

Teacher Induction: Veteran Teachers' Perceptions Relating to Professional Longevity

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Abstract

With the retirement of the Baby Boomers and other social factors, today's teacher corps is younger and less experienced; consequently, preparation and induction into the teaching profession becomes that much more important. Ingersoll (2012) declared teacher induction to be an education reform whose time has come. This sequential explanatory study, guided by the constructivist philosophical framework, was designed to explore veteran teachers' perceptions of the relationship between teacher induction and professional longevity. Veteran teachers responded to a survey (N=24) and participated in face-to-face interviews (N=9). Results showed veteran teachers perceived no relationship between teacher induction and professional longevity and attributed longevity to a combination of extrinsic and intrinsic motivations. Many of the veteran teachers had a colleague who, by serving as a self-appointed mentor, made a difference in their induction and contributed to their professional longevity.

Index Terms: Comprehensive induction program, Induction process, Longevity, Mentoring, Teacher induction, Veteran teacher

1-Introduction

Teachers, whether parochial or global, form the next generation and pass on the culture and the human intellectual traits most associated with the preservation of the human race (Borrowman, 1954; Cremin, 1951). It is, therefore, appropriate that the formation and preparation of teachers be of utmost importance. Many studies have found teacher quality to be the single most important factor affecting student achievement (Goldrick, 2007; NCTAF, 2003; U.S. Department of Education, 2004). These studies validate why teacher education and induction are so important (Gujarati, 2010). There is not simply a need to have and retain a teacher in the classroom; there is a need to have a qualified educator who is prepared, willing, and able to educate the citizenry (Fulton et al., 2005). The purpose of this sequential explanatory mixed-methods study was to determine veteran teachers' perceptions of teacher induction and its importance in career longevity. An additional purpose was to explore whether formal preparation served as a factor for veteran teachers who remained in the profession past the 5-year milestone.

2-The Need for Comprehensive Teacher Preparation

The United States is facing an economic crisis directly linked to its inability to provide an educated workforce. Many employers have job openings they cannot fill due to a lack of qualified candidates (Goldrick, 2007; NCTAF, 2003). As a result, preparing qualified teachers who can educate that workforce is important. Additionally, from 1980 to 2008, the total number of K-12 children enrolled in public schools went up 19% (Ingersoll, 2012). During that same period, the teaching force increased by 48%, over 2.5 times the rate of increase of K-12 students (Ingersoll, 2012). This clearly articulates the point that new teachers are entering the profession, prompting Ingersoll (2012) to coin the phrase "the greening of the teaching corps" (p. 3). It also indicates that induction, preparation, and support are vital to their retention.

Individual veteran teachers perceive induction and their teaching experiences throughout their careers not in a vacuum, but within the construct of their preparation experiences. The social constructivism philosophical theory helped frame this study.

Accordingly, the theory fits well with the qualitative tradition, which understands that while it may be scientifically desirable to have a singular objective reality, it does not account for the observed world of the individual observer. This in conjunction with Guskey's (1995) definition of knowledge as beliefs in which one can have reasonable confidence in one's truth, a view that meshes with Merriam (2004) who also considered the consensual notion of social knowledge as the foundation for general or consensual knowledge. The consensual social knowledge of the veteran teachers was the sum of their individual experiences condensed under the umbrella of the scientific search for empirical data that justified and arranged them all meaningfully.

Leaders in the field of education have an obligation to train teachers properly for them to be successful (Darling-Hammond, 2006; Wong, 2003). Their successful experiences will lead them to remain in the field long enough to develop into the professional teachers who will train America's workforce (Goldrick, 2007; NCTAF, 2003). That training and subsequent induction of the qualified teacher continues not to be uniform. In fact, in certain states, the beginning teacher faces a "sink or swim" mentality that often leads to a feeling of failure associated with the departure of many from the profession much too soon (Ingersoll, 2001). The experiences of those who have remained to sharpen their skills and elevate their craft to a professional level offer valuable insight (Rippon & Martin, 2006). This study was designed to capture and explain those experiences within the social constructivism framework.

3-A Historical Perspective

The teaching profession started as a job for individuals with little more than an elementary education, a modicum of learning, and the willingness to work in what then was an "ill-paid and low-prestige occupation" (Borrowman, 1954, p. 12). The graduate of the normal school handled the educational needs of early Americans. As the country developed, the needs grew and the teacher needed to keep up with the educational and instructional demands.

The expansion of secondary schools created the need to adapt the high school curriculum to a broader audience and set of purposes (Borrowman, 1954; Cremin, 1951). Teaching needed to have a professional approach. The professional approach saw the development of a professional curriculum with methods courses, the psychology of learning, and technical theory and methods bringing the program around the professional goal (Borrowman, 1954).

Today, one can assume a beginning teacher will have completed at least a bachelor's degree and have completed certification requirements. However, one cannot assume he or she is ready to start teaching and be efficient. In fact, with so many studies supporting that view, it would be safer to assume first-year teachers cannot take off their caps and gowns, start teaching lessons at the public elementary or secondary school and be successful. Beginning teachers who have completed 4 years or more of undergraduate study with about 20% of the course time involved with schools in the form of an internship and practicum are, generally, not ready to teach, meaning assuming the full responsibility of a classroom (Carroll & Foster, 2010). The enormous job of operating a classroom goes beyond the scope of theories contained in college education books or the topic of reflective academic discussions (Carroll & Foster, 2010). The novice teacher needs a program of induction complete with support, the instruction guide, and human guides to navigate through the business of teaching.

"Many of the support programs focus on induction and lack a stronger focus on the core business of education, which is teaching and learning" (Carroll & Foster, 2010, p. 56). The business of teaching is complex and it is no wonder many beginning teachers feel overwhelmed (Guarino et al., 2006). While some state boards of education may advocate, fund, and mandate teacher induction, the business of teaching the novice teacher how to run a classroom and teach children is often left to the principal of the school who has only enough time for some observations and perhaps a few meetings a semester (Guarino et al., 2006). The veteran teacher can serve and does serve in many cases as the guide. What is often lacking from those programs are: (a) a trained mentor, (b) a feasible plan that allows time for both teachers to meet regularly, and (c) a comprehensive continuing development program (Wong, 2004).

Teaching is indeed a professional endeavor full of challenges and exciting rewards. Many who enter the field find the early years difficult and at times even discouraging (Darling-Hammond, 2003). Those who have stayed on have a lot to give to the children they serve and those who will replace them.

4-The State of Teacher Induction

The teaching profession experiences higher levels of attrition than other professions because it does not have the same type of structured induction as other professions (Ingersoll & Merrill, 2010). The traditional teacher induction model of “sink-or-swim” continues to be the practice in many states (Bartell, 2005; NEA, 2003). Only 22 states mandate and fund teacher induction programs (Bartell, 2005; NEA, 2003). Feiman-Nemser (2001) defined induction as “enculturation processes in which the first few years of teaching are viewed as a phase when beginning teachers learn to teach” (p. 23). Induction consists of a variety of different types of activities, including classes, workshops, orientations, seminars, and mentoring; these activities have become the most dominant form of teacher induction over the past 2 decades (Ingersoll & Kralik, 2004). School districts that have induction programs, organize a professional development process, provide a series of training workshops, and set up mentoring to support new teachers (Wong, 2004).

Mentoring as a strategy to support beginning teachers began in the early 1980s, and at least 47 states currently implement some form of mentoring (Carroll & Foster, 2010). However, Wong (2003) warned that mentoring and induction are not the same. Mentoring is an important component of induction though it cannot and should not replace a comprehensive induction program (Wong, 2003). Many researchers agree the first few years of a new teacher’s career are crucial and support systems along with a comprehensive induction program are desperately needed (Halford, 1998; Howe, 2006).

The value of mentoring for new teachers as support is indisputable. Mentoring as an induction program, however, remains questionable (Public Education Network, 2004). Ingersoll and Kralik (2004) found that even though research does not provide definitive evidence of the value of mentoring, the practice has enough promise to warrant significant further investigation. S. M. Johnson (2004) concluded that although some new teachers in his study appreciated the one-on-one mentoring they received, there was little evidence that it offered much support.

In addition to the lack of uniform policies on mentoring, induction programs, and their contents, the link between proper induction and attrition make a cost analysis a significant study. Attrition rates continue to cost the United States \$2.1 billion a year (Darling-Hammond, 2003). With approximately 14% of new teachers leaving the profession within the first year, 33% within 3 years, and 46% within the first 5 years, reducing attrition represents a great incentive for the development of proper induction programs (NCTAF, 2003).

Moreover, statistics regarding the current state of the nation’s educators suggest about 20% of new teachers leave the classroom within 3 years (NEA, 2003). In urban districts, close to 50% of new teachers flee the profession during the first 5 years of teaching (NEA, 2003). Beginning teachers are considerably more likely to move than are other teachers (National Center for Education Statistics [NCES], 2010). Well-conceived induction programs that provide training and support offer a viable solution to this problem (Wong, 2003). Retaining qualified teachers starts with a comprehensive professional induction that includes extensive training. Rhodes, Nevill, and Allan (2004) contended that researchers know little about what type of programs contribute to teacher retention or quality. One thing remains clear—well-prepared teachers are often more successful and consequently remain in the profession longer (Carroll & Foster, 2010). Staffing schools with qualified teachers is less of a problem when school district leaders address and reverse attrition issues (NCTAF, 2003). Conversely, recruitment only does not address the attrition concerns that many districts face. School systems do better when they can retain the educators they recruited and trained (NCTAF, 2003).

Glazerman et al. (2010) agreed that keeping good teachers in the profession is vital, as veterans who have survived the first 5 years are generally more efficient teachers (Darling-Hammond, 2003). Furthermore, research shows longevity aligns more with the nature of the first teaching experience than with the quality of the academic program (Carroll & Foster, 2010; Ingersoll & Strong, 2011). The need to support new teachers and train them via a comprehensive induction program is clear (NCTAF, 2003), as not doing so has a great professional and financial cost. Kutsyuruba (2012) perhaps offered the most dramatic representation of the teacher induction issue with the following statement:

Indeed, teaching has long been seen as an occupation that “eats its young” and in which the beginning of new teachers’ journey is similar to a “sink or swim,” “trial/baptism by fire,” or “boot camp” experience. Some of the most significant challenges faced by beginning teachers include egg-crate structure of schools, isolation, reality shock, inadequate resources, and support. They face lack of time for planning and interaction with colleagues along with difficult work assignments.

They also face unclear and inadequate expectations, intergenerational gaps, dealing with stress, lack of orientation and information about the school system, and institutional practices and policies that promote hazing (Anhorn, 2008; Glickman et al., 2004; Andrews and Quinn, 2004; Johnson and Kardos, 2002; Johnson and Kardos, 2005; Patterson, 2005; Darling-Hammond, 2003). Very often, teachers who do not receive adequate support in their first years leave schools and abandon teaching in favor of other professions. (p. 237)

5-Methodology

This study involved the collection of quantitative data through the Janysek (2007) Veteran Teacher Retention Survey and qualitative data through face-to-face interviews that contributed to an in-depth understanding of veteran teachers' perceptions of teacher induction. The Veteran Teacher Retention Survey was developed through interviews with 15 teachers around the state of Texas who identified their concerns, needs, benefits, rewards, and the factors of their retention. Janysek vetted the interview questions through an expert panel. Survey validation activities by a panel included several revisions, expert committee feedback, and inter-rater reliability activities.

Creswell (2007) referred to a data collection circle involving several phases. The first phase in the sequential explanatory design provided the platform for descriptive data that served as the basis for the second round of data collection. The second phase of data collection involved face-to-face interviews. The researcher contacted nine survey respondents and solicited their participation in a 30-minute semi-structured interview.

6-Selection of Participants

The study took place in an urban school district in Georgia. The district is in a county comprising of 57% African Americans, 40% Caucasians, 2% Hispanics, and 1% Asians and others (DeKalb County School District, 2012). The Caucasians reside mostly in the northern part of the county while the African Americans reside in the south and east sides of the county, for the most part. For the survey, the researcher selected participants from schools in the north, central, and south regions to reflect the school district's demographics. The researcher selected participants through purposeful sampling strategies from the district's database. Using the district's internal electronic communication network, the researcher located participants from the schools' websites and sent the survey attached to a mass e-mail.

The study also involved an examination of the lived experiences of three veteran high school teachers, three veteran middle school teachers, and three veteran elementary school teachers. The participants came from different regions of the district to account for the diversity of experiences relating to school climate and work conditions (Guarino et al., 2006). For this study, a veteran teacher was defined as an individual who had served in public education for 5 years or more. Many researchers, including Janysek (2007), have used 5 years to classify veteran teachers.

7-Role of the Researcher

The researcher works in the district used in this study and has been there for 22 years. He served as a district coordinator for a year and a half, and visited many schools throughout the district during that time. The possibility existed that the participants in the study either knew him personally or had heard of him. The researcher's relationship with teachers and administrators in the district is professional and cordial. The researcher did not select teachers from the school where he works as an administrator to eliminate the perception of any undue influence. This research is potentially a "backyard" study, one conducted in the researcher's workplace or proximate geographical area (Guba & Lincoln, 2005). The researcher obtained permission from each site's principal to contact the participants who received a letter of informed consent before the study began.

8-Instrumentation

Surveys: An electronic survey using SurveyMonkey.com was one of the data collection methods for this study because it was economical and expedient while providing a preliminary view of the data through descriptive reports (Fowler, 2009). The survey provided the researcher with the ability to collect descriptive data relating to the veteran teachers' attitudes and opinions on the relationship between their teacher induction process and their professional longevity (Creswell, 2009). Surveys provide for the collection of data from a group of individuals in a large area of study (Moustakas, 1994).

RQ1: What are veteran teachers' perceptions of professional satisfaction as it relates to longevity? Survey questions 48 through 51, under section six of the questionnaire, were used to address this question.

RQ2: What are veteran teachers' perceptions of career challenges as they relate to longevity? Survey questions 28 through 30, in section two under the heading Career Choice, were used to address this question.

RQ3: What do veteran teachers perceive as the primary motivating factor that has kept them in public education? Survey questions 39 through 47, in section five under the heading Benefits of Teaching, were used to address this question.

RQ4: What do veteran teachers describe as the amount and type of professional development received that influenced their staying in the profession? Survey questions 20 through 27, in section three under the heading Professional Development, were used to address this question.

Interviews: The second method of data collection was face-to-face interviews after the collection and analysis of the data from the survey. The researcher used nine volunteer participants for the semi-structured interviews. Patton (2003) stated semi-structured interviews allow the researcher to guide the conversation while the participants share their lived experiences in a relaxed setting. The researcher contacted the participants to determine a time and place that were convenient for them. The face-to-face interviews ran approximately 30 minutes in length.

The researcher analyzed data retrieved from participants who responded to the Janysek (2007) Veteran Teacher Survey ($N=24$) and those who participated in face-to-face interviews ($N=9$). The survey consisted of 56 questions covering employment history, education and beginning experience, professional development, career choice, benefits of teaching, and career satisfaction. The survey provided respondents with lists to choose from and opportunities to formulate personal responses. With regard to experience, 54.2% of respondents had 20 or more years of teaching experience, 20.8% had between 15 and 19 years in the teaching field, another 20.8% had 10 to 14 years of experience, and 4.2% had 5 to 9 years of teaching experience. Half held a high school teaching certificate while 20.8% had a certificate to serve Pre-K to 12th grade, 16.6% held a middle school certificate, and 12.5% held a Pre-K to fifth grade teaching certificate.

9-The Results

The results indicated 41.7% of the respondents taught the core content (i.e., ELA, math, reading, social studies, and science); 25% taught career technology education; 20.8% taught languages other than English, ESOL, or bilingual education; 8.3% taught physical education; and 4.2% taught special education. The researcher deliberately sought to have diversity in the sampling and sent the survey to blocks of teachers covering all the different fields and levels. Of the survey respondents, 62.5% had a master's degree, 20.8% had a bachelor's degree, and 16.6% had a doctorate degree. Tables 1, 2, and 3 summarize the respondents' years of teaching, education level, and subjects taught.

Descriptive data from the survey revealed 54% of respondents were still teaching because of the rewards of the profession with 75% of them believing the rewards had not changed during their career. Eighteen respondents (78.26%) viewed time off as their top extrinsic reward. Time off was followed by job security for 11 respondents (42.83%) while five (21.74%) placed the greatest value on proximity of job to home. Four respondents (17.39%) viewed professional opportunities as one of the top benefits of teaching. Of those who responded, 50% felt extrinsic benefits were the reasons they remained in the profession.

In contrast, 87.5% of the respondents felt intrinsic benefits were the reasons for their remaining in teaching. Twenty participants (83.33%) reported the ability to make a difference in the lives of students was their top intrinsic reward. This finding aligns with the literature; in the 2003 NEA survey, 73% of respondents gave working with young children as their reason for entering the profession and 68% named it as their reason for staying (NEA, 2003). Nineteen participants (79.17%) reported seeing the success of their students to be one of the greatest rewards. While 17 respondents (70.83%) reported the role they played in their students' success as their intrinsic reward, 13 (54.17%) viewed learning as their students learned as a top intrinsic reward and 11 (45.83%) placed that value on the relationships they developed with their students. Veteran teachers from this study attributed their career longevity to professional satisfaction. Once again, the literature supports this finding. Teachers who remain in the profession report a combination of intrinsic and extrinsic reasons for their decisions (The Harvard Report, 2005).

They value the intrinsic rewards of being with children, the satisfaction of helping them learn, and the pleasure of teaching a subject they love. Table 4 depicts how the respondents valued extrinsic rewards. Time off ranked first for the study participants with job security second and community support last.

Table 5 summarizes the survey respondents' views of intrinsic rewards. It is worth noting that three respondents (13.04%) saw no extrinsic benefits in the profession and no participant viewed the teaching profession as having no intrinsic professional benefits. Veteran teachers in the study perceived professional satisfaction as a factor in their career longevity.

Eight of the 24 study participants (33.33%) reported never contemplating leaving the profession. However, six (25%) considered leaving once, five (20.83%) considered leaving four or more times, three (12.5%) entertained the thought twice, and two (8.33%) contemplated leaving teaching three times during their career. An interesting 66% of veteran teachers in the study considered quitting. Seven respondents (31.82%) first considered leaving during their 10th through 14th years followed by five (20.83%) who had the thought in their first 4 years and five (20.83%) who never considered leaving.

Those who considered leaving the teaching profession did so for a variety of reasons. Nine (37.5%) wanted a higher salary and eight (33.33%) gave the increased demands on teachers' time as their reason. Seven (29.17%) cited issues with the campus or district administration as their reasons for the consideration. An equal number cited students' attitudes toward learning as their reason while six (25%) attributed their contemplation to a lack of career growth opportunities. Discipline problems was the reason for five of the survey respondents (20.83%) and family needs along with the increased focus on standardized testing were the reasons for 18.18% of the respondents.

The results concur with the literature. A large number of studies found the relationship between pay and retention to be compelling (Stockard & Lehman, 2004). When considering other teachers' priorities, however, pay is not the primary reason teachers remain or leave the profession. The study revealed veteran teachers (62.5%) remained in the profession in spite of the least satisfying aspects of the teaching career, 25% considered leaving because of those negative factors, and 12.5% reported that the least satisfying aspects of teaching had no impact on their decision to remain.

The survey presented the respondents with the opportunity to select the reasons they remained in teaching. Table 6 illustrates how the respondents ranked their choices. Fifteen respondents (66.22%) ranked influencing students' lives as their top motivating factor for retention followed by 13 respondents (56.52%) who ranked the joy of working with children second. The joy of teaching tied with 13 respondents (56.52%). Job familiarity ranked third with six selections (26.09%). Some survey respondents selected staying in the profession to meet their families' needs and ranked it fourth with three selections (13.04%). Closeness to retirement ranked fifth and the fear of starting a new career rounded the selection of motivating factors for remaining in a public school.

The literature on factors of teacher retention supports the findings. In a phenomenological study, Joiner (2009) found veteran teachers shared common elements in their retention. The teachers interviewed reported they loved their students, felt supported, and had a positive attitude about their occupation. Similarly, Alhashem (2012) studied the motivational factors science teachers reported that kept them in the teaching profession, especially in urban districts. Using a survey and face-to-face interviews with 94 teachers, of which 36% had been teaching for more than 15 years, Alhashem found those teachers were also intrinsically motivated. The veteran teachers in this study ranked influencing students' lives, the joy of working with children, and the joy of teaching as the top three factors for their retention.

During the second phase of this sequential explanatory study, the researcher engaged in face-to-face interviews with nine volunteer veteran teachers. According to Creswell (2009), this phase is designed to have participants help explain and expand the responses from the survey. The participants were three high school teachers, three middle school teachers, and three elementary school teachers. The group consisted of five females and four males who represented different geographical segments of the district, ethnicities, and teaching roles. The interviewees had a combined total of 189 years of teaching, averaging 21 years of experience.

The researcher developed a protocol to guide the semi-structured interviews and selected participants who met the pre-established profiles related to gender, grade level, and location. The teachers were given pseudonyms in an effort to safeguard anonymity, preserve confidentiality, and protect their identities.

The face-to-face-interviews and the purely qualitative or contextual pods of information (Creswell, 2007) were a crucial part of phase two of this sequential explanatory study. They were designed to expand and explain the results of the survey.

The interviews evolved around seven questions that mirrored the survey topics of career satisfaction, professional development, and the factors of retention. Participants selected the time and place of the interviews and decided which questions to answer and which to skip.

Veteran teachers in the study confirmed professional satisfaction as a factor in their career longevity. They ranked influencing students' lives, the joy of working with children, and the joy of teaching as the top three factors in their retention. They also viewed veteran teachers who rescued them, helped them acclimate to the campus, and navigate through the local rules, procedures, and politics as factors in their longevity.

10-Conclusion

The zeitgeist in public education is reform. Forty-three years ago, Allen (1971) wrote, "The American educational scene for the past several decades has been a kaleidoscope of changing patterns, shifting emphases, rising expectations- all shown up in the unsparring spotlight of growing public concern about education" (p. 2). He attributed much of the concerns to "the vast increases in school enrollments" (p. 2) and Sputnik, which he believed in 1957 "shocked the nation into a new look at its schools" (p. 4). While there may be different terms for the concerns of today, they are similar to the concerns of 1971. From "A Nation at Risk" in 1983 to "No Child Left Behind" in 2001 (NCLB, 2002) and today's "Race to the Top" initiatives, educators have been talking about reform in education for many years. One key component in the modern reform movement will need to be better teacher induction.

The self-appointed mentors, school ambassadors, or guardian angels play an important role in any profession. They are the people who help usher the novice. They possess valuable personal skills and could be the difference between a new teacher opting to stay or to go. While many schools have teams that take care of the faculty parties and organize social functions, academic mentors are more than the popular teachers who can introduce the novice to the staff and show him or her around. They can be a great resource and have the potential to impart wisdom to the novice teachers and help assure their success and, consequently, their retention.

Table 1: Participants' Years of Teaching

Years	<i>N</i>	%
20+	13	54.2
15-19	5	20.8
10-14	5	20.8
5-9	1	4.2
4 years or less	0	0.0
Total	24	100.0

Table 2: Participants' Education Level

Degree	<i>N</i>	%
Bachelor's	5	20.8
Master's	15	62.5
Doctorate	5	16.6
No Degree	0	0.0
Total	24	100.0

Table 3: Subjects Taught

Class	<i>N</i>	%
Core Content	10	41.7
Career and Technology	6	25.0
Languages Other than English	5	20.8
Physical Education	2	8.3
Special Education	1	4.2
Total	24	100.0

Table 4: Extrinsic Professional Rewards

Extrinsic Benefits	<i>N</i>	%
Time off	18	78.26
Job Security	11	42.83
Medical Benefits	8	34.78
Proximity of Job to Home	5	21.74
Professional Opportunities	4	17.39
No Extrinsic Benefits	3	13.04
Salary	2	8.70
Community Support	0	0.00
Time off	18	78.26

Table 5: Intrinsic Professional Rewards

Intrinsic Benefits	<i>N</i>	%
Making a Difference	20	83.33
Students' Success	19	79.17
One's Role in Students' Success	17	70.83
Learning with One's Students	13	54.17
Relationships with Students	11	45.83
The Joy of Teaching	10	41.67
No Intrinsic Benefits	0	0.00

Table 6: Retention Factors

Factors	<i>N</i>	%
To Influence Students' Lives	15	66.22
The Joy of Working with Children	13	56.52
The Joy of Teaching	13	56.52
Familiarity	6	26.09
Family Needs	3	13.04
Closeness to Retirement	2	8.70
Fear of Starting a New Profession	1	4.35

Table 7: Education Level at Induction

Degree or Certification	<i>N</i>	%
Bachelor's Degree	15	62.50
Post Baccalaureate Degree	6	25.00
Non-Degree Post Baccalaureate	2	8.33
Alternative Certification	1	4.17
Total	24	100.00

Table 8: Face-to-Face Interview Participants 'Profiles

Name	Gender	Years	Level	Degree	Ethnicity	Subject
William	Male	27	MS	Master's	White	Social Studies
Mary	Female	24	HS	Doctorate	African American	Spanish
Carla	Female	19	HS	Master's	African American	Science
Bob	Male	26	HS	Master's	Indian	English (ELL)
Zoe	Female	23	ES	Doctorate	African American	Reading (Coach)
Darin	Male	17	MS	Master's	African American	Business
Eva	Female	24	ES	Master's	African American	2nd Grade
Calvin	Male	7	ES	Master's	African American	4th Grade
Danielle	Female	22	MS	Doctorate	White	Math

Table 9: Emerging Themes from Interview Questions

Theme	Description
Early Career Challenges	Eight participants admitted having difficulties with their duties as teachers in the beginning and wished they had more training. They admitted struggling with management of time, schedule, and challenging students.
Peer Support	All nine veteran teachers interviewed suggested a peer, cooperating teacher, or unofficial mentor paved the way for them or made it easier. Eight had served as that valuable colleague for many novice or pre-service teachers.
Induction Challenges	Seven participants shared that their induction was no more than a 3-month student teaching experience. They all described induction processes that were superficial and mentorships that were limited in time and in scope.
Career Satisfaction	Eight participants felt they had a satisfying career and that helping their students along with helping pre-service teachers were satisfying.
Induction Practices	All nine participants agreed they were not as familiar with current practices as they would like to be but felt induction practices should include long-term commitment and support for the novice teachers.
Longevity Factors	All nine participants shared that intrinsic rewards like contributing to the success of their students and the development of new teachers along with the joy of teaching a subject they love were the factors that accounted for their remaining in the profession. They also acknowledged that extrinsic rewards like time off, job security, and meeting their family needs were relatively valuable.

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