and making them feel part of the district, school, and community resulted in teacher retention” (Bertucci, 2009,

p. 2), which now became a potential challenge with eLearning 1.0, the first phase of COVID-19 distance learning.

Teacher Shortages and Student Success

Induction supports impact teacher retention, which impacts student success. Without effective new teacher induction supports, schools spend valuable learning time trying to manage new teacher losses, which cripples student learning resources. Research conducted by Ronfeldt et al. (2013) shows that high teacher turnover rates negatively impact student achievement for all the students in a school, not just those in a new teacher's classroom. Imagine the loss of a family member within a home; the impact changes not only the presence of the missing family member, but also the family's organizational design, structure, and culture. The same is true for small, medium, and large schools. When one or more new teachers leave, filling the void of those resources falls on the remaining teachers, staff, and administrators at the school. To add to the impact of new teachers leaving, "These rates are highest in schools serving low-income students and students of color as reported by The Office for Civil Rights. Thus, students in these hard-to-staff schools disproportionately suffer the consequences of both turnover and shortages through substitute teachers, canceled classes, and inexperienced, underprepared, and uncertified teachers" (Darling-Hammond et al., 2017, p. 1).

This is compounded by the fact that uncertified teachers are not always familiar with the course objectives, standards, and curriculum, which decreases the efficiency of classroom learning. Many low-income students already face home life challenges before coming to school, and with the addition of inconsistencies with inexperienced teachers, the potential for learning losses increases.

To remedy teacher shortages, school districts support classroom learning by relying on uncertified, unlicensed, untrained, and sometimes unprepared, novice teachers, as well as long-term substitutes. With the onset of COVID-19, “substitute teachers are now in high demand, as state guidelines suggest any teacher, student or other school employee exposed to COVID-19 must quarantine for 14 days before returning to school. At the same time, many substitutes are either not planning to teach this year or waiting to see how things look once schools open” (Williams, 2020, p. 3). Substitutes’ decision to not return impacts the need for prepared teachers. Without being properly prepared, the replacement teachers’ attempt to facilitate student behavior problems, classroom management issues, and school culture challenges collectively result in diminishing student success. To reduce teacher shortages and promote teacher retention, state and district educational agencies still strive to provide both induction and mentoring activities for new teachers using various induction supports and activities.

Research Purpose

The purpose of this qualitative case study is to investigate and determine effective intrinsic supports and extrinsic activities that impact new teacher retention. Extrinsic supports explain the *who*, *what*, *when*, and *where* regarding teaching, and intrinsic supports emphasize the *why* and *how* of teaching. This case study will solely focus on identifying new teachers’ professional and personal induction supports that are either extrinsic or intrinsic. Furthermore, it identifies ways to collaboratively include both intrinsic and extrinsic activities in new teacher induction activities. To properly frame induction data, a timeline will be developed that includes when induction supports occur

for new teachers. Any outlier data, such as induction support's successes and challenges, assist labeling research data categories for analysis.

This case study's analysis of extrinsic and intrinsic supports provides insights for educational systems related to teacher retention leading to teacher shortages. Examining and determining why new teachers leave or stay during beginning years of teaching is crucial to reducing the high cost associated with teacher departures and replacements. For example in 2017, filling a teacher vacancy cost \$21,000 on average, with estimations that the total annual cost of turnover was \$7.3 billion per year, a cost that exceeded \$8 billion that year (Carver-Thomas & Darling-Hammond, 2017; Learning Policy Institute, 2017; Carroll, 2007). Consequently, the ultimate monetary and non-monetary results are affecting student learning, which subsequently hinders student achievement. Even with increasing efforts to retain teachers, the number of teacher shortages continues to grow, particularly at the end of each school year. To positively influence new teacher retention, both extrinsic and intrinsic collaborations are necessary.

In addition, uncertain funds are necessary to assist COVID-19 teacher preparedness programs. This includes new and uncertain induction supports "necessary for more flexibility from states to move coursework and practicum hours online and to temporarily remove or reduce the number of weeks or consecutive days of required in-person teaching experience" (Williams, 2020, p. 1) as all teachers are thrust into the category of new teacher.

In this case study, the research articles provide insight regarding historical and current induction programs and induction supports. The study also includes research regarding teacher shortages, teacher turn-over, levels of induction, beginning teachers,

early-career teachers, recruitment, and retention. These informational resources include both extrinsic and intrinsic induction factors. Given the undetermined rate of teacher attrition in this global pandemic, this research is timely and relevant due to potential shortages throughout state, district, and school organizations.

Research Questions

To better understand the problem of teacher attrition and the role induction programs may play in addressing this problem. The following questions are an overall guide for this research:

1. What are **extrinsic activities** impacting a teacher's decision as to whether they will return for another year of teaching?
2. What are the **intrinsic supports** impacting a teacher's decision as to whether or not they will return for another year of teaching?

Significance of Case Study

Federal, state, and local entities are continuously looking for teacher shortage solutions. Current public schools differ from historical public schools ten or twenty years ago. Passion and empathy were the sole driving forces for many teachers historically. Even now, many teachers still have passion and empathy, but are challenged with unprecedented low pay rates, classroom management issues, administrative perceptions, and testing schedules that impede enjoyment of the profession. Today, teachers – especially women – have more employment opportunities that outweigh the benefits of current classroom teaching. The employment factors along with others have created a teacher turnover rate in the education sector that is higher than any other sectors (Richardson et al., 2008).

This data indicates that solutions are needed to make new teachers' classroom time more beneficial and enjoyable. When identifying effective extrinsic and intrinsic induction supports, policymakers and planners can adjust procedures to accommodate new teachers' current induction and mentoring needs. More importantly, identifying effective supports are necessary for retention, because new teacher induction programs need more intentional, aligned, and collaborative supports (Rebora, 2018) combined with induction activities.

Another population with a small teacher presence is Black and Native American teachers. According to the Minnesota Public Radio (MPR) News reporter Hannah Yang (2020), "Nationally, the U.S. Department of Education projects that by 2024, students of color will make up 54 percent of the student body in public schools, but 82 percent of educators in elementary and secondary schools are white, and only 20 percent are people of color" (p. 3) with many sharing the same cultural experiences of students of colors. Teachers of color are necessary role models, mentors, and advocates for students of color:

To address teacher shortages and diversity in the workforce, Minnesota State University, Mankato is partnering with eight school districts that received \$376,000 in grants from the Minnesota Department of Education. To recruit more teachers of color by 2 percent with a goal to match the diversity among students by 2040. It included a \$1.5 million appropriation for mentoring teachers of color and retention incentive grants, but the bill failed to advance in a session dominated by coronavirus pandemic discussion (Yang, 2020).

Brief Overview of Previous Research

The research on teacher shortage includes different types of induction and mentoring support investigations that lead to either new teacher retention or attrition. For instance, Richard Ingersoll (2012) writes that

collectively, getting multiple induction components had a strong effect on whether beginning teachers stayed or left. Moreover, as the number of components in the induction packages increased, both the number of teachers receiving the induction package and the likelihood of their turnover decreased (p. 50).

With different induction supports commonly practiced, few research projects offer new effective and trending strategic tools to integrate within current induction and mentoring systems. One exception is that “teachers who are Black and who work in schools with more students who speak English as a second language report higher levels of induction support” (Ronfeldt & McQueen, 2017, p. 396). However, overall induction programs are standard and have reflected extraordinarily minimal change over the last two decades. This study tests Ronfeldt and McQueen’s statement by researching in a school district with English as the primary student language.

The topic of teachers leaving the profession in small or large numbers and its impact on student success continues to be researched in journal articles and dissertations. With the United States facing major teacher shortages, school systems across the country are grappling with the challenge of building and maintaining a high-quality teacher workforce for all students, and researchers are responding to this need (Sutcher, et. al, 2019). Findings show that induction supports “provide beginning teachers with some initial information about the school, policies, procedures, plans, and progress so that they can more quickly shift their focus onto instruction”

(Ohio Department of Education, 2019, p. 10) to assist student success. Extrinsic activities and intrinsic supports are necessary for new teacher retention (Moore, 2016). Keeping the benefits of induction supports more applicable and flexible for new teachers, there should be more collaborative supports with both extrinsic and intrinsic integrations. I believe that this case study's research will save new teachers time and effort while strategically reducing their learning curve with more personalization and rigor. As this case study explores both extrinsic and intrinsic supports that occur during the new teacher induction activities, the following research findings will add to the investigation.

Position of Researcher

Educational trendsetters Janice Mobley, Nancy Buckles, and Debbie Fischer mentored my first years of teaching. They provided extrinsic activities in classroom management, scheduling, curriculum writing, and lesson planning. These educators provided the opportunities to build situational survival skills in the business department and in the field of education. Each took care to protect and guide me through my first experiences on unfamiliar terrain. Their clear beneficial induction process influenced my choice to stay in public education.

Rose Mack of Youth Engineering Society (YES) developed me as a center coordinator, a robotics coach, a math coach, and a program developer. She taught me to take extrinsic activities and turn them into results for the broadest spectrum of students. My work with Rose Mack exposed me to multiple learning programs: Center for Advanced Technology (CAT) program, Advanced Placement (AP), Title I, and the free and reduced lunch program. The YES program included students and parents from diverse socioeconomic backgrounds and so taught me the importance of parental involvement across multiple communities of meaning.

In my experience, the COVID-19 pandemic afforded a stronger incorporation of parents into the educational process. During distance learning, a greater number of parents were incorporated into the processes of their children's learning experiences, often working side-by-side with their children to understand processes, tackle rapidly adapting technology platforms, and completing assignments. I have experienced COVID-19 increasing not only the learning of students, but also of their family members; these family members are also learning the educational classroom processes.

Increased parent incorporation was not the only pandemic-prompted response revealed in this study. During the last quarter of the 2019-2020 school year, research participants relied on former mentors and previously acquired skills to successfully navigate the unknowns of COVID-19 distance learning. Distance learning forced hard conversations about technology, parent involvement, and learning that otherwise would not have happened. These conversations positively impacted teacher-parent relationships and highlighted the inability of some teachers to build bridges between themselves and parents.

The compilation of my current and prior teaching experiences and observations fired my resolve to remain in public education. My extrinsic induction experiences and my experiences with intrinsic supports ignited my desire to see different national levels of learning. After teaching at schools with differing cultures, grade levels, and diverse learning settings, I developed more teacher tools to benefit students over the years. In this case study, I find the same for my new teacher participants.

Definition of Terms

With differing induction supports from state-to-state, district-to-district, and even school-to-school, induction and retention vocabulary may differ. To better understand the research, the

following definition of terms are general for all induction programs in this research:

Attrition. Teacher attrition happens when classroom teachers transfer to another teaching position, district position, or external position. New teachers who migrate to other schools are included in attrition totals. Whether voluntary or involuntary, the cause of attrition impacts continuous retention.

CDC. “The Center for Disease Control and Prevention (CDC) is one of the major operating components of the Department of Health and Human Services. CDC is aggressively responding to the global outbreak of COVID-19 and community spread in the United States” (CDC, 2020).

COVID-19. “COVID-19 is a disease caused by a new strain of coronavirus. ‘CO’ stands for corona, ‘VI’ for virus, and ‘D’ for disease. Formerly, this disease was referred to as ‘2019 novel coronavirus’ or ‘2019-nCoV.’ The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold” (Unicef, 2020, p. 3). The disease is causing a pandemic that impacts standard operations of schools, business, and home life.

Distance Learning 1.0 and 2.0. The first round of distance learning was the first experiment with moving from classroom-to-home for students. In technological terms the first round is 1.0. The second round, which provides improvements and more learning choices, is 2.0. The 2020-2021 new school year eLearning 2.0 includes brick-and-mortar, blended, and eLearning student choices.

Efficacy. Bandura (1986) defines efficacy as “a group’s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment” for student success (Hattie, 2017, p. 2). With group efficacy, new teachers can find a sense of

belonging within their schools, departments, and committees by sharing their individual unique characteristics and what motivates them.

Extrinsic activities. This case study will focus on extrinsic activities such as induction programs, mentoring, and relationships. Extrinsic activities derive from information about the school environment such as learning facilities, supportive resources, and corporate information. Also considered hygiene factors, extrinsic activities are “job security, salary, fringe benefits, tenure, work conditions, good pay, paid insurance, and vacations” (Herzberg, 1964).

First-Ring District. A school district located in a first-ring inner suburb. The historic suburb is economically well established.

Induction. Induction is synonymous with new hire onboarding. Induction is the process of helping employees adjust to social and performance aspects of their new jobs quickly and smoothly through recruiting, orientation, and mentoring (Bauer, 2010). Comprehensive induction supports have incorporated engaging activities initiated during the recruiting process, continued through orientation, and carried through mentoring activities during the first years of teaching (Campbell, 2015; Doke, 2014; McNeill, 2012; Robb, 2012).

Intrinsic Supports. This study will include lifestyle, efficacy, and motivational intrinsic supports that impact teacher retention. Intrinsic supports derive from teacher self-management and personal problem solving. Intrinsic supports are circumstantially positive or negative depending on the teacher and the immediate situation. Examples of positive intrinsic supports that promote self-motivation include enthusiasm, humor, empathy, warmth, patience, confidence, tolerance, good lesson plans, professional ethics, and presentations. Other intrinsic supports that may be both positive or negative include money management, health, relationships, and

caregiving (Gultekin & Acar, 2014, p. 299). These qualities reciprocally impact the teacher, learning environment, and student success.

Retention. Retention refers to when teachers remain in their teaching position or within the same district. The characteristics of teacher retention are

- “Individuals who enter and remain in the teaching profession,
 - The characteristics of schools and districts that successfully recruit and retain teachers
 - The types of policies that show evidence of efficacy in recruiting and retaining teachers”
- (Guarino et al., 2006, p. 1).

For this study, regarding new teacher induction strategies, retention is defined as staying one to three years at the same school or district.

Teacher Shortage. When the demand for teachers exceeds the supply, teacher shortages exist. For this study, teacher shortages are also synonymous with classrooms being managed by non-certified teachers. According to Ingersoll’s data (2001), the reason for shortages is that “School staffing problems are primarily due to excess demand resulting from a ‘revolving door’—where large numbers of qualified teachers depart their jobs for reasons other than retirement” (p. 501). Teacher shortages are a time drain and financial burden to state, district, and local school educational activities, which hinder student success challenges.

Case Study Paradigms

Current new teacher induction programs require a paradigm modification. While existing induction programs focus on extrinsic activities, new teachers still need opportunities to incorporate intrinsic supports with their onboarding activities. Without a purposeful focus on intrinsic supports, new teachers will lack a sense of belonging or personal fortitude in succeeding during the first three years of teaching. Historically, the personal lives of teachers were quite

different than modern day teachers. Many pioneering teachers were mostly single women working quietly in the same classroom and school for most of their careers. Today, the student population is more diverse in ethnicity and learning backgrounds than ever before. This diversity requires today's teachers to have more of a voice, broader autonomy, and learning ownership, which allows new teachers to grow and model growth and success for their students (Correll, 2017).

Through an interpretivist lens, the interviews and surveys of new teachers are opportunities to see what new teachers are experiencing during the first years of teaching. Two decades ago, I began with a focus on students and technological successes. Even with years of teaching experience, I am finding that this case study research reveals new information for me as I unbiasedly and curiously learn from the research participants' stories and experiences. From my perspective, there appears to be a disconnect between new teacher inductions and reliable use of inductions in the classroom. The goal of this research study is to help reduce the new teacher learning gap by provoking thoughts on *how* to provide a more effective and personal learning experience for new teachers.

Limitations

From initial research, standard induction remains consistently unchanged over the years as noted in published journal articles. Across the nation, districts, and local schools, many new teachers receive a standard or traditional school induction that may or may not include necessary collaborative extrinsic and intrinsic tools. This qualitative study will interview new teachers at a district who have remained beyond their first years at this district. Contacting former teachers for the study was not an option during a global pandemic. Another challenge to the study is the language of induction, retention, attrition, and teacher shortage, which differs from teacher to

teacher and state to state. The timing of the project may limit performing research methodology since some new teachers depart early in the school year or on the last day of school. To add to timing challenges, COVID-19 requires schools to reinvent learning, which adds stress and anxiety for teachers who now work virtually.

Currently, Minnesota teachers are without a standard daily schedule and classroom structure. With the COVID-19 pandemic, many teachers are taking each day at a time. At this moment, there are still many unanswered questions. These questions are growing regarding student online learning versus classroom learning: “Designing effective distance learning programs requires planning and targeted professional development. Teachers who did not expect to teach online were understandably caught unprepared in the final leg of the school year. Some schools have the support systems in place that will make the transition easier, while many others have students who do not have reliable Wi-Fi access” (Darvasi, 2020, p. 1). Some teachers are finding this a challenge where others are thriving during distance learning. The results can be both positive or negative depending on the teacher experience, student engagement, and technical environment.

An even more challenging issue in this technological age is that many students do not know how to use a computer, which is creating an entirely new set of challenges for teachers:

Schools spent a fortune on laptop computers in the early weeks of the COVID-19 shutdown, hoping to level the playing field for home learning. But teachers say the strategy revealed something surprising: Students of all ages, including those in elite high school programs, are struggling with simple tasks such as uploading a photo or creating a Word document. These gaps had gone largely undiagnosed in many of their classrooms (Tampa Bay Times, 2020, p. 1).

Will new teachers receive the necessary training during these challenging times and return next school year? This question is currently unanswerable.

Conclusion

Initially at the start of this research, I first saw new teacher retention and shortage issues regarding processes and economic factors. Then through more research, I began to see that these issues also impact the lives of teachers and, more importantly, the uncomfortable reality of how these issues impact student success. With examples and definitions, this Chapter introduces extrinsic and intrinsic supports that impact new teacher retention and student success. Three factors have enlightened me as an educator:

- When teachers have a voice, autonomy, and own their peer learning, the new teachers grow while modeling student growth (Correll, 2017, p. 54).
- Both intrinsic supports and extrinsic activities impact teacher's satisfaction and performance (Tehseen & Hadi, 2015, p. 244).

The next Chapter is the literature review that explores types, eras, and social matters regarding new teacher inductions, activities, and retention. The review demonstrates that when new teachers stay and grow within a school or district, their experience transcends into student success. The review shows how districts and schools have continuously provided knowledge and experience for new teachers within their first years of teaching. Furthermore, it demonstrates that somehow, current induction supports are not enough to increase teacher retention and provide student success.

Chapter Two - Literature Review

Introduction

Documented examples and stories of new teacher induction-supports exist as early as the Greek ages where induction support was merely a person, a man named Mentor (Bey & Holmes, 1990). Overtime educational induction activities have become more than just a mentor, and now include mostly extrinsic activities and a few intrinsic supports for new teachers. Despite state, district, and school induction-support efforts, new teachers are still leaving the classroom at an alarming rate (Carver-Thomas & Darling-Hammond, 2019).

The purpose of Chapter 2 is to examine previous scholars' investigative research and findings about extrinsic and intrinsic induction supports. Researching past decades of scaffolded induction supports will now potentially assist current and future new teacher induction programs with improvements. These researched induction supports undoubtedly include extrinsic attributes such as state policies and procedures, district calendars, school traditions, course standards, and curriculum objectives. Over time, induction activities continued in providing more specific tools to manage safe, ethical, and equitable learning environments. As novice teachers begin the process of retaining extrinsic support knowledge, intrinsic factors start to surface and sometimes challenge new teachers' personal beliefs and feelings. These intrinsic factors are conflicting self-emotions about their own lifestyles, efficacy, motivation, and even passion to continue teaching. Unfortunately, extrinsic activities and intrinsic supports do not always exist simultaneously in most induction programs, which eventually creates professional and personal conflict in one's educational growth opportunities. The four bodies of literature are 1) Historical background, 2) Extrinsic activities for teacher induction, 3) Intrinsic support for teacher induction, and 4) Teacher retention for under-represented student groups. Starting with a historical background,

this review shows teachers with effective induction and extrinsic supports and activities better serve under-represented students groups.

Historical Background

The historical background starts during the early Greek era to the 1930's Great Depression when both novice and veteran teachers were mostly single women. During the 1960's, education leaned towards legal action to resolve teacher challenges, while the 1980's brought teacher shortages that proceeded teacher retention issues of the 1990's. Finally, 2020 brings new uncertain teaching environments with COVID-19.

Ancient Greek Mentors

Historically, extrinsic activities for new teachers, such as mentoring, exist as far back as the 8th century B.C. Greek Homer's Odysseus. During this era, Mentor was a wise and learned individual who was the friend of Odysseus, a Greek king. With a role that required more than teaching, Mentor became entrusted with not only the education objectives, but also intrinsic lifestyle training of Odysseus' son, Telemachus. Mentor became Telemachus' guide and companion like today's mentors who are "thought to be guides and companions to their protégés or an apprentice" (Bey et al., 1990, p.2). Investigating Mentor's continuous legacy throughout decades, researchers continue to uncover evidence of historical and contemporary mentors who evolve as new teacher induction supports.

Through an etymological archaeology lens, Leibowitz (2015) describes extrinsic induction activities and engagements between Mentor (Athena) and King Odysseus' son, Telemachus. Mentor encourages Telemachus to embark on a journey to find out whether his father is still alive and where he might be. Mentor provides guidance, encouragement, and support to Telemachus during his journey in search of his father (Leibowitz, 2015). During 8th century B.C.,

trusted counselors and friends emulated Mentor's characteristics, and also assumed the role of teacher while assuming extrinsic education activities and intrinsic lifestyle training supports like today's mentors who are "thought to be guides and companions to their protégés or an apprentice" (Bey et al., 1990, pg. 2). Investigating Mentor's continuous legacy throughout decades, researchers continue to uncover evidence of historical and contemporary mentors entrusted as a new teacher induction support.

1930's Teachers

1930's teachers were the innovators of extrinsic professional development activities along with intrinsic lifestyle issues such as new teachers acclimating to rural settings and occupational solitude. The 1930's teachers were also the start of the original induction programs with specific objectives for individual schools. These induction efforts were then followed by a 30-year span of challenging educational induction attempts. Between the ending of the 1930's and the 1960's, the historical body of literature explores an era when new teachers were starting to have occupational choices outside of the educational industry. These new teachers could choose occupations such as being housewives, nurses, domestic-help, and even farmers instead of becoming teachers. During this era, school administrators slowly began to take charge as advocates for professional development through legal means.

Starting in the 1930s, new teacher preparedness provided mostly extrinsic information and tools for new teacher induction activities. During this era, researchers began documenting data that showed schools faced challenges in attracting and retaining new teachers despite induction efforts. These challenges included maintaining discipline, inadequate equipment, school social background, job placement, depressing neighborhoods, and aggressive parents (Phillips, 1932, as cited in Fuller, 1969) with some challenges continuing today. In addition,

there were more challenges with ineffective induction supports, such as lack of timely district information, and inadequate supplies and materials, which were necessary teacher requirements (Odell, 1986). Also, in the 1930s, women in general were often seen as not being equipped to be post-secondary college students, which meant inequality in the teaching profession and educational perspective. Over the next three decades, female teachers were specifically documented as not being mentally ready or prepared to benefit from college courses due to induced stress and anxiety from ineffective supports which hindered new teachers from fully embracing their role in teaching (Fuller, 1969). In these research findings, intrinsic mental fortitude and extrinsic pedagogy skills were not common characteristics of 1930's teachers.

1960's – Professional Development Challenges and Legal Means

The 1930's to the 1960's is a precursor to today's educational induction challenges. Fuller (1969) indicated that, "Teacher preparation is seen as education's greatest need" (p. 207) to ensure student success. Fuller's stance was that teacher post-secondary education was worthless since teachers did not learn what was necessary for rigorous classroom success. The teacher education induction process did not meet specific teacher needs. To explore how professional development might further the effectiveness of teachers, Fuller (1969) flipped the problem to a positive by giving 125 teachers a 35-item checklist regarding expectations of subject matter, lesson plans, student reaction, teacher conduct, and questions and discipline. Fuller's study found that teachers did not have a voice or choice regarding teacher induction supports whether extrinsic or intrinsic, which reduces new teacher intrinsic self-advocacy options.

During the 1960's, school administrators did, however, make progress in improving standards for overall teacher certifications. Using legal means that are currently utilized by

unions, the former administrators were able to positively impact teacher certification processes. In the 1960's, administrators also used legal means to redefine induction processes through state and district legal actions. These legal actions continued during the 1980's and 1990's. For example, the 1983 California Senate Bill 813 was enacted to provide differing opportunities for students, teachers, and administrators; specifically, California Senate Bill 813 legislation's most profound influence has been professional development opportunities created for all teachers (Picus, 1991). Then to further assist new teachers, California not only invested \$68 million into their extrinsic Mentor Teacher Program, but also designated 5% of their classroom certified classroom teachers as mentors for new teachers. Though California's induction efforts were unprecedented, the results were both positive and negative. Comparing the enactment of the bill to the implementation of the bill showed differing outcomes. For example:

- Teachers were awarded eight student-free days for professional development, but districts provided fewer days than agreed upon.
- Projected professional development time and objectives did not match the induction outcome.
- Professional development did not match teachers' specific needs.

After tremendous legislative effort in developing extrinsic professional development supports, there were still challenges that plagued all California schools because the actual needs of teachers, including classroom challenges, were never accessed with teacher input – such as student learning goals and demographics. These are lessons learned that can assist future induction supports and programs (Wagner et al., 1995).

1980's Teacher Shortages

Continuing into the 1980's, the overall replacement of teacher losses became even more difficult with districts unable to fully replace retiring and departing teachers. Even worse, graduating college students with Education degrees were choosing occupations outside of the education profession. Without this newly graduating surplus of new teachers, districts had fewer applicants to replace retiring, migrating, and departing teachers. This forced educational personnel to seek new talent from other available human resources. This approach created a new set of challenges for the educational industry and induction supports. New challenges included additional recruitment cost, remedial pedagogy training, and state licensing issues. Obtaining certification for teachers of Color had unexpected results when implementing new teacher licenses and certification requirements when "California implemented a teacher certification examination (CBEST) designed specifically to improve the quality of teachers entering the profession. An unintended consequence of the certification movement was the exacerbation of the teacher shortage problem at racially isolated schools" (Bruno & Marcoulides, 1985, p. 157) with many potential teachers unable to complete the test due to finances, time, or skill. In 1980, "One U.S. teacher in eight was a member of a minority group with an estimated proportion of one in twenty by the turn of the century" (Dorman, 1980, p. 2) which has proven to be true and increasing with COVID-19.

1990's Retention

During the 1990's, the popularity of teacher induction activities outside of the classroom grew requiring more intrinsic supports. Rather than a 100% focus on classroom duties, teachers started becoming involved in more school-wide and district activities. Though teachers were resourceful in these new-found activities, districts and schools still sought to better engage

teachers to prevent their departure from schools. With these types of incentive activities during the first three years of teaching, new teachers could adopt multiple roles within and outside the classroom while receiving continuous support during their entire careers. These incentive induction activities provided opportunities for new teachers' stay at their school to be more likely and their stay in the teaching profession to be much longer than one to three years (Ronfeldt & McQueen, 2017).

From the 1990's until 2007, new teacher retention issues, unfortunately, still existed resulting in teacher shortages. For example, during the Great Recession, which started in 2007 with the severest labor market downturn since the 1930's Great Depression, unemployment rates doubled from 4.8 percent in the fourth quarter of 2007 to 10.0 percent in the fourth quarter of 2009 and remained at 9.7 percent in early 2010 (Katz, 2010). During this time, men in construction jobs suffered the most job losses while education and medical jobs were considered recession-proof industries – especially for women. Despite fewer job losses than other industries, the overall teacher shortages still existed due to 1) Upward trend of student enrollment, 2) districts trying to restore continuous course offerings lost during the recession, and, 3) fewer individuals entering the teaching profession (Berry & Shields, 2017, p. 9). Again, school districts were unable to fully replenish the supply of new teachers since some new teachers sought higher incomes for their family's survival. This meant that districts had available jobs but fewer potential teachers to fill the jobs.

21st Century Challenges

With current extrinsic-intrinsic induction activities and supports not meeting the needs of new teachers, teacher retention rates are progressing as predicted by the National Education Association (NEA) in 2005, which stated that, "There will be a need for more than two million

new teachers in the coming decade” (Lee, 2013, p. 263). Given the need for so many new teachers, the demand for innovative extrinsic-intrinsic induction supports has expanded. With induction needs increasing, the question regarding how new teachers are retained remains unanswered: “Lee suggested developing induction supports using interviews with administrators, human resource staff, teachers, school staff, parents, and students. This would allow researchers to identify work-family balancing techniques not presented in other research, including teachers choosing schools close to their homes, or where their own children attend school” (Sutcher et al., 2016, p. 11).

2020

With the start of a new decade, 2020 provided many induction and retention challenges for new teacher activities and supports. Besides COVID-19, states, districts, and local schools encountered changes with

- Mentorship: Mentor Evaluations, Principal-Mentor Partnerships, and Horizontal Mentoring (Schwabsky et al., 2020; Zavelevsky, & Shapira-Lishchinsky, 2020)
- Retention Promotion & Professional Development (Rose & Sughrue, 2020)
- Male teachers of Color (Woodson & Bristol, 2020)
- Teacher compensation and tenure (Feng, 2020; Loeb & Myung, 2020)
- Social Media (Carter, 2020)

to maintain new teachers in this decade. New teacher inductions of supports, activities, and engagement will have to embrace current issues of 2020.

In addition to identifying extrinsic activities and intrinsic supports that balance information and tools useful for teachers, Lee (2013) also included the Value Proposition Matrix, which identifies extrinsic-intrinsic induction supports with remedies that encourage retention.

These remedies include 1) Collegial environments which are stimulating and fun, 2) Innovative curriculum and teaching methods, 3) Record of outstanding teaching outcomes in district, and 4) Highly competitive compensation and benefits. These and other induction solutions are necessary to reduce teacher shortages. While reflecting on educational history, this case study reveals that intrinsically motivating teachers should be a more essential part of all induction processes that promote both extrinsic and intrinsic supports.

Overall, the year 2020 has changed the world of teaching with temporary and permanent learning environments and learning choices. The COVID-19 pandemic has kindled distance learning initiatives immediately following Spring Break. This has been a collaborative involvement of all educators, parents, students, and communities. For some of these stakeholders, distance learning is not a pleasant experience, while for others, distance learning provides opportunities to grow as educators and students. During this moment of distance learning, all teachers became new teachers with totally new learning environments and teacher perspectives. As teachers changed, so did student learning.

As reported by Education Dive (Riddell 2020), during distance learning, some students did not experience academic gains. Their survey concludes that mostly Black and Latinx students experience learning obstacles, and female and nonbinary students report mental health and wellbeing struggles during distance learning. “Sixty-four percent of all students surveyed said that home was distracting to learning, and many miss school friends, and daily routines” (Kamenetz, 2020, p. 2-3), with all of these issues impacting the first-year induction experience of new teachers, which ultimately impacts their retention. To explore further, I now examine how extrinsic induction supports have influenced teacher retention.

Extrinsic Activities for Teacher Induction

Mentoring

The effective induction support of mentoring exists either within or outside standard induction activities. Types of mentoring include group workshops, one-on-one activities, and even virtual chats. Different mentoring paths, such as utilizing teachers within schools, external business and government partners, and retirees who are no longer with the school district, are all necessary resources for several reasons. Utilizing retirees is a benefit for new teachers and Indiana has begun soliciting the assistance of retirees because retirees bring specific experiences and background knowledge of the classroom, schools, and districts. The retirees are important resources since the knowledge of veteran teachers is not always easily accessible to new teachers: “With fewer veteran teachers, the population of teachers become greener in the teaching profession” (Himsel, 2017, p. 3). With fewer experienced mentors for early-career teachers, new teachers lack knowledge transfers from veteran teachers who have walked the same path. According to Smith and Ingersoll (2004), mentoring programs become catalysts for continuous transfer of knowledge within the teaching profession. Smith and Ingersoll support the improvement of student lessons by using collaborative planning, observations, and post-observation debriefing. Because of this, mentoring is a common theme for most induction programs.

Smith and Ingersoll (2004) show evidence that including mentoring as an induction strategy is beneficial for addressing new teacher diversity. With growing diversity in student populations, administrators can benefit from identifying new teacher differences and providing mentors to accommodate new teachers’ backgrounds that will later assist diverse students. Being effective includes identifying the characteristics of new teachers. The Millennial new teachers,

born in the early twenty-first century, change induction supports by bringing seven characteristics, “special, confident, team-oriented, achieving, pressured, conventional” (Brown, 2018, p. 10), and technologically innovative to educational organizations. Supporting and understanding millennial new teachers through mentoring is important to transfer knowledge as an older generation retires or leaves district positions.

In my research for this case study, I have identified a pattern of induction programs in the literature, including different types of mentoring. Most correlational studies suggest that having mentoring in an induction program improves the retention of early-career teachers regardless of their teaching environment (Ingersoll & Strong, 2011). However, differing from other studies, Ronfeldt and McQueen (2017) challenge standard and traditional induction supports of first year teachers. They suggest that current induction-mentoring research content, measurement, and data should be used differently than supports in historical research findings. The supports are either voluntary or mandatory for new teachers, but all provide at least the first year of induction activities. Ronfeldt and McQueen (2017) also compare different induction supports to other supports outside the standard induction process as induction tasks in non-educational organizations. The measured induction supports are “mentoring programs, beginner’s seminars, collaborative planning time, supportive communication, reduced teaching or preparation, and teacher aides,” all of which are used to enhance new teacher induction results (p. 407).

Work Relationships

Long-time educators know that a key to career success is knowing who to contact for any issue. Forming relationships makes the educational journey less stressful when there is more assistance. When new teachers form relationships with educational stakeholders, the dissemination of induction supports widens. In 1998, Herman and Giolia suggested that working

relationships allow new teachers opportunities to interact and share with others, which makes work life more intrinsically meaningful and satisfying. Forming work relationships are important, because just as others, new teachers search for meaning at work because they want to contribute, see the results of their efforts, and be valued as individuals (Herman & Giolia, 1998). If they fail to find meaning or belonging, teachers may leave to obtain that social emotional fulfillment. Lavy and Becker (2018) focus on the intrinsic role of relationships in teacher satisfaction and how meaningful work and meaningful relationships at work create desirable consequences for employees and organizations. In the education industry, teachers – especially, new teachers – who form working relationships with others throughout the state, district, and local schools have an advantage of extended extrinsic-intrinsic support and access to additional organizational resources. During the first three years of teaching, new teachers can form meaningful relationships through induction activities that sustain their career. Mentoring and working relationships are key factors of extrinsic induction supports. These real-life relationships, along with meaningful professional development, “build both teacher competence and confidence” (Filby, 2000, p. 14) in their roles as educators.

Intrinsic Supports for Teacher Induction

Intrinsic induction supports, such as efficacy and motivation within a new teacher’s proximity of control can assist with consistency, discipline, and control over their first three years of teaching. “Teacher motivation comes from intrinsic supports that are of fundamental importance as it not only predicts their own well-being and job satisfaction but also students’ outcomes and engagement” (Mersito & Eisenschmidt, 2012, p. 1500). Differing from extrinsic activities where the teaching job provides resources, intrinsic supports allows new teachers to carve-out and maintain their place in the hectic educational industry.

Lifestyle

Embarking on a demanding and stressful teaching role can alter a new teacher's personal lifestyle. To maintain a healthy intrinsic lifestyle, a new teacher has both mental and physical concerns to balance in his/her professional career and personal lives: "Finding the sweet spot between achievement and work-life balance can help teachers build a long, happy, and healthy career" (Barile, 2020, p. 2). Just like other professions, this includes involvement with family, friends, hobbies, travel, educational enrichments, and exercise. Barile continues that when balance does not exist, the possibility of leaving the teaching profession increases. Remedies are physical activities as well as mental stimulation. Finding balance can happen before- and after-school, or even during pockets of relaxation at school.

An enhancer of intrinsic support is physical activity. Either in- or outside of school, physical activity is crucial to new teachers' mental and physical success. School and districts sometimes offer wellness programs, yoga classes, walking clubs, and Fitbit step challenges. This is important since new teachers' physical activity (PA) is one of the positive aspects of lifestyle. The positive effects of PA are well known, such as disease reduction and maintaining a fit body (Grabara et al., 2018). The efforts of maintaining a healthy lifestyle bring about positive efficacy effects and a more enjoyable teaching lifestyle.

Teachers must balance their work with family life. Especially during the first years of teaching, "setting boundaries at home — both physical and mental" are necessary for success (Resilient Educator, 2020, p. 2). For example, if a teacher does need to bring work home, he/she should make sure to have an office or a designated working area that he/she can close the door on. Learning to professionally say no or decline an opportunity can also be relaxing in the larger

picture of a new teacher's first three years of induction. Including intrinsic tips and information regarding balancing personal activities and challenges is a form of intrinsic induction support.

Efficacy

A second factor that influences induction effectiveness is the knowledge of self-efficacy as an educator, which is the belief, value, and usefulness that influence new teachers' perspectives regarding whether to persevere or depart from the teaching profession. With some teachers, efficacy can be very internal and personal, a somewhat driving force to succeed (Janke et al., 2015). These types of teachers have can-do attitudes and endless resilience. While other teachers struggle due to a lack of efficacy, teachers embracing self-efficacy are those who provide exemplary performances in education, partly because efficacy is necessary in bringing forth a sense of contributing and belonging to a school's culture. Efficacy also enhances a new teacher's personal mission of duty and community service. Efficacy, at times, makes teaching feel more like a quest for meaning (Fowler, 1981) and less like a job.

Prior to 2019, as paraphrased from Bandura's (1986) writings, new teacher experience with self-efficacy was a positive tool to self-describe individual educational perspective. However, efficacy also brings both individual and group confidence. Like employees in other organizations, "When educators believe in their combined team ability to influence student outcomes, there are significantly higher levels of academic achievement" (Bandura, 1986, p. 3) which form a Collective Teacher Efficacy (CTE). In the past and present, self-efficacy allows new teachers to own their role in their school, district, and even their state starting at the beginning of their career. In the past, Cherubini (2009) writes about the 1969 to 2005 new teacher challenges that were overcome with growing efficacy awareness supports.

To start, Cherubini describes challenging school cultures, as well as newer teacher issues that continuously occurred throughout 35 years. While he notes emerging challenging themes throughout this period that contribute to new teacher induction supports, Cherubini then describes a list of self-efficacy themes like “teachers’ perceptions of self (1969 to mid-1980s); professional sustainability (mid 1980s to late 1990s); and emerging identity during this process of their socialization in to school culture (2000 to 2005)” (p. 83). This study calls for adding more intrinsic induction supports such as efficacy into new teacher induction programs to improve retention in the United States. By acknowledging different international mentoring types as shown in Table 1, this case study can better determine possible new ideas for new teacher induction activities and supports for its research location.

Table 1

International Types of Mentoring

Country	Types of Mentoring
France	<ul style="list-style-type: none"> • School mentor or pedagogic advisor • Assist experience teacher in another school (accompanied practice)
New Zealand	<ul style="list-style-type: none"> • Supervisor • Buddy teacher
China (Shanghai)	<ul style="list-style-type: none"> • Subject-specific mentor • District new teacher workshops
Switzerland	<ul style="list-style-type: none"> • Practice groups • Individual or group counseling

Note: By Paine et al., 2003.

This collaborative behavior makes efficacy a powerful force in enticing new teachers to transfer professional development into their classroom management, curriculum, and activities. Efficacy is more of a feeling or attitude that is a driving force when properly aligned with a new teacher's professional development, mission, and goals, which promotes work satisfaction. Collective teacher efficacy brings a sense of contributing and belonging to a school's culture. These collaborative efforts of veteran and new teachers increase academic achievement, which enhances student success (Hattie, 2017). Efficacy fuels new teacher motivation and drive, which I examine in the next section.

Motivation

Intrinsic inductions early in the first year can provide tools for motivation. Motivation is an essential factor of keeping teachers engaged and effective. Types of motivators that lead to job satisfaction are challenging work, recognition for one's achievement, responsibility, opportunity to do something meaningful, involvement in decision making, and sense of importance to an organization (Herzberg, 1964). Middle and high school teachers can teach over 100 students each day. However, with differential learning and assessment, the volume of daily curriculum can be overwhelming, which decreases motivation. Some new teachers lose motivation and drive when realizing that teaching involves more than working with students, which enhances challenges of long work weeks and student achievement requirements. In 2018, the National Education Union (NEU) found that more than 26% of those with less than five years' experience plan to quit by 2024. They state that, "Of those with less than two years' experience, whose careers have barely begun, the figure of those leaving is 15%. When asked the reasons why they plan to leave, 62% of respondents blame workload and the accountability regime amid complaints about the pressures of observations and school performance" (Weale,

2018, p. 2). When schools and school districts lose 15% of their teacher workforce, a hardship of lack of time, energy, and funds exist for those who stay. With 15% of teachers leaving, the lack of motivation decreases for those who stay.

Including motivational tools in intrinsic supports is a powerful force in retaining new teachers. Induction studies suggest that “between 20% and 40% of teachers leave teaching in their first 5 years” (Ronfeldt & McQueen, 2017, p. 396), with all research tracing back to ineffective induction supports. The importance of different levels of induction throughout a new teacher’s first three years is crucial for teacher motivations and their lasting perception and psychological process. To analyze why new teachers survive in the profession, Helms-Lorenz demonstrate the effects of a supportive program on beginning teachers’ psychological processes after a period of one year and psychological paths of influence of arrangement (Helms-Lorenz et al., 2013). During their induction process, new teachers were placed in experimental conditions to 1) receive more support, 2) experience fewer stressors, and 3) experience more self-efficacy in the first-year induction. Learning how to reduce teacher stress and retaining new teachers are priorities of this research.

Teacher Retention for Underrepresented Student Groups

Students receive either a positive or negative impact from whether teachers leave or stay depending on school location. For underrepresented racial/ethnic minority (URM) students, teacher retention rates are lower than more affluent schools. URM students are African American, American Indian, Alaska Natives, and Latino students who traditionally populate lower level schools (Liverman, 2018). These subgroups of underrepresented students “include identifiers such as race, ethnicity, gender, socioeconomic status, and language proficiency” (Jasper, 2017, p. 16) attending lower level students. In these lower level schools, new teachers

experience achievement outcome gaps that are mostly noted around race and class. There are also lower expectations for students from underrepresented groups (Healey, 2016). In Guilford County Schools (GCS) in North Carolina, the perception of new teachers is that "...so few of our incoming teachers of all races are trained to deal with many of the complex issues that accompany students of, and coupled with the students' racial identity and being economically disadvantaged. GCS acknowledges the history of racism in this country and wants new teachers to understand what has framed our thinking" (2016). These cultural issues of racism and poverty manipulate the overall achievement gap of student success. These issues also impact new teachers' experiences during induction activities and more so when arriving in lower-level classrooms as the teacher.

Another cultural change is the growing diversity amongst students; teachers can leverage from their own cultural differences as an intrinsic support. Knowledge of diversity is a necessary intrinsic factor that draws from every teacher's ethnicity, heritage, and culture backgrounds. Teaching new teachers to utilize their own diversity and cultural backgrounds is an added resource to any classroom. Utilizing personality differences is also of importance. An example of new teachers incorporating their backgrounds is defined through an interpretivist study of Australian continuing professional learners (Cameron et al., 2013). This professional development research by Cameron et al. (2013) explores three intrinsic areas that influence new teacher induction results: isolation, cost, and professional & personal life stages of teaching. The research shows that new teacher isolation can be both mentally and physically stressful. Imagine a new parent left with over 100 children each day with only a few days of experience and no one providing daily support. This type of experience can be overwhelming for new teachers. The study suggests that mentoring is a type of relationship that exists in education settings that

remedies isolation, but there are other beneficial relationships to enhance new teacher induction supports.

Conclusion

This literature review provides insights regarding induction supports from the early Greek days to today. Extrinsic and intrinsic induction supports have been tools to assist new teachers during their first years in a classroom. Some of the supports have been effective while others have not been effective. The combination of both has not been successful in inducting and retaining teachers beyond their third year of teaching. To reduce teacher shortages, and increase teacher retention, redesigning teacher induction supports is necessary to retain the skills and hearts of new teachers. A redesign will allow school districts to better compete for talented and skilled workers like other organizations such as corporations, government agencies, and not-for-profits. This literature review provided truly little specificities or preferred induction supports for individual new teachers. The induction supports were broad and standard for all. There was no evidence of specialization towards individual learning needs for new teachers – like how teachers provide differential learning for their classroom students. The days of handing teachers a classroom key and wishing them a good school year are gone and no longer relevant.

As a new teacher with great mentors and a strong collaborative efficacy team, I found this literature review to be very eye-opening. I was unaware of the vastness of challenges that hinder effective supports to new teachers and how so many new teachers leave the profession early in their careers. With the rapid change of information, policies, procedures, curriculum and other extrinsic factors, a better process is necessary. More advanced, perhaps, technically automated induction supports are needed to provide timely and rapid flow of necessary resources. Along with extrinsic upgrades, new teachers also need intrinsic supports to accommodate their role as

teachers. From tips for lifestyle balance to collaborative efficacy issues, new teachers will be more motivated to stay in an industry that syncs with societal changes. Both intrinsic and extrinsic motivational factors impact teachers' satisfaction and performance (Tehseen & Hadi, 2015).

As I review former induction research to seek effective extrinsic activities and intrinsic supports for new teachers, there is a realization that to become more retainable, new teachers must acquire balance of their individual extrinsic-intrinsic attributes. Having a balance of effective induction supports allows new teachers to contribute to a qualified teacher workforce composed of skilled, knowledgeable, culturally astute, and compassionate educators (Whisnant et al., 2005) which starts with exposure to effective induction supports.

In Chapter 3, methodology, vocabulary, and terms from the literature review frame the qualitative, mixed-method case study. Prior questions are formed before interview conversations with five new teacher participants. Originally, eight new participants were determined for the study. With the COVID0-19 pandemic, the number of participants was reduced due to other time constraints and end-of-school activities. Categories determined from interview dialogue were created for Chapter 4 and Chapter 5 topics. Then categorizing nouns, verbs, and phrases from both the literature review and pre-interview dialogue, survey questions are also included. The data will be compared to real-life educational induction programs as well as corporate and not-for-profit induction programs. The most effective induction supports are determined by evidence of both intrinsic and extrinsic factors and by new teacher retention. Examining non-educational organizational induction supports is as equally important as supports provided by school and district.

Chapter Three - Research Methodology

Introduction

The previous chapters share historical and current extrinsic and intrinsic induction examples. This chapter defines the ethnographic case study of methodological participant interviews and surveys. In this chapter, I discuss the research process, including data collection and analysis. I begin this chapter with a discussion of my positionality within the study as a veteran educator.

Secondly, I provide a description of research participants and settings. Thirdly, the next section discusses reasons for ethical behavior during this research process. The fourth section defines the research design and examines how the research will be conducted including research instruments. The researcher's role and participants' roles are defined to provide clarity of roles and responsibilities. The findings of this study will identify core elements that new teachers identify as critical to their wellbeing. These findings will help reduce teacher reduction by identifying which induction supports prompt new teachers to stay or leave. Chapter three is the roadmap for the actual research for this case study.

Positionality

Assisting new teachers is important to me and I will use an ethnographic lens to explore the feelings, beliefs, and meanings of relationships of new teachers as they interact within their ever-changing school culture (Field & Kafai, 2009). In my professional life as an educator, I support new teachers by making sure that I am available for questions and support. I have led professional learning communities that are predominantly composed of new teachers. As a team leader of our district Digital Literacy Task force, the voices of new teachers are part of our planning and research. For professional development as a workshop speaker, I provide topics

such as Branding Your Classroom, Adobe Graphics with a BIC Graphics artist, Boys and Girls curriculum writing, goal setting, and on-the-job training objectives. I ensure that conversations with new teachers, either informal or formal, remain confidential, whether they take place during a ride to pick up lunch, or through an afterschool drop-by conversation. The copier room and safety-duty assignments are nesting places where new teachers tend to talk about school and their new teachers' perspective regarding education, school, or just life conversations. This school year, I attended numerous district professional development sessions and listened to new teachers' stories. Due to these conversations and questions, I started an intra-office blog on our school's email system. The Teacher Talk blog is addressed to teachers, but the entire school reads the blog and shares comments or answers questions directed at our new teachers. Each week, a simple word addressing a new teacher objective becomes the current blog objective like Reading, Time, Technology, Safety, or other words of interest. The blog includes one or two paragraphs with links to videos, websites, tutorials, or resources supporting the weekly topic. To assist work and school balance, new teachers receive gift cards to Publix grocery store, Target, Visa, and Barnes and Noble throughout the school year from business partners.

Even with these and other well-intentioned supports for new teachers, schools still struggle to retain teachers from year-to-year. As a veteran teacher with a unique career path of transferring schools every 1.5 to two years, I bring a critical understanding of the challenges new teachers face and the efforts schools make to this study. As an interpretivist researcher, I initiated conversations as a storyteller and invited new teachers to participate (Cresswell & Poth, 2018). I listened to new teachers and observed their school culture and teaching experiences. I did this by presenting questions and facts regarding new teacher induction and retention. From this purposive sample of new teachers whom I believe are "key informants in terms of new teacher

social dynamics and job responsibilities” (Pattern, 2014, p. 19), new teacher inductions are identified and analyzed in this case study.

Participants and District Setting

This case study shares the experience of five new teachers at a first-ring suburban school district in the Minneapolis-St. Paul area of Minnesota. The five participants describe their district as an affluent, predominantly white district with high income and stable homes. They all added that their district was increasing the number of minority students through immigration, relocations, and busing. Their district has open communication with specific vision and goals for student success, which was of importance to all participants. Though new to the district, each participating teacher brings five to 18 years of teaching experience to their new teacher position. All participants have a master’s degree with two completing doctoral degrees. Their bachelor’s degrees match their individual course content. The participants’ teacher roles are diverse in comparison to each other, and all participants migrated from schools with different demographics than their new district. The initial number of participants for this case study started with eight or more participants, but due to the national COVID-19 pandemic and distance learning, the other participants opted out due to other responsibilities and time constraints. The participants collectively teach 0-12 aged students. I use pseudonyms for this case study’s documentation to avoid mentioning participants’ schools and positions.

Table 2**Participant Demographics**

Name	Total Years	District Years	School	Tenured
“Angela”	5	1	High School	Yes
“Tracy”	10	1	Visits Homes	Yes
“Vera”	14	4	Middle School	Yes
“Treva”	13	1	High School	Yes
“Donna”	18	1	Elementary	Yes

The five participants listed in Table 2 are part of the district’s 2019-2020 teacher population of 27 with 53 new teachers and 19 teachers planning to leave as of April 13, 2020. For overall teachers, there are 15 retiring teachers and 9 resignations currently. This research target population is from a district with ten schools: one community center, six elementary, two middle, and one high school. The participating district’s overall teacher turnover for the 2019-2020 school year is 7%. According to a 2018-2019 district report (Reinhardt, 2019), this district serves approximately 7,500 students with a projected growth of 6% with 95% of students living in single-family detached units with median values of \$506,000 (p. 26). For students of color, the report states, “21% of students are of color with 61% residing in single-family detached units while 31% reside in apartment units while 95% of white students live in single-family detached units and 12% live in apartment units” (p. 26). This first-tier suburban Minnesota suburban district serves students from newborn to high school ages.

Ethics

The ethical standards of any case study are the primary responsibility of the researcher (McMillan, 2012). The researcher is the facilitator of the research process and determines the research success or failure. As the researcher, I sent a preliminary survey requesting this district as a research location. I then submitted the Institutional Review Board (IRB) application to the district's research department. After signing a consent form agreeing to adhere to ethical confidentiality, the voluntary participants were interviewed regarding their new teacher induction experiences. Since teachers are the primary participants, no parental permission forms were necessary nor was school administrative involvement. However, a written participant consent form was part of this case study's data collection process.

According to Fraenkel et al. (2018), researchers are responsible for protecting the privacy of research participants. I keep the confidentiality and privacy of each participant by not identifying each participant in writing and securing all research documents. As I protect the privacy of participants, the data collection process is open and honest with all participants. Providing a research process where the new teachers feel comfortable and safe while sharing their experience is an important factor in this research. To protect the credibility of the project with the participants and others, "Data remains anonymous and/or confidential. Participant privacy is protected" (McMillan, 2012, p. 18) to also maintain working relationships with participants' administration and other teachers.

To achieve this, I store the written interview documents and survey data in a secured lock box during the research process that only I can access. In the same lock box, I store the back-up USB drive for electronic research documents. I provide participants a pseudonym to replace their legal name, and the research site is identified as merely a district. A combination of the

American Psychological Association (APA) and the American Educational Research Association share “ten basic aspects of most ethical concerns” (McMillam, 2012, p. 15), which help guide me through this study. For example, during this study, I will share the research process with each participant along with the potential value of this study. With these guidelines, my overall ethical concern for participants is protecting them from backlash after answering questions openly and honestly.

This qualitative case study has benefits for not only new teachers, but also decision and policy makers who need specific information regarding new teacher induction supports and retention factors. To obtain credible and useful findings, I treat my participants as I want to be treated with dignity, respect, understanding, and trust (The New Testament Illustrated, 1956; Maxwell, J., 2003).

Research Design

The research for this case study is qualitative and includes interviews with new teachers. The conversations are driven by questions regarding the new teachers, their working environments, and the induction supports they have received or desire. With philosophical research assumptions, this mixed-method research design lends to the strengths of these assumptions with qualitative interview questions for all participating new teachers followed by data analysis after categorizing the data.

To better demonstrate the research design for this study, the following working plan considers the subjects for this study, length of time for data collection, possible variables for consideration, and basic data analysis procedures. The working plan’s conceptual framework will be how I view this case study’s qualitative purpose and outcomes from a research perspective and not a teacher perspective (Boudah, 2011). The actual sampling and data coding

will be discussed in the research collection data section.

Procedures and Analysis

With planning objectives listed in Table 3, this section describes the research procedure and analysis that secures approval from the Concordia-St. Paul, Minnesota International Review Board (IRB). Upon receiving Concordia University, St. Paul IRB approval, the research process then received approval from the first-ring district location that based their decision on Minnesota school district policies. Both organizations' approvals are received for this case study.

Table 3

Research Working Plan for Minnesota School District Plan

Objective	Specifics
Participants for study	<ul style="list-style-type: none"> • Five new teachers in MN school district
Length of time for data collection	<ul style="list-style-type: none"> • Two weeks
Possible Variables for Consideration	<ul style="list-style-type: none"> • New Teacher background • Former job or career before this school • Previous types of schools • College versus corporate background • New teacher reason for leaving
Basic data analysis	<ul style="list-style-type: none"> • Group content from qualitative research interview • Compare and contrast the new teacher experiences during the first 1 to 4 years of their teaching experience
Technology Tools	<ul style="list-style-type: none"> • Office 365 for written demographic questions (listed below) • Google Email to send and receive demographic questions • Video recorded Zoom interviews (listed below) and data collection • Rev.com transcription service • Zoom software application for interviews and compiling data • Microsoft Excel and Word for data analysis • Microsoft Word for research reporting
Length of time for data cleaning and analysis	<ul style="list-style-type: none"> • One month

After approval through the IRB and school district processes, the research procedure and analysis included the following four steps: 1) I sent electronic research information to all new teachers participating in this case study. Each teacher receives a blind copy of the email with the agenda and request for demographic information. These are teachers transferring to the district of research. These teachers then responded by email with their decision to participate or not participate in this case study along with their response to demographic questions. 2) I met with each new teacher one-on-one to gather general information through interview questions. Each new teacher receives a list of optional dates for the interview. Using Zoom video conferencing, I interviewed each teacher by asking questions and recording the discussions (Creswell, 2018).

Here are the questions:

Participant Demographic Questions (Written)

1. How long have you been a classroom teacher?
2. How long have you taught at your school?
3. Do you teach elementary, middle, or high school?
4. What grade level and courses do you teach?
5. Have you taught other levels and courses?
6. Provide your daily work schedule.
7. Before becoming a teacher, were you a college student or corporate employee?
8. If corporate, what was your job?
9. What is your college degree(s)?
10. Describe your current school?

Participant Interview Questions

- Describe your formal and informal experiences in the district, which supported your transition into your teaching position.
- How are you assessing if you are having a successful year as a teacher?
- Describe the induction information, tools and resources provided by the district and/or your school, which were beneficial to your teaching success.
- Describe the personal actions and internal supports, which were challenging to your teaching success.
- What have you valued most in your teaching experience?
- Describe the possible induction information, tools, interactions, and resources that were not provided and would have been beneficial to your teaching success.
- Describe the personal actions and internal supports that you did not complete and would have been beneficial to your teaching success.
- What has been the most significant struggle in limiting your teaching success?
- What have been the most significant learnings, which supported your teaching success?
- Describe training and activities that provide learning and tools for differential learning.
- How does your new teacher induction support, activities, and engagements equip you to assist underrepresented racial/ethnic minority (URM) students in your classroom?
- Describe your student population according to socioeconomics and ethnicity.
- Are you planning to return to your teaching position next year?
 - If yes, why?
 - If no, why not?

COVID-19 Pandemic Impact Questions

1. How has COVID-19 impacted your induction supports since January 2020?
2. How has the district added induction supports because of COVID-19? Describe any changes.
3. What changes or deletions has the district made as a result of COVID-19?
4. Describe your current induction supports? How has this changed since the arrival of COVID-19?

The interview recordings were transcribed using the transcription service Rev.com. An individual transcription copy is available to any participant. An individual copy was sent to all requesting a copy. No corrections or changes were noted or requested. Data is then categorized by emerging themes identified by verbs and nouns that describe induction supports (Burke & Gilmore, 2015). There were no additional questions or discrepancies that warranted contacting participants again. I then included the research finding in Chapter 4 of this case study.

The overall purpose throughout this data collection process was locating effective new teacher inductions that enhance new teacher retention. Each participant received the same interview questions prior to the interview to assure consistency with the interviews. To assure a reliable representation of the school district's demographics, a diverse group of teachers were interviewed. The demographics include a mixture of new teacher demographics, but not limited to elective or core classes, school grade level, previous school, teaching experience, traditional teaching path, or corporate transfer. The value of new teachers participation in the case study includes an opportunity to discuss and reflect on their individual new teacher experience to make changes or enhancement for future years of teaching. The participants could also experience a qualitative research project as several of them are entering their own doctoral studies.

Assumptions and Limitations

The new teachers are the sole participants of this case study. Participants share their perspective of their individual success, and formal evaluations are not part of data collection. Since teachers who have left may be difficult to locate, only new teachers in this district will participate in the research. This possibly limits an inclusive story of different reasons why new teachers leave. However, having new teacher who have previously taught in other districts brings a broader participant perspective when answering research questions.

The Coronavirus (COVID-19) creates uncertain factors that impact this case study during the start of an international pandemic. Schools across the country and world closed due to the virus including the district researched in Minnesota schools. Minnesota Governor Tim Walz voiced that schools will not resume in-person classes for the 2019-2020 school year, and then issued a stay-at-home order including the closure of Minnesota schools. The order required residents, including teachers and students, to leave home only for essential activities, such as buying groceries, medicine and getting outdoor exercise (Minnesota Public Radio News, 043020). During the start of this pandemic, U.S. schools were not essential activities outside of the home. Still, the pandemic, distance learning, change, and anxiety weigh heavily with all case-study participants as uncertainty surrounds planning for the next school year.

Conclusion

The overall goal of data collection and analysis for this project is learning about new teachers' backgrounds and induction supports and activities. Through surveys, interviews, and listening to their stories, agreements and gaps in their induction activities can identify the most and least effective supports for new teachers. The five participants share how emulations and improvement to their induction supports and activities can assist future induction process. Their

stories are recommendations for future new teachers and decision makers.

As a researcher who is still an educator, I believe that I have a unique perspective on the opportunities and challenges new teachers face. This insight will be critical in analyzing data. The overall goal of this case study is to identify new teacher inductions that increase teacher retention, which results in student success.

Chapter Four - Research Findings

Introduction

Findings from this research demonstrate that effective induction supports and activities are necessary tools impacting new teacher retention. The participants in this study demonstrated that new teachers need effective induction tools to move towards becoming successful educators. Listening to participating new teachers' open and honest stories of what worked for them and what did not work, I soon realized the importance of districts and schools providing effective supports and activities. It was clear that effectiveness induction tools provide a clearer road map for new teachers. These tools transform new teachers into more effective tools that better support their students' needs. The induction supports assist the five participants in making positive differences in their first years due to intrinsic and extrinsic tools and prior knowledge as public school teachers. As veteran teachers starting as new district teachers, all five participants were confident and poised when describing not only what they value in their induction experience in this district, but they also share how they use the supports to impact student success. Through their stories, they describe not only their love for teaching, but also provide evidence that they are good at teaching (Palmer, 2000). All five remained educators at the close of the school year.

This case study's purpose is to identify new teacher inductions and activities that impact retention. Successes and challenges are part of the first years of teaching. Induction activities and supports are catalysts for teacher retention. The five new teachers participating in this case study were from a first-ring Minnesota school district. During individual 30- to 45-minute interviews, each new teacher provided stories regarding their first years at this school district. They included their closing the school year responding to COVID-19 challenges. Their stories gave the perception that all teacher, administrators, and staff transformed back to their first days as

educators with newness of responsibilities. The newness was created by unprecedented COVID-19 activities.

After questioning participants about regular induction supports and special COVID-19 interventions, the findings identified intrinsic and extrinsic supports and activities from survey and interview responses. The findings will be shared with the participating Minnesota district's administration.

As history repeats itself, the COVID-19 pandemic has caused an economic downfall that mirrors the 1980's and 2000's recessions, which generated an increased teacher shortage. Lessons learned from eLearning 1.0 during the last semester of 2020 fueled either innovation or fear with educators as they struggled through teaching options of 2021 eLearning 2.0. Classrooms have changed since the start of this research with more distance learning options with blended brick-and-mortar learning from the school building. There are more specific CDC guidelines for students and classroom social distancing. For most public schools, face coverings are now a requirement for all individuals on school campuses. It is imperative that districts seek to preserve all teachers during this crisis, and it starts with finding out why they stay or leave.

In seeking to identify why new teachers stay or leave, this case study found that 80% of the participants in this study will return to this district next school year with only one participant leaving. Donna, the participant who is leaving, says, "This was a great job, but it is not a good fit for me. I think that it is better suited for someone who has been in the district classrooms for a while with more knowledge of the district." From her description of this past school year, Donna's administrative role had responsibilities comparable to a resource teacher serving two different schools. All of Donna's professional development was the same as the other case study participants except for having a district coach as a mentor. Donna states, "This year was a good

experience that prepared her for next year's administrative job at a private school."

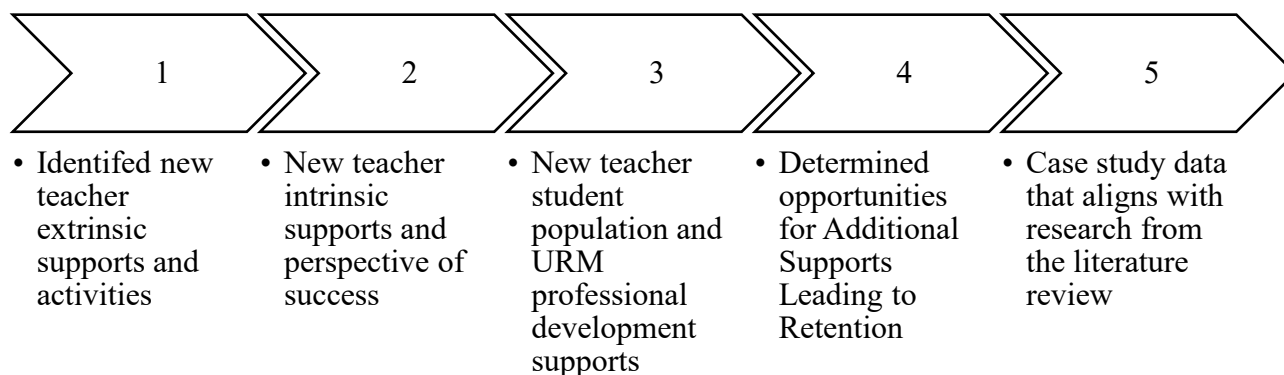
To better understand the problem of teacher attrition and the role that induction programs may play in addressing teacher retention, I used the following two questions as an overall guide to my research:

1. What are **extrinsic activities** impacting a teacher's decision as to whether they will return or not for another year of teaching?
2. What are the **intrinsic supports** impacting a teacher's decision as to whether they will return or not for another year of teaching?

To get a deeper understand of these two research questions, the responses were collected via Zoom recorded online interviews and noted for this research. The results of surveys and interviews form the five categories in Figure 1.

Figure 1

Research Findings Categories



1. Extrinsic **supports and activities** identified by participants and considered of value, beneficial, and significant learning, with only a few considered challenging to participants. These district and school activities are initially meetings and workshops that provide general information, school schedules, agendas, and calendars. Extrinsic activities enable

opportunities for relationship building between new teachers and administrators, veteran teachers, and staff.

2. New teacher **intrinsic supports and 1st year perspective of success** that came from former teaching experience, self-motivation, and family and personal relationships. Intrinsic supports are more personal and internal than extrinsic activities. Examples include family members who are educators, civic organizational memberships, national workshops, graduate school cohorts, and supportive friends. New teachers rely on intrinsic supports when extrinsic supports change, dissolve, or become inefficient. Having a personalized balance of intrinsic supports and extrinsic activities depends on new teachers' professional development needs.
3. New teacher **student population and underrepresented racial/ethnic minority (URM)** student supports are included in annual professional development sessions. Maintaining URM students' success or lack of success impacts new teacher self-efficacy and, ultimately, the decision as to whether to remain in the profession (Pedota, 2015). Self-efficacious teachers are more likely to remain in the teaching profession. Rather than faltering and leaving, these teachers have personalized reservoirs of assistance that support career retention.
4. Determined **opportunities for additional supports and activities** not mentioned by participants that would have been of value and contribute to beneficial, and significant learning. These supports and activities are both intrinsic and extrinsic. For instance, parents became an intrinsic support to teachers during the eLearning 1.0 by providing teacher assistance and support. Another example is assigned district mentors who sometimes became mentees to new teachers. This change in roles was created by the amount of previous education skills of the new teachers and lack of effectiveness of some mentors.

5. **Case study data** that aligns with research from the literature review. The new teachers all had mentors like historical ancient Greek mentoring. Professional development remained the primary extrinsic activity for learning minus the political challenges of the 1930's. Emulating the 1960's COVID-19 brought strong legal and political challenges that impacted the new teachers. The challenges included court cases, lawsuits, and government mandates, which ideally regenerates segregation with brick-and-mortar students versus virtual distance learning students. Subsequently in another economic change, the 1980's teachers have resurfaced as veteran teachers choose to take leaves of absence, retire, or relocate during the COVID-19 pandemic. These shortages include teachers of color, and skilled, certified teachers necessary for all student success including URM students.

Identified Extrinsic Activities

States, districts, and local schools provide new and transferring employee extrinsic supports and activities. This district's new or transferring teachers' extrinsic supports include orientation, meetings, professional development, and mentor opportunities. During the participant interviews for this case study, the participants describe their extrinsic induction supports and activities starting with new employee orientation, which includes building access, policy and procedures, and human resources. Despite being veteran teachers entering a new district, they all shared that they received an overwhelming amount of information throughout these activities. Some of the extrinsic supports in this case study are combined activities depending on the type of induction resource and timing of induction delivery.

More extrinsic support and activities occur during Semester 1, Term 1 than any other time during the school year. Figure 2 below shows supports and activities listed by semester. The participants have a one-time exposure to some of the inductions with no repeated formal training

or content reminders during Semester 2. For a crisis like COVID-19, this was ideal training to have an overview of all objectives before Spring Break. However in a traditional school year, the participants may be considered committed and possibly needing less extrinsic support; however, there are still opportunities to improve efficiency by providing more training or retraining throughout the school year rather than a large amount during Semester 1. To expand the example mentioned in Chapter 2, induction activities should be continuous with more specific tools for each new teacher's role and responsibilities.

Figure 2

Extrinsic Supports and Activities by Semester



District: Initial Meeting New Teacher Orientation and Monthly Meetings

The first step in induction supports is new employee orientation where all district new hires collectively meet and gain basic knowledge regarding the district's processes, procedures, and systems. Vera stated the training was not only for teachers, but the training was also for bus drivers, custodians, and other new employees. The initial purpose of the week-long professional development provides overall information as well as teacher specific learning such as opportunities to learn teacher policy and procedures, experiment with classroom technology, and meet individuals supporting classrooms. If new teachers have less than three years' experience with the district, these teachers are required to continue their training in the NeTT (The Necessary Teacher Training), which is a series of ongoing training sessions. If tenured before arriving to the district, teachers are excused from attending all sessions. Graduate credit or salary credit are provided for those attending NeTT sessions. All participants state that the training is effective and worth their time. The only challenge is the amount of training that some participants feel is "overwhelming" and the suggestion that training be "staggered throughout the school year -- but understanding that this may not be logistically possible." Tracy shares that "I think there are so many things laid out for us, and I'm a big rule follower, so I think I [have] to do everything. Then, when I need to use the training, it is hard to think back to the beginning of school while I am trying to teach." For example, Tracy indicated that knowing how to use the Special Education online form for Special Ed students was necessary months after the training, which made retraining a necessity due to time lapse. In addition, two teachers with specialized curriculum felt isolated from opportunities to learn specific tools for their students' specialized needs. Providing general professional development is beneficial to the new teachers, but having more specific curriculum learning is necessary for the new teachers' growth.

Local School: First Fridays

Angela seems impressed that the district has all types of new teacher inductions including First Friday where new teachers collegially meet with other new teachers at their school. The number of mandatory First Friday sessions depends on whether new teachers are already tenured. Angela explained that when tenured, “New teachers only attend 2 to 3 meetings rather than 8 to 9 meetings, while New Teacher Orientation Meetings are mandatory regardless of tenure or not.” Since all case-study participants were tenured, they did not have to attend all First Friday meetings throughout the school year. Still, all participants expressed appreciation for the opportunity of meeting with other new teachers each month. Opportunities to freely ask questions and meet key individuals such as guidance counselors and other support staff enhanced the new teachers’ knowledge and perspective regarding their school. Treva describes the First Friday meetings as “conversational and informal chats with new teachers, administrators, and media specialists.” All participants shared that they enjoyed and looked forward to First Fridays – especially, the opportunity to answer questions from knowledgeable educators from their school and district.

Technology

The district is well equipped with technology platforms for attendance, grading, observations, and class management. Tracy shared with laughter, “Gosh, this district is extra with all this technology training.” TalentEd is a software platform used for observation and evaluations throughout the year. Schoology software is used for student classes, lessons, communication, and grades. Angela stated that she liked Schoology, which stores data for classrooms, grades, and communication, but “Schoology training was not helpful since she already had it at another school.” Infinite Campus is the attendance software that was introduced

during this time.

During new teacher orientation, training and access for these technological web sites, platforms, and systems are provided. Only one participant found the technology training experience challenging. The challenge was not the actual training, but lack of her own computer. Vera was disappointed that her school computer was not ready during training, and she had to use a personal device: “They just weren’t ready with our technology, and I don’t know why because they knew we were new teachers and contracts were signed in May and here it was August. So, I do not know why.” This challenge set her behind with her schedule and classroom preparations because her school computer was necessary for system access. Technology for new teachers is key for success as it is in other workforces, which is more evident during a global pandemic and eLearning 1.0.

Department and District Mentors

The district or school provides each new teacher a mentor. For case study participants, the extrinsic mentors were either from their school’s department, district department, or an educational coach. Each new teacher shared the type of mentor that worked best for him or her throughout the school year. While most of the participants utilized the standard mentorship process, others sought mentorship through community support, which Tracy and Angela talked about. Tracy opted out of the standard mentorship and utilized her department members because her entire experienced department team supported her throughout the year. She explained, “Rather than having an assigned mentor, it’s sometimes easier just to bypass the whole mentorship process and just deal with the people you’re already working with and sitting next to on a daily basis, even if they don’t have the same job.” Angela expressed the same, “It was just kind of a community helping me.” Colleagues, principals, and district administrators were also

mentioned as experienced mentoring support knowing the ins and outs of school buildings and district procedures.

A challenge for Angela was lacking common planning periods and courses with mentors, which made it sometimes hard to reach out when needed. The most challenged with mentors was Donna who left at the end of the school year. She said, “I was paired with a department mentor and we met a couple of times during the year. We did not have a set schedule. I also had a district coach and we met two or three times throughout the year. Again, we did not have a set schedule.” Treva’s mentor taught the same classes as Treva, which made their mentoring relationship more specific to her classroom norms and culture. The mentorships proved to be diverse yet mostly effective due to the research participants’ exposure to more experienced educators to share, discuss, and suggest answers to their questions.

Culturally Responsive Training and Racial Equity Training

All participants stated that the Culturally Responsive Training and Racial Equity Training were helpful during current racial tension in the Twin Cities of Minnesota. Three of the teachers mentioned being better equipped to understand and emotionally handle current racial tension stemming from the highly publicized alleged murder of a black man by Minnesota police. “After the death of George Floyd on May 25, 2020, protest and unrest rocked Minneapolis and other cities” (Taylor, 2020) throughout the nation. The teacher benefited from Dr. Sharroky Hollie, trainer and writer of the book, *Culturally and Linguistically Responsive Teaching and Learning* (2015), who provided workshops for all district teachers. Along with this monthly training, new teachers also received racial equity training throughout the year. The training classes provide classroom strategies to assure inclusion of different ethnicities and socially economic challenged students. Treva stated that the growing population of minority students was one reason why she

transferred to the district. She wanted to help with her skills in teaching this population of students. Four of the participants transferred from inner-city schools with large populations of minority and economically challenged students with all stating that the district's training was helpful and appropriate. Throughout the school year, some of the participants utilized skills from their inner-city schools where they assisted larger populations of low-income and minority students. Though the new district has small numbers of underrepresented racial/ethnic minority groups (URM) students who are African Americans, American Indians/Alaska Natives, and Latinos, the participants still felt better equipped and willing to assist low-income students in this new district. Regardless of the district URM population size, the URM students still benefit from the Culturally Responsive training extended on their behalf as well as other students.

Observations

In this district, each new teacher is observed three times each year. Depending on tenure or not, either the principal, assistant principals, or a supervisor provide observations. To guide the observations, all teachers start the observation process by following a 16-point performance rubric. Tracy says, "She feels the performance rubric was good for both personal and professional reflection that assist her career." She also likes the pre- and post-observation meetings best to discuss her classroom and courses one-on-one with her observer. The teachers also create Learning Goals for their students to achieve before the end of school. Sometimes new employees are uncertain about identifying performance goals, however, the participants all proudly shared that their Learning Goals assisted with students' success – especially, during eLearning 1.0, which is the first round of distance learning created due to the COVID-19 pandemic.

Induction Supports Leading to Retention

New teacher intrinsic supports and perspective of success

Intrinsic supports and activities come from the teachers' self-motivation and drive to succeed as an individual. This behavior has its own personal rewards for teachers. In the case of the participants, they all wanted tenure and to anchor themselves into their new district. Being able to strengthen the success of their students also was a motivator. The intrinsic supports help determine the reason why teachers teach and continue teaching. All five of the new teachers are self-motivated with personally chosen intrinsic activities outside of state, district, and school mandates and requirements. These are values, habits, disciplines, and factors that determine how they remain as teachers. The participants exhibit their intrinsic supports through mentoring others, personal goals, individual enrichment, measuring success, and most of all their individual reason for teaching. As mentioned in Chapter 2, motivation enables new teachers to start owning their new career choice, which these five freely owned.

Though none of the new teachers identify motivation as one of their intrinsic support factors, they all exhibit characteristics and opportunities for self-motivation. I believe this is due to their prior teaching experience before entering the district as a new teacher. Even though they were new to the district, they embraced challenges such as demanding schedules even during COVID-19 changes. The new teachers did have opportunities to do meaningful work at high performing schools. However, there was no specific achievement recognition or sense of importance except for obtaining tenure, nor was there many opportunities for growth outside of the classrooms and departments. Throughout the school year, the district should provide opportunities to publicly acknowledge new teacher achievement whether within the school or even in the community.

Mentors Chosen by New Teachers

Though the district and schools provide extrinsic mentors for their new teachers, these participants each had their own personally chosen mentors in their lives to support their teaching efforts. Some take advantage of access to their colleagues' experiences and skills by asking questions and volunteering to shadow while others have teachers in their families who readily respond to questions and concerns. Donna's spouse is a teacher who is in graduate school, and they collaborate on school topics and issues. Vera has the most extensive mentoring support with both her husband and father teaching the same courses as she does. She also regularly communicates with her graduate school colleagues from another state. Vera appreciates the district paying for course specific workshops that exposes her to an "array of international teachers" that share the same subject area. With previous teaching experience, she became a mentor to her assigned mentor since she has more teaching experience. Tracy, who teaches a very specialized group of students from their home wants more access to others who teach the same subject, though "it may be the nature of my 'school' location at the homes of my students that hinders this interaction." There were no negative comments or stories regarding mentors and colleagues. All participants agreed that all mentors assigned or self-chosen are extremely supportive in assisting and helping when asked. There was evidence that the new teachers could benefit from having more of a voice in veteran/new teacher dialogue. These types of forums provide opportunities for more structured team discussions or forums with solely new teachers presenting some information.

Personal Goals and Enrichment

Outside of the many professional development opportunities in this district, the participants all sought additional external opportunities for induction learning. Donna is an avid

reader regarding pedagogy topics of interest and necessity. While the graduate classes for all participants provide additional knowledge, those taking doctoral courses are seeking even a higher level of knowledge. With some participants teaching electives, they find the need to collaboratively work with other school levels, whether elementary, middle school, or high school, as an added layer of knowledge to not only benefit them as new teachers but to assist a linear learning process for student success. According to Vera, “Sharing knowledge between school levels enhances learning for student acceleration as well as articulating students which makes the next teacher’s job easier.” Tracy stressed that “just getting out and doing it, if that counts as a learning opportunity” has been her goal for personal growth, which allows choices and control as an individual. There was no lack of intrinsic supports for these participants, which are positive examples regarding intrinsic supports and activities. This is a positive reflection on this district when five new teachers all agree that they were able to reflect and achieve their professional goals along with personal goals. This is an important finding since all participants are quite different while working in varying areas of the district.

Self-Assessing Success

All five participants measure success through their observations, evaluations, and student performance, but more so through relationships. Donna measures her success to the extent to which she feels like she “formed good relationships with students, teachers, and parents...the extent to which I could resolve issues for students, teachers, and even parents.” Though student achievement is high on Treva’s success list, she still pays close attention to the relationships that she builds with students because she believes without relationships, she is unable to teach them. Treva believes in connecting with parents and trying to get them involved as much as possible. She says that student achievement is a close second to relationships. Treva’s goal is to get

students to “feel like they did better than they did before even if a student doesn’t get an awesome grade, but they say, wow, I’m now finally getting it, or its clicking, or I’ve made so much progress, or we can talk about how much growth they’ve had throughout the year, I consider that a success.” For Angela, gaining tenure in her first year at the district was a tremendous success though she still has even higher learning goals for her student success and constantly looks for ways to improve. She says, “Sometimes I have a really hard time gauging what students are able to understand and what input they can handle which is my biggest learning curve.” Angela along with other participants felt challenged with some of this district’s academic expectations after leaving other districts that had different academic expectations. The participants did not mention any specific lesson planning nor curriculum development training, supports, or activities during their first years in this district. As the 1930’s teachers, the research participants could benefit from professional curriculum academic development that increased motivation and eased stress.

Purpose of Teaching

During the interviews, participants voluntarily shared their reason or purpose for entering the education field and this district. Treva chose this district to share her skills of working with minority students migrating to this district—though she currently finds her student classroom populations to be 90% white. She is hoping for opportunities to share her experiences in the future. Donna was a product of private schools and believes that education is important. Next school year, Donna is proudly returning to a private school as an administrator after being “sought after” by the private school. Vera did not plan to be a teacher and “was going to be in the business world and all of that.” However, she spent more time at college on her current teaching topic rather than required business courses. Then she decided since that was the case, how am I

going to make humans better in the business industry? What is going to be my impact on the world in general? And teaching, she thought, was one way with her current courses to do that!” While Angela wants to transform the way of teaching, she currently “does not feel super well heard as a new teacher though she is well supported and very well helped. She’s trying to figure out a way to present her ideas to others without her veteran department being so offensive and all that.” All are very noble and sustaining reasons for teaching, and an opportunity to share thoughts with an experienced mentor who could steer Angela in collaborative directions with her colleagues.

Participants’ COVID-19 Experience

COVID-19 forced schools to apply the functionalist perspective on schooling by challenging traditional standards with every school having to explore the social needs it serves and the ways it works to meet those needs. Due to this international pandemic, this district, as many others throughout the world, experimented and experienced distance learning where students worked remotely from home. What was the impact of COVID-19 on the five participants?

The pandemic forced all schools to expand current culture or form new cultures, which generally happens during a crisis. The key to sustainability for all the participants was prior relationships with students, teachers, parents, administrators, and staff. The participants unanimously expressed that relationships are key to distance learning 1.0’s success as well as relying on previous classroom learning strategies from the beginning of the school year. These are relationships formed prior to Spring Break 2020. The teacher who home-schooled students was able to virtually meet parents for the first time since they were working from home. While

leaning on prior relationships, the participants were concerned about distance learning in the new school year where some would lack pre-existing relationships.

All mentioned their observations happened prior to COVID-19 with three case-study participants completing evaluation meetings prior to distance learning 1.0. The other two teachers completed their observations through Google Meet. One teacher's principal scheduled a Google Meet communication to inform her that as a new teacher she had received tenure after her first year of teaching in the district.

Another district learning situation was Angela's disappointment when her veteran department of teachers and department head were not open to curriculum changes to original preplanned class scope-and-sequence during distance learning. This is likely due to teachers with this district's experience knowing that distance learning was new and unprecedented, and demanding that anything that could remain constant should. Vera described her distance learning as missing being face-to-face with her students and the fun times in their classroom. While Treva mentioned that First Fridays continued during distance learning 1.0, she was pleased that "There was a ton of communication during distance learning. [She] felt incredibly open and able to email [her] administration and ask, or email a counselor, or email anybody to ask questions." Donna gained necessary tools from the COVID-19 district administrative planning meetings, and she states that the training will assist with her new administrative role at her new school. These new teachers successfully completed an end-of-school year like none other during an international pandemic.

Student population and URM Professional Development Supports

This district provides training for all teachers regarding Underrepresented Minority (URM) students through new teacher orientation and monthly professional development. The

URM training topics for this district are Culturally and Linguistically Responsive Teaching and Learning (Hollie, 2015) workshops and racial equity training. In Chapter 2, I defined URM students as African American, American Indian, Alaska Natives, and Latino students. The training that participants in this study received focused on African American students. One participant who is African American stated attending many equity training and found this one to be “on point for African American culture.” Though all participants consider this good training, there is not enough evidence that shows this training represents all URM groups. Based on the participants’ interest, the district should add more equity modules, events, or activities throughout the year that specifically address other groups due to new teacher interest and benefit. This is important because even though all participants are veteran teachers, I believe that teacher backgrounds do not exceed the knowledge of effective induction supports, which makes the difference.

URM student groups exist primarily due to race and culture that exists inside and outside the school. These are groups of students who enter public schools with predefined URM characteristics that define who they are physically and sometimes socioeconomically within the school. Unlike the district in this case study, other districts with larger URM students historically have more social challenges that sometimes overshadow academic needs. When feeding students becomes the number one priority during a pandemic, academics becomes a secondary factor until teachers can increase students’ extrinsic academics. It should be noted that not all students of color needed food, technology, or other resources in this district because of its higher socioeconomic level. Yet all districts and teachers provide unprecedented support for their students during distance learning with nontraditional ways of delivering food, technology devices, phone calls, house visits, and distance learning. All new teachers with or without a large

URM population found themselves providing increased time with students through the day and evening hours.

Opportunities for Additional Supports Leading to Retention

This case study includes the following intrinsic supports and activities: mentoring, work relationships, lifestyle, efficacy, and motivation. For the case-study participants, all these inductions were present, with the mentoring and work relationships as the most popular. However, the ones less mentioned that present opportunities for the district's future planning are lifestyle, efficacy, and motivation. With the one participant who left, the work-life balance seemed nonexistent. Though Donna enjoyed her teacher training, the training did not adequately assist her current job with both teacher and administrative duties. This type of imbalance brings possibilities of leaving for teachers – such as Donna. Lifestyle includes physical activity, which helps reduce diseases and increases health. None of the participants mentioned physical activities as intrinsic strategies. Also, none mentioned saying “No” to extra responsibilities or duties, yet, only one said that her mission for the year was saying “Yes” to every request presented. Ironically, this participant is the one who left feeling that the job was not a good fit.

Another intrinsic opportunity to assist strengthening new teacher intrinsic supports is self-efficacy knowledge, which includes value and usefulness that strongly influences a new teacher's perspective. These are very personal and self-owning beliefs. Treva came to this district and was told that she would be a change agent in her department. Upon arriving she found that veteran teachers were not always open to her opinion and ideas. Being of value and use were challenges for Treva with this intrinsic support.

To provide a different perspective of retention, this case study's findings are primarily why new teachers stay rather than the identification of why they leave. The findings shift the

focus from new teacher retention losses to generating reasons to stay investments. At the end of each school year, schools, districts, and most of all students, need teachers to stay rather than leave. This case study identifies simple, practical reasons that support teachers staying.

Case Study Data That Aligns with Research from Literature Review

This case study's literature review focuses on the historical background of education, which includes mentorships, legal means, teacher shortages, teacher retention, male teachers of color, teacher tenure, and social media. For the participants, mentorships were the most popular extrinsic and intrinsic support. Mentoring and collegial conversations were also the supports discussed as participants express gratitude for the experience. With an unprecedented school closing, the participants experienced legal issues as the Governor of Minnesota and other decision-makers determined how distance learning would be the instructional delivery to end the school year. Despite a crisis warranting political and government involvement, all participants either secured their tenure during the pandemic or had tenure prior to the pandemic. Each participant expressed appreciation in knowing their job was more secure, especially during a pandemic. One participant stated that her husband worked in corporate and his job could go away at any time. This district provided a new type of support that came as job security when economic uncertainty crept into their lives.

Conclusion

With all five participants continuing as educators, this case study shows that induction supports do have an impact on retention and shows that teachers can stay with appropriate supports. The findings also show that when teachers stay, students are shown to be successful as indicated by their students' Learning Goal achievements, academic performance, and content presentations. Even with a quality college education and years of experience, new teachers still

need exposure to the extrinsic factors of their new learning environment. They also need to reevaluate and readjust their intrinsic supports to fit their new teaching environment. This includes the specific knowledge of their district and local schools. Sometimes overlooking the importance of inductions, teachers can be handed a classroom key as their only extrinsic factor. The quality of support and activities that this district provides is notably helpful in retaining new teachers. This case study finds that impactful teacher inductions are a collaboration of both extrinsic and intrinsic supports and activities. Chapter 5 concludes this case study sharing how decision makers and, most of all, how new teachers can benefit from opportunities to balance both extrinsic and intrinsic supports to meet specific needs, activities, and roles.

Chapter Five - Summary and Recommendations

Introduction

Before the interviews, I told each participant that I wanted to learn from them. Initially, I thought I was just learning about induction supports and activities, but I soon realized that I was learning how teachers survive and thrive in the world of education. Each participant had a story that empowered their continuous existence in schools. The participants were confident about what they were teaching and sure about their future as educators. Their students achieved annual learning goals because of their efforts, even during a global pandemic.

After the interviews, I pondered over our conversations and thought about my own effective and sometimes ineffective induction supports and activities. I realized that my reason for teaching is that I teach to open possibilities in learning so that my students build real-life useful skills. I do this without wasting their time and opportunities for success. I had great Business Ed teachers in both middle and high schools who did me a favor by navigating career options for me. As a Career Technical Education (CTE) teacher, I still have great mentors and supports that inspire me to return the same favor offered by others . . . because I know it is worth it! I would not be an effective teacher without extrinsic supports including the gracious mentoring of others. I also would not be effective without my never-ending desire for intrinsic activities beyond the extrinsic. **This case study finds that a balanced collaboration of intrinsic and extrinsic supports is necessary for new teacher retention that reciprocates to student success.**

Sometimes, balance means that intrinsic is dominant when extrinsic has constant changes as it did during eLearning 1.0. The participants have a balance of extrinsic and intrinsic supports listed below in Table 3. Without one or the other, their school year would have ended quite differently. If extrinsic supports were not enough for the moment, these new teachers should seek

necessary knowledge through their own intrinsic choices. Chapter 5 summarizes this case study and provides recommendations for anyone interested in improving new teacher supports – specifically, administrators, teacher trainers, and teacher mentors.

While extrinsic activities emphasize the *what* in teaching, intrinsic supports model the expectations for *how* new teachers will manage themselves in facilitating learning for students. One might argue that these five participants were lucky to get into a great school district, and therefore, they survived their first year. I believe that the participants survived not because the school district is high achieving, but because the high-achieving district provides opportunities for quality extrinsic supports, which encourages new teachers to continuously seeking quality intrinsic supports. Most new teachers experience their greatest struggles during their first three years. However, the case-study participants' prior teaching skills and educational experience is found to be a bonus to their supports and activities—even to the one who left. With prior experience, extrinsic induction opportunities, and intrinsic passion and goals, each participant was uniquely different in their passion to teach.

Recommendations to Administrators

This case study provides recommendations to administrators at district and building levels. Recommendation factors include activities and supports needed for new teachers. Building-wide involvement and recognition is crucial in developing decision-making skills otherwise reserved for veteran teachers. Without having a decision-making voice or recognition opportunities, motivation dwindles, and new teachers are likely to leave. The participants stated that occasionally more time is required for certain tasks, but with busy teaching schedules there is limited time to add new induction supports. Knowing that time is a valuable commodity in schools, administration still must find opportunities to provide new teachers extra time for lesson

planning, reflecting, or training throughout the year. Also, with relationships being both extrinsic and intrinsic factors for new teachers, principals of schools can benefit from finding time to sit and talk to their new teachers outside of formal observation or negative issues. Principals should seek to learn about their new teachers' backgrounds and their future goals beyond just teaching in a classroom. Rather than talking through department heads and supervisors, principals need to form dialogue relationships with the teachers that they hire.

New teachers benefit from having a voice in department, school, and even district discussion. This is important not only for the teacher, but also for the school and district. Many teachers are just completing college with new trends, ideas, and methodologies. Some have interned in different learning environments. The new concepts brought to the school and district are invaluable for improving educational processes and systems including new trends in technology, classroom management, and organizational methods. New teachers are often younger than veteran teachers nearing retirement. Providing collaborative ways for the various generations to converse strengthens the overall school system.

Recommendations to Teacher Trainers

All participants spoke well of monthly connections, such as First Fridays where they could talk to other new teachers, staff, and administration with questions and concerns. New teachers benefit from face-to-face conversations with other educators. Keeping with the trends of COVID-19, I recommend more virtual conferencing for convenience to already busy schedules. Virtual meetings, as we have learned through COVID-19, can be readily available especially when needed. One challenge the new teachers had was most of their training was scheduled during their first semester. Having more virtual opportunities will reduce time and cost which allows more training throughout the year. Since some new teachers bring skills from other

districts, schools, colleges, and corporate sectors, new teachers are candidates for professional development presenters if time allows. Finally, this case study found that many districts and schools provide extrinsic support development options with the exclusion of necessary intrinsic supports. Induction activities should always include a mixture of both extrinsic and intrinsic choices.

New teachers want choices just as students want choices in the classroom. Allowing new teachers to have choices regarding professional development and even school involvement nurtures more adult-to-adult relationships rather than relationships symbolizing adult-to-child.

Recommendations to Mentors

The new teachers stated that their mentoring sessions were mostly unscheduled and unstructured, which proved to provide flexibility without gaining specific knowledge. To enhance this approach, mentors should survey new teachers throughout the year regarding both extrinsic and intrinsic support needs and wants. Knowing new teachers' perspectives, reflections, and current background knowledge is the best for mentoring relationship building. Like new teacher trainers, mentors should include both extrinsic and intrinsic activities. Rather than meeting in the same conference room throughout the year, mentors should schedule meetings in locations that introduce new teachers to available teacher resources. Mentors should also schedule simple fun events like outdoor hikes, or gaming competitions between the new teachers to give them opportunities to share more of themselves beside their teacher roles. With technology, mentors need to utilize opportunities to enhance flexibility through texting, apps, and web sites for team and individual communications. As all mentors, trainers, and administrators provide supports to new teachers, a focus on developing both intrinsic and extrinsic supports is a priority of importance.

Providing mentors who want to mentor and are capable of mentoring are key for positive results. Rather than just placing individuals into a year-long commitment of mentorship, new teachers will benefit from mentors who can share beneficial experience. Also, establishing a mentor's schedule is important so that the new teacher is aware when mentor time is available and suitable for both individuals. Multiple mentors can provide even more choices as new teacher seek answers to different types of questions.

Recommendation to New Teacher Measuring Students' Success

Participants provided information regarding student success. Each classroom teacher shared their student achievement regarding annual learning goals. Their feedback was qualitative with no definite numbers regarding measurements. The perceived success came primarily from their observation of student performance. Each participant had their own objective for student learning goals and success. Districts should have a standard measurement plan for student learning. If there is a plan, districts should have methods to train, remind, and enforce the learning plan that includes new teachers.

Recommendation to Assist Education Stakeholders Besides New Teachers

During this pandemic, my path has crossed with administrators, staff, students, and parents who are finding themselves as new stakeholders in the world of education. Sharing with these individuals that extrinsic supports are constantly changing or even going away due to CDC guidelines and the pandemic, I have advised that this is the time to lean into what one can control, which are intrinsic supports. Increasing the amount of intrinsic supports or locating new extrinsic supports will assist with balancing the induction need of educational employees finding themselves in changing circumstances. Both intrinsic and extrinsic skills are organizational transferable skills that can be used in different roles and jobs. Those educator stakeholders who

can transfer their energy and knowledge to a new way of learning will be the most successful. Right now, everyone is returning to their first days of education as we eliminate and incorporate new processes, systems, and technology—first days for all of us.

Closing Thoughts

While requiring the educational world to reinvent learning, the COVID-19 pandemic brings a new first-year teaching experience to all teachers, administrators, and staff. With distance learning or eLearning 1.0 and 2.0, which includes blended learning, virtual meetings, social distancing, and face covering, all teachers are experiencing supports that lack traditional teaching environments. This is a stark contrast to historical chalkboards, whiteboards, projectors, close group activities, and even hugs, which are currently of the past. As the world tries to adapt to COVID-19, new and veteran teachers are making life-altering decisions regarding whether to stay or leave the teaching profession. This continues to make teacher induction the most valuable tool in teacher retention, which transcends to student success.

From listening and watching my district, I notice that teachers with effective intrinsic supports are staying, and others struggle without effective supports and even opt to leave. For this case study's participants, their intrinsic supports are strong and continuously developing. During their first one-to-four years, they anchored themselves into their district, which is their sustainable force during this pandemic. I believe that they will continue with their teaching careers and leadership aspirations as they continue to teach and prepare their students. These are students who now have a larger voice in their educational settings as they assume innovative technology, troubleshooting, and self-advocating roles.

Based on this research, I also believe that teachers who survive and stay will be those with strong intrinsic supports and activities, because extrinsic supports are either changing or

non-existing during this historical pandemic season. Without continuous readjustments to balance the needed amount of extrinsic and intrinsic supports, educational history will repeat itself regarding mentorship, legal battles, teacher demand, teacher shortages, teacher retention, black teacher shortage, male teacher shortage, teacher compensation, and social media – but this time with unprecedented challenges and changes. Many extrinsic and intrinsic supports have new delivery systems rather than standard meetings and emails of the past. Quality new teacher supports and activities as exhibited in this case study are necessary for teacher retention, more now than ever. Both extrinsic and intrinsic supports and activities are necessary for teachers to stand secure not only during their careers, but particularly during this uncertain time of education. Having taught at different types of schools including affluent and Title One, I have seen a noticeable difference in new teacher ability in completing the first years of teaching depending on the school and instructional preparedness. With respect to teacher attributes, Palardy and Rumberger (2015, 2001) found that “instructional practices had the most direct impact on student achievement, followed by indirect effects of teacher attributes. Teacher background characteristics such as total years of experience and certification were found to have no effect on student achievement” (Irvine, 2019, p. 22). Having effective induction supports are necessary to enhance new teachers’ extrinsic instructional practices as well as intrinsic personal attributes.

As an educator who has migrated from school to school approximately every two years, with 10 or more new teacher induction experiences, I really appreciate the importance of the many relationships and opportunities afforded to me from this way of teaching and survival. I also now realize that how I leave a school reflects negatively or positively on student success. This case study taught me that uniquely migrating is part of my personal intrinsic supports and

has proven beneficial even during a global pandemic. With migrating, I have met so many educators, and have studied and compared many educational organizations, systems, and processes from diverse schools. I plan to teach, train, and mentor new teachers not only at my school but also in districts and colleges to emphasize the benefits of quality, relevant supports, and activities that encourage retention. This knowledge and skill set allows me to bring a genre of experience to my students' success. This is important at any time, but especially at this time with COVID-19 and the many teaching changes that abruptly made all teachers new teachers once again. To add to teacher shortage challenges, many teachers are currently choosing to take a leave of absence, retire from teaching, or just quit. Right now, more than ever, every district, local school, and new teacher must determine and focus on what works extrinsically and intrinsically to retain new teachers and make this a priority in the school's leadership efforts.

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Appendix A – Institutional Review Board Approval

TO: Alicia Ponds - ponds@csp.edu

CC: Humans Subjects Review Committee File

The IRB Human Subjects Committee reviewed the referenced study under the exempt procedures according to federal guidelines 45 CFR Part 46.104d (2): RESEARCH THAT ONLY INCLUDES INTERACTIONS INVOLVING EDUCATIONAL TESTS (COGNITIVE, DIAGNOSTIC, APTITUDE, ACHIEVEMENT), SURVEY PROCEDURES, INTERVIEW PROCEDURES, OR OBSERVATION OF PUBLIC BEHAVIOR (INCLUDING VISUAL OR AUDITORY RECORDING).

Study Number: 2020_50

Principal Investigator: Alicia Ponds

Title: New Teacher Induction Activities and Support Impacting New Teacher Retention

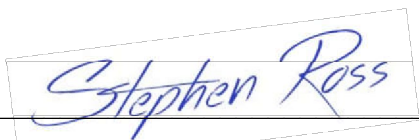
Classification: X Exempt Expedited Full Review

Approved X

Approved with modifications: [See attached]

Declined [See attached]

Upon receipt of this letter, you may begin your research. Please remember that any changes in your protocol need to be approved through the IRB Committee. When projects are terminated or completed, the IRB Committee should be informed to comply with Department of Health and Human Services (HHS) Regulations, Title 45 Code of Federal Regulations Part 46 (45 CFR 46). If you have questions, please call the IRB Chair at (651) 641-8723.



Signature, Chair Human Subjects Review Committee

June 4, 2020

Date

Concordia University • 1282 Concordia Avenue • St. Paul, Minnesota 55104-5494 • 651-641-8230 • www.csp.edu

Appendix B: Sample of Participant Email Communication

Thank you for assisting the New Teacher Induction case study research. The purpose of this research is to identify **New Teacher Supports and Activities that Impact New Teacher Retention**. Attached is the consent form, and the demographic questions are located below. To protect your confidentiality and privacy, you will have a code name for all research documents which will be stored in a secured file. Please provide the following information in an email response:

CONSENT FORM - To get started, a consent form is required.

- Read and sign the consent form. If you have any questions or concerns, please do not hesitate to contact me.
- Attach and send the completed form to pondsa@csp.edu

DEMOGRAPHIC QUESTIONS - Please answer following questions about you (as an educator) and your teaching environment

1. How long have you been a classroom teacher?
2. How long have you taught at your school?
3. Do you teach elementary, middle, or high school?
4. What grade level and courses do you teach?
5. Have you taught other levels and courses?
6. Provide your daily work schedule.
7. Before becoming a teacher, were you a college student or corporate employee?
8. If corporate, what was your job.
9. What is your college degree(s)?
10. Describe your current school?

INTERVIEW TIME

Pick a time frame that is best for you to meet virtually for your interview. These times are suggestions. Please know that I respect your time and I am flexible. Let me know the best time for your schedule. I will then send you a link for the interview.

05/30/20 - Saturday - Afternoon

05/30/20 - Saturday - Evening

05/30/20 - Sunday - Afternoon

05/30/20 - Sunday - Evening

06/01/20 - Monday - Morning

06/01/20 - Monday - Afternoon

06/01/20 - Monday - Evening

06/02/20 - Tuesday - Morning

06/02/20 - Tuesday - Afternoon

06/02/20 - Tuesday - Evening

Again, thank you!! I look forward to meeting you and learning from you. Please phone me with any questions or concerns.

Appendix C: Research Consent Form**Case Study Research Consent Form****New Teacher Induction Activities and Supports that Impact New Teacher Retention****Please sign and return via email**

Consent to take part in research survey and interview:

- _____ voluntarily agree to participate in this research study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- I understand that participation involves completing a survey, being virtually interviewed, and review interview transcript.
- I agree to my interview being audio-recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- I understand that disguised extracts from my interview may be quoted in presentations, published papers, articles, online sites, and books.
- I understand that signed consent forms and original audio recordings will be retained in a secured file and cabinet until the exam board confirms the results of dissertation.
- I understand that a transcript of my interview in which all identifying information has been removed will be retained for two years after the exam board approval.
- I understand that under freedom of information legalization I am entitled to access the information I have provided at any time while it is in storage as specified above.

- I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Signature of research participant _____ Date _____

I believe the participant is giving informed consent to participate in this case study.

Date Signature of researcher _____ Date _____