

University of Windsor

Scholarship at UWindor

Electronic Theses and Dissertations

Theses, Dissertations, and Major Papers

2009

The relationship between vocational teachers' professional development in a New Teacher Induction program and their practice

Julieta Soledad Delos Santos
University of Windsor

Follow this and additional works at: <https://scholar.uwindsor.ca/etd>

Recommended Citation

Santos, Julieta Soledad Delos, "The relationship between vocational teachers' professional development in a New Teacher Induction program and their practice" (2009). *Electronic Theses and Dissertations*. 8279.

<https://scholar.uwindsor.ca/etd/8279>

This online database contains the full-text of PhD dissertations and Masters' theses of University of Windsor students from 1954 forward. These documents are made available for personal study and research purposes only, in accordance with the Canadian Copyright Act and the Creative Commons license—CC BY-NC-ND (Attribution, Non-Commercial, No Derivative Works). Under this license, works must always be attributed to the copyright holder (original author), cannot be used for any commercial purposes, and may not be altered. Any other use would require the permission of the copyright holder. Students may inquire about withdrawing their dissertation and/or thesis from this database. For additional inquiries, please contact the repository administrator via email (scholarship@uwindsor.ca) or by telephone at 519-253-3000ext. 3208.

NOTE TO USERS

This reproduction is the best copy available.

UMI[®]



THE RELATIONSHIP BETWEEN VOCATIONAL TEACHERS' PROFESSIONAL
DEVELOPMENT IN A NEW TEACHER INDUCTION PROGRAM AND THEIR
PRACTICE

By

Julieta Soledad Delos Santos

A Thesis
Submitted to the Faculty of Graduate Studies and Research
through the Faculty of Education
in Partial Fulfillment of the Requirements for
the Degree of Master of Education at the
University of Windsor

Windsor, Ontario, Canada

© 2009



Library and Archives
Canada

Published Heritage
Branch

395 Wellington Street
Ottawa ON K1A 0N4
Canada

Bibliothèque et
Archives Canada

Direction du
Patrimoine de l'édition

395, rue Wellington
Ottawa ON K1A 0N4
Canada

Your file *Votre référence*
ISBN: 978-0-494-57588-8
Our file *Notre référence*
ISBN: 978-0-494-57588-8

NOTICE:

The author has granted a non-exclusive license allowing Library and Archives Canada to reproduce, publish, archive, preserve, conserve, communicate to the public by telecommunication or on the Internet, loan, distribute and sell theses worldwide, for commercial or non-commercial purposes, in microform, paper, electronic and/or any other formats.

The author retains copyright ownership and moral rights in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

In compliance with the Canadian Privacy Act some supporting forms may have been removed from this thesis.

While these forms may be included in the document page count, their removal does not represent any loss of content from the thesis.

AVIS:

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque et Archives Canada de reproduire, publier, archiver, sauvegarder, conserver, transmettre au public par télécommunication ou par l'Internet, prêter, distribuer et vendre des thèses partout dans le monde, à des fins commerciales ou autres, sur support microforme, papier, électronique et/ou autres formats.

L'auteur conserve la propriété du droit d'auteur et des droits moraux qui protègent cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

Conformément à la loi canadienne sur la protection de la vie privée, quelques formulaires secondaires ont été enlevés de cette thèse.

Bien que ces formulaires aient inclus dans la pagination, il n'y aura aucun contenu manquant.


Canada

AUTHOR'S DECLARATION OF ORIGINALITY

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices. Furthermore, to the extent that I have included copyrighted material that surpasses the bounds of fair dealing within the meaning of the Canada Copyright Act, I certify that I have obtained a written permission from the copyright owner(s) to include such material(s) in my thesis and have included copies of such copyright clearances to my appendix.

I declare that this is a true copy of my thesis, including any final revisions, as approved by my thesis committee and the Graduate Studies office, and that this thesis has not been submitted for a higher degree to any other University or Institution.

ABSTRACT

A qualitative case study took place in south western Ontario to ascertain the effectiveness of the New Teacher Induction (NTIP) program when applied to one vocational secondary school. Interviews were conducted to see what teachers perceived to be the relationship between their professional development and practice from NTIP; skills that they developed directly from NTIP; and characteristics of the school environment that effected the program. Further development of teacher identity, improved classroom management skills, deeper understanding of students and use of a computer program were linked to NTIP. Supportive administration enhanced the effectiveness of NTIP. Mentorship had mixed effects upon the program. Suggested improvements included restructuring of seminar topics, improved mentorship, greater flexibility of the program to maximize its effectiveness to a variety of school settings.

DEDICATION

For my family and friends who encouraged me. Especially Craig Bowman whose patience, support and advice mean more than words could express. For all the educators who inspired me and continue to do so. For Gerald Laronde, who single-handedly changed my entire view of education. Thank you.

ACKNOWLEDGEMENTS

I would like to say a very sincere thank you to my advisors, Dr. Finney Cherian and Dr. Geri Salinitri. Their encouragement, helpfulness, and advice have changed the course of my life.

TABLE OF CONTENTS

ABSTRACT	iii
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
CHAPTER	
• I. INTRODUCTION.....	1
Problem Statement.....	1
Significance of Study.....	2
Purpose of Study.....	3
Rationale for Study.....	3
• II. REVIEW OF LITERATURE.....	4
Induction.....	5
Mentoring.....	9
Workplace.....	10
Administration.....	12
Ontario.....	14
• III. DESIGN AND METHODOLOGY.....	17
Research Questions.....	17
Subjects.....	17
Design and Procedures.....	17
• IV. ANALYSIS OF RESULTS.....	27
Results.....	27
Discussion.....	43
• V. CONCLUSIONS AND RECOMMENDATIONS.....	51
APPENDICES.....	56
Letter of Consent.....	56
Letter of Information.....	58
Consent for Audio Taping.....	60
School Principal Agreement Form.....	62
Interview Questions.....	64
NTIP Teacher Professional Development Guideline.....	66

REFERENCES	68
VITA AUCTORIS	71

CHAPTER I

INTRODUCTION

Problem Statement

For the past several years, there was worry over a teacher shortage in Ontario. The teacher shortage would indicate staffing issues and the cost of replacing teachers. From the literature, induction was a popular method for retaining beginning teachers (Ingersoll, 2001; Ingersoll & Smith, 2004; Kelley, 2004; Liston, Whitcomb, & Borko, 2006; McNay & Cole, 1989; Smith, 2007; Wong, 2002; Wong, 2004a; Wong, 2004b). It is crucial to retain novice teachers because their attitudes towards teaching are most impressionable during their initial experiences (Pine, 2006). That is, beginning teachers with positive experiences at the start of their career are more likely to remain in the profession (Pine, 2006). Decreasing teacher turnover rates would reduce the cost of replacing teachers, this would allow funding to be applied to necessary areas. A few years ago, Ontario started using the New Teacher Induction Program (NTIP) in order to lower attrition rates and encourage professional development. Investment in an induction program ensured staff retention during a time of worry of a future teacher shortage. This is a twofold benefit as turnover rates will shrink and efficacy of teachers will increase (Ingersoll & Smith, 2004; Kelley, 2004). During their initial professional year, teachers find difficulty with the transition from the faculty of education to the workplace (Hiebert, Gallimore, & Stigler, 2002; Liston, Whitcomb, & Borko, 2006). “In their transition from learners to teachers, new teachers may be confused and even overwhelmed by the clash of their expectations for teaching and the reality of life in the classroom and school” (Pine, 2006). NTIP seeks to ease this transition by partnering first year teachers with

those who are more experienced. This creates a support system between new and veteran teachers. Through collaboration with senior teachers, first year teachers may quickly develop tricks of the trade (Kelley, 2004; Wong, 2004b). Increased understanding of the teaching profession may increase the efficacy of new teachers. NTIP has a proactive approach for retaining teachers and increasing their efficacy. Due to this relatively new professional development program, research is lacking in the effectiveness of NTIP in Ontario. Canadian research on teacher professional development is also limited. There is a need for further Canadian research on teacher professional development.

Significance of Study

There are many who will benefit from the results of this study. There is limited research concerning New Teacher Induction Program (NTIP) and Ontario teacher professional development. This research will contribute to studies about NTIP and Ontario teacher professional development. Improving NTIP will have a number of effects. The competency of secondary school teachers will increase—they will be more effective in the classroom (Scott & Compton, 1996). These teachers should also have higher morale from being part of an active, learning community. Students of these same teachers will have greater academic achievement because learning will be more meaningful. School boards and administration will be able to design more relevant professional development for experienced teachers. Policymakers would benefit from knowing the outcomes of the potential effectiveness of the NTIP because they will be able to design more cogent policies. School boards and administrators may feel confident that they are developing highly competent, life-long learners.

Purpose of Study

Many studies show positive results between induction and an increase in teaching practice (Ingersoll & Smith, 2004; Liston, Whitcomb & Borke, 2006; Wong, 2004a). It is believed that the effects of induction programs will manifest itself through the teacher's methodology. Since September 2005, Ontario had adopted the New Teacher Induction Program (NTIP) as its primary form of induction for new teachers (Ontario Ministry of Education, 2006a). The purpose of this study is to investigate the relationship between teachers' professional development in NTIP and their practice during and after the program. A secondary but equally important aspect of the study would be to identify the skills teachers gained in NTIP that they are now applying in their classroom. Another area of investigation is to determine the characteristics of the school workplace environment that positively or negatively affected teachers' efforts to apply the skills gained through NTIP.

Rationale for Study

This investigation is a qualitative case study. The data consisted of one set of interviews and observational notes. The interviews allowed the participants to reflect upon their experience in the New Teacher Induction Program and their classroom methodology.

CHAPTER II

REVIEW OF LITERATURE

There are many challenges in the teaching profession, especially for beginning teachers. A beginning teacher is someone new to the highly complex world of professional teaching. Novice teachers are vulnerable to attrition. Within the first five years of entering the teaching profession, about half of new teachers remain in teaching (Cho and Kwon, 2004; Feiman-Nemser, 2001; Ingersoll and Smith, 2004; Johnson & Birkeland, 2003; Jorissen, 2002; Kelley, 2004; Pine, 2006; Smith 2007; Wong, 2004a). In Ontario, about 20 to 30 percent of new teachers leave the profession within the first three years (Glassford & Salinitri, 2006). High levels of teacher attrition rates disrupt school programs and goals for students (Ingersoll and Smith, 2004; Kelley, 2004). Beginning teachers need support to help them overcome their unique problems to the profession. Beginning teachers often face multiple unfamiliar responsibilities and challenges that must be accomplished to meet the professional requirements (Cho and Kwon, 2004). Often, new teachers are teaching classes they are not certified for, have multiple subjects to teach, have large classes and the most difficult students (Pine, 2006). Due to their lack of classroom experience, beginning teachers have difficulty effectively applying their content knowledge into planning and teaching (Pine, 2006). A factor exacerbating this issue is that new teachers are assigned the same workload, responsibilities and held to the same standards as more experienced teachers (Pine, 2006). This situation increases stress levels and a survival attitude instead of a focus on professional development (Pine, 2006). This often causes stress, anxiety and frustration (Cho and Kwon, 2004). Many teachers leave the profession due to “infrequent

opportunities for collegial exchanges, collaboration, and workplace support” (Pine, 2006). Fostering a learning community and further developing workplace relationships will help beginning teachers acquire a professional identity and a sense of support. New teachers need opportunities to collaborate with other teachers in professional communities, obtain collegial support, observe colleagues’ classrooms, be observed by expert mentors, analyze their own practice and network with other novice teachers (Huling-Austin, 1992; Kelley, 2004).

To maintain the virtues of the educational system, schools must retain positively effective teachers. Beginning teacher induction is a very important aspect of professional development (Glassford & Salinitri, 2006).

Induction

A popular method of decreasing teacher turnover rates is to implement an induction program. There are many definitions of induction. For the purposes of this study, induction will be defined as support, guidance and orientation programs for beginning teachers during transition into their first teaching jobs (Ingersoll and Smith, 2004). This is not the same as pre-service (the training and preparation prior to employment) nor in-service training (the periodic upgrading and additional training received on-the-job during employment) (Ingersoll and Smith, 2004). The purpose of an induction program is to act as a “bridge” from the pre-service teacher to the professional teacher (Ingersoll and Smith, 2004; Nugent and Faucette, 2004; Pine, 2006). The underlying theme is the same—to help the beginning teacher acquire the skills and support needed to become a talented teacher.

To reduce teacher attrition, induction programs are beneficial. Induction programs that were well-conceived and well-implemented, increased job satisfaction, efficacy and retention of new teachers (Ingersoll & Smith, 2004; Kelley, 2004; Pine, 2006). These programs aid in decreasing teacher uncertainties about the profession, contributes to the technical aspect of teaching (i.e. managing and organizing the classroom), personal and professional support (Pine, 2006). The most effective induction programs offered different types of supports for new teachers and provided a mentor from the same field (Ingersoll & Smith, 2004; Kelley, 2004; Smith, 2007). For example, an induction program in Hopewell, Virginia provides a variety of help to new teachers (Wong, 2004a). Each new teacher has a personal mentor, there are four trained coaches at each school who are experts in classroom management and instructional skills (Wong, 2004a). Further assistance is provided by other teachers, staff developers and administrators (Wong, 2004a). Another example is the Flowing Wells School District in Tucson, Arizona (Wong, 2002). This district uses a 5-year induction program that has different stages for teachers (Wong, 2002). This program provides activities prior to the start of the school year so that new teachers may become familiar with the community (Wong, 2002). There are also demonstration classrooms held by experienced teachers as an exemplar for effective classrooms, and observation opportunities between mentor and mentee where they watch each other teach and provide feedback (Wong, 2002). When new teachers receive attention and guidance for their professional growth, their instructional practices improve, they have a greater awareness of their professional identity, and are more likely to remain in the profession (Kelley, 2004; Pine, 2006).

State-level requirements of induction programs may be well-implemented programs. A study by Smith (2007) sought to find out if “state-level efforts to legislate or mandate induction increases the frequency and quality of induction activities for beginning teachers”. There was a strong focus on mentoring. On whether state efforts increase the likelihood of mentoring and if there is a greater chance of a match of field and grade between mentor and mentee. National survey data was used to assess the influence of state policy on the quality and quantity of mentorship programs. It was found that states requiring induction had greater likelihood of their novice teachers having a mentor. State efforts towards induction had a larger occurrence of mismatched mentor-mentee than states that do not fund induction. If the state requires mentorship, then teachers have a greater chance of having a mentor. It was found that teachers with lower salaries and less education, i.e. uncertified teachers, were more likely to leave teaching than those more educated with higher salaries. Teachers who had more induction activities (i.e. seminars for novice teachers, shared planning time with teachers of the same subject area, teacher group discussions on the technical aspects of teaching, networking with educational leaders and extra assistance to aid in the transition to the teaching profession), were more likely to remain in the profession and at that school. The level of administrative support received was related to a decreased chance of leaving. States that require matches between mentor and mentee in subject and grade had better mentoring relationships than those states that did not require as many matches. It was found that funding and structure regulation of induction programs were not related to the influence of mentorship decreasing turnover. Due to the nature of the survey data that this study was based on, any characteristics of induction programs that may have

impacted teaching efficacy and/or methodology are inferred as secondary data. The survey data provides a basis to conduct further research into the effectiveness of induction programs.

The quality of the induction program is dependent upon its components. Most quality induction programs have an integrated approach to new teacher support, development, and assessment based upon high standards for teaching and learning built on school-university partnerships; and, features a strong mentoring component (Feiman-Nemser, 2001). For example, the Partners in Education Program in Colorado have had a 94% retention rate of teachers (Kelley, 2004). This program provides support and professional growth through intensive mentoring, cohort group networking and ongoing inquiry into practice. Some specific dominant approaches include an emphasis on reflective teaching practices, individual mentoring from an expert teacher each week, frequent networking with other novice teachers, inquiry-based graduate study tailored to each teacher's professional needs and classroom situation. Teachers identified areas of growth in assessment, classroom management and differentiated instruction. Teachers felt that they were more effective in influencing student learning and as a result, their self-efficacy was enhanced. A Canadian example is the Best Teacher Induction Program in New Brunswick where 92% of the participants said that the program was effective (Scott & Compton, 1996). Mentoring was a very important aspect of this program. There was also an opportunity for mentors to watch novice teachers teach and for the novices to watch the mentors teach. Beginning teachers were very grateful for the emotional support received and the professional insight from mentors and colleagues.

Induction programs that are well-designed and well-implemented with a structure of integration into the school culture and teaching profession can increase self-efficacy and self-confidence of beginning teachers. As a result, teacher attrition rates should decrease. Further Canadian research is needed in this area of induction.

Mentoring

Another way to improve teacher retention is through mentoring. Over the past twenty years, mentoring has become the dominant form of induction (Smith, 2007). Teacher retention is increased when beginning teachers are mentored during their first year (Odell & Ferraro, 1992). Beginning teachers emphasized the importance of mentors for emotional and professional support and insights (Scott & Compton, 1996).

Mentorship on its own is not as effective as a multidimensional induction experience (Smith, 2007). The quality of a mentorship depends upon its structure and design. Taking into consideration other organizational contexts, a one-size-fits-all mentorship program may not be effective (Smith, 2007). Mentor relationships that had a foundation of trust, openness and confidentiality were successful (Monsour, 2003). Strong mentorship programs bring mentor teachers together on a regular basis to talk about their work with novices and deepen their knowledge and skills as mentors (Feiman-Nemser, 2001). Novice teachers valued emotional and professional support from the mentor (Odell & Ferraro, 1992). Activities that beginning teachers found most helpful included: opportunities for sharing ideas; observing mentors and other colleagues teach; and, being observed by the mentor and others (Scott & Compton, 1996).

An important aspect of the mentorship component is mentor selection. Positive mentoring programs are careful in the allotted time, selection, preparation, and support of

mentor teachers in their ongoing work with novices (Feiman-Nemser, 2001). Mentors should be selected carefully and partake in training prior to having a mentee, have frequent and consistent interactions to further develop the novice teacher's skills, such as setting the foundation for a reflective practice (Pine, 2006). Monsour (2003) found that successful mentors were flexible and non-judgemental. Smith (2007) found that it was advantageous to match mentors and mentees by grade and subject taught; to train and compensate the mentor; have more than trivial amount of contact between mentor and mentee; and, participate in collective induction activities.

Mentoring is an important aspect of induction. To maximize the effect of the mentor relationship, the program must include emotional and professional support and adequate time for the mentor-mentee relationship to foster. Mentors must be chosen carefully and undergo training.

Workplace

The working environment can affect a teacher's comfort in ways where it will be manifested through self-efficacy and retention. Working conditions are pivotal in teachers' satisfaction with teaching and their ultimate career choices (Johnson & Birkeland, 2003; Weiss, 1999). Actions that improve the workplace environment through mission development, planning, and collaboration among school staff positively affect the quality of the workplace environment (Hirsch, Koppich, & Knapp, 2000; Ma & MacMillan, 1999). Weiss (1999) found that support towards collaboration and teacher participation in decision-making was highly related to improved "morale, stronger commitment to teaching, and intentions to remain in the profession". Ma and MacMillan (1999) found, in decreasing order, administration control, teaching competence, and

organizational culture positively contributed to workplace conditions. When new teachers are part of a collaborative school environment and have input towards decision making, they feel a sense of shared leadership and encouragement to remain in the profession (Pine, 2006). This type of environment also provides the resources for professional growth (Pine, 2006). A positive workplace can improve a teacher's chances for success and satisfaction (Johnson & Birkeland, 2003; Ma & MacMillan, 1999). Staff turnover rates were distinctly lower in schools with fewer student discipline problems (Ingersoll, 2001). Strategies geared towards improving working conditions are less costly than the cost of teacher dissatisfaction, loss and retraining (Macdonald, 1999).

A deficient work environment may increase a teacher's uncertainty and dissatisfaction (Johnson & Birkeland, 2003). New teachers may experience reduced commitment and intentions to stay in the teaching profession if they are working under unfavorable workplace conditions (Weiss, 1999). Pine (2006) reported that one of the significant challenges faced by teachers is the "prevalence of unsupportive working conditions". School cultures that reinforce isolation through limited assistance in resolving issues or teaching techniques exacerbates teacher dissatisfaction and professional competence (Ma & MacMillan, 1999). The most negative influence on workplace conditions is unsuitable teaching assignments (Feiman-Nemser, 2001; Pine, 2006). Even the physical location of a classroom may limit the interaction opportunities of beginning teachers within their grade and/or subject area (Pine, 2006). This would limit novice teacher's chances of guidance, support, joint planning and observation from more experienced teachers (Pine, 2006). Schools lacking in resources for teachers to effectively instruct students is another negative workplace condition (Pine, 2006).

Deleterious workplace conditions may increase the attrition rate of new teachers (Weiss, 1999).

The implementation of an induction program must also consider the factors within the workplace environment. Workplace conditions that meet the beginning teacher's need for assisted entry into professional roles, responsibilities and school culture aid in the effectiveness of induction programs (Feiman-Nemser, 2001). The workplace is an important factor for the effectiveness of induction and teacher retention. At this time, there is a lack of research on whether specific characteristics of the workplace effect specific induction programs.

Administration

Administrators have a great influence upon occurrences in the school, especially upon induction and mentoring programs. Depending upon their actions, this can be a positive or a negative effect upon retention of new teachers, induction programs and workplace conditions.

The administration has the ability to increase retention of beginning teachers, maximize the effects of induction programs and establish positive workplace conditions. Administrators influence staff interactions, teachers' sense of value for their work and school involvement (Pine, 2006; Smith, 2007). Novice teachers' commitment to the profession was correlated to the quality of their relationship with the administration (Smith, 2007). Strong administrative support included shared vision for the school with staff, set clear teacher expectations, had frequent discussions about teaching methodology, used positive reinforcement and are consistent and effective with student discipline (Pine, 2006; Smith, 2007). These supports increased teacher morale,

commitment and retention (Ingersoll, 2001; Pine, 2006; Wong, 2004a). They also increase the effectiveness of induction programs since a common characteristic amongst the most successful programs include strong administrative support (Scott & Compton, 1996; Wong, 2002; Wong, 2004a). Ma and MacMillan (1999) found that administrative control is the greatest contributing factor to workplace conditions. If a school is organized for learning, i.e. providing sufficient resources, then the principal will have greater chances of having a positive impact on teacher retention (Liston, Whitcomb, & Borko, 2006; Pine, 2006). It is possible for administration to increase retention, maximize induction programs and to create positive workplace conditions.

Unfortunately, the administration also has the ability to decrease the retention of novice teachers, reduce the effectiveness of induction programs and create deleterious working conditions. Weak administrative support is a factor in a teacher's decision to leave the profession (Pine, 2006). Teaching assignments are part of an administrator's duty. Unsuitable teaching assignments distract the teacher from their instructional duties, which negatively impacts upon induction program effects (Feiman-Nemser, 2001; Pine, 2006). Teachers responsible for classes that they are not certified for is the most negative working condition (Feiman-Nemser, 2001). It is also possible for administrators to destroy a teacher's commitment, ruin a program and create unfortunate working conditions.

Administration wields great influence over an entire school, especially the staff. Strong administrative support can decrease teacher turnover, apply induction programs to their full potential and create an encouraging work atmosphere. Weak administrative support has the exact opposite effects—increasing teacher attrition, weakening the effects

of induction programs and destroying the work atmosphere. At this time, the research is favourable that there were more positive effects from administrative support instead of deleterious effects.

Ontario

Eighteen years ago, a discussion paper by McNay and Cole (1989) was circulated among various Ontario educators to determine if there was an interest in induction programs. Respondents deemed that an induction program was needed due to the limited orientation in most boards, the inappropriate class assignments given to new teachers and the need to develop the “raw potential” seen in new teachers. At the time, three major roadblocks were seen to a potential Ontario induction program—collaboration among various interest groups, lack of funding and the projected teacher shortage. During the early 2000’s, a different approach was taken to “guarantee” high-quality teachers. An Ontario Teacher Qualifying Test was implemented to ensure that only the most capable teachers would be certified. However, there were some issues with the test. Teacher competence is not adequately assessed by paper qualifications (Glassford & Salinitri, 2006). The test failed to consider diverse approaches to teaching by looking for specific answers when, teachers work with diverse students in diverse contexts (Portelli, Solomon, Barrett & Mujawamariya, 2005). The test makers themselves claimed that no single measure can accurately evaluate teacher competency (Portelli, et. al., 2005). Most candidates expressed a need for ongoing professional development; long-term performance-based evaluation; and, a more holistic assessment strategy that takes situational and criterion validity into account (Portelli, et. al., 2005).

Since 2003 the Ontario College of Teachers had been pushing for a two-year new teacher induction program (Glassford & Salinitri, 2006). Three years ago during the 2004-05 academic year, the Ministry of Education worked with more than twenty boards for Mentoring Demonstration Projects (Government of Ontario, 2006). This information was used to advise the formation of a support program for new teachers in Ontario. In October 2005, the Ontario government announced that the Ontario Teacher Qualifying Test would be replaced with an induction program (Portelli, et. al., 2005). During the academic year, 2005-06, this support program was manifested as the New Teachers Induction Program (NTIP) (Ontario Ministry of Education, 2006a).

Some of the main goals of NTIP include: teacher retention and integration into the school culture; elevation of teaching practice; and providing opportunities for professional development (Glassford & Salinitri, 2006). For the academic year, 2006-07, NTIP was utilized and composed of three induction elements—orientation, mentoring and professional development and training geared for each individual new teacher (Ontario Ministry of Education, 2006b). NTIP is designed for a full year of professional support that is complementary to pre-service teacher program (Ontario Ministry of Education, 2006c). Successful completion of NTIP is seen as two satisfactory ratings on Teacher Performance Appraisals for new teachers (Ontario Ministry of Education, 2006c; Glassford & Salinitri, 2006).

NTIP in Ontario provides an opportunity for further Canadian research in teacher professional development. This study was sought to determine the effectiveness of NTIP at one school. The researcher was curious about the applicability of a provincially designed induction program when implemented at one vocational secondary school in

south western Ontario. The three main areas of research were: how teacher's professional practice was related to NTIP, specific skills from NTIP that teachers are currently applying in their classroom and how the workplace impacted the effectiveness of NTIP.

CHAPTER III

DESIGN AND METHODOLOGY

Research Questions

For the purpose of this research on the relationship between teachers' professional development in NTIP and their practice, the following research questions will be asked:

Question One: What did teachers perceive to be involved in relation to their professional development from NTIP and their practice after and/or during the program?

Question Two: What skills did teachers self identify from NTIP that they are now applying in their classroom?

Question Three: What characteristics of their school workplace environments did teachers positively and/or negatively identify in their efforts to apply skills they gained from NTIP?

Subjects

The target population for this qualitative case study is the 2005-06 and 2006-07 school year mentor and mentee population of one secondary school in south western Ontario. The subjects were two mentees from the same vocational secondary school.

A purposive convenience sample will be used to determine which secondary school will be utilized in this study.

Design and Procedures

A qualitative methodology was chosen for a few reasons. Qualitative methodology refers to the set of methods used in qualitative research (Dictionary.com, 2008). This is distinct from a method which refers to a technique (Dictionary.com, 2008). Qualitative research can discern how different aspects work together to determine

the effectiveness of NTIP (Merriam, 1998). In this study, the different aspects examined were perceived professional development, skills gained and workplace environment. This study sought the effectiveness of NTIP within the context of a vocational secondary school in south western Ontario. This kind of information is unique to qualitative methodology and would not be obtained using quantitative methodology. The richness of the setting (cultural and socioeconomic factors) can not be determined from statistical analysis but can be obtained from qualitative analysis.

Qualitative approaches utilized in this study were: description, inductive research strategy, setting, a variety of data collection, understanding the phenomenon from the participants' perspective, treating the data as emergent, interpreting the data, the researcher is the main "instrument for data collection and analysis" (Creswell, 2003; Merriam, 1998). The emphasis of qualitative research is upon comprehension and process (Merriam, 1998). In order to accurately depict the data and its context, rich description and direct quotations were used. At the time of the study, no theories about the effectiveness of NTIP were written. The researcher's approach was from an inductive perspective. That is, trying to build towards theory from the data as opposed to testing pre-established theory. The natural setting of the school was used to conduct the interviews. Four different methods of data collection were utilized. The results were solely based on the responses of the participants. As a result, NTIP effectiveness was analyzed according to the perspective of the participants. Open-ended questions were used in order to allow the participants to interpret the question as they see fit and to answer with as much detail as possible. The data was interpreted by providing a description of the participants, the setting and using themes to organize the responses to

the interview questions. The researcher exclusively collected and analyzed all data for this study.

This qualitative case study was designed as prescribed by Creswell (2003) and Merriam (1998) to explore the relationship between vocational teachers' professional development in NTIP and their practice. A case study is the detailed analysis of one phenomenon (Creswell, 2003; Flyvbjerg, 2004; Merriam, 1998). The case study is constrained by time and the activities examined (Creswell, 2003; Merriam, 1998). Over a set time period, the researcher collects specific data using different methods (Creswell, 2003). The setting and individuals are described in detail and then themes are determined after data analysis (Creswell, 2003). This is a case study because a single phenomenon was examined in detail—NTIP was explored in depth at one vocational secondary school and data was collected using interviews, observation, reflection and demographic data. This is not to be confused with a case method, case history or case record. A case method is a teaching device for problem solving (Merriam, 1998). A case history or case record describes the past of the case in question (Merriam, 1998).

There are advantages to using a case study. The case study specifically focuses upon a real-life situation and can test different views as they become revealed (Flyvbjerg, 2004; Hodkinson & Hodkinson, 2001; Merriam, 1998). Single-case studies can show how concepts can be connected in a variety of ways (Flyvbjerg, 2004; Hodkinson & Hodkinson, 2001; Merriam, 1998). This study focussed upon how NTIP influenced professional development, skills gained and how the workplace environment impacted those areas. These factors are specific to the setting of the school and are not equivalently comparable across multiple schools in different areas. "A case study can be

used in the preliminary stages of an investigation to generate hypotheses” and then tested against other cases (Flyvbjerg, 2004; Hodkinson & Hodkinson, 2001; Merriam, 1998). A case study provides specific, context-dependent information, which general, large sample studies do not provide (Flyvbjerg, 2004; Hodkinson & Hodkinson, 2001; Merriam, 1998). This study was located in south western Ontario, at a vocational secondary school in a low socioeconomic area. The results obtained are dependent upon this context since the research questions focussed upon how NTIP directly related to their school. If different teachers from different schools at different locations were interviewed, their responses would have been distinct to their environment. A multiple sample study of schools from different locations would not ascertain the specific nuances of each school workplace environment that a case study is able to do. Another advantage is that case studies are useful at each step of theory-building since this is when theories are tested (Flyvbjerg, 2004). When this research was conducted, there was not much information regarding the effectiveness of NTIP at any level since it had only been implemented the previous year (Ontario Ministry of Education, 2006a). Due to this novice situation, a case study was most appropriate in order to set the stage for future large-scale studies.

Some limitations to a case study are generalization, recollection, inconsistency among researchers, and bias. A case study is very specific and is not readily applicable to be generalized (Hodkinson & Hodkinson, 2001; Merriam, 1998). Case study data is dependent upon retrieving historical data from people (Maricopa Center for Learning and Instruction). In this regard, the data is according to the memory of the participants and there is no guarantee of how well someone recalls certain events in question (Maricopa Center for Learning and Instruction). Since all data collected and analyzed is dependent

upon the researcher, there is no consistency among the quality of a case study since each researcher will have varied talents in interviewing and observation (Hodkinson & Hodkinson, 2001; Merriam, 1998). Each researcher inherently has their own bias that the data will be subjected to (Hodkinson & Hodkinson, 2001).

A case study approach was specifically chosen for several reasons. A vocational school is not representative of the general types of schools in Ontario since they are fewer in number. This is ideal for a case study since atypical cases yield the most amount of information since more factors can be studied (Flyvbjerg, 2004; Hodkinson & Hodkinson, 2001; Merriam, 1998). A school representative to most of those in Ontario would not provide this kind of knowledge. The teaching background of the participants contributed to the uniqueness of this study. Since each teacher had previous professional teaching experience prior to their NTIP participation, it is least likely that NTIP would greatly contribute to their professional development. Their participation was vital in determining the effectiveness of NTIP. “Least likely’ cases are most appropriate to tests of verification” (Flyvbjerg, 2004). If NTIP contributed to the professional development of teachers that already had professional experience, then it would definitely contribute to the professional development of novice teachers.

Other methods of qualitative research would not have yielded the desired results. This study sought the relationship between NTIP and the professional development of vocational secondary teachers, and the influence of the workplace environment. An ethnographic study would be a sociocultural interpretation (Merriam, 1998). The geographic location, socioeconomic status and ethnic diversity contribute to the study but ethnography would not address how teachers viewed the direct impact of NTIP upon

their development. A phenomenological study focuses upon the lived experiences of the participants (Merriam, 1998; van Manen, 1998). Although it is important to know how the participants experienced NTIP, phenomenology does not address which skills directly from NTIP that the teachers are currently using. A grounded theory study would focus upon developing theories from the data (Merriam, 1998). Since this case study is not representative of the general population of Ontario secondary schools or of NTIP participants, much of the data collected is considered as an outlier and general theories cannot be drawn.

NTIP is specifically focussed upon providing a bridge between freshly graduating from a faculty of education into the professional world of teaching (Ontario Ministry of Education, 2006b). In this regard, NTIP is a one-dimensional program. The one-dimensional aspect of NTIP had several advantages over a multi-dimensional program. From a research context a multi-dimensional approach would make it difficult to determine which facet of the program was most influential. A one-dimensional program allows a researcher to focus on one facet and to examine its effect. Analyzing one aspect reduces the cost of the study. With a low cost research study, more schools and/or school boards may be willing to try the program. A single aspect of the program allows it to be more flexible to other schools and communities instead of only schools and areas that can afford the program.

Permission to conduct the study was requested via letter to the University of Windsor's Research Ethics Board (R.E.B.) (see Appendix A). A similar letter was sent to the participating School Board Research Review Committees (S.B.R.R.C.) in care of the Director(s) of Education (see Appendix B). Upon approval from the R.E.B. and the

S.B.R.R.C. a request was made in writing to the principal (see Appendix D) and teachers (see Appendix C) of the school from which the teachers were selected.

The researcher went to the school over a period of two weeks and conducted unstructured, open-ended interviews with each individual teacher. Open-ended data is obtained from asking general questions and then analyzing the responses (Creswell, 2003). An observational protocol and interview protocol was adhered to for each interview (Creswell, 2003; Merriam, 1998). An observational protocol is a way for the researcher to record any data that was observed (Creswell, 2003). The observational protocol was recorded on an audio tape. Information included demographic information (time, place, date and location of the interview), and a description of the physical setting. Observational data was important to this study in order to provide a different source of information that would help in the analysis of the data. The observations provide context and a description of the setting. There was no other way to obtain this data since the interview questions were about the reflections of the participant's of their NTIP experiences and school environment and not about the interview setting. Other advantages of using observations include: the researcher having a personal experience with the interviewees, information is recorded as it is revealed (Creswell, 2003). Firsthand experience with the participants allows for any unique aspects during the discussion to be recorded. Some limitations to using observations are that the researcher may be considered obtrusive (Creswell, 2003). An interview protocol is a way for the researcher to conduct the interviews consistently (Creswell, 2003). In this study, the interview protocol included a heading, an opening statement for the researcher to provide to participants, questions to be asked during the interview and probes for follow up

questions. Descriptive notes, reflective notes and demographic information about each interview were recorded (Creswell, 2003; Merriam, 1998). From Creswell (2003) descriptive notes used in this study included a description of the participants and a depiction of the physical setting (Creswell, 2003). Reflective notes contained the feelings and impressions that the researcher had after each interview (Creswell, 2003).

The individual interviews took approximately thirty minutes to complete. Each interview was recorded using a tape recorder. After each interview, the data was transcribed by the researcher and then a copy was given electronically to each teacher to check for any errors in the transcription and allow for follow up comments, corrections, and clarification. Each teacher responded to the researcher by returning the transcription with the updates. Benefits of using interviews included ascertaining historical information and the researcher can guide the line of questioning (Creswell, 2003). Since it was not possible to directly observe the teachers when they had participated in NTIP, interviewing them about their experiences allowed for retrieval of their NTIP experiences. The interview questions were open-ended and left to the interpretation of the interviewees. During the interview, the researcher was able to guide the questions in order to obtain the desired data in case it was not provided. Hindrances of interviews were ambiguous data, bias and inconsistency of perceptions (Creswell, 2003). Interview data is solely based on the responses of the interviewees. The researcher can only analyze what is provided from the participants and in this regard, the data is indirect and biased. Each teacher was unique and had their own perspectives of their experiences causing their retelling to be biased according to their individuality. Different teachers were interviewed and there is no way to establish any kind of consistency of their

memories or how they remembered their NTIP experiences. Advantages of tape recording the interviews included an inconspicuous way of collecting data, and participants can directly share their experiences (Creswell, 2003). A small tape recorder in plain sight may be something that the participants can “socially forget” about as the interview continues and allow them to feel more freedom to provide more details to their answers. By recording the data, the actual responses of the participants are preserved. If the interview data was recorded by the interviewer using pen and pencil, then the “raw data” would be constrained by the researcher’s interpretation of the verbal responses. Disadvantages of an audio recording are that there could be issues interpreting the recording and the presence of a tape recorder may influence the responses of the participants (Creswell, 2003). Upon playback, some words may be inaudible or other sounds may interfere when listening to the dialogue. For example, if the table was bumped this may disrupt the progress of the recording. The presence of a tape recorder may influence how the participants answer the questions if they remain specifically conscious of the recorder.

The interview used open-ended, unstructured questions in a conversational format. One benefit to this interview style is that the interviewees felt at ease. When the interviewees felt more relaxed, they felt more willing to participate. Open-ended questions allowed the interviewees to feel more freedom to answer the questions by interpreting them as they see fit. One limitation to this interview style is that some time may be spent on clarification. Since the questions are open-ended, it is open to interpretation. Another limitation is that the interviewees are more likely to be side-tracked when responding to the questions. Close-ended questions would keep a tight

focus upon the responses. It was felt that the greater comfort to participate and the extra information from open-ended questions was a greater benefit than the limitations of clarifying the question and being side-tracked.

Each teacher was interviewed individually instead of together for a few reasons. Individual interviews provide a sense of privacy. If the teachers were interviewed in a group setting with their colleagues from the same school, they may not feel free to express their opinion. In a one-on-one setting, the teachers may feel more candid to provide more details to their answers. In this situation, they may feel more inclined to trust the interviewer and to disclose further information. In a private setting, the teachers can respond to the questions without influence. If they were interviewed at the same time in a small group setting, other people's responses may directly or indirectly influence their original replies. An intimate setting also emphasizes to the teachers that they have the undivided attention of the interviewer. They are able to set the pace of the interview and to answer the questions as their schedule allows. In a group setting, there is less time for each participant's response since they must wait for each person to finish talking.

CHAPTER IV

ANALYSIS OF RESULTS

Results

This qualitative case study was undertaken to ascertain teacher's perception of the effects of the Ontario New Teacher Induction Program (NTIP) at one south western Ontario vocational secondary school. The study focused on the following questions: (a) What did teachers perceive to be involved in relation to their professional development from NTIP and their practice after and/or during the program? (b) What skills did teachers self identify from NTIP that they are now applying in their classroom? (c) What characteristics of their school workplace environments did teachers positively and/or negatively identify in their efforts to apply skills they gained from NTIP?

Two teachers from the same south western Ontario secondary school were interviewed to share their NTIP experiences.

“Adam” is a young, enthusiastic and passionate teacher. Prior to teaching, Adam was a trained professional chef. He used to teach culinary classes to adults. This experience inspired him to pursue teaching. With his background as a culinary educator he was able to obtain a “Letter of Permission”.

When I first began teaching, I was on what was called a “Letter of Permission” which enables technical teachers to come and work in the school from the, right out from the industry without having to have gone to teacher's college.

This enabled Adam to teach hospitality service classes at the high school level without a Bachelor of Education degree while having a departmental senior teacher as his

supervisor. It was during this time that he had first participated in NTIP. Adam quickly realized that teaching to adolescents was far different than teaching to adults. With his adult classes, he never had to consider classroom management, behavioural issues nor pedagogy. NTIP made Adam become aware of these aspects of teaching but Adam felt that he needed more instruction in regards to pedagogy. He had decided to enroll in a Faculty of Education to supplement his emerging teaching philosophy. Upon completing his Bachelor of Education degree, he was considered as a “new teacher” and had to take NTIP for the second time (Ontario Ministry of Education, 2006c). Adam was less than enthused about this,

The NTIP itself, having done it twice, you know, the second time around it was, you know, I have to be honest, I didn't want to do it the second time around and my argument was I've done this once, I hate doing things twice, I hate repeating myself.

It is most likely that NTIP was most helpful to Adam the first time he had participated in the program. Adam is not a typical NTIP participant.

“Steve” had previously taught for five years at a different Ontario secondary school, did not teach for several years and then went back to teaching. Steve is an older, down to earth and active teacher. Steve used to teach high school in different area of southern Ontario. “The prior board I worked with was so much more affluent.” Although Steve enjoyed teaching at this school, after five years he had decided to return to his hometown in south western Ontario.

I had no family there, my family, some of my family are here and so, just like the whole pace of life there drove me crazy, you know. So I came back here and that's why I

have a gap of five to six years of no teaching because there were no positions at the time. And then I got hired last year for here.

After Steve was newly hired, he was considered a new teacher because he was new to the school board (Ontario Ministry of Education, 2006c). Steve is an atypical NTIP mentee since he already has professional teaching experience.

From the interviews, overall themes were determined for each research question. For the first research question, overall themes determined were: further development of professional teacher identity and teacher practice can be improved if NTIP had more specificity in regards to school and subject matter, order of seminar content matched chronological order of teacher duties during the school year.

Research Question 1: What did teachers perceive to be involved in relation to their professional development from NTIP and their practice after and/or during the program?

Themes:

- further development of professional teacher identity
- teacher practice can be improved if NTIP had more specificity in regards to school and subject matter, order of seminar content matched chronological order of teacher duties during the school year

Research Question 2: What skills did teachers self-identify from NTIP that they are now applying in their classroom?

Themes:

- more effective classroom management skills
- greater understanding of students

- using a specific software program

Research Question 3: What characteristics of their school workplace environments did teachers positively and/or negatively identify in their efforts to apply skills they gained from NTIP?

Themes:

- positive administration
- mentor provided by school (positive and negative experiences)
- having your own class

In regards to the first research question, themes included further development of professional teacher identity, NTIP including more specificity towards school and subject matter, and if the order of the seminar content matched the chronological order of teacher duties. NTIP influenced Adam's professional teacher identity more profoundly than Steve's.

Adam was a unique NTIP participant in two specific ways. First of all, he had participated twice in NTIP. Secondly, when Adam had initially participated in NTIP, he did not have a Bachelor of Education degree. It was during Adam's first time in NTIP when this program was the most influential upon him.

Well, I guess, a little bit of background, before I started getting into teaching, I was just teaching cooking classes in restaurants. I had an attention span that was given. I had, you know, they were adults, they had paid me to teach them. It was a lot easier. It was a lot easier to maintain their attention. It was kind of a whole, I had no idea coming into a high school setting, especially how difficult it would be to retain somebody's attention. Now when I get here and they weren't listening to me and I'm kind of thinking, "Why not?" because I'm so used to everyone having to say, "Oh, ok sure, I'll do this and I'll do this". The NTIP program kind of changed my views a lot because I didn't really have any experience coming into this. I didn't know what strategies I could use.

Since Adam was used to teaching adults who had a vested interest in paying attention to him and doing what he told them to do, he was unprepared to be in a situation where he did not have the full attention of the class. In this regard, NTIP provided other teaching techniques to maintain the attention of a high school class. However, NTIP also provided

the foundation for Adam's emerging professional identity as an educator. For example, when Adam was asked how he viewed himself professionally prior to NTIP,

Professionally, I viewed myself as somebody just from the industry. I viewed myself as a chef coming into a school setting. I was hoping to take the knowledge I had learned, that I had attained and apply it. But I didn't really know exactly how to apply it so, hence the NTIP program.

Although Adam knew how to be a chef, he was looking for a way of establishing his own teaching pedagogy. He was seeking for a way to express his culinary skills to a vocational high school class and this was made possible through NTIP. For example, when Adam was asked how his view of himself had changed since NTIP,

My view has changed quite a bit. I've kind of made more of a transition from a chef to an educator. So I now look at myself as an educator, having, possessing the skills of a chef and it makes it a little bit easier for me to convey those skills to the students.

Adam was able to merge chef and educator to lay the foundation for his emerging professional teacher identity. This would not have been possible without NTIP. This program was invaluable to Adam,

It [NTIP] has been very important because I don't think, I think that without it I would kind of be maybe two years behind in my teaching methodology... You know, everything kind of improves with experience and practice but the NTIP kind of gave me a little more of a step up.

Adam recognized the importance NTIP had upon his professional development. NTIP provided a way for Adam to expand his pedagogical repertoire, to view himself as an educator and as a result, increase his self-efficacy.

Steve was also a unique participant in NTIP because he already had five years of professional teaching experience at a different school board in southern Ontario. Steve participated in NTIP during his first year when he was new to the school board in southwestern Ontario. This was a different socioeconomic area than where he had previously

taught. In this regard, NTIP helped Steve understand the social and cultural aspects of this area,

You know I've also learned about working with the type of students that we have here. Because we have a lot of students coming from various ethnic backgrounds for one thing and also from you know, different level of poverty and social wealth, status, whatever. The prior board I worked with was so much more affluent, that the population at this school is unique in a way. So that has helped me with some of the NTIP seminars that we had, had dealt with that.

The prior school that Steve had taught at was an academic high school in a middle class suburb. During his first year at a vocational high school, he was not accustomed to dealing with the high amount of behavioural issues. Some of the NTIP seminars assisted Steve in this area,

Since then [NTIP], I'm more comfortable, I'm more aware of a lot of students' lives and why they react the way they react and why they may come in great one day and the next be out of sorts and you need to balance and mediate with them a bit more.

NTIP was most effective for Steve in the areas of understanding the social, cultural areas and the behavioural issues of students. However, Steve did not need a bridge from a Bachelor of Education program to the professional world of teaching since he had already experienced that. Within this context, NTIP minimally impacted Steve's epistemological praxis,

As far as my methodology and all that it was minimal... Well, I have prior experience and also I mean I spend a lot of time during the school year, visiting people and other classes and it's not just a social thing, I'm actually there to observe people and see what they're doing so I can pick up ideas all the way around. And to me, it's picking up, I mean it's fine to sit there at this seminar and have this beautiful theory, but, you know, will it actually work once you get it in the classroom? Whereas if I'm in the classroom with somebody, observing their class, I know I can see whether it works or not so then I pick up ideas so I try the same as what somebody else has done.

Steve was new to the board and was proactive in seeking teaching methods that would work specifically in his school. As a result of his prior teaching experience and self-motivation to find successful pedagogical skills for his setting, NTIP's effectiveness was drastically reduced.

Another theme from the first research question was that teacher practice could have been improved if NTIP had more specificity in regards to school and subject matter. Steve did not mention this but Adam felt that this was a crucial factor for improving the efficacy of NTIP. When attending the NTIP seminars and workshops, participants were from different grade levels, different subject areas and different schools. Due to this structure, it was challenging for Adam to find specific advice for a high school vocational educator teaching technological studies in a multicultural, low socioeconomic area. Adam felt that the school environment he taught in was drastically different from the other NTIP seminar group members,

Also, I don't know that they [NTIP seminar organizers] took into account the severity of the school I'm at. This is a vocational school. It's not an academic school, I mean academics are obviously here but, the main focus is on technological studies and basically getting the students to work with their hands and getting them to use a little more of the left side and right side of their brains. Basically, so that they're going to get a job when they graduate high school.

Adam felt a disconnect from the applicability of seminar content to his unique school situation. If NTIP seminar content included a wider range of school settings, this would have helped Adam further. According to Adam, NTIP could be more effective if it was more specific to technological studies,

None, I wouldn't say none of them [NTIP seminars], that's kind of a strong word but a majority of them were not geared towards a technological studies program. They are more designed for academics. How to get kids basically like to take English, how to make your course exciting. I'm kind of in a fortunate position because, you know, students get to, they're up, they're mobile, they're working with their hands, they're much more involved because they're not confined to a desk, so I kind of have that luxury and I don't know if it was because of that they kind of said, "Well, you know what the tech guys are pretty much ok with this but we need to focus on academics because reading and writing is very important"...I would, I mean, focus it more to my subject area. That's a little bit difficult to do, I understand because there aren't as many technological teachers.

Since the professional development content had a greater emphasis for academic courses, it was difficult for Adam to find ways of adapting what he had learned to the subject he taught. Other than school setting and subject area, Adam also felt that the efficacy of NTIP would have been greater if seminar group members taught the same grade levels,

Well, when I was taking the NTIP program I found a lot of the times it was secondary schools were blended with elementary schools and not that there's anything wrong with it but I did feel that a lot of the tactics were more geared towards elementary school teachers...I would definitely like to separate the elementary and secondary panels because those are two different entities. What may work on a kid in grade 6, may not work on a kid in grade 9 or grade 11...Not that I have anything against the elementary panel, they're just two different entities.

Since elementary teachers were grouped with secondary teachers, this reduced the tactics that Adam could use directly in his classroom. Adam felt that his professional development would have drastically improved if NTIP was more specific to vocational schools, technological studies and to secondary students.

The final theme from the first research question was that the order of the seminar content needed to match the chronological order of teacher duties during the school year (Appendix F). Although Adam did not speak to this issue, Steve felt that this was very important. Seminars were scheduled for the beginning of the year and this was disruptive to Steve's class,

I was in class for two days, the very first two days of class, we went out for a seminar, I was back for one day, I'm out for a seminar and if I'm not mistaken, we came back for a day and then went out for another one. So like in the first seven days of class, I was out more than I was in...the first two weeks is when you establish your rules, you know, your discipline and all that, the kids get to know you, you get to know them. Every time we went out and came back, they were worse than the day before.

Due to seminar scheduling, Steve found it hard to establish the tone of the classroom at the start of the year. In fact, it took a few weeks for Steve to effectively establish the tone of the class,

So I thought the timing was, I mean, it took me until October to get my class straightened out. So if I made any suggestions, it would mean that teachers come in the week prior to [the start of school] and do all your seminars then.

Other than the timing of the seminars, Steve also felt that the seminar topics could have been reorganized to match the chronological order of teaching duties. That is, some topics should had been rescheduled for other times of the year when they would had been more effective,

The order of the seminars. Like we had classroom management, it was one of the last ones [seminars]. When we were already well into the semester at that point...So I mean, classroom management needed to come right at the beginning. You know, so at least you could get your class started and you know, organized.

Restructuring the seminar topics so that they would have strategically matched with teacher duties, would have increased the effectiveness of NTIP.

From the second research question, overall themes were: more effective classroom management skills, greater understanding of students and using a specific software program. Both Adam and Steve felt that they had gained some practical skills from NTIP that they were currently applying in their classroom.

Adam felt that his classroom management drastically improved due to his participation in NTIP. Prior to teaching at a vocational high school, Adam was used to teaching adult culinary classes at restaurants. From this setting, Adam did not have to deal with classroom management. All of his students were adults who had an interest in the course and paid to take it. This was drastically different from teaching adolescents at a vocational high school,

Classroom management also really helped, especially in this school where a lot of the students do have identified learning disabilities, whether it's ADD [attention deficit disorder], ADHD [attention-deficit hyperactivity disorder], obsessive compulsive, whatever, very difficult to manage at times.

The first time Adam had participated in NTIP, he did not have a Bachelor of Education degree. Adam did not have prior experience in trying to deal with these different behaviours. NTIP helped Adam learn how to effectively mediate these different conditions,

But with some basic strategies that I was given it allows me to manage and it creates a more effective classroom because now instead of me, maybe freaking out and

yelling at a kid because they're not paying attention. There's different ways of calmly cueing and redirecting the students so that it's not interrupting the class and not getting the student angry and upset and it keeps things flowing smoothly so that benefits the education because you're not breaking up the class because as soon as you stop what you're doing and you just go on to something else it takes 5-10 minutes to get the attention back to get back on track where you were. So, a lot fewer distractions.

Due to his participation in NTIP, Adam now had ways of mediating his classes in an effective manner. This had a positive impact on his students by decreasing the amount of disruptions which enhanced the learning atmosphere of the classroom.

Although Steve did not comment about classroom management skills, he felt that NTIP helped him better understand the socioeconomic status of his students. The last school that Steve had taught was located in an affluent suburb in southern Ontario. The current vocational secondary school is in a low socioeconomic area. One of the NTIP seminars was about poverty and this aided Steve's comprehension of the students,

We had a seminar on poverty, which I found quite interesting... [Why?] Because there was a lot of things that I was not aware of—the way people behave, things that people are in that situation, the way they live, you know and the reason why they're doing it. So it was quite enlightening. That was probably one of the better ones [seminars]...it definitely helped me to understand the kids better and see why they react in certain ways about all different kinds of situations.

The NTIP seminar assisted Steve in having a better sense of his students. Now he was more aware of the meaning of material status and how to be more sensitive towards it. At the former school he had taught in, displays of material wealth were common. Now it can be considered or impolite within this context. By furthering his understanding of the students' living conditions, he was able to relate to the students on a deeper level and this improved his efficacy.

The final theme was being able to use a specific software program. Adam did not discuss this in his interview but Steve felt that this was significant to his professional development from NTIP. Prior to NTIP, Steve had never used this program before. He really wanted to learn how to use this software since the entire school staff utilized this program for submitting their class grades,

There was one [seminar] on Markbook, which is the program we use to keep record of all the marks and all that and there was also a hands-on, it was interesting. It gave us a chance to actually see the program, how it worked, if they could make that a bit better. They could have people bring their classes and enter it into the program so that we're actually doing something that has some value.

It was important for Steve to learn Markbook because his school used that program. This was a direct skill from NTIP that Steve was employing.

Themes from the third research question were the positive administration, having a mentor provided by the school, and having your own class.

Both Adam and Steve felt that the school administration was very supportive towards NTIP. For Adam, he felt that the administration really encouraged what the teachers could gain from NTIP,

We've changed administration completely in this school in the last, well, in the last year and a half or so. They were pretty well focused on the NTIP program and they understood it, and they stood behind it. However, I feel that the new administration was very, very positive towards it. They understood that it was an essential part of a new teacher to go through this and learn all of this stuff.

With the new administration advocating NTIP, this would let teachers be more receptive towards their participation and implementing new skills they had learned. Adam also felt that new ideas he tried to incorporate were not discouraged nor ignored.

The new administration was much more positive towards it and nothing that I really brought back was, I don't know how to say it, was "shot down" or just completely disregarded.

The administration also made a note of whether the teacher was a part of NTIP or not on the teacher evaluation forms,

When it came to my evaluation though, the principal had written down that I was a member of the NTIP program so obviously, there were certain competencies that they were looking for and I mean the NTIP program, I don't know if it was them me or the combination of both, I mean it was a good report.

Overall, Adam felt that the new administration really supported NTIP by understanding its purpose, encouraging teachers by not reacting negatively to new ideas and by making special note of NTIP participants on teacher evaluation forms.

Steve also felt that the administration was positive towards NTIP. He may not have been as detailed as Adam but still felt good morale from the administration,

I think that the school was supportive...We [teachers] are reminded of it [NTIP] and strongly suggested that we go.

From this example, the administration encouraged teachers to attend NTIP.

The second theme was having a mentor provided by the school. Both Adam and Steve were provided with mentors. However, their experiences were radically different.

Adam spoke of his mentorship experience as distinctly positive. When asked if there were any noteworthy experiences he had from NTIP,

I do have to say that one of the great ideas they [NTIP organizers] did have was the mentoring.

Adam shared different mentoring experiences he had through NTIP. Since he had taken NTIP twice, his first mentoring experience had a greater impact upon his teaching skills than the second time he participated. During the first NTIP experience, the mentor was provided to Adam on his very first day of teaching and it was someone that Adam had a lot of respect for,

As a new teacher, when I first started, they did pair me with another mentor, somebody with whom I did discuss. I'm very fortunate that I share an office with the

other cooking teachers. The one, who I, you know, I look up to very much, I mean it's a whole other thing but he's got his master papers in cooking which is one of the highest echelons and one of the most respected things that you could have in our industry. And he's been teaching for quite a long time. When I first started teaching...they [the high school] and they paired me with him, that's where he was. And that, you know, because it was the first day...they handed me a map of the school and keys and said, 'Ok, go teach'. And I said, 'What?' And they said, 'Go get your stuff set up, we're sending somebody to help you out.' And so he came up to me and he said, 'Ok, here's what you need to do'. And I discussed with him everyday how to do it.

The open communication that Adam had with the mentor each day on what to do and how to teach was very valuable since Adam did not attend any education courses. He was very surprised when he was told to "go teach" but being provided a mentor helped Adam with his professional development. Since Adam already respected this teacher, a level of respect was already present for his new mentor. Adam was ready and willing to listen to the advice his mentor provided. When Adam participated in NTIP for the second time, he still felt that having a mentor was a positive experience. This time the mentoring experiences were in a group setting. The mentoring groups were on a large scale and then smaller groups of teachers would meet together,

There were 75 of us in one room and there would be four or five people that would be answering all the questions and putting in their ideas. And, I mean somebody like me I don't have a very great attention span and you're kind of looking away, counting tiles on the ceiling and you know, you kind of tune people out after a while. With the NTIP

program they offered a mentor and we were given, I think two or three days of PD [professional development] where there were five or six of us with one mentor and we'd head down to the board office and we'd meet with this person and we would discuss all sorts of things and you know, I told her, I said, 'Boy, you know we got more covered in three hours than I did in about three sessions, three full days worth of PD because it was such a smaller group.' It's the same idea as teaching, you have one teacher with 40 kids you can't give all your, you know, it's very difficult, kids get 1/40th of your attention, you know you bring it down to five kids you have 1/5th of the attention, the teacher does a lot more hands on, there's a lot more work, there's a lot more conversation. So, that would be the most noteworthy one, was the mentoring.

The smaller groups provided more meaningful mentoring experiences since each teacher could spend more time explaining their situation. The mentor had time to provide detailed advice specific to each teacher. Adam was more pleased with the smaller sized groupings since he could get more attention and better feedback from the mentor. In the large group settings, Adam would stop paying attention and did not feel that the advice provided was effective for everyone.

Contrastingly, Steve's mentorship experiences were distinctly negative. When asked if his mentorship experience was beneficial,

I can't say mine, sorry, I don't have a very positive thing to say. We have very little contact as mentor and new teacher type of thing. I mean, we have contact, we're in the same department, he's my department head but as far as support or whatever, it never materialized, so.

Steve was very candid in admitting that he did not receive the help that he needed but did not provide any further details. When questioned as to possible reasons why the mentor support did not occur, “It just was...I’ll leave it at that”. Steve did not wish to discuss this issue any further. For whatever reason, Steve did not get the kind of support he needed from his mentor and this caused his negative view of the mentorship experience of NTIP.

The last theme from the third research question was having your own class. Both Adam and Steve felt that their classroom management skills had improved as a result of NTIP and that this positively affected their students.

Adam felt that he had the most amount of influence over his class and not the entire student body. Within his own classroom, Adam was able to have a greater impact by directly applying skills he had gained from NTIP. When asked if he felt that the school had been affected by his participation in NTIP,

As a whole, maybe not. As, individual class wise, probably. Obviously just with the strategies that I’ve learned. One of the other important things we did learn was the understanding of diversity and poverty. This school is a very diverse school, we have children from all races, all cultures, all backgrounds and we also have children with all sorts of mental and physical disabilities.

A skill that Adam gained from NTIP was learning how to talk about diversity in his classroom. Specifically, Adam learned how to effectively discuss different material status with his students,

Ok, so they all come from different walks of life. So we have kids on one extreme where they have a very wealthy family and a very high quality of life, to kids on the other extreme who don't have a strong family structure. So we have families that have, that are from, there isn't that strong structure of family. And, you put them all into one classroom and you have, you know, you have a kid whose got the Ipod, the new cell phone and the nice clothes. And you have the other student whose got the Jpod, and all the knock-off clothes and everything. Maybe one student will say, 'Well, you know, look at you, you're poor and you can't afford this'. And it helped me kind of work with those situations to say, well, to talk to them, the importance of brand names and does it, why is it important and why do we look at that, you know, who's actually smarter because they're spending an extra 50-60 dollars because it says 'Ipod' when Jpod, you compare them and it's the same thing. I would say on a school-wide level, it hasn't made much of a difference but on a classroom-level it has.

The school is located in a low socioeconomic area and as a result, displays of wealth are a sensitive subject. By being more aware to the issues of poverty, Adam was able to diffuse economic tensions within his classroom and create a more sensitive classroom atmosphere. Since Adam had a personal relationship with students in his classroom, this was where he had the greatest amount of influence. It was much easier for Adam to effect students that he had more interaction with than the entire student body. Amongst the school population, Adam did not know all of the students and did not have a personal relationship with each of them.

On a school-wide level, Steve felt that he had a positive impact. Since his classroom management skills improved from NTIP, Steve felt that this contributed to the whole school running more smoothly,

Whatever knowledge you had acquired [from NTIP], I mean, it's translated to better classroom management so it makes the whole school run smoother, type of thing and there were some good points made in a lot of the seminars—some you take back, some you choose not to take, you know.

Steve believed that better behaved students would contribute to a more positive learning atmosphere with less discipline problems throughout the school.

Overall, NTIP had a positive effect on both teachers from this south western Ontario secondary school. Adam felt that NTIP provided the foundation towards his professional teacher identity and improved his classroom management skills. Adam felt that the new administration was supportive of his NTIP participation. Although Steve already had professional teaching experience, he felt that NTIP helped him understand his students better in terms of cultural diversity and socioeconomic status. In terms of skills gained from NTIP, Steve learned how to use a specific software program that the school uses. Steve also felt that the new administration was very positive towards his NTIP participation. His mentor experience was not very supportive. Having his own class allowed Steve to directly employ the skills gained from NTIP.

Discussion

Adam and Steve made different connections to their professional development and New Teacher Induction Program (NTIP). The experiences that Adam chose to share

were very unique. He had experienced mentoring at three different levels: large group, small group and individual. The large group settings were the least effective. In these situations, Adam would tune out and no longer pay attention. There were too many teachers with different backgrounds that were present and only a few teachers contributing to the large group discussion. Adam was not able to receive the kind of attention or advice that he needed. In a small group setting of five different teachers, each teacher was from a different school and each teacher taught a different subject. Adam was the only technology teacher and the only educator from a vocational school. The rest of the teachers taught academic subjects in regular academic schools at either the elementary or secondary level. Adam was the anomaly of the group and was looking for specific advice that would be very different than the other group members. Although Adam was able to get more attention from the mentor, he still felt lonely and out of place. He was able to receive some direct advice but a majority of the feedback was geared towards the other teachers. This setting provided individual feedback for Adam and increased his awareness to other teaching settings. Individual mentoring had the greatest impact upon Adam. He was able to work with a teacher in the same department. This was incredibly beneficial since he always knew where his mentor was to answer questions. Another benefit was that his mentor understood the school atmosphere. Adam had a good communication relationship with his mentor and spoke with him each day asking for advice.

It is difficult to gauge if the mentoring experience would have been as beneficial if Adam had attended a faculty of education before teaching. Prior to his first experience of NTIP, Adam had taught adult cooking classes. Adam's teaching experience was

completely based on practical experience. He did not attend a faculty of education. As a result, he was unfamiliar with classroom management, accommodating for special needs, creating lesson plans, and other areas. Adam did not have to consider these different areas when teaching professional cooking classes to adults. He expected to teach the adolescents the same way as he taught adults. That is, he expected to have their undivided attention at all times and that they would follow instructions unquestioningly. In the secondary school setting, Adam quickly discovered that teaching methods for adults did not have the same effect when applied to adolescents. For example,

...they were adults...It was a lot easier to maintain their attention...I had no idea coming into a high school setting, especially how difficult it would be to retain somebody's attention.

A large factor was the difference in motivation for learning. In the professional culinary classes, the adults voluntarily chose those classes and paid for them. The adults wanted to be there and wanted to get their money's worth. Adam had the complete attention of the adults and did not have to repeat himself. Instructions were followed immediately and without question. The adults were also more mature than the secondary students. There were very few discipline problems in the adult cooking classes. The same cannot be said for the secondary students. They go to school for free and they choose classes because they must attend secondary school. They do not have a financial interest in getting their money's worth for a course. At the high school setting, Adam also had to consider discipline for horseplay and he needed to develop a classroom management style. At this particular vocational school, there were also many special learning needs to consider, Adam did not have to do this in the adult classes. NTIP helped Adam learn how to maintain the attention of students and how to deal with classroom management

from the adolescent perspective. Due to Adam's lack of experience in the secondary classroom setting and without any formal training as a teacher, it is safe to say that Adam would react very positively to any kind of assistance provided. Adam felt that NTIP contributed to the formation of his professional teacher identity. Adam was able to see himself as an educator and gained confidence in his efficacy, especially in the areas of classroom management and maintaining the attention of students. Without the qualifications of other teachers, Adam saw himself as a chef who would conduct teaching classes. In the professional cooking classes, the focus was on the technical steps of cooking and not necessarily in teaching methodology nor how to conduct a lesson.

Adam is an example of how helpful NTIP can be to someone without a Bachelor of Education degree and no previous K-12 teaching experience but that is not what NTIP was designed for. NTIP was designed as a bridge between graduating from a faculty of education and the professional teaching world (Ontario Ministry of Education, 2006b). To ameliorate the issue of NTIP attendees without a Bachelor of Education degree, there should possibly be a different professional development program specific for those who did not attend a faculty of education.

Steve also had prior teaching experience. However, Steve already had a Bachelor of Education degree and some secondary classroom experience before his participation in NTIP. Steve's previous experience was professionally teaching for five years at an academic high school in an affluent area of southern Ontario. He did not enjoy the pace of life and decided to move back to his hometown in southwestern Ontario. Unfortunately, there was a lack of teaching jobs at the time. For the sake of earning money, Steve worked construction for about five to six years while waiting for a teaching

position to become available. When Steve returned to teaching, it was his first time in a vocational school, his first time teaching at a lower socioeconomic area and he was a participant in NTIP. Steve's mentor was from the same school and was in the same department (the mentor was the head of the department). Unfortunately, Steve felt that this experience was not particularly beneficial due to limited assistance,

...sorry, I don't have a very positive thing to say...as far as support or whatever, it never materialized.

Mentoring was not very beneficial to Steve but NTIP helped him gain a better understanding of students in low socioeconomic areas. If Steve had taught in a similar setting to his previous experience, it is difficult to ascertain how beneficial NTIP would have been. NTIP was the most beneficial for Steve by providing greater insight on how to deal with areas that were unfamiliar to him such as, poverty. Steve's experience emphasizes the purpose of NTIP—to provide assistance for beginning teachers. If Steve had previous experience at low socioeconomic areas, NTIP may have had very little benefits. Since the two areas where Steve had taught were different in terms of social and economic status, NTIP is helpful for providing assistance to teachers in a new setting, i.e. socioeconomic area, culturally different area, etc.

Clearly mentorship had mixed effects. Adam and Steve were teaching at the same school and both had prior classroom experience before working with a mentor, with the exception of the first time Adam had a mentor. When Adam first had a mentor, he was completely unfamiliar to pedagogical concepts. This was when mentorship was of the greatest benefit to him. Due to his extreme unfamiliarity, Adam felt that any advice was incredibly helpful. A positive influence was that Adam knew and greatly respected his mentor, who worked at the same department in the same school. Adam openly

communicated with his mentor each day and had a good rapport with him. However, even when he participated for the second time in NTIP, Adam maintained the positivity he felt towards mentorship. Unfortunately, Steve had a diametric experience to mentorship when compared to Adam. Steve's mentor also worked at the same department in the same school as him. Overall, Steve felt that the help and support he needed did not materialize. When asked for an explanation, Steve did not wish to do so. Whether the lack of assistance was due to scheduling conflicts, personality conflicts or inadequate mentor training are pure speculation. All that can be said is that each mentor differs in their own style and each mentee will have a different mentorship experience.

In regards to specific skills from NTIP that Adam and Steve are applying in their classrooms, they identified different areas. However, each of them felt that the skills they acquired through NTIP had a positive effect on the students. A specific skill that Adam linked to his participation in NTIP was better classroom management skills. He was able to deal with classroom disruptions more smoothly where there was less impact upon the entire class. This is an important skill since student management is a common frustration for beginning teachers (Macdonald, 1999). Skills that Steve identified from NTIP were learning a specific computer software program and learning about poverty. These skills helped Steve gain a better understanding of the school culture. Through increased awareness to student's socioeconomic status, this improved Steve's meaningful contact with students and his comfort level. This was a great benefit to Steve. He was able to adapt more quickly and successfully to the school culture which would benefit the school (Scott & Compton, 1996). It is surmised that Adam and Steve's self-confidence and self-efficacy also improved as a side effect to the skills they gained.

Adam and Steve identified the administration as a positive characteristic of the school environment. Both felt that the administration supported NTIP. An encouraging administration is important to the retention of new teachers (Ingersoll, 2001; Pine, 2006; Smith, 2007). Support and encouragement from the administration is likely to increase enthusiasm and commitment to the teaching profession from beginning teachers (Pine, 2006). An indicator of a school's organization for teacher learning is whether the principal is an instructional leader (Liston, Whitcomb & Borko, 2006). Some important aspects of a principal's leadership includes "clear communication of expectations, enforcement of student rules of conduct and the support of teachers who do so, fair evaluation, and recognition for good work" (Pine, 2006). When a school is organized for student learning, teachers' time are used effectively (Liston, Whitcomb & Borko, 2006). When the administration consistently and effectively handles discipline issues, this reduces the distraction of teachers from their instructional duties (Pine, 2006). Support from the administration helped establish a positive working environment with an emphasis on teamwork.

Both subjects have unique and important points of view on the effectiveness and weaknesses of the NTIP program. Adam's specific background gives him a better perspective on seeing the variations that can occur in the NTIP program, as well as specific weaknesses since he experienced the program twice. This would reduce the possibility of any problems he experienced with the NTIP program as being due to variations in the specific school environment. By experiencing the NTIP program twice, his opinions on differences he experienced would show how the NTIP program is applicable to the individual. Steve's experiences with NTIP put him in the position of

reflecting on his experiences after starting his teaching career without the support of an induction program. He experienced being a “new” teacher with and without this support, which puts him in a unique position to comment on what he took from the program, and how it helped him and will continue to help him as a teacher.

Implications to this study included the limitations to one school, the geographical area and the number of subjects. Since a case study was conducted, conclusions are specific to one school. Results can not be generalized to board or province. Since the school chosen was a vocational secondary school, NTIP effects can not be generalized to all types of secondary schools. The effects were restricted to one area with very specific cultural, socioeconomic and political conditions. If there were several schools that were looked at, it would have provided a way to identify some general trends. From this school, only two teachers had voluntarily participated. Neither of the participants are “typical”—Adam had participated twice in NTIP and Steve had prior teaching experience in a secondary classroom. A larger sample would have been ideal in order to have a better view of the school. If there were more participants, it would be easier to generalize the effects to other vocational secondary school teachers. The study was restricted to one geographical area at one school, a south western Ontario vocational high school. This indicates that NTIP designers must consider geography and the different types of secondary schools to ensure flexibility to different school settings.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Adam and Steve are not typical New Teacher Induction Program (NTIP) participants yet, they both found NTIP beneficial for their professional development. Both teachers felt that their classroom management skills improved and they both perceived support from the administration. Enhanced classroom management skills are of grave importance at a vocational secondary school setting. Generally at these schools, classroom management tends to be more challenging than at academic schools and this may translate to increased staff turnover. In Adam's class, more than half of the students are special needs that require an Independent Education Plan. Adam and Steve felt more confident in their classroom management skills and this would most likely reduce the chances of either of them leaving the school. By being more confident in their ability to handle the students and numerous behavioural issues, this may contribute to their comfort level at the school and may influence them remain. Another factor that may augment Adam and Steve to stay at the school was the support from the administration. Both teachers agreed that the administration endorsed their participation in NTIP. Greater support from the administration and reduced issues in student discipline diminish staffing problems and improve overall school performance (Ingersoll, 2001). Adam believed that he was able to identify his teaching role better. Steve was more cognizant of student perspectives. These two teachers show that NTIP is effective when customized to teachers of different backgrounds and experiences. Through the use of NTIP, this shows that the school was organized to support new teachers and this would increase the likelihood of Adam and Steve remaining at this school (Johnson & Birkeland, 2003).

Better classroom management, increased self-confidence, and encouragement from the administration improves the overall school atmosphere and retains teachers (Ingersoll & Smith, 2004; Liston, Whitcomb & Borko, 2006; Wong, 2004a).

Both teachers also had some issues with the program. Adam was not enthused at having to take NTIP twice. Steve thought that the seminars could have had a better sequential order, and a smaller amount of seminars. These issues indicate that more refinement and self definition of the program is needed. Both teachers had mentorship experiences that could have been refined. Adam found the feedback to be useful yet his most recent mentoring experience was in a group setting where he was the only technological teacher out of a total of five teachers. This was not ideal since the other teachers were teaching at academic schools. Adam needed advice that was specific to his school setting and subject specialty. What was most helpful to Adam was the first mentor he worked with since that was on an individual basis. Since the mentor was at the same school and department as Adam, he was accessible to answer questions throughout the day. Adam's experience indicates that NTIP is most effective when provided in a case-by-case format as opposed to group settings. Steve's individualized mentorship experience was lacking in support. An improved definition of a "new teacher" would be useful. For example, maybe Adam should have been exempted from participating twice in NTIP. Instead of only having one category of required NTIP participants, "new teacher", an additional category could be helpful. It may be more conducive if there was another category that took into consideration whether someone had previously participated in NTIP. Adam's prior NTIP participation and Steve's prior experience indicates that there may be some difficulty with how a "new teacher" is defined for the

program. The seminar topics could have been scheduled more appropriately and better matched to the chronological order of teaching events, i.e. a seminar topic on classroom management held prior to the start of school. Steve's experience indicates that seminars scheduled during the first two weeks of school are detrimental to establishing a classroom atmosphere. These issues represent the problems with using a provincially designed induction program for each school in the province. It is not possible for a generalized program to be applicable to every provincial school setting.

Overall, NTIP was moderately successful for Adam and Steve. They both felt that there were many forms of support—from the administration, from seminars and from mentors. The research is favourable that different forms of support and mentoring in an induction program are effective in the retention of teachers and increasing teacher efficacy among others (Ingersoll & Smith, 2004; Wong, 2002; Wong, 2004b). The increased self-confidence that they both felt outweighed the issues that they both had with the program. The issues that they had are somewhat easily reparable, i.e. re-ordering of seminar topics, condensing seminar topics, re-defining a “new teacher” within the NTIP context, adding in greater applicability to vocational teachers, and choosing mentors with greater scrutiny. However, if their self-confidence had been shattered, then that is not easily fixed.

From this case study, consistent themes included improved classroom management, support from the administration, re-defining a “new teacher” and improvements in the mentorship relationship. Increasing teacher self-confidence and self-efficacy through classroom management and encouragement from the administration

are valuable components to maintain in NTIP. These aspects will improve the school atmosphere and retain new teachers.

This study speaks to gaps unaddressed in the literature which include the professional development of vocational teachers, and atypical NTIP participants. At the time, there was literature about professional development of teachers but nothing specific in regards to the professional development of vocational teachers. This study speaks to gaps unidentified in the literature which include the professional development of vocational teachers, and atypical NTIP participants. At the time, there was literature about professional development of teachers but nothing specific in regards to the professional development of vocational teachers. Abundant research can be found concerning methods of reducing attrition of new teachers. However, literature was lacking in regards to atypical participants in professional development programs, i.e. those teachers who already have professional teaching experience yet are required to participate in activities designed for teachers who are embarking upon their first professional teaching role. Any information about NTIP did not acknowledge atypical participants as a factor to consider in program development.

Recommendations made for improving NTIP are improving the flexibility of the program and improving the mentorship component. From Adam and Steve's feedback, it is clear that NTIP needs to be more flexible. The seminar topics tended to be quite general and not specific enough for vocational teachers. The group mentoring format was not fully dedicated to technological teachers. Adam and Steve felt that there were more techniques and applications for teachers at academic schools. Increased flexibility

in the program will increase its effectiveness to different school settings, i.e. academic schools, vocational schools, and others.

Recommendations for future studies included long-term study, comparative study, triangulation, and considering school boards that worked closer with faculties of education. A long-term study would provide further scrutiny of NTIP. A comparative study could be done in order to triangulate the data between literature, atypical and typical schools. The current study did not triangulate results, only two aspects were considered (literature and data). Since NTIP is created for new graduates from faculties of education as a bridge into professional teaching, it is surmised that schools that have a stronger affiliation with teacher certification programs will have better communication with academia. As a result, school staff would be more aware of what is occurring in bachelor of education programs and will provide more effective field experiences for future teachers than schools disconnected from the production of future educators.

APPENDICES

APPENDIX A

Letter of Consent



CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: The Relationship Between Teacher's Professional Development in New Teacher Induction Program and Their Practice

You are asked to participate in a research study conducted by *Julieta Delos Santos (Master's Degree candidate)* at the University of Windsor and results will be contributed to a thesis.

If you have any questions or concerns about the research, please feel to contact Dr. Finney Cherian at 519.253.3000 x3958 or Dr. Geri Salintri at 519.253.3000 x3961.

PURPOSE OF THE STUDY

Many studies show positive results between induction and an increase in teaching practice. It is believed that the effects of induction programs will manifest itself through the teacher's methodology. Since September 2005, Ontario has adopted New Teacher Induction Program (NTIP) as its primary form of induction for new teachers (Ontario Ministry of Education, 2006a). The purpose of this study is to investigate the relationship between teachers' professional development in NTIP and their practice during and after the program. A secondary but equally important aspect of the study would be to identify the skills teachers gained in NTIP that they are now applying in their classroom. Another area of investigation is to determine the characteristics of the school workplace environment that positively or negatively effected teachers' efforts to apply the skills gained through NTIP.

PROCEDURES

If you volunteer to participate in this interview, we would ask you to do the following things:

Participate in a single one-on-one unstructured, open-ended interview with the investigator. The individual interviews will take approximately thirty minutes to complete. Each interview will be recorded using a tape recorder.

After each participant's interview, the data will be transcribed by the investigator and then a copy will be given electronically to each teacher to check for any errors in the transcription and allow for follow up comments, corrections, and clarification. Each teacher will respond to the researcher by returning the transcription with the updates. In the event that there are no corrections, the teacher will inform the researcher.

You may, at any time, withdraw from the study by simply indicating to the investigator your intention to the withdrawal. No evaluative judgment will be made about you in case of withdrawal from the study. In such case, all raw data collected from you will be immediately destroyed.

POTENTIAL RISKS AND DISCOMFORTS

Participants may feel concern with regards to criticising the NTIP program. The interviews will be kept confidential, and so there is no foreseeable risk of the participants comments being attributed to them.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The competency of secondary school teachers will increase—they will be more effective in the classroom. These teachers should also have higher morale from being part of an active, learning community. Students of these same teachers will have greater academic achievement because learning will be more meaningful. School boards and administration will be able to design more relevant professional development for experienced teachers. Policymakers would benefit from knowing the outcomes of the potential effectiveness of the NTIP because they will be able to design more effective policies. School boards and administrators may feel confident that they are developing highly competent, life-long learners. An induction program that creates more capable teachers with their ability reflected in greater student achievement will increase the public's confidence in Ontario's educational system.

PAYMENT FOR PARTICIPATION

Subjects will not receive payment for participation.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

Any information that is obtained in connection with this study and that can be identified with the subjects will remain confidential and will be disclosed only with the subjects' permission. All logs and data collected will remain in a locked safe at the home of the student investigator and will be destroyed, by shredding, following publication of the research for educational purposes. Prior to publication, subject's will be requested to review and/or edit transcripts of the interview that had occurred.

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

If consent is given from all respective parties, then withdrawal will not be an issue during and after the research project. Teachers may choose to withdraw at any time during the study. Participation is completely voluntary.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

Results of the study will be made available to the participating school board, school principal and teachers. Results will be published on the REB website. Results will be available approximately 1-2 weeks after data collection (still pending approval from the school boards at this time).

Web address: www.uwindsor.ca/reb

Date when results are available: 1-2 weeks after data collection

SUBSEQUENT USE OF DATA

This data will be used in subsequent studies.

Do you give consent for the subsequent use of the data from this study? Yes No

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. If you have questions regarding your rights as a research subject, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; telephone: 519-253-3000, ext. 3916; e-mail: lbunn@uwindsor.ca.

SIGNATURE OF RESEARCH SUBJECT/LEGAL REPRESENTATIVE

I understand the information provided for the study "*The Relationship Between Teachers' Professional Development in New Teacher Induction Programs and Their Practice*" as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.


Name of Subject

Signature of Subject

Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.



Signature of Investigator

August 30, 2007

Date

APPENDIX B

Letter of Information



LETTER OF INFORMATION FOR CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: The Relationship Between Teachers' Professional Development in New Teacher Induction Program and Their Practice

You are asked to participate in a research study conducted by **Julieta Delos Santos**, from the Faculty of Education at the University of Windsor and results will be contributed to a thesis.

If you have any questions or concerns about the research, please feel to contact **Dr. Finney Cherian** at 519.253.3000 x3958 or **Dr. Geri Salintri** at 519.253.3000 x3961.

PURPOSE OF THE STUDY

Many studies show positive results between induction and an increase in teaching practice. It is believed that the effects of induction programs will manifest itself through the teacher's methodology. Since September 2005, Ontario has adopted New Teacher Induction Program (NTIP) as its primary form of induction for new teachers (Ontario Ministry of Education, 2006a). The purpose of this study is to investigate the relationship between teachers' professional development in NTIP and their practice during and after the program. A secondary but equally important aspect of the study would be to identify the skills teachers gained in NTIP that they are now applying in their classroom. Another area of investigation is to determine the characteristics of the school workplace environment that positively or negatively effected teachers' efforts to apply the skills gained through NTIP.

PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

Participate in a single one-on-one unstructured, open-ended interview with the investigator. The individual interviews will take approximately thirty minutes to complete. Each interview will be recorded using a tape recorder.

After each interview, the data will be transcribed by the investigator and then a copy will be given electronically to each teacher to check for any errors in the transcription and allow for follow up comments, corrections, and clarification. Each teacher will respond to the researcher by returning the transcription with the updates. In the event that there are no corrections, the teacher will inform the researcher.

You may, at any time, withdraw from the study by simply indicating to the investigator your intention to the withdrawal. No evaluative judgment will be made about you in case of withdrawal from the study. In such case, all raw data collected from you will be immediately destroyed.

POTENTIAL RISKS AND DISCOMFORTS

There are no identified risks to the subjects involved.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The competency of secondary school teachers will increase—they will be more effective in the classroom. These teachers should also have higher morale from being part of an active, learning community. Students of these same teachers will have greater academic achievement because learning will be more meaningful. School boards and administration will be able to design more relevant professional development for experienced teachers. Policymakers would benefit from knowing the outcomes of the potential effectiveness of the NTIP because they will be able to design more effective policies. School boards and administrators may feel confident that they are developing highly competent, life-long learners. An induction program that creates more capable teachers with their ability reflected in greater student achievement will increase the public's confidence in Ontario's educational system.

PAYMENT FOR PARTICIPATION

Subjects will not receive payment for participation.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

Any information that is obtained in connection with this study and that can be identified with the subjects will remain confidential and will be disclosed only with the subjects' permission. All logs and data collected will remain in a locked safe at the home of the student investigator and will be destroyed, by shredding, following publication of the research for educational purposes. Prior to publication, subject's will be requested to review and/or edit transcripts of the interview that had occurred.

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

If consent is given from all respective parties, then withdrawal will not be an issue during and after the research project. Teachers may choose to withdraw at any time during the study. Participation is completely voluntary.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

Results of the study will be made available to the participating school board, school principal and teachers. Results will be published on the REB website. Results will be available approximately 1-2 weeks after data collection (still pending approval from the school boards at this time).

Web address: www.uwindsor.ca/reb

Date when results are available: 1-2 weeks after data collection

SUBSEQUENT USE OF DATA

This data will be used in subsequent studies.

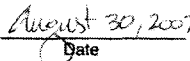
RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. If you have questions regarding your rights as a research subject, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario N9B 3P4; telephone: 519-253-3000, ext. 3916; e-mail: lbunn@uwindsor.ca.

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.


Signature of Investigator


Date

APPENDIX C

Consent for Audio Taping



CONSENT FOR AUDIO TAPING

Research Subject Name:

Title of the Project: The Relationship Between Teachers' Professional
Development in New Teacher Induction Program and Their Practice

I consent to the audio-taping of interviews, procedures, or treatment.

I understand these are voluntary procedures and that I am free to withdraw at any time by requesting that the taping be stopped. I also understand that my name will not be revealed to anyone and that taping will be kept confidential. Tapes are filed by number only and stored in a locked cabinet.

I understand that confidentiality will be respected and the viewing of materials will be for professional use only.

(Research Subject)

(Date)

School Principal Agreement Form



School Principal Agreement Form

I, , Principal of school consent to have

Julieta Delos Santos Master's Degree candidate at the Faculty of Education of the University of Windsor, conduct research for the study entitled

The Relationship Between Teachers' Professional Development in New Teacher Induction Program and Their Practice:

during June for New Teacher Induction Program participants in my school.

Julieta Delos Santos has explained the nature and general purpose of the research to me. A copy of the letter explaining the study is attached.

I understand that there are no anticipated risks to the subjects from participating in the study and that classes in my school will not be disturbed in any way except by the presence of the researcher.

The researcher is authorized to proceed on the understanding that I may withdraw my consent at any time during June without reason.

(Signature of Principal)

(Date)

Please sign two copies and keep one copy for your records.

APPENDIX E

Interview Questions

For this study, all participants will be interviewed in depth through semi-structured open-ended interviews that will be audio-recorded and transcribed for detailed analysis.

Data sought for research question one: What did teachers perceive to be involved in relation to their professional development from NTIP and their practice after and/or during the program?

Prior to your participation in NTIP, how did you view yourself professionally?
Since your participation in NTIP, how has your view changed?

What are some ways that NTIP could have shown stronger support to your professional development? Please explain.

Describe how important NTIP has been to your teaching methodology and philosophy in comparison to other experiences and people.

If you could alter NTIP, what changes, if any, would you make? Why?

Data sought for research question two: What skills did teachers self identify from NTIP that they are now applying in their classroom?

Describe the noteworthy experiences you had during your NTIP participation.

How has NTIP contributed to your teaching methodology and/or philosophy?

Do you feel that your students had been affected by your participation in NTIP?

Why or why not?

Data sought for research question three: What characteristics of their school workplace environments did teachers positively and/or negatively identify in their efforts to apply skills they gained from NTIP?

Other than NTIP, what else did your school provide for you professionally, as a new teacher?

What factors in your school were complementary or unconnected with your NTIP participation? Do you feel that the school environment has assisted or impeded ideas you gained from NTIP?

Do you feel that your school had been affected by your participation in NTIP? Why or why not?

Other Questions

Do you have any other remarks in regards to your NTIP experiences, current professional development or your school environment?

Would you be able for further contact to clarify anything from this interview?

Do you have any questions about this study?

APPENDIX F

NTIP Teacher Professional Development Guideline

A comprehensive professional development framework is based on a foundation of high standards through a coherent system which ensures appropriate and effective professional development for teachers at all levels of experience (Ontario Ministry of Education, 2006a).

The professional development for new teachers will focus on the following:

I: Timing

Effective practices in professional development/training demonstrate that activities must be appropriate to the daily responsibilities, be manageable, relevant and timely to the new teacher and designed to improve the professional practices of all teachers. In addition, professional development opportunities should be made available to new teachers throughout the year.

II: Method of Delivery

All professional development opportunities for new teachers should be:

Differentiated: differentiated professional development opportunities must be offered for teachers who are: new to the profession; trained in Ontario but new to a publicly funded Ontario school board; certified in another Canadian province or territory

but new to an Ontario school board; and not certified in another province or territory, new to an Ontario school board but experienced outside of Ontario.

Ongoing: Since there are multiple entry points for new teachers, relevant components of professional development should be available throughout the year. These professional development/training opportunities must be established as the entrée to ongoing, professional growth for all teachers.

Appropriate: Special attention needs to be paid to designing a manageable PD program for new teachers recognizing that the NTIP requirements are in addition to the professional development opportunities and programs that should be offered to all teachers, including activities aligned with current Ministry initiatives: Every Child (literacy and numeracy), Student Success, and Safe Schools.

In consultation with the principals and mentors, the lead superintendent may determine where board-wide programs may be more effective and efficient.

Professional activity days can be used to provide ongoing professional development for new teachers, mentors, and administrators. In addition, PD activities should be appropriate to the needs of the teachers (such as classroom observation, common planning time, shared PD for new teacher and mentor, professional dialogue with colleagues/mentors, working with learning teams, online conferencing, in-service sessions).

III: Expectations / Core Content

- Quality professional development targeted to address specific areas identified by new teachers is essential. Professional development opportunities for new teachers must include the following:

Every Child (literacy and numeracy, e.g. skills and knowledge related to the teaching of reading and math), Student Success (e.g. identifying students who are at risk early on, and facilitating connections with the Student Success teacher or the guidance teacher), and Safe Schools (e.g., be able to identify bullying behaviour, understand appropriate ways to deal with bullying situations; and how to appropriately apply the Safe Schools Act)

Classroom management



Planning, assessment and evaluation



Communication with parents

Teaching students with special needs and other diverse learners

As described in section II above, the method of PD delivery will depend upon the needs of the new teacher as well as the numbers of new teachers with similar needs. For example, several principals from a family of schools may find that delivering a larger session on classroom management would be an effective and efficient approach. On the other hand, a principal may offer one on one classroom management support to new teachers. Many of the school boards that participated in the Mentoring Demonstration Projects (MDP) have professional development resources available in each of the key areas. Appendix G identifies resources developed by each of the MDP participants. In addition, Appendix F provides a list of selected Web resources for supporting new

teachers. These resources will assist principals in implementing specific supports such as school level orientation and professional development on classroom management. The Ministry will continue to develop and/or recommend additional resources to support new teachers in these areas, and intends to offer supports specifically for Every Child (literacy and numeracy), Student Success and Safe Schools.

In French language boards, new teachers must become familiar with the “Politique d’aménagement linguistique de l’Ontario pour l’éducation en langue française” (PAL). New teachers must be supported in order to fully understand the impact of the implementation of PAL on the board, the school, the classroom, students and the school community. It is the responsibility of the board and the principal to provide ongoing development of the knowledge, skills, and attitudes needed to teach in a minority setting.

In addition, new teachers must be supported in addressing the varied challenges of meeting the needs of diverse learners that require a broad repertoire of instructional strategies. These learners might include Aboriginal students, students at risk, students with special needs, English language learners, etc.

REFERENCES

- Cho, D.Y., Kwon, D-B. (2004). Determining the content of induction programs: To improve instructional performance: A case in Seoul, Korea. *Alberta Journal of Educational Research*, 50(2), 189.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Dictionary.com. (2008). Retrieved November 3, 2008, from <http://dictionary.reference.com/browse/method>.
- Dictionary.com. (2008). Retrieved November 3, 2008, from <http://dictionary.reference.com/browse/methodology>.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1055.
- Flyvbjerg, B. (2004). Five misunderstandings about case-study research. In C. Seale, G. Gobo, J.F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice* (pp.420-434). London: Sage.
- Glassford, L., & Salinitri, G. (2006, May). *Designing a successful new teacher induction program: Methodological and political pre-requisites for success in Ontario*. A paper presented to CSSE (CATE), Toronto, Ontario, Canada.
- Government of Ontario. (2006). *Frequently asked questions*. Retrieved November 15, 2006, from <http://www.edu.gov.on.ca/eng/teacher/faq.html>.
- Hirsch, E., Koppich, J., & Knapp, M.S. (2000). Reflections on teacher quality. *Journal of staff development*, 21(4), 8-13.
- Hodkinson, P., & Hodkinson, H. (2001, December). *The strengths and limitations of case study research*. Paper presented to the Learning and Skills Development Agency conference, Cambridge, UK.
- Huling-Austin, L. (1992). Research on learning to teach: Implications for teacher induction and mentoring programs. *Journal of Teacher Education*, 43(3), 173-180.
- Ingersoll, R.M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534.
- Ingersoll, R.M., & Smith, T.M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88, 28-40.

- Johnson, S.M., & Birkeland, S.E. (2003). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.
- Jorissen, K.T. (2002). Retaining alternate route teachers: The power of professional integration in teacher preparation and induction. *The High School Journal*, 86(1), 45-56.
- Kelley, L.M. (2004). Why induction matters. *Teacher Education*, 55(5), 438-448.
- Liston, D., Whitcomb, J., & Borko, H. (2006). Too little or too much: Teacher preparation and the first years of teaching. *Journal of Teacher Education*, 57, 351-358.
- Ma, X., & MacMillan, R.B. (1999). Influences of workplace conditions on teachers' job satisfaction. *The Journal of Educational Research*, 93(1), 39-47.
- Macdonald, D. (1999). Teacher attrition: A review of literature. *Teaching and Teacher Education*, 15, 835-848.
- Maricopa Center for Learning and Instruction. (n.d.). Case study: Limitations. Retrieved November 13, 2008, from http://www.mcli.dist.maricopa.edu/proj/res_meth/rmvl/case_limits.html.
- McNay, M., & Cole, A.L. (1989). Induction programs in Ontario schools: Current views and directions for the future. *Education Canada*, 29, 9-15.
- Merriam, S.B. (1998). *Qualitative research and case study applications in education* (Rev. ed.). San Francisco, CA: Jossey-Bass.
- Monsour, F. (2003). Mentoring to develop and retain new teachers. *Kappa Delta Pi Record*, 39(3), 134-135.
- Nugent, P., & Faucette, N. (2004). Developing beginning teachers through an interactive induction and internship program. *Action in Teacher Education*, 26(1), 53-63.
- Odell, S.J., & Ferraro, D.P. (1992). Teacher mentoring and teacher retention. *Journal of Teacher Education*, 43(3), 200-204.
- Ontario Ministry of Education. (2006a). *New teacher induction program: 2005-06 Program guideline*. Toronto, Ontario, Canada: Queen's Printer for Ontario.
- Ontario Ministry of Education. (2006b). *New teacher induction program: Induction elements manual*. Toronto, Ontario, Canada: Queen's Printer for Ontario.

- Pine, C.K. (2006). *Developing teachers' professional capabilities in the workplace: An investigation of one California county's induction program using the success case method*, University of California, Santa Barbara.
- Portelli, J.P., Solomon, R.P., Barrett, S., & Mujawamariya, D. (2005). Standardized teacher testing fails excellence and validity tests. *Teaching Education, 16*(4), 281-295.
- Scott, N.H., & Compton, E. (1996). *A report on the 1995-96 beginning teacher induction program in New Brunswick*. Saint John, New Brunswick, Canada: University of New Brunswick.
- Smith, T.M. (2007). How do state-level induction and standards-based reform policies affect induction experiences and turnover among new teachers? *American Journal of Education, 113*, 273-309.
- van Manen, M. (1998). *Researching lived experience*. London, Canada: The Althouse Press.
- Weiss, E.M. (1999). Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: A secondary analysis. *Teaching and Teacher Education, 15*, 861-879.
- Wong, H.K. (2002). Induction: The best form of professional development. *Educational Leadership, 59*(6), 52-54.
- Wong, H.K. (2004a). Producing educational leaders through induction programs. *Kappa Delta Pi Record, 40*(3), 106-111.
- Wong, H.K. (2004b). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin, 88*, 41-58.

VITA AUCTORIS

Julieta S. Delos Santos was born in North York, Ontario. She graduated from Father Bressani Catholic High School in 1995. From there she went on to the University of Toronto where she obtained an Hon.BSc. in Biology in 2000. Afterwards, she went to the University of Nipissing and obtained a B.Ed for the intermediate/senior division, specialty areas of biology/geography in 2002. She is currently a candidate for the Master's degree in Education at the University of Windsor.