Contract No.: ED-04-CO-0112/001
MPR Reference No.: 6137-070

MATHEMATICA
Policy Research, Inc.

Design of an Impact Evaluation of Teacher Induction Programs

Final Report

January 11, 2006

Steven Glazerman
Sarah Senesky
Neil Seftor
Amy Johnson

Submitted to:

Institute of Education Sciences
U.S. Department of Education
National Center for Education Evaluation
555 New Jersey Avenue, N.W., Room 502B
Washington, DC 20208-550

Project Officer:
Melanie Ali

Submitted by:

Mathematica Policy Research, Inc.
600 Maryland Ave. S.W., Suite 550
Washington, DC 20024-2512
Telephone: (202) 484-9220
Facsimile: (202) 863-1763

Project Director:
Amy Johnson

This page has been intentionally left blank for double-sided copying.

ACKNOWLEDGMENTS

This design of the study was the product of many people's efforts beyond the authors of this report. We especially thank Melanie Ali and Elizabeth Warner of the U.S. Department of Education's Institute of Education Sciences for ongoing guidance and detailed comments. The Technical Advisory Committee for the Impact Evaluation of Teacher Induction provided useful insights and reactions to a draft plan. In addition, we are grateful for technical review on aspects of the random assignment design from Larry Orr, Tom Cook, Donald Rubin, and Jesse Berlin.

At Mathematica, Paul Decker, Mary Moore, and Mark Dynarski carefully reviewed drafts and provided helpful comments. Peter Schochet and Elizabeth Stuart contributed ideas to the random assignment design. Pat Nemeth, Gail Baxter, and Linda Mendenko developed the survey instruments, which are attached as appendices. The report was edited by Karen Rosenthal and Daryl Hall and was produced by Donna Dorsey.

This page has been intentionally left blank for double-sided copying.

CONTENTS

Chapter **Page**

TABLES

This page has been intentionally left blank for double-sided copying.

FIGURES

This page has been intentionally left blank for double-sided copying.

CHAPTER I

INTRODUCTION AND OVERVIEW

MOTIVATION FOR RIGOROUS RESEARCH ON TEACHER INDUCTION

In recent years, researchers have argued that the shortage of highly qualified teachers in poor school districts may have less to do with the difficulties of *attracting* new teachers than with *retaining* them (Ingersoll 2001). National data on teacher mobility suggest that 46 percent of beginning teachers leave the classroom within five years (Ingersoll 2003). For school districts that serve disadvantaged families, the problem is even more acute (Hanushek et al. 2004).

High teacher turnover can have several negative consequences. It can hurt student achievement by reducing the overall experience level of the teaching force. It can impose a high cost on districts that must recruit, hire, and train replacement teachers. And finally, it can disrupt school culture and the continuity of the overall school experience, which makes it more difficult for other teachers and principals to do their jobs well.

One of the main policy responses to the problem of turnover among beginning teachers is to support them with a formal induction program. Such a program might include some combination of school and district orientation sessions, special in-service training (professional development), mentoring from an experienced teacher, classroom observation, and formative assessment (constructive feedback). While most districts use some form of teacher induction or mentoring, they typically do so in response to an unfunded state mandate and with modest local resources (Berry et al. 2002; Smith and Ingersoll 2004). As a result, teacher induction is common, but high intensity teacher induction is rare.

The main reason that school districts do not offer more support to new teachers is that high-intensity teacher induction is expensive, and there is little empirical evidence on whether investing more resources in a more intensive, and hence more expensive, induction program would help the most needy and hard-to-staff districts attract, develop, and retain their beginning teachers.

According to several research reviews (Ingersoll and Kralik 2004; Totterdell et al. 2004; Lopez et al. 2004), very little of the research on teacher induction to date has been conclusive or rigorous. Research based on federal statistics (e.g., Smith and Ingersoll 2004;

Henke et al. 2000) can provide a useful, nationally representative perspective on the issue, but it relies necessarily on improvised definitions of teacher induction programs and is limited in the range of outcomes that can be examined. Research at the local level (e.g. Fuller 2003; Youngs 2002) rarely involves statistically similar program and control groups such that differences in outcomes between the two can be attributed to induction without making restrictive assumptions. For example, several researchers have reported either retention rates for program participants absent a comparison group or simply refers to the overall state retention rate as a benchmark (Odell and Ferraro 1992; Tushnet et al. 2002). None of these non-experimental approaches produces convincing estimates of the impact of interest: the retention rate for participants compared to *what it would have been* in the absence of the program.

The No Child Left Behind Act of 2001, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), emphasizes the importance of teacher quality in student improvement. Title II, Part A of ESEA—the Improving Teacher Quality State Grants program—provides nearly $3 billion a year to states to prepare, train, and recruit high-quality teachers. In addition, several proposals for reauthorizing the Higher Education Act include funds for teacher induction programs. These initiatives stress the need to conduct rigorous research to determine whether state and local efforts to implement high-intensity teacher induction programs are having a measurable impact on teacher retention and its associated positive outcomes for teachers and students.

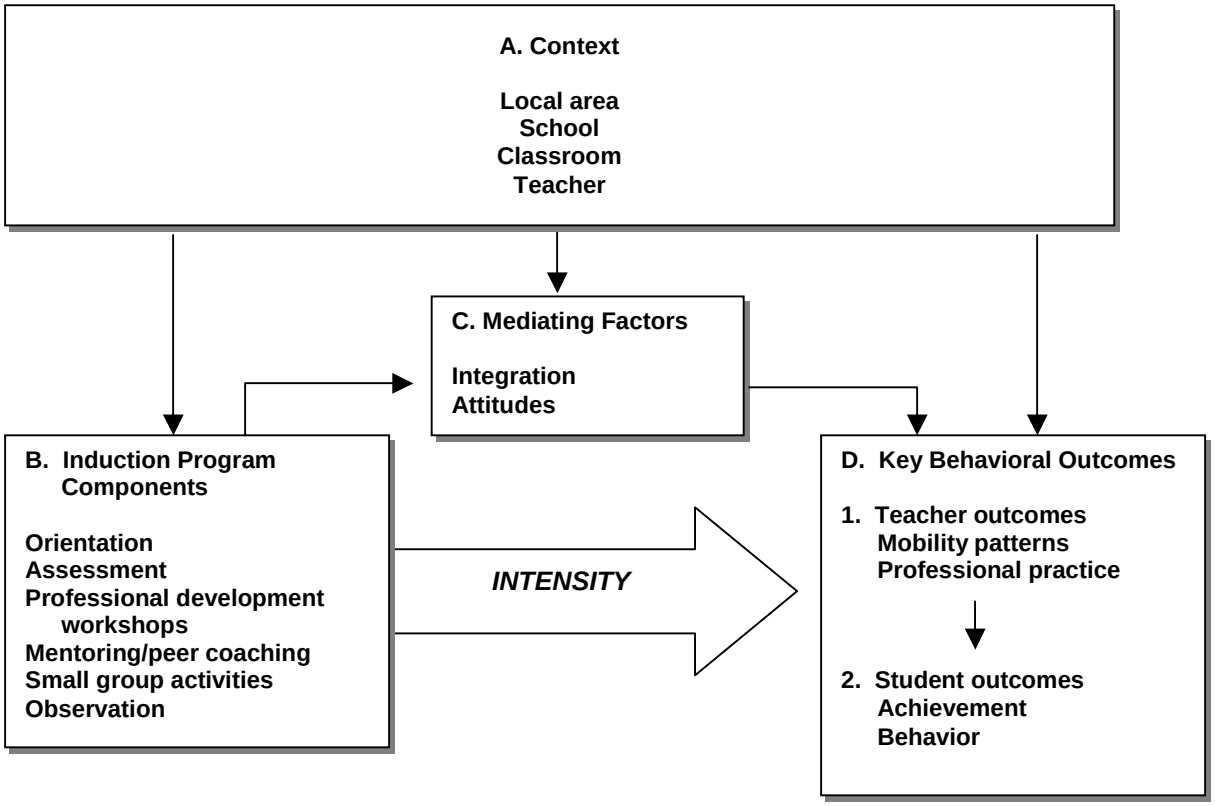
THE IMPACT EVALUATION OF TEACHER INDUCTION

To provide the scientific evidence that will support sound decisions about teacher induction, the National Center for Education Evaluation within the U.S. Department of Education's (ED) Institute of Education Sciences (IES) has contracted with Mathematica Policy Research, Inc. (MPR) to conduct the Evaluation of the Impact of Teacher Induction Programs. The study will examine whether high-intensity teacher induction programs lead to higher teacher retention rates and other positive teacher and student outcomes. More specifically, it will address the following research questions: What types of induction services are delivered and at what cost? Does induction raise the teacher retention rate? What are the characteristics of those retained versus those who leave? Does induction affect teacher practices? Does induction affect student performance?

Conceptual Background for the Study

To begin to answer these research questions, the mechanisms by which teacher induction programs may lead to teacher and student outcomes must be understood. Figure I.1 illustrates these mechanisms and highlights some of the contextual factors that are useful to consider in the study design, data collection, and analysis.

Figure I.1: Conceptual Framework for the Effects of Teacher Induction Programs on Teacher and Student Outcomes



Context. The structure and functioning of the induction program will likely be influenced by the characteristics of the local area, the school, the beginning teacher's classroom, and the teacher herself (Box A in Figure I.1). Teacher and student outcomes may be directly affected, for example, by neighborhood demographics, the degree of administrative and financial support for beginning teachers, the percentage of a classroom's students with special needs or special education status, and teachers' employment history.

Induction Program Components. Induction programs can include a variety of possible components (Box B, Figure I.1). There is no "one-size-fits-all" model of teacher induction either in theory or in practice: different programs emphasize different goals. Moreover, since many programs have multiple goals, the distinctions between program models may not be clear-cut. For instance, programs can stress to a greater or lesser extent such components as orientation, assessment, professional development workshops, mentoring, peer coaching, small group activities, and classroom observation (see the arrow in Figure I.1). The more intense the emphasis on a given component, the larger its effect on outcomes—presumably. But even the intensity with which a component is implemented can

vary in terms of quality, duration, and frequency. In this study, we will experimentally vary the intensity of induction by packaging induction services into a specially selected high-intensity program (treatment group) and comparing the outcomes of teachers in this group with outcomes for teachers in the prevailing, lower intensity induction program in the district (control group).

Outcomes for Beginning Teachers. Induction generally has two goals: to strengthen beginning teachers' attachment to the profession (as revealed through mobility patterns) and to improve their teaching skills (Box D, Figure I.1). The latter can be thought of as a key outcome for teachers and as a mediating variable that helps to explain the possible impact on retention in the profession.

Induction could also affect several additional mediating factors (Box C) that could help to explain changes in retention outcomes. For instance, teacher integration, in terms of understanding school procedures and culture as well as feeling professionally and socially involved and invested in the school, may well influence a teacher's effectiveness and desire to remain in the profession. Insofar as induction can more successfully integrate new teachers by reinforcing their skills and creating a sense of community among them, their mentors, and school administrators, it can further influence retention. Finally, the support provided by an induction program can also foster positive teacher attitudes about students, colleagues, compensation, and school facilities and administration, which in turn can raise faculty morale, improve teacher performance in the classroom, and, by extension, motivate students more effectively.

Student Outcomes. The ultimate goal of induction programs is to improve students' academic outcomes (in Box D). Improvements in the teaching force achieved through induction can also have other positive effects on students, such as reducing behavioral problems, improving attendance, and curbing tardiness and disciplinary incidents.

OVERVIEW OF THE STUDY DESIGN

The main purpose of the impact evaluation is to determine the size and strength of the relationships shown in Figure I.1 between the intensity of teacher induction services and the positive teacher and student outcomes. This relationship is the impact of high-intensity induction. This impact will be measured through a rigorous experimental design, in which study schools are randomly assigned to either a treatment group, which will participate in a specially selected high-intensity teacher induction program (described below), or a control group, which will operate under the district's usual teacher induction program.[1] We will implement this random assignment process in 17 school districts around the country.

While the districts selected for the study do not form a nationally representative sample, they are drawn from 13 states with a variety of regulatory, administrative, and demographic

[1] Because it would not be feasible to vary the intensity of induction programs within a school building, the unit of random assignment is the school. The details of random assignment are discussed in Chapter II.

contexts. Results of the study will therefore be generalizable to similar districts of interest around the country. From these 17 districts, we will enroll 960 teachers in approximately 400 schools that will make up the research sample, or an average of about 56 teachers in 24 schools per district.

This random assignment design will allow us to attribute differences in average outcomes between the treatment and control groups to differences between the high-intensity induction services and the prevailing services rather than differences in school, teacher, or student characteristics. The large sample size ensures that the design has the statistical power to detect meaningful impacts.

The Treatment: High-Intensity Induction Programs

The treatment examined in this study is high-intensity teacher induction designed by two providers, the New Teacher Center (NTC) at the University of California-Santa Cruz, and Educational Testing Service (ETS) in Princeton, New Jersey. The programs are called the Santa Cruz New Teacher Project and the Pathwise Framework Induction Model; both are described in detail below. A prominent feature of the models is the use of mentors who are trained extensively and released from teaching for the entire year so they can dedicate 100 percent of their time to supporting new teachers. In this study, each mentor will support approximately 12 teachers for one year.[2]

The NTC and ETS models were competitively selected with input from external raters, who judged them to have the highest quality and intensity of induction support available in the field and exemplifying what are considered to be best practices in supporting new teachers.

NTC and ETS will each implement their respective programs in about half of the districts in the study. Together, the programs will be used to estimate an effect of high-intensity teacher induction that is not tied to any one provider or model. Because these two programs were deemed to be exemplary, they provide an excellent representation of the potential for high-intensity teacher induction to succeed. This study is further designed so that these two programs will be especially well implemented. WestEd, an independent research organization with experience in studying how teacher induction programs are implemented, is serving as a subcontractor to MPR to oversee the implementation of the NTC and ETS programs. The choice of exemplary programs and the expected quality of implementation will allow us to interpret the study findings as an accurate representation of the *efficacy* of high-intensity induction under favorable conditions, rather than simply the average *effectiveness* of such programs where implementation may be uneven.

Both induction programs are designed to reduce teacher attrition, enhance instructional practice, and improve student performance. They work toward these core goals through

[2] Because of uncertainty in hiring patterns, the ratio may fluctuate between 10:1 and 14:1, but the exact caseloads will be monitored and included in any data analysis on the program's effects.

very similarly structured sets of services, with regular mentoring and professional development workshops being the most extensive forms of support in each. Both are also based on frameworks that, though not identical, define what are believed to be good teaching practices. For instance, each framework is used to structure the interaction between the beginning teacher and mentor over the course of the year, thus helping to determine which aspect of a novice's teaching requires attention.

New Teacher Center: The NTC Induction Program

The NTC induction program will consist of a year-long curriculum in which beginning teachers are provided with an orientation, one-on-one weekly meetings with mentors, a monthly seminar series, and special release days to both focus on classroom management and observe exemplary practice.

Mentor Recruitment. Because the core source of teacher support is a full-time mentor who has been released from all teaching responsibilities, the program actually begins with the recruitment of a highly qualified, experienced teacher to serve in this position. Selection criteria for the mentor include a current teaching credential, at least five years of recent teaching experience, recognized expertise in standards-based instruction and subject matter knowledge, good interpersonal skills, and a demonstrated commitment to professional growth for teachers. In order to choose the most qualified candidates, multiple stakeholders interview applicants and carefully score the applicants' responses to a set of interview questions.

Mentor Training. Once selected, mentors attend four training sessions over the course of the school year and are supported more regularly in weekly mentor forums. The training sessions last for four, three, three, and two full days, respectively. In addition to defining the mentor's role, the first session covers the skills essential to effective mentoring, such as building relationships; effective communication and support; assessing practice; and identifying teachers' needs. The second session covers more sophisticated teacher coaching and observation strategies, including how to collect and analyze classroom data, how to apply professional standards to the data collection process, and how to give strategic and supportive feedback to the teacher. The third session focuses on helping beginning teachers to identify student needs, plan for differentiated instruction, and work toward desired student outcomes. The final session focuses on helping beginning teachers to review their professional goals, continuing to examine their teaching practice, finishing off the year well, and reflecting on the mentoring experience, including considering steps to continued development as a mentor.

Mentor Support. Mentors are supported through weekly coaching forums that focus on the development of a collaborative community of beginning teachers, program implementation issues or obstacles, emerging leadership skills, and accountability to the district for their work. Mentors are expected to meet regularly with school principals, and the forums help them understand and fulfill this responsibility as well. The forums are facilitated by a designated NTC staff member for each district, who supports the program in

all stages of implementation throughout the year. District staff are expected to participate as well.

Formative Assessment and Mentor-Teacher Interaction. The approach to mentor-beginning teacher interaction is based on the Formative Assessment System (FAS)—a series of collaborations between mentor and teacher that focus on student learning. "A variety of carefully designed tools are used to structure the mentor-beginning teacher interactions and support each beginning teacher's development in relation to professional teaching standards. The focus, process, and pacing of the FAS tools are determined collaboratively by the mentor and beginning teacher in light of the teacher's individual needs" (NTC program materials).

The FAS "tools" include activities, protocols, and supports used by the mentor to guide the beginning teacher and, through collaboration, to document the teacher's work. One such tool is the Collaborative Assessment Log, in which the mentor and beginning teacher record weekly successes and challenges in relation to professional standards, develop next steps, and identify needed support. According to NTC, the log

> "is the central tool of the FAS process; it provides a framework for…ongoing conversations with the mentor. During each meeting and classroom visit, the Collaborative Assessment Log reminds [the beginning teacher] to celebrate classroom successes, identify and prioritize challenges, and commit to specific next steps. The Log not only guides the interaction, but also serves to document …professional growth."

Evidence of teacher practice, including student work, collected by the teacher is used to help determine teacher development.

The FAS is structured around the California professional teaching standards and a continuum of teacher development. Areas for growth in the teaching profession are identified in relation to these standards:

> "Professional standards are used to provide a clearly articulated, well-validated vision of best practice and a framework within which mentors can focus their work with beginning teachers. The language of the standards helps mentors and beginning teachers carry on instruction- and learning-focused conversations and assists beginning teachers in setting professional goals" (NTC program materials).

Additional Tools. Additional tools that support and help to develop beginning teachers include monthly seminars; a self-assessment summary, in which a beginning teacher articulates his or her strengths and areas for professional growth with regard to the teaching standards; an individual learning plan—the foundation for support and formative assessment—which is used to identify a goal in a particular content area and its anticipated impact on student learning (during the year, the teacher revisits and refines these goals); a mid-year review; an interactive journal; classroom observations; lesson-planning tools; and reflections on one's professional growth—an end-of-the-year process through which

mentors assess novices' practice while identifying successes and key decisions affecting student achievement by analyzing standards-based evidence of student learning.

ETS: The Pathwise Framework Induction Program

Similar to what is provided by NTC, the ETS program also consists of a year-long curriculum in which beginning teachers are provided an orientation, one-on-one weekly meetings with mentors, and monthly professional development sessions. They are also convened for monthly study groups with their mentors and other beginning teachers.

Mentor Recruitment. The program begins with the recruitment and selection of mentors; viable candidates must have at least five years of teaching experience (with at least two years in the current district) and a range of skills similar to those sought in the NTC recruitment process. Mentors should also have expertise in standards-based instruction, subject matter knowledge, good interpersonal skills, experience working with adults, and a commitment to the professional growth of beginning teachers.

Mentor Training. Mentors attend three training sessions, beginning with a three-day session before the school year starts. The other two sessions run for two days each, one in the fall and the other in early winter. The initial session focuses on helping mentors understand what quality induction looks like, the teaching practices in the Pathwise Framework for Teaching, and how to implement the initial activities ("events") that constitute the curriculum for their work with beginning teachers. The second and third sessions continue to equip mentors with the skills they need to implement the rest of the curriculum. They receive additional support through monthly meetings and monthly conference calls with a designated ETS staff member.

Framework for Teaching and Events for Mentor-Teacher Interactions. The ETS program is based on the Framework for Teaching, developed by Charlotte Danielson. Built on a "research-based definition of good teaching," the Framework divides "the complex activity of teaching into 22 components clustered into four domains of teaching responsibility: planning and preparation (Domain 1), classroom environment (Domain 2), instruction (Domain 3), and professional responsibilities (Domain 4)." Each of the 22 components defines a distinct aspect within its respective domain, and the support provided to teachers is intended to move them up a continuum of good practice in each area based on four levels of performance: unsatisfactory, basic, proficient, and distinguished.

The curriculum for the mentor-beginning teacher interaction consists of seven monthly Pathwise Events, as follows: The Teaching Environment Profile, Classroom Environment Action Research, Profile of Practice and Individual Growth Plan I, Focus on Engaged Learning Action Research, Profile of Practice and Individual Growth Plan II, Analyzing Student Work/Assessment Action Research, and Assessment and Summary of Professional Growth. Each month mentors focus on a different event with their beginning teachers.

Additional Support. In addition to meeting weekly with their mentor, beginning teachers are also provided with monthly professional development sessions, led by the designated ETS staff member, to enhance their work with their mentor. These sessions each

address a specific issue, such as communicating with parents, classroom management, differentiated instruction, and analyzing student work. Monthly study groups for mentors and beginning teachers provide an opportunity for them to collaboratively reflect on the previous, current, and upcoming Pathwise Event, reinforcing instructional practices related to these events. Finally, beginning teachers are given the chance to observe colleagues and reflect on their own practice through self-assessment, using the 22 components and levels of performance in the Framework for Teaching.

The Counterfactual: Prevailing Teacher Induction Programs

The study is designed to estimate the impact of high-intensity teacher induction relative to what would have been offered in its absence. That is, we are not comparing high-intensity induction to outcomes in the absence of any program, but rather to outcomes that would be observed under the prevailing program offered by school districts with hard-to-staff schools. We have therefore excluded from the study school districts, such as New York City and Los Angeles, that have already adopted high-intensity induction programs.[3] Based on interviews with district officials responsible for teacher induction and human resources in the districts in our study, we learned that the typical district's prevailing induction program consists of a mentor who is also a full-time teacher in the school building, who may receive a small stipend, but has little structured time to spend with beginning teachers. Many districts provide an orientation for new teachers before the school year begins, although they offer minimal or no formal training for mentors and little structured time for classroom observation or formative assessment for beginning teachers.

Data Collection and Analysis

The intervention will be implemented in the 2005-2006 school year, with data collection taking place during the intervention year and three followup years. During the intervention year, we will collect baseline data from teacher surveys, observe the implementation of the experimental treatment, and measure the induction experiences of all teachers (treatment and control) through additional surveys. In the spring of the intervention year, we will observe classrooms, and at the end of the intervention year and the following year, we will collect student records. In each of the three follow-up years, we will survey teachers on their career status, job satisfaction, and reasons for transitions. We will use the surveys, student records, and classroom observations to estimate impacts on teacher induction at each time point.

The rest of this report lays out the study design in more detail. Chapter II documents the process for building the sample of districts, schools, and students, and for conducting random assignment. Chapter III provides a more detailed description of the data collection plan, and Chapter IV presents the analysis plan.

[3] One district in our study has a high intensity induction program similar to those being offered to the treatment schools but the district can only afford to offer these services to a small subset of their beginning teachers. The schools where beginning teachers already receive such services will be excluded from the study sample.

This page has been intentionally left blank for double-sided copying.

CHAPTER II

SITE SELECTION, SAMPLING, AND RANDOM ASSIGNMENT

Understanding the study population and the study sample will be critical to interpreting the findings from the Impact Evaluation of Teacher Induction. Here we explain the procedures for selecting the districts, schools, and teachers for the study, assigning districts to induction providers, and assigning teachers and schools to treatment conditions (treatment or control). We also discuss statistical power and estimated sample size requirements.

SELECTION OF DISTRICTS AND SCHOOLS

The districts and schools included in the study will be a convenience sample that is broadly representative of those that might most benefit from high intensity teacher induction services. Nevertheless, the process by which we arrive at this sample is important to document so that readers can understand the nature of the study population and make their own judgments about generalizing the findings.

The initial list of targeted districts was selected according to size and poverty. We first used data from the National Center for Education Statistics to identify all school districts in the U.S. with at least 571 teachers in elementary schools and with a majority of students eligible for free or reduced price lunches. This size and poverty threshold was selected based on the estimated fraction of teachers who would ultimately be eligible for the study (see below for teacher eligibility criteria). We assumed, based on national data on teacher experience, that a district teaching force of 571 elementary teachers would yield 48 eligible beginning teachers for our study, the minimum number that would be needed for each district.

We narrowed down the list of districts through a screening and recruitment process. MPR subcontracted with the Center for Educational Leadership (CEL) at the University of Pennsylvania to conduct a series of screening interviews with state and district officials to determine their suitability for inclusion in the study. Beginning with a list of 98 districts, MPR and CEL eliminated districts that were already known to be implementing a high intensity teacher induction program. We also eliminated districts that refused to participate or had no interest in implementing high intensity teacher induction programs.

At the end of the screening and recruiting process we had a final sample of 17 school districts. By selecting volunteer districts, we identified those most likely to need and implement high intensity teacher induction in the future. These districts, with some combination of rising enrollments, high teacher turnover, and a limited supply of new teachers, are the best candidates for teacher induction, and hence for a study on teacher induction.

If districts had a prior relationship with either of the induction programs and a preference for that model, we assigned those districts to their preferred induction model.[1] We assigned most of the remaining, uncommitted districts to ETS to achieve balance in the number of districts and their distribution by size. [2]

Selection of schools to participate in the study, which is still in progress at the time this report was written, is based on district discretion plus a set of criteria imposed by the evaluation design. Specifically, the school must have at least one eligible beginning teacher defined as follows:[3]

- Elementary grade. Teachers in grades kindergarten through six were considered elementary. We exclude teachers of part-day pre-kindergarten classes or those in middle schools with compartmentalized teaching.

- New to the profession. The goal of teacher induction programs is to support those who are just beginning their careers in teaching, not transfers from other schools or districts.[4]

- Career teacher. Because we are focused on teacher retention, the study excludes from the main retention analysis participants in Teach for America (TFA) and similar alternative teacher preparation programs that only require a limited time commitment to teaching. The career teacher criterion also excludes substitutes and overseas hires who may be teaching on time-limited visas.

- Not already receiving support. A number of alternative teacher preparation or certification programs continue to provide support to their participants during

[1] We had to assign districts to providers on a rolling basis as we began the recruitment of each district, with the uncertainty of not knowing which districts would ultimately be in the sample. Therefore, the default assignment rule was to flip a coin unless the current roster of districts was out of balance. In practice, only one district-provider match in our final sample was made at random.

[2] This method of assigning districts to providers does not allow for and should not be used to make direct comparisons of one provider to the other. Such comparisons would confound differences in the districts each provider works with and such differences cannot be guaranteed to cancel out or go in a predictable direction.

[3] There are site-specific exceptions to the following definitions that resulted from union constraints or other local circumstances to which the study needed to conform.

[4] We encountered a small number of teachers who had been hired during the previous academic year. In some cases, we included such teachers as eligible novices if they had only one semester of experience or less.

their first year of teaching. We exclude teachers in such programs from the study in order to avoid duplicating services and overburdening the teachers. Those teachers in alternative certification programs not receiving such services from their programs are included.

- Classroom teacher. In order for us to be able to estimate impacts on achievement, an eligible beginning teacher must have a classroom of students for which he/she has major responsibility and whose students' test scores can be linked to that teacher. Special education teachers can in some cases be eligible, for example, but music teachers would not.

- Tested grades. Teachers must be in grades that administer a standardized test.

RANDOM ASSIGNMENT OF SCHOOLS TO TREATMENT

The defining feature of the Impact Evaluation of Teacher Induction is the random assignment of subjects to a treatment group that receives the high intensity induction services or a control group that receives the prevailing induction services provided by the district. With a sufficiently large sample, we can attribute the differences in average outcomes between these two groups to the intensity of their induction experiences and not to other factors.

Method of Random Assignment

The most feasible approach in this context is to randomly assign schools, a method known as cluster random assignment. This approach is necessary because varying the types of induction services in the same building would be disruptive, controversial, and could result in contamination between services. Therefore, all eligible teachers will be assigned to treatment or control status based on the school where they teach at the point of random assignment (baseline).

To increase statistical precision, we use block random assignment, with school districts as blocks. In other words, we conduct random assignment of schools within districts. This assures that each district is represented equally in both groups and that treatment status is not confounded with school district. This is important because there is considerable variation between districts in the policies, student populations, and environments that affect the study's outcomes.

For each district, we will list all the admissible allocations of schools to treatment and control groups and randomly select one allocation with equal probability. The admissible allocations are those that achieve an appropriate degree of balance between the treatment

and control groups in terms of number of teachers overall and by teaching assignment (grade level), as explained below.[5]

Treatment-control balance in the number of teachers is straightforward. It is generally statistically efficient to have equal numbers in both groups. We balance the sample in terms of teachers rather than schools because we need to control the number of teachers in the treatment group. Specifically, the caseload for the interventions we are studying is fixed at 12 beginning teachers per mentor, so we must form a treatment group within each district with enough teachers to be a multiple of 12, plus or minus some allowable deviation.[6] This constraint applies to the total number of teachers who will receive services in a building, which includes both teachers who are eligible for the study as well as some who are not (whom we designate "nonresearch" teachers and do not include in our sample for data collection). Thus, in order to ensure an equal probability of treatment assignment and a balanced sample, we apply exactly the same rule to the control group. That assures a sample that has approximately equal numbers of treatment and control group teachers and a treatment group size that can be accommodated by the induction services provider.

We define grade balance in a slightly different way. It would be desirable to achieve equal proportions of treatment and control teachers at each grade level and special teaching assignment (such as special education). For example, if 20 percent of the sample for District X is made up of fourth grade teachers, then we would want 20 percent of the treatment group and 20 percent of the control group teachers in that district to also be fourth grade teachers. This constraint (grade balance) may be too restrictive, so we instead seek to ensure grade *overlap*, which means that there are no grade levels or teaching assignments within a district that are filled by only treatment or only control teachers. With full grade/assignment overlap we can use weights to equalize the proportions of teachers at each grade level for the two groups.[7]

[5] If the admissible allocations are defined independently of treatment status, as they are in this study, then every school and every teacher has a 50 percent probability of being assigned to the treatment group.

[6] Based on discussions with the providers about acceptable mentor caseloads, we are allowing a deviation of up to 2 teachers per mentor. For example, an acceptable treatment group could have a multiple of 10 or 14 teachers.

[7] The two constraints we imposed on random assignment do not affect the treatment assignment probability of any teacher or school, which is always fixed at 0.50. However, they do affect the *conditional* probabilities of assignment. For example, two schools with teachers in the same grades are less likely to be assigned to the same group—whether treatment or control—and two schools with teachers in complementary grades (e.g. School A with eligible teachers in grades 1 and 2 and School B with eligible teachers in grades 3 and 4) are more likely to be assigned to the same group. This property is shared by randomization schemes such as the finite selection model used in the Rand Health Insurance Experiment (Morris 1979) and the "minimization" technique used in over 1,000 clinical trials in medicine (McEntegart 2003). The literature on minimization suggests that traditional test statistics that are used for completely randomized designs can be used here (Scott et al. 2002).

An example of an admissible random allocation is shown in Table II.1, which lists the teacher counts for a hypothetical school district and the treatment assignments, shown in the last column. The allocation results in a nearly equal number of treatment and control schools (4 and 5, respectively) and a nearly equal number of teachers (11 and 12, respectively, in the research sample). Teachers are nearly balanced by grade level and the number of treatment teachers, including the one non-research teacher in School B who must be given high intensity induction services, is exactly 12, so that one mentor will have the desired caseload. In most districts there will be approximately twice as many teachers and schools as in our simplified example.[8]

Table Ii.1: Example of Admissable Random Assignment Allocation, Hypothetical District

	Number of Teachers by Grade Assignment								
School	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Other	Total Research	Non-research	Treatment Assignment
A	1		2				3		Treatment
B		2		1			3	1	Treatment
C	1	1			1		3		Control
D	1			1		1	3		Treatment
E				2			2		Control
F					2		2		Treatment
G			1		1		2		Control
H		1			1	1	3		Control
I			1	1			2	1	Control
Treatment	2	2	2	2	2	1	11	1	4
Control	1	2	2	3	3	1	12	1	5

Notes: "Other" teachers can be special education teachers with self-contained classrooms. Nonresearch teachers are not included in data collection but are eligible for treatment services.

[8] We considered using an alternative approach, stratification of schools by grade level, but as this example demonstrates, the presence of multiple teachers at different grade levels makes stratification unwieldy. It would require arbitrary groupings of schools and still might fail to produce the desired sample properties.

Our design also accounts for the fact that teacher counts are uncertain at the time of random assignment. The challenge to the study is that random assignment must be conducted early enough so that ETS and NTC can begin identifying teachers and implementing the intervention, including principal and teacher orientations, before the start of the school year. Allowing for a week to notify participants, this means that random assignment generally takes place in July and August. However, the earlier the point of random assignment, the more likely it will be that teaching positions and assignments will not be final. Many vacancies are not filled until late in the summer or after school begins. Newly hired teachers may change their plans and go elsewhere or there may be new slots that open up as existing teachers make late decisions to leave their current schools. In addition, principals may reallocate teachers across grades (or schools) after they see their fall student enrollments stabilize. Compounding the problem, there is often a lag in the flow of information about the status and teaching assignment of new hires, to determine whether they will be eligible for the study. Therefore we will randomly assign schools based on our best estimate of the teacher counts at the point of random assignment. Without knowing the final counts, there is a chance of selecting a sample that is unbalanced by grade or treatment status, or that misses the overall sample size targets, though the sample will have the desirable properties of experimental designs.

To address this challenge, we will include extra schools in the random assignment process and designate alternates in both the treatment and control group. That is, when the initial random assignments are made, we will designate the listed schools as treatment-study, treatment-alternate, control-study, or control-alternate based on computer-generated lottery numbers. In some districts, there may be significant numbers of teachers quitting or taking new jobs in the last weeks, which could render obsolete the projections used to conduct random assignment. If the eligible beginning teachers in a given study school change their plans before the school year begins, then the next alternate school with the same treatment status will be selected in order of lottery number to replace the school that dropped out. We will *only* refresh the sample for changes that are made without knowledge of treatment status, as in the preceding example of teacher no-shows. For example, if a school principal decides to opt out of the study after receiving his or her treatment assignment, then that school will not be replaced. Refreshing the sample based on updated teacher counts will only take place under those specified circumstances and will not change any school's treatment or control status.

Monitoring Integrity of Random Assignment

The study is designed to allow for a "clean" randomized experiment where treatment-control comparisons represent impacts of treatment. By treating schools as the unit of assignment we limit the risk of control group teachers receiving treatment services or being exposed to an intervention they would not get in the absence of the study. In order to be influenced in that way, control teachers would have to transfer into treatment schools, a negligible risk during the school year for beginning teachers. By having an intervention that lasts just one year, we also guard against control group contamination in subsequent years. During the district recruitment process we secured agreement in principle that district officials would not institute high intensity induction services in the second year and offer it

to the control teachers (who would by then be in their second year of teaching). In most cases the district officials said they had no plans to implement such high intensity services in subsequent years or at least agreed to exclude control schools altogether.

Several additional safeguards are in place to document any possible noncompliance with treatment assignment. An induction activities survey, administered three times during the implementation year, will allow us to know what induction services each sample member receives. Researchers from WestEd, a subcontractor to MPR, will monitor the implementation of the high intensity induction services and will be aware if services are being extended to teachers in schools that were not randomly assigned to treatment status.

Teachers who enter the treatment schools after random assignment is completed may be eligible to receive the high intensity induction services, according to district requirements but may, depending on several factors, be excluded from the analysis sample. We will base our decision on the date of and circumstances under which they were added to the school's roster. Those beginning teachers who enter the sample within roughly three weeks after the school year begins will be included in the sample if we feel confident that staffing changes were unrelated to knowledge of treatment status. If there is any doubt, these teachers will be excluded. However, after this time, no newly hired teachers will be included in the research sample.

Teachers who leave the treatment or control schools at any time after baseline data collection will retain their initial treatment designation and be followed wherever they go since teacher mobility is an outcome of the study. The exception is teachers who leave before the baseline data collection that takes place in the very beginning of the school year. We assume such no-shows or early exits are decisions that are not influenced by treatment status.

SAMPLE SIZE REQUIREMENTS AND STATISTICAL POWER

Required Level of Precision

One of the most important issues in designing the impact evaluation of teacher induction is how small an impact we need to be able to detect for the study to be worthwhile. A very precise study design can detect a smaller impact, but at a higher cost, because the sample needs to be larger. Therefore, we need to establish the size of the minimum detectable impact (MDI), below which the impact is not large enough to be relevant to policy makers.

There are several ways to arrive at an appropriate benchmark for setting these MDI targets. One is to survey previous research literature and claims made by experts to determine the state of knowledge about the likely size of the program's impact. Another is to apply a cost effectiveness criterion. How large would the impact have to be to justify the program's costs? The break-even point might be considered a critical threshold for setting the study's precision.

Several factors complicate this exercise. First, for any given sample size there will be a separate MDI corresponding to each outcome, so we need to decide which outcomes are critical. Second, it is difficult to apply a cost-benefit criterion because many of the costs (particularly for the counterfactual) and the dollar value of benefits are not yet known to any degree of confidence. Third, application of any other criterion requires a subjective judgment about whether an impact is small or large. Finally, calculation of the MDI depends on unknown parameters that can only be observed after the data are collected.

Our approach, therefore, was to focus on one outcome of central importance—teacher retention—examine the range of likely impacts suggested by previous research on teacher induction, seek input from a Technical Working Group and IES, and apply the most reasonable assumptions in the MDI calculations based on the current state of knowledge.

We might expect the impact on the study's main outcome, retention, to differ depending on whether we are considering retention in the school, retention in the district, or retention in the profession, and whether we are measuring the outcome after one year, two years, or three years. Table II.2 shows some comparisons of retention rates for groups of teachers who received different doses of induction support. For computing the MDI, we are interested not only in the size of the difference, but the levels. For example, a five percentage point impact on retention may be more meaningful, but also more difficult to achieve if the retention rate in the absence of treatment (proxied by the comparison or control group retention rate) is 95 percent instead of, say, 50 percent. Table II.2 shows that researchers have found differences as low as 6 percentage points and as high as 33 percentage points. The comparison group retention rates range from 55 to 82 percent, so the differences expressed as a percentage of the turnover reduced, range from 29 to 73 percent.[9] In other words, existing evidence suggests that teacher induction could cut the turnover rate substantially, nearly eliminating it in some cases.

Yet another way to gauge the size of the impacts is to convert them to standardized effect size units. An effect size is the proportion of a standard deviation in the outcome. The treatment-comparison differences shown in Table II.2, when converted to effect sizes, (not shown in the table) range from 0.15 to 0.66.

[9] Turnover is defined as 1 minus the retention rate. In other words, 90 percent retention equals 10 percent turnover.

Table Ii.2: Selected Estimates of Retention With and Without Teacher Induction

Author and Year	Location	Program	Followup Years	Retention Rates			Percent Reduction in Attrition[a]	Notes
				Comparison	Induction	Difference		
Smith & Ingersoll (2004)	National (SASS)[b]	Number of induction supports received, self-report	1	79	85	6	29%	Movers (Basic vs. Basic + collaboration)
			1	82	88	6	33%	Leavers (Basic vs. Basic + collaboration)
			1	61	73	12	31%	Combined
			1	79	91	12	57%	Movers (Basic vs. Full package)
			1	82	91	9	50%	Leavers (Basic vs. Full package)
			1	61	82	21	54%	Combined
Henke et al. (2000)	National (Baccalaureate and Beyond)	Self-reported mentoring	3	74	85	11	44%	Retention in teaching profession
Fuller (2003)	Texas	TxBESS[c]	1	81	90	9	49%	Retention in Texas public schools
			2	76	84	9	36%	Retention in Texas public schools
Youngs (2002)	Connecticut	BEST[d]	2	76	87	11	46%	County 1, retention in district
			2	70	91	21	70%	County 2, retention in district
Tushnet et al. (2002)	California	BTSA[e]	4	67	84	17	52%	Comparison group is national (SASS)
Strong and St. John (2001)	Various	NTC	6	55	88	33	73%	Called a lower bound by authors

[a]Attrition rate = 100 - retention rate
[b]SASS = Schools and Staffing Survey
[c]TxBESS = Texas Beginning Teacher Support System
[d]BEST = Beginning Education and Training Program.
[e]BSTA = Beginning Teacher Support and Assessment

To be conservative, we set a threshold of 0.18 of a standard deviation (effect size) as a target MDI for the full sample and 0.26 for a 50 percent subgroup sample. These levels represent the range over which many of the previous estimates can be found and result in sample sizes that can accommodate round numbers of mentors, each of which will need to be matched with about 12 beginning teachers. They also fall below the likely break-even point in terms of social cost-benefit based on preliminary calculations (see Chapter 5).

The research literature provides less guidance for the choice of an MDI threshold in other areas, such as impacts on teacher practices or student achievement. Experts on teacher induction who participated in a Technical Working Group advising this study expressed a concern that impacts on student achievement during the early years of the study might be very small, but no quantitative benchmarks exist. A study by ETS of their induction program that was implemented in California showed that students whose teachers had a high level of engagement with the program scored 25 percent of a standard deviation higher, on average, than the students of teachers with a low level of engagement (Thompson et al. 2004). However, the study was quasi-experimental with minimal controls for the factors that might simultaneously determine both engagement and student achievement and a small sample; the estimated effect size of 0.25 was not statistically significant.

In the absence of clear guidance on acceptable MDI thresholds for teacher practices and student achievement, we used the MDI requirements for retention outcomes and then judged the sample size relative to arbitrary MDI benchmarks. We aimed for MDIs in the range of 0.20 to 0.25 for classroom practices and 0.10 for student achievement. The smaller target for the test score MDI reflects a belief that student achievement is very important and that even small impacts on student achievement would be of great policy interest. An impact of 0.10 would suggest that participants in high intensity induction programs add about 1 to 1.5 months to their students' academic growth, on average, compared to similar teachers who participated in the prevailing induction program (Schochet 2005).

Sample Size Required to Achieve Desired Precision

Given the MDI requirements above, we have determined that we will need an initial sample with approximately 960 teachers, split evenly between treatment and controls.[10] Assuming an average of 2.4 eligible new teachers per school, this implies a sample of 400 schools. These schools will come from the 17 school districts recruited for the study, an average of 24 schools per district.

This sample will allow us to detect retention impacts of a policy relevant magnitude. Retention at the individual teacher level is a binary outcome: e.g., stayer or leaver. With binary outcomes, the precision of the impact estimate depends on how rare or common the outcome is, so we calculated the statistical power for several possible "underlying" mobility

[10] We assume that the intra-class correlation coefficient—the between-school variance in the outcome divided by the total variance—is 0.10. We also assume two-tailed hypothesis tests at the 5 percent level with 80 percent power. We further assume that background data we collect on teachers and schools will explain 20 percent of the variance in mobility rates.

(retention or turnover) rates, which are those rates we might expect to observe in the control group. Table II.3 shows that if the underlying retention rate is 90 percent, then this design will be able to detect the program's impact if it is 5.5 percentage points or larger.[11] This MDI might be most relevant for the one-year retention outcome in a district with relatively small turnover problems. At the other extreme, a retention rate of 70 percent corresponds to an MDI of 8.3 percentage points (effect size of 0.18). This MDI would be most applicable to cumulative multi-year outcomes such as retention in the teaching profession over three years.

Table II.3: Minimum Detectable Impact on Teacher Retention

Retention Rate (Percentage)		
Control	Treatment	Difference = MDI
90	95.5	5.5
85	91.5	6.5
80	87.3	7.3
75	82.9	7.9
70	78.3	8.3

Note: Calculations assume an R-square of 0.20, Study attrition of 10 percent, intraclass correlation of 0.10; 80 percent power and alpha level of 0.05, with a two-tailed test.

This sample will also allow us to detect policy-relevant impacts on teacher practices. The impacts on teacher practices will come from classroom observations conducted in the spring of the intervention year. We estimate that if an outcome has a standard deviation of 1.0, we will be able to detect an impact of about 0.20 to 0.27, depending on the assumptions we make (see Table II.4).[12] Under our benchmark assumptions, the MDI is 0.23 for a design that observes each classroom one time. Observing classrooms more often can reduce the MDI, although we estimate the reduction to be small. For example, by conducting two observations per classroom, we estimate the MDI to fall by two hundredths of a standard deviation, to 0.21. Multiple observations are sensible when the reliability (test-retest correlation) of the measure is low. Figure II.1 shows the relationship between number of observations and the MDI at different levels of reliability. We have assumed a reliability of 0.7.

[11] For a 50 percent subsample, the corresponding MDI is 7.7 percentage points.

[12] For the teacher practices outcomes (measured by classroom observation), we have made most of the same assumptions as with the mobility outcomes: intra-class correlation = 0.10, two tailed hypothesis test with 80 percent power and a 5 percent significance level. However, we assumed that 10 percent of the variance in outcomes can be explained by baseline covariates.

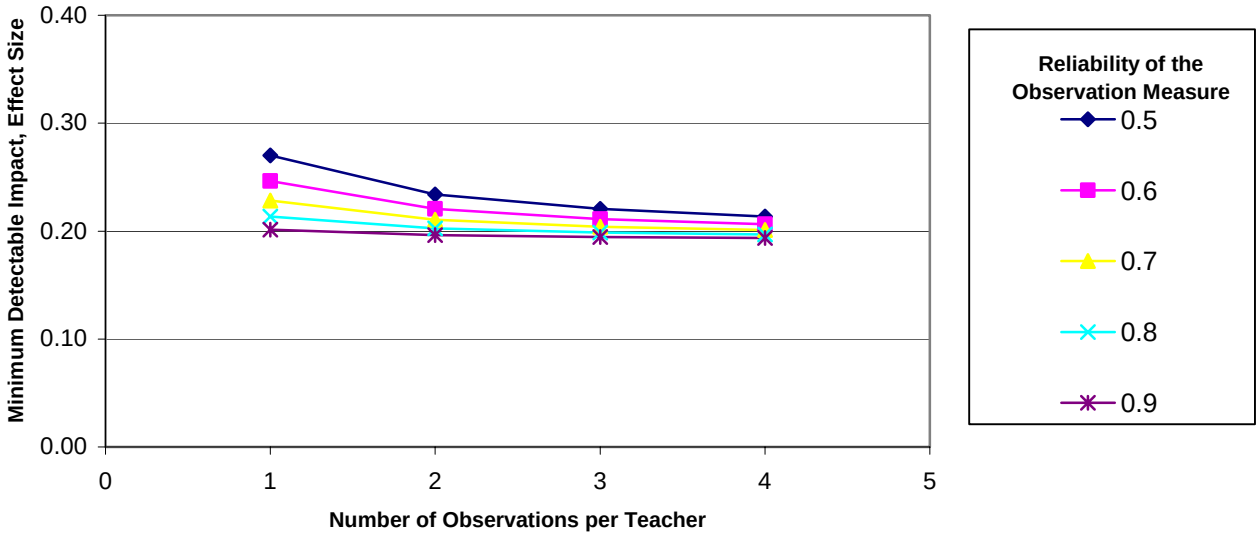
Table II.4: Minimum Detectable Impact on Classroom Practice Measures Under Alternative Assumptions

Assumption	R^2	ICC	Reliability	Attrition	MDI (Effect Size)	
					One observation per classroom	Two observations per classroom
Benchmark assumptions	**0.10**	**0.10**	**0.70**	**0.10**	**0.23**	**0.21**
Alternative Assumptions						
Low attrition	0.10	0.10	0.70	**0.05**	0.22	0.21
High attrition	0.10	0.10	0.70	**0.15**	0.23	0.22
High reliability	0.10	0.10	**0.90**	0.10	0.20	0.20
Low reliability	0.10	0.10	**0.50**	0.10	0.27	0.23
Low intraclass correlation	0.10	**0.05**	0.70	0.10	0.22	0.20
High intraclass correlation	0.10	**0.15**	0.70	0.10	0.23	0.22
High R-squared	**0.00**	0.10	0.70	0.10	0.22	0.20
Low R-squared	**0.20**	0.10	0.70	0.10	0.24	0.22

Notes: R^2 is the fraction of variance in classroom average test scores explained by classroom level covariates. ICC is the intraclass correlation coefficient for schools. Reliability is the correlation between occasions, or test-retest reliability, for repeated observations of the same classroom.

Alternatively, cost savings can be achieved by observing a random subsample of classrooms. A statistically efficient way to subsample might be to select one teacher per school at random. We estimate that this sample of about 400 classroom observations (one per classroom) would have an MDI of 0.33. By subsampling classrooms at higher rates, we can achieve a level of cost and precision that lies between these two estimates. We are continuing to explore the tradeoff more closely to determine the optimal balance of cost and precision.

Figure II.1: Minimum Detectable Impacts on Classroom Practices, by Number of Teacher Observations and Instrument Reliability



The MDIs for student achievement, which will be measured using test score data provided separately by each district, are more challenging to estimate. Despite attempts to ensure that the included school districts had test score data that can be easily extracted, there is considerable uncertainty about the quality of data that we will obtain. We begin with ideal or best-case conditions and then incorporate more conservative assumptions to show how our MDI estimate gets higher as we build in the possibility that some districts or teachers will not have valid and usable test score data. For all the calculations, we assume that there will be a maximum of 960 new teachers divided equally between 200 treatment and 200 control schools.

Under ideal conditions, we would have individual-level data on all students in all schools in the study; the grade levels of the treatment and control schools would all match; the classrooms would be self-contained; and we would have a prior test score from the beginning of the school year or the end of the previous year. Assuming that a pretest can explain 50 percent of the variance in post-test (R^2 in the table), then we estimate that the study will be able to detect an impact of 10 percent of a standard deviation in test scores, equal to an effect size of 0.10 (see Table II.5).

If only the post-test were available, then the precision would be lower, but not by much. The MDI would be 0.11. (The role of classroom level covariates is limited when the sample size is already large and the MDI is low). If we use more conservative assumptions about the intra-class correlation coefficients, that is, the percentage of variation in test scores that can be explained at the school (ICC_1) and classroom (ICC_2) levels, then the MDI increases to 0.13 or 0.14.

Table II.5: Minimum Detectable Impact on Test Scores Under Alternative Assumptions

Assumption	R^2	ICC_1	ICC_2	Teachers	Schools	MDI (Effect Size)
Availability of pretest						
Post-test and pretest	0.50	0.10	0.10	960	400	0.10
Post-test only	0.10	0.10	0.10	960	400	0.11
Intra-class correlations						
Medium	0.10	0.15	0.15	960	400	0.13
High	0.10	0.20	0.15	960	400	0.14
Unavailable test scores (grade levels)						
1/5 of teachers	0.10	0.10	0.10	768	360	0.12
2/5 of teachers	0.10	0.10	0.10	576	320	0.14
3/5 of teachers	0.10	0.10	0.10	384	280	0.19
Unavailable test scores (districts and grades)						
1/5 of districts and no extra teachers	0.10	0.10	0.10	768	320	0.12
1/5 of districts and 1/5 of teachers	0.10	0.10	0.10	614	288	0.14
1/5 of districts and 2/5 of teachers	0.10	0.10	0.10	461	256	0.16
1/5 of districts and 3/5 of teachers	0.10	0.10	0.10	307	224	0.22

Notes: R^2 is the fraction of variance in classroom average test scores explained by classroom level covariates. ICC_1 is the intraclass correlation coefficient for schools. ICC_2 is the intraclass correlation coefficient for teachers.

A potential risk in this study is that many of the research classrooms will have to be removed from the data analysis because they will not have valid test scores for some districts at some grade levels. A major reason for such missing data would be the fact that not all grades take the tests. We selected districts with the data requirements in mind, so these problems are not likely to arise, but for analyses that require prior test scores or that rely on a particular subject that may not be tested universally, it is important to consider the possible reductions in statistical precision.

Under some illustrative missing data scenarios, we find that precision goes down, but not dramatically. If we are using grades 1 through 5 and we find that grade 1, which represents one-fifth of the sample, does not have test scores, then the number of teachers to be included in the analysis will be 80 percent of the 960, or 768 teachers. We might assume that this translates into one-half of the affected schools dropping out of the analysis. This dropout of schools happens if the new teacher who is in the non-tested grade is the only new teacher (research sample member) in the school. If one-fifth of the grade levels (and hence teachers) are eliminated, then there remains sample to detect an impact of 0.12. If more grade levels are excluded, the MDI rises to 0.14 or 0.19.

A similar penalty is paid if we find that some districts cannot provide test score data to a particular piece of analysis. For example, if one-fifth of the districts do not provide usable test score data, then the MDI would be 0.12. If test scores are unavailable for both reasons—the districts cannot provide them and the beginning teachers in our study happen to be in non-tested grade levels—then the MDI goes up to 0.14 or 0.22, depending on how serious the problem of unavailable test score data becomes.

This page has been intentionally left blank for double-sided copying.

CHAPTER III

DATA COLLECTION

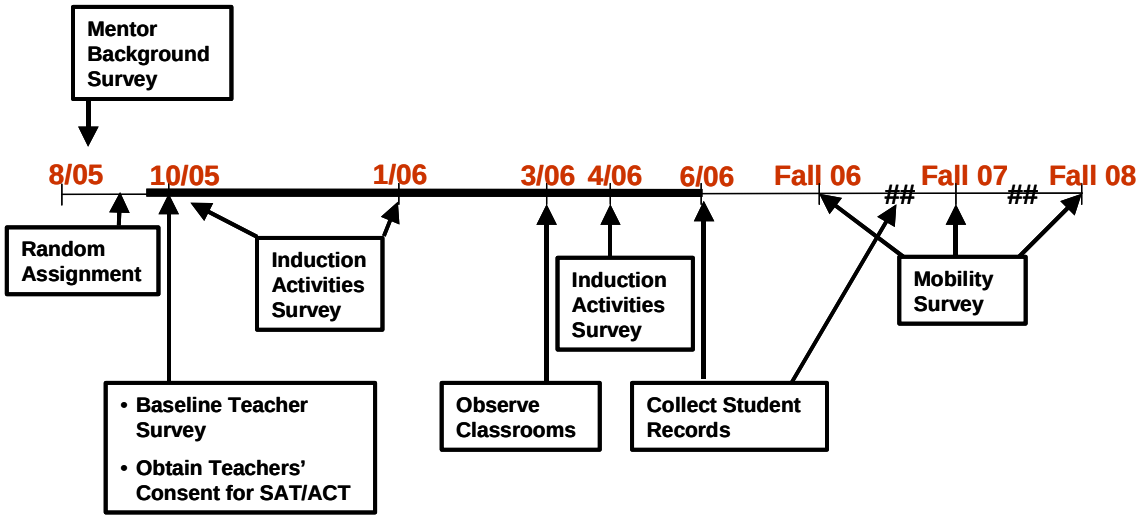
To address the study's research questions, we will undertake a number of different data collection activities. We will administer a baseline survey of beginning teachers, requesting their permission to obtain their college entrance exam scores (SAT or ACT), administer a teacher induction activities survey at three points during the implementation year, survey mentors on their background characteristics, observe classrooms of beginning teachers once in the spring of the implementation year, and follow beginning teachers with a mobility survey for each of the next three years. We will also review program documents from ETS, NTC, and the school districts, and collect districts' student records data at the end of the implementation year and the end of the first followup year. For both years we will collect the records data for the students of the teachers in our sample if they are still teaching.

Figure III.1 displays a timeline for the data collection activities. A brief description of each activity is provided below. Instruments can be found in the appendices, and the matrix presented in Table III.1 displays the role of each activity in providing information that is relevant to the conceptual framework.

BASELINE TEACHER SURVEY

In October 2005, a baseline survey will be administered to the treatment and control teachers (Appendix A) to gather detailed information about their professional backgrounds and demographic characteristics. A cover letter will briefly summarize the study, explain its purpose, and assure teachers that the confidentiality of the requested information will be maintained. Specific topics covered are the teacher's professional credentials, perceptions of the teaching profession, and personal background characteristics, many of which (marital status, spouse's occupation and relocation history, number of young children, and salary at the start of the first year) are hypothesized to affect retention. The survey will then ask teachers to provide their name, Social Security number, the grade they are teaching, and contact information for follow-up. Teachers will receive the survey by mail at their school, along with a letter asking that they complete it within two weeks and return it in the pre-addressed, postage-paid envelope included in the survey packet. The survey takes about 30 minutes to complete.

Figure III.1: Data Collection Timeline



Notes: The bold portion of the timeline, from 9/05 to 6/06, indicates the induction program period. Items above the timeline apply only to those in the Treatment Group. Items below the timeline apply to both treatment and control teachers.

TEACHER ACT/SAT SCORES

Teachers with different levels of academic ability may demonstrate different levels of effectiveness, regardless of their participation in induction activities. Therefore, it will be important to measure their academic ability. All treatment and control group teachers will be asked to give the College Board or ACT permission to release their college entrance exam scores for the study (Appendix B). These test scores will provide an objective measure of teachers' cognitive ability.

TEACHER INDUCTION ACTIVITIES SURVEY

In addition to understanding the implementation of the two high-intensity programs, it is also important to understand the differences in the services delivered by the high- and low-intensity programs. Information about services delivered by programs operated at different intensity levels will be useful for interpreting impacts and identifying any district that needs technical assistance to strengthen adherence to its high-intensity program model. Furthermore, information about services received by control group teachers will be useful for characterizing what would have happened in the absence of the high-intensity programs.

Table III.1: Data Sources and Data Collection Methods for Each Topic Area

	Data Collection Method			
Topic Areas	Survey	Observation	External Data	Document Review
Beginning Teacher Outcomes				
Credentials	TBL, TRet			
Integration/socialization	TBL, TRet			
Attitudes	TBL, TRet			
Mobility patterns	TRet			
Professional practice components				
Planning and preparation		Class		
Classroom environment		Class		
Instruction		Class		
Student Outcomes				
Academic achievement			SRec	
Behavior			SRec	
Induction Program Components				
Assessment	TIA			PD
Orientation	TIA			PD
Professional development workshops	TIA			PD
Mentoring/peer coaching	TIA			PD
Mentor selection			Mentor	PD
Mentor support				PD
Mentor training				PD
Small group activities	TIA			PD
Observation	TIA			PD
Context				
Local area conditions			CCD, Cen	
School characteristics			CCD, SRec	
Classroom characteristics			SRec	
Teacher characteristics	TBL		SAT/ACT	

Key:

Class	Classroom Observations
CCD	Common Core of Data (NCES)
Cen	U.S. Census
PD	Program Description
SRec	School Records
SAT/ACT	Teacher SAT/ACT Consent
TBL	Teacher Baseline Survey
TIA	Teacher Induction Activities Survey
TRet	Teacher Retention Survey
Mentor	Mentor Background Survey

So that these retrospective self-reports are more accurate, a teacher induction activities survey will be administered to both treatment and control teachers at three points: October 2005, January 2006, and April 2006 (Appendix C). Since the nature of induction activities may change often during the school year, surveying three times will reduce any difficulties teachers may have in recalling induction activities. Survey items will include questions applicable to activities delivered by both the high-intensity programs and the "business as usual" (low-intensity) programs in participating districts. The survey will ask questions about the focus of the induction activities, the duration of each activity, and the extent to which participants thought that each activity was useful. Teachers will receive the surveys by mail, along with a letter requesting completion of the surveys within two weeks. Teachers will be asked to return the survey in a pre-addressed, postage-paid envelope that will be included in the survey packet. Completion time for each survey is estimated to be 20 minutes.

MENTOR SURVEY

During the ETS and NTC mentor training sessions in the later summer and fall of 2005, a survey will be administered to the mentors, collecting information on previous mentoring experience, professional background, and basic demographic characteristics, all of which may influence the effectiveness of mentor training on the mentor's practice and in turn the effectiveness of these mentoring practices on outcomes for beginning teachers (Appendix D). The survey takes about 10 minutes to complete.

CLASSROOM OBSERVATION

A key hypothesis of the evaluation is that high-intensity teacher induction will lead to improvements in teachers' instructional practices, which ultimately will affect student achievement. Because classroom practices are difficult to quantify, the impact evaluation will include classroom observations conducted by trained observers.

These classroom observations will be conducted to gain firsthand knowledge of each study teacher's approach to teaching in terms of pedagogical practices and classroom management. We will observe treatment and control teachers in late spring 2006, before schools close for the summer. Site visitors will be trained to complete a classroom observation protocol. Prior to each classroom observation, 10-minute semi-structured interviews will be conducted with each teacher that will address the teacher's goals and objectives for the lesson to be observed.

TEACHER MOBILITY SURVEY

In the fall of 2006, 2007, and 2008, we will administer the teacher retention surveys (Appendix E), which will concentrate on study teachers' mobility to different schools, districts, or professions. Items will include the teacher's current place of employment (the original school, a different school within the same district, a different school in another district, or a temporary or permanent non-teaching job), the timing of the change in employment, job satisfaction, the reason(s) for leaving last year's school, and the reason(s) for leaving the teaching profession, if applicable (Table III.1).

Teachers in the study will receive the survey by mail, along with a letter requesting that they complete it within two weeks and return in the pre-addressed, postage-paid envelope that we will include in the survey packet. The most recent contact information (home address, home phone number, cell phone number, email address, and Social Security number) that they provide in the baseline teacher survey, as well as locating software, will be used to follow up with teachers who move from a particular school. Completion time for each survey is estimated at 15 minutes.

STUDENT RECORDS DATA

Student achievement is a critical outcome under consideration in this evaluation and will be measured through student records data (Table III.2). We will collect student records data during summer 2006 and 2007 for both treatment and control classrooms; for each year, these data will include scores from standardized tests that the districts administer during the spring of the current and previous year (Table III.1), as well as attendance and behavioral incidents (such as tardiness and disciplinary actions) recorded during the current school year (Table III.1).

DOCUMENT REVIEW

A document review of materials supplied by the two high-intensity induction program providers will be conducted to supplement the information collected through the teacher induction activities survey. Data collected will focus on assessment, orientation, professional development workshops, mentoring/peer coaching, small group activities, and teacher observations (Table III.1). These materials will include items such as training agenda and materials, curriculum guides, and assessment tools. This information will be collected directly from the two participating high-intensity induction program providers.

Table III.2: School Records Data Items

Data Item
School name/identifier
Teacher identification number (Provided by MPR)
Classroom identifier
Grade level (supplied by MPR, to verify)
Number of students in class
Classroom Average
Score on mathematics test, gain score if applicable
Number with valid math score
Score on reading test, gain score if applicable
Number with valid reading score
Days enrolled (or average daily enrollment)
Days attended (or average daily attendance)
Days tardy (or average daily tardy rate)
Suspensions (occurrences)
Days suspended
Expelled
Disciplined (other, if available)
Number and Percentage of Students
Retained in grade
Promoted to next grade
With promotion contingent on summer school/retest
Eligible for free school lunch program
Eligible for reduced price lunch
African American
Hispanic or Latino
English language learners
Classified as having special needs, such as those with an Individual Education Plan

Note: The initial request for school records data will include these data items. We expect to work with each school district to determine which data items are available. If appropriate, we also will discuss whether alternative formats for the data items can more easily be provided to us.

CHAPTER IV

DATA ANALYSIS

The focus of the data analysis will be to determine whether high-intensity teacher induction programs improve teacher retention, teacher practices, and student achievement, as well as whether such programs are more effective for certain types of teachers. By exploiting the random assignment design, the analysis will rely on relatively straightforward statistical methods. This chapter discusses the outcomes of interest, the methods that will be used to estimate impacts, and a descriptive analysis of sample characteristics, program participation, and program costs, that will support the impact analysis. This descriptive analysis will provide a clear picture of the teachers and mentors who take part in the study, as well as the characteristics of schools and districts. It will also assess rates of participation for beginning teachers in both treatment and control groups in all induction program events, so that program impacts can be interpreted accordingly. Finally, it will provide information on the average costs of program implementation, both for the high-intensity models of induction support as well as for the current array of district offerings.

OUTCOMES FOR THE IMPACT ANALYSIS

The impact analysis will focus on three issues related to teacher induction activities: teacher mobility (retention and turnover), teacher practices, and student achievement. In order to address the question of turnover, we will examine the effect of high-intensity induction programs on the retention of new teachers. Teachers' mobility status can be defined in a variety of ways: *stayers*—teachers who stay at their original school; *movers*—teachers who move to another school, either within the same district or in another district; and *leavers*—teachers who leave the teaching profession.[1] Each measure may be important to a different group of observers, depending on their perspective and objectives.[2]

[1] Movers can be subclassified into school movers and district movers; leavers can be classified by whether or not they leave the labor force and whether the transition is expected to be temporary or permanent.

[2] For example, principals will be primarily concerned about the effect of high-intensity induction programs on keeping teachers in their school, while a district may be concerned both about retaining teachers in the district and keeping them in high-need schools.

Another key aspect of retention is when it is measured. In order to better understand the career paths of new teachers, we will study these rates as of the beginning of the second, third, and fourth school years after their initial inception date. In addition to measuring retention rates overall, we will measure them separately based on teacher characteristics, such as teacher background, preparation, and SAT/ACT scores, to examine whether certain teachers are more likely to remain in the profession than others.

Beyond the career choices of teachers, we are interested in teacher practices in the classroom (as discussed in Chapter II). For the impact analysis, we will use summary measures that describe teacher practices in two or three key areas such as classroom management, lesson content, and lesson implementation. The specific areas will be defined using a factor analysis of a large number of teacher practice variables to isolate the factors that best explain variations in the data. Factor analysis assumes that rating data on different attributes can be distilled to a few important dimensions. These summary measures will be the dependent variables in our analysis of teacher practices. Here, too, we will look at practices separately based on various teacher characteristics.

The third area of interest is the effect of high-intensity induction activities on student achievement. Our goal is to estimate the teachers' contribution to their students' gains in achievement during the school year. Such contributions, when adjusted for factors outside the teacher's control, represent the teacher's productivity or "value added." Specifically, we will examine the adjusted average achievement gain using student test scores linked from one year to the next, covering the year that a class is taught by a teacher in the study. We will look at such achievement test score gains for the classes taught in both the first and second year of teaching, comparing treatment group to control group teachers. This comparison will allow us to address whether there is a direct effect of high-intensity induction programs on student achievement. We will also examine whether these differences vary with the teacher's years of experience.[3]

Given that the latter two outcomes are attempts to measure teacher quality, we plan to incorporate them back into the retention analysis.[4] This is because teacher retention is only a beneficial outcome if the quality of the teachers is higher than those who would replace them. In other words, teacher induction can improve education in two ways: it can make beginning teachers better at what they do—a "productivity effect"—and it can induce poor teachers to leave and good teachers to stay—a "composition effect." We will measure average "quality" among those teachers who stayed in order to understand the overall consequences of retention on average teacher quality, and this will reflect the combined productivity and composition effects. While we can't use experimental methods to disentangle these effects, we can estimate them under reasonable assumptions. We can

[3] The impact on achievement scores in year two is necessarily conditional on the teacher remaining in teaching after the first year. We will interpret the difference between treatment group stayers and control group stayers carefully.

[4] We recognize that teacher quality is subject to interpretation. As such, we will develop indicators based on student test scores and classroom observations and interpret them with caution.

estimate productivity effects as the impacts on teacher practices and student achievement. To estimate composition effects, we can use the retention impacts, but weight the impacts by the quality measures derived from the classroom observation and test score analysis.

METHODS FOR ESTIMATING IMPACTS

The underlying goal of each analysis will be to accurately estimate the effect of the high-intensity induction program relative to the outcomes that would have been observed in the absence of the program. This means examining whether the retention rates and classroom practices of teachers who received high-intensity induction services differ from those who received traditional induction services. In addition, achievement gains of students taught by teachers who received high-intensity induction services will be compared to those taught by teachers who received traditional services. This section describes the basic methodological approach we will use to answer these questions, followed by discussion of additional empirical methods and issues to be addressed by sensitivity analyses.

Basic Impact Estimation

An important virtue of the random assignment design is its analytic simplicity. Differences between treatment and control group outcomes are estimators of program impacts with well-known statistical properties. For example, the difference between the average one-year retention rate of teachers randomly assigned to the treatment group and the average one-year retention rate of teachers randomly assigned to the control group provides an unbiased estimate of the program impact relative to what similar teachers would have typically experienced. A simple *t*-test of the difference in average one-year retention rates enables the evaluator to assess whether the difference was due to chance or the program.

Adjusting for Covariates

Building upon the basic differences-of-means model, we plan to compute regression-adjusted estimates of program impacts. The regression-adjusted estimates will use information we will collect about teacher and school characteristics, along with an indicator of treatment status, to predict teacher outcomes.[5] The use of information beyond treatment status allows us to calculate estimates of program impact that are more precise.[6] The basic form of the model is:

$$Y_i = \alpha + \delta T_i + \beta X_i + \varepsilon$$

[5] Some covariates that we plan to include are gender, race, ethnicity, age, experience, and SAT/ACT score, as well as race, poverty, and English-language proficiency for students in the school.

[6] Including covariates that may be related to the outcome of interest allows more of the variation in the outcome to be explained by the model, and reduces the amount of variation in the residual term.

where Y_i is the outcome of interest for teacher i; T_i equals 1 if the teacher was randomly assigned to the treatment group (receiving services from the high-intensity induction program) and equals 0 otherwise; X_i is a vector that includes baseline characteristics of the teacher and school; ε is a random error term that captures the effects of unobserved factors that influence the outcome; and α, β, and δ are parameters or vectors of parameters to be estimated.

The estimated regression coefficient for the treatment group indicator, δ, is an estimate of the impact of having received high-intensity induction services in a particular district. That is, it represents the difference in means between outcomes of teachers in the treatment and control groups after adjusting for other characteristics. The impacts will be computed separately for each district and then aggregated to get an overall effect. We will use estimation strategies consistent with the outcome variable—a logit model for binary variables such as retention at a point in time; ordinary least squares for continuous variables such as gains in student achievement—as well as adjusting the standard errors using standard econometric techniques to correct for the clustering of teachers by school.[7]

Achievement Gains

The study's framework allows us to compare student achievement gains associated with treatment and control teachers across districts with varying achievement measures. First, the within-district random assignment allows us to estimate impacts separately for each district and subsequently create a comparable measure of gain, such as the effect size, to aggregate across districts. Second, we can use the school selection and random assignment processes to insure that there is overlap in the grades in which treatment and control teachers teach within each district.[8]

Survival Analysis

Another way to study the career decisions of teachers over time is through survival analysis. This branch of statistics deals with questions related to elapsed time until an event, as well as the probability of an event occurring at any point in time. In terms of teacher retention, the event of interest is leaving teaching, so we can use the survival analysis to examine questions related to staying—surviving—in teaching. Survival models may be viewed as ordinary regression models in which the variable of interest is time; however, this analysis is complicated by missing data problems that are peculiar to time. Specifically, because many teachers will still be teaching at the end of the study, the data for the analysis is described as right-censored, and we will use appropriate methods to account for this

[7] We will use Huber-White standard errors, treating schools as clusters. See White (1980).

[8] If there were no common grade taught by treatment and control teachers in a district, we would be unable to determine whether differences in gains were due to the teacher's treatment status or the nature of the test designed for a particular grade.

censoring.[9] As survival analysis can be used to estimate the likelihood of survival at times in the future, this analysis is useful in determining the timing of career decisions beyond the window of observations.

Subgroup Analysis

The estimation approaches described above can be applied to subgroups to address more detailed study questions. Specifically, we will investigate whether the findings suggest that intensive induction services result in a greater impact for certain types of teachers or in certain settings. Such an analysis is valuable for helping policymakers and education agencies determine the appropriate allocation of resources.

Policy frequently operates in an environment of limited resources, and thus decisions about how to best allocate scarce resources are common. As such, it is important to know whether certain teachers, or teachers in certain settings, are more or less likely to benefit from intensive induction support. For example, intensive induction support may be more beneficial (produce a greater impact) for those teachers working with the lowest achieving students. Such information can be used to tailor induction support.

Subgroup analysis can also be used as part of a sensitivity analysis of the full sample findings, to determine whether the impacts are consistent across a broad range of teachers, settings, and providers. For example, if the findings from the two subgroups defined by the induction model provider are broadly consistent, then we would feel more confident making general statements about high intensity induction. A consistent pattern across districts would add to this confidence. Therefore, we will assess the pattern of impact estimates for each district as a subgroup, as well as the program provider (ETS and NTC), to see whether the overall impact estimate that averages across all districts is similar to the impacts estimated for each district and within the ETS and NTC districts. As discussed earlier in this report, the districts were not assigned to providers at random, so if we find that the subgroup impact estimates differ, we cannot necessarily conclude that one program provider or program model is more effective than the other.

Estimating subgroup impacts entails adding interaction terms between the treatment indicator and an indicator of whether a teacher is a member of the relevant subgroup under consideration. An example of a model for subgroup analysis is:

$$Y_i = \alpha + \delta T_i + \lambda W_i T_i + \beta X_i + \varepsilon$$

where the terms are defined as above (under covariates), and W_i denotes membership in a particular group. For example, if we were interested in the differential impact of high-intensity induction programs on teachers with no student teaching experience, we might construct a binary variable equaling one if a teacher has no such preparation, and zero

[9] Some of these models include the Kaplan-Meier estimators and the Cox hazard models.

otherwise. The impact of the program on teachers with no student teaching is then estimated by $\delta + \lambda$. An estimate of λ that is statistically significant and positive is evidence that the impact of the program is larger for teachers who come into the classroom without previous teaching exposure.

Accounting for Crossover

We plan to monitor the integrity of random assignment, but we expect that teachers in the study will receive induction services according to the status to which their school was originally assigned. While the impact estimates are straightforward to interpret under these conditions, there is always a possibility that some teachers assigned to control schools may, for some reason, receive high intensity induction services that were meant for treatment group teachers only. There is also a possibility that treatment group teachers will be transferred to control schools and prevented from receiving the high intensity services. We expect these events to be rare, yet to the extent that such violations of the study protocol occur, the main impact estimates will understate the true impact of the treatment. Analysis of teachers' survey responses will provide some evidence of the extent of such a problem by indicating the types of induction services received.

If there is concern about crossover of either control group or treatment group teachers, we can also report adjusted impact estimates that account for this crossover. An adjustment can be made to measure the impact of program participation: the overall impact estimate is divided by the difference between the proportion of the treatment group who participated and the proportion of controls who crossed over and received the treatment.[10] Unlike traditional unadjusted experimental estimates that measure the impact of the *assignment* to treatment, sometimes called the effect of the intention to treat, these estimates would be interpreted as the impact on compliers, the subset of teachers who complied with their school's original randomized treatment assignment.

DESCRIPTIVE ANALYSIS

In order to interpret the impact findings, we will include a descriptive analysis of sample characteristics, program participation, and program costs. This analysis will provide background information on the schools and districts in which the study was conducted, the mentors and teachers who participated, and their students. We will also describe the implementation of teacher induction activities in both the treatment and control schools and will present the above summary statistics separately for the districts working with ETS and those working with NTC, as appropriate. We will present information on the costs of program implementation for both the NTC and ETS models, and the costs—to the extent we are able to gather sufficient data—of the programs provided to teachers in the control schools.

[10] This adjustment is based on the assumption that the program has no impact on treatment group members who do not participate and that the program has an average impact on the control group members who do participate.

Context

Setting the context is important for understanding the generalizability of the findings and why the impact estimates might vary across districts. Context information can include the following student characteristics: percentage eligible for free/reduced price lunch, percentages by race/ethnicity, numbers and percentages of sample members at each grade level, average numbers of students per classroom, and achievement levels. For schools, we will report on the grade configurations, grade levels included, average school size, and the number of beginning teachers per school, in addition to historical turnover data to the extent they are available. For districts, we will report on the number of schools, teachers, and students, as well as the district-wide averages of the student, classroom, and school data mentioned above.

For each of these contextual factors, we can report on the treatment-control differences that existed at the point of random assignment as a way to gauge whether the two groups were similar at the outset of the experiment. If the initial treatment-control differences are not statistically significant, it lends more credence to our expected study conclusion that differences in outcomes are due solely to the introduction of high intensity teacher induction. We can control for any chance differences in baseline characteristics by using them as covariates in estimating regression-adjusted impacts.

Implementation

The most important information needed to interpret the impacts, particularly at the district level, has to do with the implementation of both the experimental teacher induction program and the prevailing induction services. The treatment under study is likely to have a smaller impact in districts that normally provide more support for their beginning teachers because the differences between treatment and control conditions would be subtler. In districts that normally do little or nothing to support their new teachers, the introduction of a high intensity induction model should, all other things being equal, have a greater impact because the contrast between treatment and control is more stark. By carefully documenting the services teachers say they were offered and received in the control schools, we can characterize the counterfactual condition—the level of services that would have been offered in the absence of high intensity induction. Such a description is useful to policy makers and stakeholders who may wish to compare the study districts to other school districts in which high intensity teacher induction is being considered for adoption. We will also characterize the mentors who provide the ETS and NTC induction services. Given the careful selection process and the demands of this role in the context of intensive support provision, it is useful to understand the profile of those providing the services. We will also monitor and document any anomalies in the provision of induction services.

We intend to present information on the intensity of mentoring (caseloads or mentor-mentee ratios) and other induction services such as classroom observation, self-assessment, and time spent in formal professional development activities. Implementation also involves the behavior of teachers and principals in terms of compliance with the experimental

protocols. As noted earlier, we will document any incidence of *crossover* from control to treatment, whereby a teacher initially assigned to a control school ultimately receives the services or training associated with the ETS or NTC induction model. We will also document any non-compliance in the opposite direction, where teachers assigned to receive the high intensity induction services did not do so.

We also intend to estimate the average costs of providing both the high intensity induction services (treatment condition) and the prevailing intensity of induction services (control condition). Information on costs for the treatment condition can be useful for districts contemplating adoption of a similar induction service delivery model. Information on such costs relative to the control condition can be useful for interpreting impact estimates. We will compute the average cost per teacher for each condition (treatment and control) by dividing the overall induction costs for program services by the number of new teachers assigned to that group.[11] Costs for program services include, for example, those incurred for orientation sessions, mentoring, professional development workshops, and study group meetings. Information on such costs will be used to compute differences in induction costs per new teacher between high-intensity and typical induction programs.

The calculation of costs per teacher becomes more complicated when there are substantial fixed costs to an induction program. For example, the costs of training mentors and of organizing professional development sessions may be unaffected by the number of beginning teachers participating, within some range. In such cases, the average cost per teacher will not be the same as the marginal cost, which is the cost of providing services to one additional teacher. In general, we will report the average cost per teacher rather than marginal cost so that policy makers can consider the effects of the program as a whole based on how it was implemented for this study. However, we will also report the marginal cost, if possible, and provide some simple simulations to illustrate how serving teacher populations of different sizes may be more or less costly on a per-teacher basis.

While the study includes a diverse set of school districts in a variety of contexts, caution should be exercised when generalizing from the results of this study to other district circumstances and other models of high-intensity induction. For example, the effect of potential fixed costs should be considered since smaller school districts than those in our study may not have enough beginning teachers per year to justify hiring two full-time mentors, or even one. Also, the induction program providers in this study, NTC and ETS, have the infrastructure to support school districts around the country and realize some savings by having centralized training sessions for large numbers of mentors and school and district leaders. It may be more difficult for the same induction concepts to be implemented by school districts or teacher education colleges by themselves.

[11] Some teachers will receive induction services but not be included in the analysis sample, for example, because they teach subjects or grades that are not tested. We will maintain the assumption that the average cost of providing services to these teachers is the same as the average cost of providing services to teachers assigned to the research group. As part of the sensitivity analysis we will allow for such costs to be lower or higher by fixed percentages.

All of the descriptive information mentioned above, including the data on teacher induction services in the control condition, the treatment condition, and any movement between the two conditions or non-compliance, as well as cost information, can be presented at the district level, by type of district, or by induction program provider. We will use subgroup analysis and sensitivity analysis wherever it can improve our understanding of the robustness of the study findings.

This page has been intentionally left blank for double-sided copying.

REFERENCES

Berry, Barnett, Peggy Hopkins-Thompson, and Mandy Hoke. "Assessing and Supporting New Teachers: Lessons from the Southeast." Chapel Hill, NC: The Southeast Center for Teaching Quality, December 2002.

Fuller, Edward. "Beginning Teacher Retention Rates for TxBESS and Non-TxBESS Teachers." Austin, TX: Texas State Board for Educator Certification, 2003.

Hanushek, Eric A., John F. Kain, and Steven G. Rivkin. "Why Public Schools Lose Teachers." *Journal of Human Resources,* vol. 39, no. 2, 2004, pp. 326-354.

Henke, Robin R., Xianglei Chen, Sonya Geis, and Paula Knepper. "Progress through the Teacher Pipeline: 1992-93 College Graduates and Elementary/Secondary School Teaching as of 1997." Washington, DC: National Center for Education Statistics, January 2000.

Ingersoll, Richard. "Is There Really A Teacher Shortage?" Seattle, WA: University of Washington, Center for the Study of Teaching and Policy, February 2003.

Ingersoll, Richard. "Teacher Turnover and Teacher Shortages: An Organizational Analysis." *American Educational Research Journal*, Fall 2001, pp. 499-534.

Ingersoll, Richard, and Jeffrey Kralik. "The Impact of Mentoring: What the Research Says." *IECS Research Review.* Denver, CO: Educational Commission of the States, February 2004.

Lopez, Alejandra, Andrea Lash, Monika Schaffner, Patrick Shields, and Mary Wagner. "Review of Research on the Impact of Beginning Teacher Induction on Teacher Quality and Retention." Menlo Park, CA: SRI International, January 2004.

McEntegart, Damian J. "The Pursuit of Balance Using Stratified Dynamic Optimization Techniques: An Overview." *Drug Information Journal,* vol. 37, 2003, pp. 293-308.

Morris, Carl. "A Finite Selection Model for Experimental Design of the Health Insurance Study." *Econometrica,* vol. 11, 1979, pp. 43-61.

Needels, Karen, Renee Nogales, Lindsay Crozier, Gail Baxter, Amy Johnson, Steven Glazerman, and Patricia Nemeth. "Evaluation of the Impact of Teacher Induction Programs: Supporting Statement for OMB Approval of Data Collection Instruments." Princeton, NJ: Mathematica Policy Research, Inc., May 2005.

Odell, S.J., and D.P. Ferraro. "Teacher Mentoring and Teacher Retention." *Journal of Teacher Education*, vol. 43, no. 3, 1992, pp. 200-04.

Schochet, Peter Z. "Statistical Power for Random Assignment Evaluations of Education Interventions." Princeton, NJ: Mathematica Policy Research, Inc. June 2005.

Scott, Neil W., Gladys C. McPherson, Craig R. Ramsay, and Marion K. Campbell. "The Method of Minimization for Allocation to Clinical Trials: A Review." *Controlled Clinical Trials,* vol. 23, 2002, pp. 662-674.

Smith, Thomas M., and Richard M. Ingersoll. "What Are the Effects of Induction and Mentoring on Beginning Teacher Turnover?" *American Educational Research Journal*, vol. 41, no. 3, 2004, pp. 681-714.

Strong, Michael, and L. St. John "A Study of Teacher Retention: The Effects of Mentoring for Beginning Teachers." Santa Cruz, CA: University of California, Santa Cruz, 2001.

Totterdell, Michael, Sara Bubb, Lynda Woodruffe, and Karen Hanrahan. "The Impact of Newly Qualified Teachers (NQT) Induction Programmes on the Enhancement of Teacher Expertise, Professional Development, Job Satisfaction, or Retention Rates: A Systematic Review of the Literature on Induction." In *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, May 2004.

Tushnet, Naida, Daniel Briggs, Jeannine Elliot, Camille Esch, Don Haviland, Daniel C. Humphrey, Nada Rayyes, Lori M. Riehl, and Vicki Young. "Final Report of the Independent Evaluation of the Beginning Teacher Support and Assessment Program (BTSA)." San Francisco, CA: WestEd, April 2002.

White, H. "A Heteroskedasticity-Consistent Covariance Matrix Estimator and a Direct Test for Heteroskedasticity." *Econometrica,* vol. 48, 1980, pp. 817-830.

Youngs, Peter. "State and District Policies Related to Mentoring and New Teacher Induction in Connecticut." New York, NY: National Commission on Teaching and America's Future. 2002.

APPENDIX A

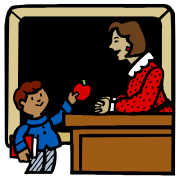
TEACHER BACKGROUND QUESTIONNAIRE

This page has been intentionally left blank for double-sided copying.

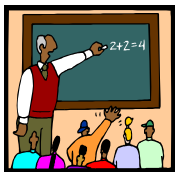
OMB No.: 0000-0000
Expiration Date: xx/xx/xxxx

6137-310

TEACHER BACKGROUND QUESTIONNAIRE



STUDY OF TEACHER INDUCTION PROGRAMS



Induction refers to a program of professional development and support for beginning teachers. Teacher induction programs consists of various components and activities and often include mentoring and professional development workshops.

The questions on this baseline form ask about your background, your current teaching experiences, and your plans for the future. For each item, please mark only one answer, unless instructions say to "MARK (X) ALL THAT APPLY." Thank you very much for helping us to learn more about teacher induction.

We want you to know that:

1. **We are asking you these questions to gather information about new teachers' career decisions and their experiences with teacher induction.**

2. **You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can. Your answers to questions will not affect your eligibility for any public program.**

3. **Your answers will be kept confidential.**

Mathematica Policy Research (MPR)
Princeton, NJ

pnemeth@mathematica-mpr.com

www.mathematica-mpr.com

For questions, call Pat Nemeth at 800-XXX-XXXX

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

A. PROFESSIONAL BACKGROUND INFORMATION

YOU MAY USE EITHER A PENCIL OR A PEN.

A1. Please describe your postsecondary degrees in the chart below.

A. Year Degree Awarded	B. Type of Degree	C. Name of College or University	D. Major Field of Study	E. Minor Field of Study
|__|__|__|__|	1 ☐ Associate's 2 ☐ Bachelor's			
|__|__|__|__|	2 ☐ Bachelor's 3 ☐ Master's 4 ☐ Other *(Please specify)* _____			
|__|__|__|__|	3 ☐ Master's 4 ☐ Other *(Please specify)* _____			

A2. Are you currently working toward an advanced degree (for example, Master's, Ed.D., or Ph.D.) or additional credits?

1 ☐ Yes → 1 ☐ **Degree:**_____

2 ☐ **Additional Credits**

a. NAME OF COLLEGE OR UNIVERSITY:

_____

b. MAJOR FIELD OF STUDY:_____

0 ☐ No → **GO TO A3**

A3. Have you taken a graduate school entrance exam?

1 ☐ Yes → **GO TO A5**

0 ☐ No

A4. Do you plan to take a graduate school entrance exam?

1 ☐ Yes → **GO TO A6**

0 ☐ No

A5. Which ones have you taken?

MARK (X) ALL THAT APPLY

1 ☐ LSAT

2 ☐ GMAT

3 ☐ MCAT

4 ☐ GRE general

5 ☐ GRE subject *(Please specify subjects)*

_____

_____

6 ☐ Other *(Please specify)*

_____

_____

A6. Did you apply to a graduate school program?

1 ☐ Yes → **GO TO A8**

0 ☐ No

A7. Do you plan to apply to a graduate school program?

1 ☐ Yes

0 ☐ No

A8. Do you have any outstanding education loans?

1 ☐ Yes

0 ☐ No → **GO TO A10**

A9. Are any of these forgivable or assumable loans?

NOTE: Forgivable or assumable loans are erased if you meet certain teaching requirements.

1 ☐ Yes

0 ☐ No

A10. Approximately how much do you have in outstanding education loans?

NOTE: If you have consolidated your education loans with other loans, please estimate the amount for education, as best as you can.

1 ☐ Under $5,000

2 ☐ $5,000 to $9,999

3 ☐ $10,000 to $19,999

4 ☐ $20,000 to $29,999

5 ☐ $30,000 to $39,999

6 ☐ $40,000 to $49,999

7 ☐ $50,000 to $59,999

8 ☐ $60,000 to $69,999

9 ☐ $70,000 to $79,999

10 ☐ $80,000 or greater

11 ☐ Don't know

A11. Which of the following statements most accurately describes the <u>type of teaching certificate/license/credential</u> that you currently hold?

States vary in the types of certificates they issue. Please select from the list below the statement that BEST describes the certificate/license/ credential that you hold.

MARK (X) ONE ANSWER ONLY

1 ☐ A **regular** or **standard state certificate**

Year certified |__|__|__|__|

2 ☐ A **certificate** that is issued to candidates after satisfying all requirements except the completion of a **probationary teaching period**

Year certified |__|__|__|__|

3 ☐ A **certificate** that is issued to candidates with the expectation that **additional requirements** be completed, such as passing a test or coursework

4 ☐ An **emergency certificate** or **waiver** that is issued for a specified time period to persons with insufficient teacher preparation

5 ☐ Other *(Please describe)*

_____

_____

_____

_____

6 ☐ I am not certified → **GO TO A14**

A12. Which of the following statements best describes how you earned your teaching certificate?

1 ☐ In a **traditional teacher certification program** *(see below for definition)* as part of a bachelor's degree

2 ☐ In a **traditional teacher certification program** *(see below for definition)* as a "5th year" or master's degree

3 ☐ As part of an **alternative teacher certification program** *(see below for definition)*

4 ☐ Other *(Please specify)*

_____

_____

Traditional teacher certification program – An education program in which a candidate completes the necessary initial study leading to an entry-level teaching certificate before beginning employment as a school teacher. Higher education institutions deliver the training as part of a bachelor's or master's degree program.

Alternative teacher certification program – A program designed for individuals who already have a post-secondary degree. Minimal or no education courses or training are required before beginning employment in a school. Candidates often take courses and receive training while teaching. Training is delivered by higher education institutions, state agencies, or local school districts. Full certification is received one to three years after beginning the first teaching job.

A13. From the list below, select the areas in which you are certified.

MARK (X) ALL THAT APPLY

1 ☐ General elementary education

2 ☐ Bilingual education

3 ☐ Special education *(Please specify)*

_____

_____

4 ☐ A specific subject area or areas *(Please specify)*

_____

_____

5 ☐ Other *(Please specify)*

_____

_____

A14. Are you currently pursuing state certification?

1 ☐ Yes
0 ☐ No → **GO TO A16**
2 ☐ Already state certified → **GO TO A16**

A15. Have you completed all of your coursework for this certification?

1 ☐ Yes
0 ☐ No

A16. Are you currently pursuing advanced professional certification?

1 ☐ Yes
0 ☐ No → **GO TO A18**

A17. Have you completed all your course work for this certification?

1 ☐ Yes → **GO TO A18**
0 ☐ No → **GO TO A18**

A18. Did you student teach?

1 ☐ Yes
0 ☐ No → **GO TO A23**

NOTE: Student teaching (*also called practice teaching*) – A school-based experience for students enrolled in a post-secondary education institution that is supervised by both a certified experienced teacher and a university or college supervisor. It is generally a requirement of pre-service teachers who have completed the education coursework leading to a degree and are seeking certification or licensure to teach in a public school.

A19. How many weeks did you student teach?

|___|___| NUMBER OF WEEKS

A20. How would you describe your student teaching experience in terms of the classroom teacher with whom you spent the <u>most</u> time?

1 ☐ The teacher/experience was excellent and I felt I learned a lot

2 ☐ The teacher/experience was adequate but I could have learned more

3 ☐ The teacher/experience did not teach/ help prepare me much at all

A21. Did you teach children from families of the same socio-economic level as children you're now teaching?

1 ☐ Yes
0 ☐ No

A22. Are you now teaching in the same school where you student taught?

1 ☐ Yes
0 ☐ No

A23. NOT INCLUDING STUDENT TEACHING, have you ever worked in a classroom <u>before</u> this current school year?

1 ☐ Yes
0 ☐ No → **GO TO A25**

A24. NOT INCLUDING THIS SCHOOL YEAR, please indicate the number of years you've worked in schools, the type of school, and the grade level you taught in any of the following positions (either part-time or full-time).

NOTE: Enter "00" in Column A if you have never worked in this capacity
Enter "01" in Column A if you worked less than one year

	A. Number of Years	B. School (MARK (X) ALL THAT APPLY) This School	Different Public School	Private School	C. Grade Level(s) or Main Assignment
a. Certified teacher	|__|__|	1 ☐	2 ☐	3 ☐	_____
b. Emergency certified teacher	|__|__|	1 ☐	2 ☐	3 ☐	_____
c. Teacher aide	|__|__|	1 ☐	2 ☐	3 ☐	_____
d. Long-term substitute teacher	|__|__|	1 ☐	2 ☐	3 ☐	_____
e. Substitute teacher	|__|__|	1 ☐	2 ☐	3 ☐	_____
f. Other *(Please specify)* _____	|__|__|	1 ☐	2 ☐	3 ☐	_____

A25. Which grade level do you currently teach?

x ☐ Prekindergarten
0 ☐ Kindergarten
1 ☐ 1st
2 ☐ 2nd
3 ☐ 3rd
4 ☐ 4th
5 ☐ 5th
6 ☐ 6th
7 ☐ 7th
8 ☐ 8th
9 ☐ Other *(Please specify)*

_____

A26. Is this the grade level you prefer teaching?

1 ☐ Yes
0 ☐ No

A27. What is the total number of students enrolled in the class you taught during the most recent FULL WEEK of teaching?

|__|__| STUDENTS → INDICATE:

a. |__|__| NUMBER OF BOYS

b. |__|__| NUMBER OF GIRLS

A28. How many of these students are:

a. Hispanic or Latino, or ..... |__|__|
b. Not Hispanic or Latino? ..... |__|__|

A29. How many are:

a. American Indian or Alaska Native, ... |__|__|
b. Asian, ... |__|__|
c. Black or African American, ... |__|__|
d. Native Hawaiian or Other Pacific Islander, or ..... |__|__|
e. White? ..... |__|__|

A30. How many of your students . . .

a. Have an Individual Education Plan (IEP)? ..... |__|__|

DO NOT include gifted and talented students.

b. Have a 504 Service Agreement? ..... |__|__|
c. Were approved for free or reduced-price lunches? ..... |__|__|
d. Are in an ESL/ELL program? ..... |__|__|
e. Receive Title I Services? ..... |__|__|

A31. Are you a member of a teachers' union or an employee association similar to a union?

1 ☐ Yes
0 ☐ No

B. YOUR TEACHING CAREER

B1. SINCE GRADUATING FROM COLLEGE, have you held a full-time job other than your current teaching job?

1 ☐ Yes

0 ☐ No, this is my first job since college → **GO TO B3**

B2. SINCE GRADUATING FROM COLLEGE, please tell us about the job you held the longest BEFORE your current teaching position.

DO NOT include a job that was an official part of your teacher preparation program (for instance, student teaching).

a. What was your job title?

_____

1 ☐ Self-employed

b. What were your responsibilities? What did you do in this job? *(Please be specific)*

_____

_____

_____

_____

c. What did your employer make, do, or sell?

_____

_____

d. Was this job in the public or private sector?

MARK (X) ONE ANSWER ONLY

1 ☐ Public

2 ☐ Private, for profit

3 ☐ Private, not for profit

e. How many years did you work in this job?

|__|__| NUMBER OF YEARS
(Enter "01" if you worked less than one year)

B3. Thinking back to your job search activities before your current teaching position, did you interview for any non-teaching jobs?

1 ☐ Yes

0 ☐ No → **GO TO B6**

B4. Describe the kinds of jobs you interviewed for.

_____

_____

_____

_____

_____

_____

_____

B5. Did you receive any job offers?

1 ☐ Yes

0 ☐ No

B6. For your current teaching position, did you interview at . . .

	Yes	No
a. Other schools within your current district?	1 ☐	0 ☐
b. Other school districts?	1 ☐	0 ☐
c. Other types of schools (e.g., private or parochial)?	1 ☐	0 ☐

B7. Did the school district allow you any input as to where you would be placed?

1 ☐ Yes
0 ☐ No

B8. Is the school you're teaching in the one that you wanted to be placed in?

1 ☐ Yes
0 ☐ No
2 ☐ Had no preference → **GO TO B10**

B9. Did any of the following reasons influence your preference in a particular school?

MARK (X) ALL THAT APPLY

1 ☐ The principal's leadership
2 ☐ A program of support and information provided to beginning teachers
3 ☐ The grade level/subject in which there was an opening
4 ☐ Other opportunities offered to you such as coaching a sports team, etc.
5 ☐ The school's organization/environment
6 ☐ The school's location
7 ☐ Knew other teachers in the school
8 ☐ Did student teaching at same school
9 ☐ Other reason *(Please specify)*

_____

_____

B10. When did you first learn you would be teaching in this school?

|__|__| / |__|__|__|__|
Month Year

B11. Was that at the . . .

MARK (X) ONE ANSWER ONLY

1 ☐ beginning of the month,
2 ☐ middle of the month, or
3 ☐ end of the month?

B12. Was this date . . .

MARK (X) ONE ANSWER ONLY

1 ☐ before the first day of school (when students arrived),
2 ☐ on the first day of school or that same week, or
3 ☐ on the second week of school or later?

B13. Prior to being hired, had you heard about a new teacher induction program in the district?

1 ☐ Yes
0 ☐ No

B14. Which of the following statements best describes your plans?

MARK (X) ONE ANSWER ONLY

1 ☐ I plan to teach at least until I am eligible for retirement
2 ☐ I will probably continue teaching unless another opportunity presents itself
3 ☐ I plan to leave teaching as soon as I can
4 ☐ I plan to pursue another education-related career at some point
5 ☐ I plan to pursue another career outside the field of education at some point
6 ☐ I plan to have children and stop teaching at some point
7 ☐ I plan to stop working outside the home at some point for reasons not related to children
8 ☐ I am going to see if I like teaching before I make plans
9 ☐ I am undecided at this time
10 ☐ Other *(Please specify)*

_____

_____

B15. Approximately how many years do you think you will remain in teaching after this year?

I will probably teach for . . .

|__|__| more years

The following questions refer to your before-tax earnings from teaching and other employment. Consider the current school year to run from July 1, 2005 to June 30, 2006.

B16. During the current school year, what is your academic–year, base teaching salary?

$ |__|__|__|,|__|__|__|.|_0_|_0_|

B17. Does your base teaching salary include additional compensation for teaching in a more challenging school?

1 ☐ Yes

0 ☐ No

B18. During the current school year, do you, or do you expect to, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or professional development activities?

1 ☐ Yes → a. **How much?** $ |__|__|,|__|__|__|.|_0_|_0_|

0 ☐ No

B19. During the current school year, do you, or do you expect to, earn additional compensation from working in any job OUTSIDE this school system?

1 ☐ Yes → a. **How much?** $ |__|__|,|__|__|__|.|_0_|_0_|

0 ☐ No

C. PERSONAL BACKGROUND INFORMATION

C1. In what year were you born?

|_1_|_9_|__|__| YEAR

C2. Are you currently married or living with a partner, or are you single, separated, divorced, widowed, or have you never been married?

1 ☐ Married or living with a partner

2 ☐ Single, separated, divorced, widowed, or never married → **GO TO C6**

C3. What was your spouse or partner's total income (before taxes and other deductions) for last year?

$ |__|__|__|,|__|__|__|.|_0_|_0_|

C4. How much time does your spouse or partner spend commuting to or from work each day?

NOTE: Please indicate miles and minutes. Your best estimate is fine.

|__|__| MILES COMMUTING ONE WAY

|__|__|__| MINUTES COMMUTING ONE WAY

C5. What is the likelihood that your spouse or partner's job will require your family to relocate in the next five years?

1 ☐ Very likely

2 ☐ Somewhat likely

3 ☐ Somewhat unlikely

4 ☐ Not at all likely

C6. What is your ethnic background?

1 ☐ Hispanic or Latino

0 ☐ Not Hispanic or Latino

C7. Mark the box or boxes that best describes your race.

1 ☐ American Indian or Alaska Native

2 ☐ Asian

3 ☐ Black or African American

4 ☐ Native Hawaiian or Other Pacific Islander

5 ☐ White

C8. Are you male or female?

1 ☐ Male

2 ☐ Female

C9. Do you currently own or rent the residence where you live, or do you live with your parents?

1 ☐ Own (either paying a mortgage or own outright)

2 ☐ Rent

3 ☐ Live with parents

4 ☐ Live with someone else rent-free

C10. Do you have any children living with you? Include birth, adopted, foster, or stepchildren.

1 ☐ Yes

0 ☐ No → **GO TO C12**

C11. How many of your children are . . .

a. Under the age of 1? ..... |__|__|

b. Ages of 1 to 5? ..... |__|__|

c. Ages 6 to 11? ..... |__|__|

d. Ages of 12 to 18? ..... |__|__|

e. Over the age of 18? ..... |__|__|

C12. Do you live in the same school district where you teach?

1 ☐ Yes

0 ☐ No

C13. How far do you live from the school where you teach?

NOTE: Please indicate miles and minutes. Your best estimate is fine.

|__|__| MILES COMMUTING ONE WAY

|__|__|__| MINUTES COMMUTING ONE WAY

C14. Did you attend elementary school(s) in a school with a socio-economic level similar to the one you're now teaching in?

1 ☐ Yes

0 ☐ No

D. CONTACT INFORMATION

D1. **The survey you have completed involves brief follow-ups at later times to learn about teachers' movements in the labor force. Providing the information below is voluntary, not mandatory. This information will help us contact you if you move or change jobs. Also, MPR will mail your check to the address you provide below.**

Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.

Your Name: _____

Spouse's Full Name: _____
(If applicable)

Street Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Home Telephone: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

In whose name is the telephone number listed?

MARK (X) ONE ANSWER ONLY

1 ☐ My name
2 ☐ Other *(Please specify name)*

_____

Cell Phone Number: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

Social Security Number: |__|__|__| - |__|__|__| - |__|__|__|__|

Home Email Address: _____

Work Email Address: _____

D2. **Please indicate the most convenient time to reach you.**

a. Best day(s) to reach you

MARK (X) ALL THAT APPLY

1 ☐ Monday
2 ☐ Tuesday
3 ☐ Wednesday
4 ☐ Thursday
5 ☐ Friday
6 ☐ Saturday
7 ☐ Sunday

b. Best time of day to reach you

MARK (X) ONE ANSWER ONLY

1 ☐ Before school starts, in the AM
2 ☐ After school, in the afternoon
3 ☐ In the evening

D3. **Please indicate today's date:**

|__|__| / |__|__| / |__|__|__|__|
Month Day Year

D4. **What are the names and addresses of two other people who would know where to get in touch with you during the coming years? Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.). We will contact these people only if we can't get in touch with you.**

(1) First Person

Name: _____

Relationship to you: _____

Street Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Home Telephone: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

In whose name is the telephone number listed?

MARK (X) ONE ANSWER ONLY

1 ☐ Name entered above

2 ☐ Other *(Please specify name)*

_____

What is the name and address of another person who would know where to get in touch with you during the coming years? Don't list any person who now lives with you. Remember to record the relationship of this person to you (for example, parent, friend, sister, cousin, etc.).

(2) Second Person

Name: _____

Relationship to you: _____

Street Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Home Telephone: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

In whose name is the telephone number listed?

MARK (X) ONE ANSWER ONLY

1 ☐ Name entered above

2 ☐ Other *(Please specify name)*

_____

Thank you for completing this survey. Please mail it to MPR in the envelope provided.

APPENDIX B

CONSENT FORM

This page has been intentionally left blank for double-sided copying.

MATHEMATICA
Policy Research, Inc.

Evaluation of the Impact of Teacher Induction Programs

Permission to Collect Data for the Sole Use of the Study

Study Purpose: The Institute of Education Sciences at the U.S. Department of Education has contracted with Mathematica Policy Research, Inc. to conduct the Evaluation of the Impact of Teacher Induction Programs. The purpose of the study is to rigorously test whether the nature and extent of teacher induction programs are related to novice teacher instructional practices and retention. Through various modes of data collection—both quantitative and qualitative—the study will determine the comparative effectiveness of contrasting methods of teacher induction.

We will conduct a classroom observation as part of your participation in this study. The results of the observation are kept confidential and will not be shared with anyone outside the Mathematica study team. We will also ask you to complete brief questionnaires during the course of the study that collect information on your teacher preparation participation in induction activities and your career path.

Please sign here to indicate your understanding of the study components as stated and your willingness to cooperate with this data collection effort.

SIGNATURE:_____

Confidentiality: The information you provide will be held in strict confidence and used only for the study. Your name will never be used in reporting the results of the study. The confidentiality of your answers is guaranteed by the Privacy Act of 1974. Under this law, your answers cannot be released in any manner which would enable someone to identify you unless you give us written consent or as required by law. Providing the information below is voluntary, not mandatory.

Permission for Releasing SAT/ACT Scores

Please provide us with the following information so that ACT or College Board can locate your records and send them to Mathematica Policy Research, Inc. only for use by the Impact Evaluation of Teacher Induction Programs Study.

Q1. At any point in time, did you take the SAT and/or ACT test?

- ☐ Yes, I took the ACT test.
- ☐ Yes, I took the SAT test.
- ☐ No, I have never taken either of these tests. (Please complete Q4 only and return this form.)

Q2. What was your name at the time the test was taken? *(PLEASE PRINT)*

_____ _____ _____
FIRST NAME MIDDLE INITIAL LAST NAME

Q3. Has your name changed since the time you took the test?

- ☐ Yes
- ☐ No → **GO TO Q5**

Q4. What is your current name? *(PLEASE PRINT)*

_____
FIRST NAME MIDDLE INITIAL LAST NAME

Q5. What is your Social Security number?

|___|___|___| - |___|___| - |___|___|___|___|

(REV—4/22/05)

Q6. What is your gender?

☐ Female

☐ Male

Q7. What is your date of birth?

|__|__| / |__|__| / |__|__|__|__|
Month Day Year

Q8. What was the name and address of the high school you attended? ***Please spell out the name of the state or country.***

HIGH SCHOOL NAME:_____

ADDRESS:_____

_____

CITY:_____ STATE:_____ COUNTRY:_____

ZIP:_____

Q9. In what state or country did you take the test? *Please spell out the name of the state or country.*

STATE:_____

COUNTRY:_____

Q10. In what year did you take the test?

YEAR: |__|__|__|__|

Q11. Please provide your signature as permission for MPR to obtain your test scores.

SIGNATURE:_____

|__|__| / |__|__| / |__|__|__|__|
Month Day Year

If you have any questions regarding this study, please contact the Survey Director, Pat Nemeth at 609-275-2294 or at pnemeth@mathematica-mpr.com.

PLEASE RETURN THIS FORM TO:
Mathematica Policy Research, Inc.
P.O. Box 2393
Princeton, NJ 08543

APPENDIX C

INTRODUCTION ACTIVITY TEACHER QUESTIONNAIRE

This page has been intentionally left blank for double-sided copying.

OMB No.: 0000-0000
Expiration Date: xx/xx/xxxx

6137-086

BARCODE LABEL

INDUCTION ACTIVITIES TEACHER QUESTIONNAIRE

STUDY OF TEACHER INDUCTION PROGRAMS

Induction refers to a program of professional development and support for beginning teachers. Teacher induction programs consist of various components and activities and often include mentoring and professional development workshops.

The questions on this form ask about your induction experiences during your first year of teaching. For each item, please mark only one answer, unless instructions say to "MARK (X) YES OR NO FOR EACH." Thank you very much for helping us to learn more about teacher induction.

We want you to know that:

1. **We are asking you these questions to gather information about new teachers' career decisions and their experiences with teacher induction.**

2. **You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can. Your answers to questions will not affect your eligibility for any public program.**

3. **Your answers will be kept confidential.**

Mathematica Policy Research (MPR)
Princeton, NJ

pnemeth@mathematica-mpr.com

www.mathematica-mpr.com

For questions, call Pat Nemeth at 800-XXX-XXXX

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

SECTIONS A-D OMITTED

E. BEGINNING TEACHER EXPERIENCES

YOU MAY USE EITHER A PENCIL OR PEN.

Induction refers to a program of professional development and support for beginning teachers. Teacher induction consists of various components and activities and often includes mentoring and professional development workshops.

E1. Does your school or district provide a teacher induction program for beginning teachers?

1 ☐ Yes
0 ☐ No → **GO TO E3**
d ☐ Don't know → **GO TO E3**

E2. What is the primary purpose of the induction program?

MARK (X) ONLY ONE BOX

1 ☐ General support/guidance
2 ☐ Orientation to the school/district
3 ☐ Promote standards-based teaching
4 ☐ Other *(Please specify)*

_____

Mentoring describes a formal or informal learning relationship, usually between two individuals where the mentor has either experience or expertise in a particular area and provides information, advice, support, and feedback to the beginning teacher.

E3. Do you have a mentor?

1 ☐ Yes, one
2 ☐ Yes, more than one
0 ☐ No → **GO TO SECTION F, PAGE 14**

E4. Please provide the following information about your mentor.

Mentor 1

First Name:_____

Position/Title:_____

IF YOU ONLY HAVE ONE MENTOR, GO TO E5

Mentor 2

First Name:_____

Position/Title:_____

Questions E5-E17 ask about the person you named under E4 as Mentor 1.

E5. Is your mentor currently a . . .

	MARK (X) ONLY ONE BOX
Full-time teacher in your school?	1 ☐
Part-time teacher in your school?	2 ☐
Full-time mentor who has been released from teaching?	3 ☐
School-based administrator?	4 ☐
District office person?	5 ☐
Someone from a licensing or certification program?	6 ☐
Other *(Please specify)* _____	7 ☐

E6. Was this mentor assigned to you?

1 ☐ Yes
0 ☐ No → **GO TO E8**

E7. By whom?

	MARK (X) ONLY ONE BOX
School or district	1 ☐
Teacher education program	2 ☐
Other *(Please specify)* _____	3 ☐

E8. Is there a time when you and your mentor usually meet?

1 ☐ Yes
0 ☐ No → **GO TO E13**

E9. When do these meetings usually take place?

MARK (X) ALL THAT APPLY

1 ☐ Before school
2 ☐ After school
3 ☐ During lunch
4 ☐ During planning period
5 ☐ Other *(Please specify)*

_____

E10. How often do these meetings occur?

	MARK (X) ONLY ONE BOX
Daily	1 ☐
2-4 times per week	2 ☐
Once a week	3 ☐
2-3 times per month	4 ☐
Once a month	5 ☐
Several times a year	6 ☐
Other *(Please specify)* _____	7 ☐

E11. On average, how long are these meetings with your mentor?

MARK (X) ONLY ONE BOX

1 ☐ Less than 15 minutes

2 ☐ 15 to 30 minutes

3 ☐ 30 minutes to 1 hour

4 ☐ 1 to 2 hours

5 ☐ More than 2 hours

E12. Do you feel there is adequate time scheduled for you to meet with your mentor?

1 ☐ Yes

0 ☐ No

E13. During the most recent full week of teaching, how much informal (not scheduled) contact did you have with your mentor?

MARK (X) ONLY ONE BOX

0 ☐ No time

1 ☐ Less than 15 minutes

2 ☐ 15 to 30 minutes

3 ☐ 30 minutes to 1 hour

4 ☐ 1 to 2 hours

5 ☐ More than 2 hours

E14. During the most recent full week of teaching, how much scheduled time did your mentor spend . . .

	MARK (X) ONE FOR EACH ITEM				
	No Time	**Less Than 30 Minutes**	**30 Minutes to 1 Hour**	**1 to 2 Hours**	**More Than 2 Hours**
a. Observing your teaching?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
b. Meeting with you on a one-to-one basis?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
c. Meeting with you together with other first-year teachers?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
d. Meeting with you together with other teachers (excluding time reported in E14c)?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
e. Modeling a lesson?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
f. Co-teaching a lesson?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐

E15. During the most recent full week of teaching, did your mentor . . .

	Not Applicable	MARK (X) YES OR NO FOR EACH	
		Yes	No
a. Give you suggestions to improve your practice?		1 ☐	0 ☐
b. Give you encouragement or moral support?		1 ☐	0 ☐
c. Provide an opportunity for you to raise issues/discuss your individual concerns?		1 ☐	0 ☐
d. Provide guidance/information on administrative/logistical issues?		1 ☐	0 ☐
e. Provide guidance on teaching to meet state or district standards?		1 ☐	0 ☐
f. Work with you to identify teaching challenges and possible solutions?		1 ☐	0 ☐
g. Discuss with you instructional goals and ways to achieve them?		1 ☐	0 ☐
h. Provide guidance on how to assess your students?		1 ☐	0 ☐
i. Share lesson plans, assessments, or other instructional activities?		1 ☐	0 ☐
j. Act on something you requested the previous week?	n.a. ☐	1 ☐	0 ☐

E16. During the last 3 months, to what extent has your mentor provided you with guidance in the following areas?

		E16. To what extent has your mentor provided you with guidance?				
		MARK (X) ONE FOR EACH ITEM				
		Not Applicable	Not at All So Far	A Little	A Moderate Amount	A Lot
a.	Understanding this school's culture, policies, and practices		1 ☐	2 ☐	3 ☐	4 ☐
b.	Accessing district and community resources		1 ☐	2 ☐	3 ☐	4 ☐
c.	Handling paperwork		1 ☐	2 ☐	3 ☐	4 ☐
d.	Working with other teachers to plan instruction		1 ☐	2 ☐	3 ☐	4 ☐
e.	Working with other school staff, such as principal, counselors, disability specialist, etc.		1 ☐	2 ☐	3 ☐	4 ☐
f.	Working with parents		1 ☐	2 ☐	3 ☐	4 ☐
g.	Teaching reading/language arts		1 ☐	2 ☐	3 ☐	4 ☐
h.	Teaching mathematics		1 ☐	2 ☐	3 ☐	4 ☐
i.	Teaching children with varying levels of achievement/ability		1 ☐	2 ☐	3 ☐	4 ☐
j.	Reviewing and assessing student work		1 ☐	2 ☐	3 ☐	4 ☐
k.	Implementing classroom management strategies		1 ☐	2 ☐	3 ☐	4 ☐
l.	Managing student discipline and behavior		1 ☐	2 ☐	3 ☐	4 ☐
m.	Using multiple instructional strategies/techniques to teach students		1 ☐	2 ☐	3 ☐	4 ☐
n.	Selecting or adapting curriculum materials		1 ☐	2 ☐	3 ☐	4 ☐
o.	Understanding/teaching toward state or district standards		1 ☐	2 ☐	3 ☐	4 ☐
p.	Planning lessons		1 ☐	2 ☐	3 ☐	4 ☐
q.	Using student assessments to inform your teaching		1 ☐	2 ☐	3 ☐	4 ☐
r.	Motivating students		1 ☐	2 ☐	3 ☐	4 ☐
s.	Reflecting on your instructional practices		1 ☐	2 ☐	3 ☐	4 ☐
t.	Teaching English language learners	n.a. ☐	1 ☐	2 ☐	3 ☐	4 ☐
u.	Teaching special needs students	n.a. ☐	1 ☐	2 ☐	3 ☐	4 ☐
v.	Teaching students of varying ethnic/racial and socioeconomic backgrounds	n.a. ☐	1 ☐	2 ☐	3 ☐	4 ☐

E17. During the last 3 months, to what extent have you <u>adjusted your classroom practice</u> in response to advice you received from your mentor in the following areas?

NOTE: If your mentor has not given you advice on a topic, mark (X) "No Advice Given."

		E17. To what extent have you adjusted your practice?				
		MARK (X) ONE FOR EACH ITEM				
	Not Applicable	No Advice Given	Not at All So Far	A Little	A Moderate Amount	A Lot
a. Teaching reading/language arts		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
b. Teaching mathematics		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
c. Teaching children with varying levels of achievement/ability		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
d. Reviewing and assessing student work		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
e. Implementing classroom management strategies		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
f. Managing student discipline and behavior		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
g. Using multiple instructional strategies/ techniques to teach students		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
h. Selecting or adapting curriculum materials		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
i. Understanding/teaching toward state or district standards		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
j. Planning lessons		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
k. Using student assessments to inform your teaching		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
l. Motivating students		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
m. Reflecting on your instructional practices		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
n. Teaching English language learners	n.a. ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
o. Teaching special needs students	n.a. ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
p. Teaching students of varying ethnic/racial and socioeconomic backgrounds	n.a. ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐

Questions E18-E30 ask about the person you named under question E4 as Mentor 2.

IF YOU DO NOT HAVE A SECOND MENTOR, GO TO SECTION F, PAGE 14

E18. Is your mentor currently a . . .

	MARK (X) ONLY ONE BOX
Full-time teacher in your school?	1 ☐
Part-time teacher in your school?	2 ☐
Full-time mentor who has been released from teaching?	3 ☐
School-based administrator?	4 ☐
District office person?	5 ☐
Someone from a licensing or certification program?	6 ☐
Other *(Please specify)* _____	7 ☐

E19. Was this mentor assigned to you?

1 ☐ Yes

0 ☐ No → **GO TO E21**

E20. By whom?

	MARK (X) ONLY ONE BOX
School or district	1 ☐
Teacher education program	2 ☐
Other *(Please specify)* _____	3 ☐

E21. Is there a time when you and your mentor usually meet?

1 ☐ Yes

0 ☐ No → **GO TO E26**

E22. When do these meetings usually take place?

MARK (X) ALL THAT APPLY

1 ☐ Before school

2 ☐ After school

3 ☐ During lunch

4 ☐ During planning period

5 ☐ Other *(Please specify)*

_____

E23. How often do these meetings occur?

	MARK (X) ONLY ONE BOX
Daily	1 ☐
2-4 times per week	2 ☐
Once a week	3 ☐
2-3 times per month	4 ☐
Once a month	5 ☐
Several times a year	6 ☐
Other *(Please specify)* _____	7 ☐

E24. On average, how long are these meetings with your mentor?

MARK (X) ONLY ONE BOX

1 ☐ Less than 15 minutes
2 ☐ 15 to 30 minutes
3 ☐ 30 minutes to 1 hour
4 ☐ 1 to 2 hours
5 ☐ More than 2 hours

E25. Do you feel there is adequate time scheduled for you to meet with your mentor?

1 ☐ Yes
0 ☐ No

E26. During the most recent full week of teaching, how much informal (not scheduled) contact did you have with your mentor?

MARK (X) ONLY ONE BOX

0 ☐ No time
1 ☐ Less than 15 minutes
2 ☐ 15 to 30 minutes
3 ☐ 30 minutes to 1 hour
4 ☐ 1 to 2 hours
5 ☐ More than 2 hours

E27. During the most recent full week of teaching, how much <u>scheduled</u> time did your mentor spend . . .

	MARK (X) ONE FOR EACH ITEM				
	No Time	**Less Than 30 Minutes**	**30 Minutes to 1 Hour**	**1 to 2 Hours**	**More Than 2 Hours**
a. Observing your teaching?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
b. Meeting with you on a one-to-one basis?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
c. Meeting with you together with other <u>first-year</u> teachers?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
d. Meeting with you together with other teachers (excluding time reported in E27c)?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
e. Modeling a lesson?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
f. Co-teaching a lesson?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐

E28. During the most recent full week of teaching, did your mentor . . .

		MARK (X) YES OR NO FOR EACH	
	Not Applicable	**Yes**	**No**
a. Give you suggestions to improve your practice?		1 ☐	0 ☐
b. Give you encouragement or moral support?		1 ☐	0 ☐
c. Provide an opportunity for you to raise issues/discuss your individual concerns?		1 ☐	0 ☐
d. Provide guidance/information on administrative/logistical issues?		1 ☐	0 ☐
e. Provide guidance on teaching to meet standards?		1 ☐	0 ☐
f. Work with you to identify teaching challenges and possible solutions?		1 ☐	0 ☐
g. Discuss with you instructional goals and ways to achieve them?		1 ☐	0 ☐
h. Provide guidance on how to assess your students?		1 ☐	0 ☐
i. Share lesson plans, assessments, or other instructional activities?		1 ☐	0 ☐
j. Act on something you requested the previous week?	n.a. ☐	1 ☐	0 ☐

E29. During the last 3 months, to what extent has your mentor provided you with guidance in the following areas?

		E29. To what extent has your mentor provided you with guidance?			
		MARK (X) ONE FOR EACH ITEM			
	Not Applicable	**Not at All So Far**	**A Little**	**A Moderate Amount**	**A Lot**
a. Understanding this school's culture, policies, and practices		1 ☐	2 ☐	3 ☐	4 ☐
b. Accessing district and community resources		1 ☐	2 ☐	3 ☐	4 ☐
c. Handling paperwork		1 ☐	2 ☐	3 ☐	4 ☐
d. Working with other teachers to plan instruction		1 ☐	2 ☐	3 ☐	4 ☐
e. Working with other school staff, such as principal, counselors, disability specialist, etc.		1 ☐	2 ☐	3 ☐	4 ☐
f. Working with parents		1 ☐	2 ☐	3 ☐	4 ☐
g. Teaching reading/language arts		1 ☐	2 ☐	3 ☐	4 ☐
h. Teaching mathematics		1 ☐	2 ☐	3 ☐	4 ☐
i. Teaching children with varying levels of achievement/ability		1 ☐	2 ☐	3 ☐	4 ☐
j. Reviewing and assessing student work		1 ☐	2 ☐	3 ☐	4 ☐
k. Implementing classroom management strategies		1 ☐	2 ☐	3 ☐	4 ☐
l. Managing student discipline and behavior		1 ☐	2 ☐	3 ☐	4 ☐
m. Using multiple instructional strategies/techniques to teach students		1 ☐	2 ☐	3 ☐	4 ☐
n. Selecting or adapting curriculum materials		1 ☐	2 ☐	3 ☐	4 ☐
o. Understanding/teaching toward state or district standards		1 ☐	2 ☐	3 ☐	4 ☐
p. Planning lessons		1 ☐	2 ☐	3 ☐	4 ☐
q. Using student assessments to inform your teaching		1 ☐	2 ☐	3 ☐	4 ☐
r. Motivating students		1 ☐	2 ☐	3 ☐	4 ☐
s. Reflecting on your instructional practices		1 ☐	2 ☐	3 ☐	4 ☐
t. Teaching English language learners	n.a. ☐	1 ☐	2 ☐	3 ☐	4 ☐
u. Teaching special needs students	n.a. ☐	1 ☐	2 ☐	3 ☐	4 ☐
v. Teaching students of varying ethnic/racial and socioeconomic backgrounds	n.a. ☐	1 ☐	2 ☐	3 ☐	4 ☐

E30. During the last 3 months, to what extent have you <u>adjusted your classroom practice</u> in response to advice you received from your mentor in the following areas?

NOTE: If your mentor has not given you advice on a topic, mark (X) "No Advice Given."

		E30. To what extent have you adjusted your practice?				
		MARK (X) ONE FOR EACH ITEM				
	Not Applicable	No Advice Given	Not at All So Far	A Little	A Moderate Amount	A Lot
a. Teaching reading/language arts		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
b. Teaching mathematics		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
c. Teaching children with varying levels of achievement/ability		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
d. Reviewing and assessing student work		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
e. Implementing classroom management strategies		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
f. Managing student discipline and behavior		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
g. Using multiple instructional strategies/ techniques to teach students		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
h. Selecting or adapting curriculum materials		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
i. Understanding/teaching toward state or district standards		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
j. Planning lessons		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
k. Using student assessments to inform your teaching		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
l. Motivating students		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
m. Reflecting on your instructional practices		0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
n. Teaching English language learners	n.a. ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
o. Teaching special needs students	n.a. ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐
p. Teaching students of varying ethnic/racial and socioeconomic backgrounds	n.a. ☐	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐

F. PROFESSIONAL DEVELOPMENT

Professional development activities are those in which teachers participate to enhance their pedagogical and content knowledge in a variety of areas, such as teaching strategies, education standards, student assessment, applications of technology to instruction, and classroom management. Professional development activities include in-service workshops, study groups, seminars and continuing education courses and can include activities other than school or district offerings.

F1. In the PAST 3 MONTHS, for each of the topics listed below, indicate (a) if professional development was offered on the topic, (b) if you attended, and (c) the amount of time spent on the topic.

EXCLUDE those activities that involve you working one-on-one with a mentor.

NOTE: Workshops may cover multiple topics. Estimate how much time was spent on each topic.

Professional Development Topics	Was professional development offered on this topic?	If the topic was offered, did you attend?	How much time was spent on this topic?
	MARK (X) YES OR NO FOR EACH TOPIC	*MARK (X) YES OR NO ONLY FOR TOPICS OFFERED*	*MARK (X) ONLY ONE BOX*
a. Human resource policies/procedures	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
b. Parent and community relations	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
c. School policies on student disciplinary procedures	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
d. Instructional techniques/ strategies	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
e. Understanding the composition of students in your class	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
f. Content area knowledge (language arts, mathematics, science)	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
g. Lesson planning	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours

F1. *(continued)*

Professional Development Topics	Was professional development offered on this topic?	If the topic was offered, did you attend?	How much time was spent on this topic?
	MARK (X) YES OR NO FOR EACH TOPIC	*MARK (X) YES OR NO ONLY FOR TOPICS OFFERED*	*MARK (X) ONLY ONE BOX*
h. Analyzing student work/ assessment	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
i. Student motivation/ engagement	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
j. Differentiated instruction	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
k. Using computers to support instruction	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
l. Classroom management techniques	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
m. Accessing school, district, or community resources	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
n. Administrative paperwork	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
o. Handling non-classroom duties and responsibilities (e.g., supervision of lunch room, back to school night)	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
p. Assigning grades/record keeping	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Yes → 0 ☐ No ↓	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours
q. Preparing students for standardized testing	1 ☐ Yes → 0 ☐ No	1 ☐ Yes → 0 ☐ No	1 ☐ Less than 30 minutes 2 ☐ 30 minutes to 1 hour 3 ☐ 1 to 2 hours 4 ☐ More than 2 hours

F2. On average, I would characterize the usefulness of the professional development activities I attended in the past 3 months as . . .

MARK (X) ONLY ONE BOX

1 ☐ Not at all useful,

2 ☐ Mostly not useful,

3 ☐ Mostly useful, or

4 ☐ Very useful?

F3. During the past 3 months, did you . . .

	MARK (X) YES OR NO FOR EACH	
	Yes	**No**
a. Keep a written log or record of reflections on your teaching practices?	1 ☐	0 ☐
b. Keep a portfolio or record of student work and an analysis of that work?	1 ☐	0 ☐
c. Work with a study group of new teachers?	1 ☐	0 ☐
d. Work with a study group of new and experienced teachers?	1 ☐	0 ☐
e. Observe other teachers teaching in their classrooms?	1 ☐	0 ☐
f. Observe someone else teaching your class?	1 ☐	0 ☐
g. Meet with the principal to discuss your teaching?	1 ☐	0 ☐
h. Meet with a literacy or mathematics coach or other curricular specialist?	1 ☐	0 ☐
i. Meet with a resource specialist to discuss needs of particular students?	1 ☐	0 ☐

F4. During the past 3 months, how often were you . . .

	MARK (X) ONE FOR EACH ITEM			
	Never	**Once**	**2-3 Times**	**4 or More Times**
a. Observed teaching your class by your mentor?	0 ☐	1 ☐	2 ☐	3 ☐
b. Observed teaching your class by your principal?	0 ☐	1 ☐	2 ☐	3 ☐
c. Given feedback on your teaching (not as part of a formal evaluation process)?	0 ☐	1 ☐	2 ☐	3 ☐
d. Given feedback on your teaching as part of a formal evaluation process?	0 ☐	1 ☐	2 ☐	3 ☐
e. Given feedback on your lesson plans?	0 ☐	1 ☐	2 ☐	3 ☐

G. FIRST YEAR TEACHING EXPERIENCE

This section is about your experiences during your first year of teaching.

G1. At this point in the school year, how well prepared do you feel you are to . . .

	G1. How well prepared are you?			
	MARK (X) ONE BOX ON EACH LINE			
	Not at all Prepared	**Somewhat Prepared**	**Well Prepared**	**Very Well Prepared**
a. Handle a range of classroom management or discipline situations?	1 ☐	2 ☐	3 ☐	4 ☐
b. Use a variety of instructional methods?	1 ☐	2 ☐	3 ☐	4 ☐
c. Teach reading/language arts?	1 ☐	2 ☐	3 ☐	4 ☐
d. Teach mathematics?	1 ☐	2 ☐	3 ☐	4 ☐
e. Assess your students?	1 ☐	2 ☐	3 ☐	4 ☐
f. Select and adapt curriculum and instructional materials?	1 ☐	2 ☐	3 ☐	4 ☐
g. Motivate students?	1 ☐	2 ☐	3 ☐	4 ☐
h. Work effectively with parents?	1 ☐	2 ☐	3 ☐	4 ☐
i. Work with students who have special behavioral, emotional, developmental or physical challenges?	1 ☐	2 ☐	3 ☐	4 ☐
j. Work with other teachers to plan instruction?	1 ☐	2 ☐	3 ☐	4 ☐
k. Work with the principal or other instructional leaders?	1 ☐	2 ☐	3 ☐	4 ☐
l. Plan effective lessons?	1 ☐	2 ☐	3 ☐	4 ☐
m. Work with English language learners?	1 ☐	2 ☐	3 ☐	4 ☐
n. Be an effective teacher?	1 ☐	2 ☐	3 ☐	4 ☐
o. Address the needs of a diversity of learners?	1 ☐	2 ☐	3 ☐	4 ☐

G2. Did you receive the following kinds of support during the past 3 months?

	G2. Did you receive support? *MARK (X) YES OR NO FOR EACH*	
	Yes	**No**
a. Reduced teaching schedule	1 ☐	0 ☐
b. Common planning time with teachers at your grade level	1 ☐	0 ☐
c. A teacher's aide to assist you	1 ☐	0 ☐
d. Regular communication with your principal, other administrators, or department chair focused on your teaching practice	1 ☐	0 ☐

G3. Were the following duties part of your teaching assignment in the past 3 months?

	MARK (X) YES OR NO FOR EACH	
	Yes	**No**
a. Extracurricular assignments	1 ☐	0 ☐
b. Move between classrooms	1 ☐	0 ☐
c. Travel to more than one school to teach	1 ☐	0 ☐
d. Administrative duties including lunchroom, hall, and recess duties (but not staff meetings)	1 ☐	0 ☐

H. SATISFACTION

H1. At this point, how satisfied are you with EACH of the following aspects of teaching at THIS SCHOOL?

	H1. How satisfied are you?			
	MARK (X) ONE FOR EACH ITEM			
	Very Dissatisfied	**Somewhat Dissatisfied**	**Somewhat Satisfied**	**Very Satisfied**
a. Support from administration for beginning teachers	1 ☐	2 ☐	3 ☐	4 ☐
b. Availability of resources and materials/equipment for your classroom	1 ☐	2 ☐	3 ☐	4 ☐
c. Your input into school policies and practices	1 ☐	2 ☐	3 ☐	4 ☐
d. Autonomy or control over your own classroom	1 ☐	2 ☐	3 ☐	4 ☐
e. Student motivation to learn	1 ☐	2 ☐	3 ☐	4 ☐
f. Student discipline and behavior	1 ☐	2 ☐	3 ☐	4 ☐
g. Opportunities for professional development	1 ☐	2 ☐	3 ☐	4 ☐
h. The principal's leadership and vision	1 ☐	2 ☐	3 ☐	4 ☐
i. Professional caliber of colleagues	1 ☐	2 ☐	3 ☐	4 ☐
j. Supportive atmosphere among faculty/collaboration with colleagues	1 ☐	2 ☐	3 ☐	4 ☐
k. School facilities such as the building or grounds	1 ☐	2 ☐	3 ☐	4 ☐
l. Parental involvement in the school	1 ☐	2 ☐	3 ☐	4 ☐
m. Your grade assignment	1 ☐	2 ☐	3 ☐	4 ☐
n. The students assigned to you	1 ☐	2 ☐	3 ☐	4 ☐
o. School policies	1 ☐	2 ☐	3 ☐	4 ☐
p. Salary and benefits	1 ☐	2 ☐	3 ☐	4 ☐
q. Professional prestige	1 ☐	2 ☐	3 ☐	4 ☐
r. Intellectual challenge	1 ☐	2 ☐	3 ☐	4 ☐
s. Emphasis on standardized test scores	1 ☐	2 ☐	3 ☐	4 ☐
t. Workload	1 ☐	2 ☐	3 ☐	4 ☐

I. CONTACT INFORMATION

The survey you completed involves brief follow-ups during this academic year. Please provide information to help us contact you. MPR will mail your check to the address below.

I1. Please PRINT your name, home address, and telephone number.

Your Name: _____

Street Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Home Telephone: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

Thank you for completing this survey.

Please record the date you completed the survey and mail it to MPR in the envelope provided.

DATE COMPLETED: |__|__| / |__|__| / |__|__|__|__|
Month Day Year

APPENDIX D

MENTOR QUESTIONNAIRE

This page has been intentionally left blank for double-sided copying.

OMB No.: 0000-0000
Expiration Date: xx/xx/xxxx

6137-080

MENTOR QUESTIONNAIRE

STUDY OF TEACHER INDUCTION PROGRAMS

Induction refers to a program of professional development and support for beginning teachers. Teacher induction programs consist of various components and activities and often include mentoring and professional development workshops.

This form asks about your mentoring experiences and your background. For each item, please mark only one answer, unless instructions say to "MARK (X) ALL THAT APPLY." Thank you very much for helping us to learn more about teacher induction.

We want you to know that:

1. **We are asking you these questions to gather information about your career decisions and your experiences working with beginning teachers.**
2. **You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can. Your answers to questions will not affect your eligibility for any public programs.**
3. **Your answers will be kept confidential.**

Mathematica Policy Research (MPR)
Princeton, NJ

pnemeth@mathematica-mpr.com

www.mathematica-mpr.com

For questions, call Pat Nemeth at 800-XXX-XXXX

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

A. MENTORING EXPERIENCES

YOU MAY USE EITHER A PENCIL OR A PEN.

Mentoring describes a formal or informal learning relationship, usually between two individuals where the mentor has either experience or expertise in a particular area and provides information, advice, support, and feedback to the teacher. Literacy and mathematics coaches or lead teachers often take on the role of mentor for teachers.

Questions A1-A6 refer to mentoring positions held PRIOR to the 2005-2006 school year.

A1. Have you previously mentored other teachers?

1 ☐ Yes
0 ☐ No → **GO TO A8**

A2. In total, for how many school years have you been a mentor?

|__|__| YEARS

A3. For what grade level(s) were you a mentor?

MARK (X) ALL THAT APPLY

x ☐ Prekindergarten
0 ☐ Kindergarten
1 ☐ 1st
2 ☐ 2nd
3 ☐ 3rd
4 ☐ 4th
5 ☐ 5th
6 ☐ 6th
7 ☐ 7th
8 ☐ 8th
9 ☐ Other *(Please specify)*

_____

A4. Which teachers have you mentored in the past?

MARK (X) ONE

1 ☐ Beginning teachers (those in their first three years of teaching)
2 ☐ Veteran teachers (those with more than three years of teaching)
3 ☐ Both

A5. Excluding the training session which you are currently attending, have you ever attended training sessions, workshops, or seminars to prepare you for a mentoring position(s)?

1 ☐ Yes
0 ☐ No → **GO TO A7**

A6. As part of preparation for your previous mentoring position(s), did you receive training on . . .

	MARK (X) YES OR NO FOR EACH	
	Yes	No
a. Coaching strategies?	1 ☐	0 ☐
b. Content-focused coaching in literacy/language arts?	1 ☐	0 ☐
c. Content-focused coaching in mathematics?	1 ☐	0 ☐
d. Conducting classroom observations?	1 ☐	0 ☐
e. Giving effective feedback?	1 ☐	0 ☐
f. Leading study groups?	1 ☐	0 ☐
g. Analyzing student work?	1 ☐	0 ☐
h. Working with adult learners to set goals?	1 ☐	0 ☐
i. Roles and responsibilities of a mentor?	1 ☐	0 ☐
j. Helping teachers with classroom management?	1 ☐	0 ☐
k. Helping teachers with lesson planning?	1 ☐	0 ☐

A6. As part of your previous mentoring experience, how often did you . . .

	MARK (X) ONE FOR EACH					
	Never	Weekly	Bi-Monthly	Monthly	A Few Times a Year	Upon Request as Needed
a. Observe teachers and give them feedback on their practice?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Conduct/lead study groups on teaching and learning?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Review and analyze a portfolio of information collected by teachers?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Work with teachers to set goals to improve their practice?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Work with teachers to identify strategies for effective instruction?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Help teachers plan lessons?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Help teachers with behavior or classroom management?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Have teachers observe teaching by you or others?	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

A8. How did you obtain this <u>current</u> mentor position?

1 ☐ Applied voluntarily, on my own
2 ☐ Someone in the district approached me to apply for the position
3 ☐ Assigned
4 ☐ Other *(Please specify)*

_____

B. PROFESSIONAL PREPARATION

B1. Please describe your postsecondary degrees in the chart below.

A. Year Degree Received	B. Type of Degree	C. Name of College or University	D. Major Field of Study	E. Minor Field of Study
|__|__|__|__|	1 ☐ Associate's 2 ☐ Bachelor's 3 ☐ Master's 4 ☐ Other *(Please specify)* _____			
|__|__|__|__|	1 ☐ Associate's 2 ☐ Bachelor's 3 ☐ Master's 4 ☐ Other *(Please specify)* _____			
|__|__|__|__|	1 ☐ Associate's 2 ☐ Bachelor's 3 ☐ Master's 4 ☐ Other *(Please specify)* _____			

B2. Are you currently working toward an advanced degree (for example, Master's, Ed.D., or Ph.D.) or additional credits?

1 ☐ Yes → 1 ☐ **Degree:** _____

2 ☐ **Additional Credits**

a. NAME OF COLLEGE OR UNIVERSITY:

_____

b. MAJOR FIELD OF STUDY: _____

0 ☐ No

B3. From the list below, select the areas in which you are certified.

MARK (X) ALL THAT APPLY

1 ☐ General elementary education

2 ☐ Bilingual education

3 ☐ Special education *(Please specify area of certification)*

_____

_____

4 ☐ A specific subject area or areas *(Please specify)*

_____

_____

5 ☐ Other *(Please specify)*

_____

_____

6 ☐ Not certified

B4. Are you working toward additional certification?

1 ☐ Yes → *(Please specify)*

_____

0 ☐ No

B5. Have you been certified through the National Board of Professional Teaching Standards (NBPTS)?

2 ☐ Yes → *(Please specify area of certification)*

_____

1 ☐ No, but I'm working toward NBPTS certification now → *(Please specify area of certification)*

_____

0 ☐ No

B6. For how many school years have you been a teacher?

|__|__| NUMBER OF YEARS

B7. What grades have you taught?

MARK (X) ALL THAT APPLY

x ☐ Prekindergarten
0 ☐ Kindergarten
1 ☐ 1st
2 ☐ 2nd
3 ☐ 3rd
4 ☐ 4th
5 ☐ 5th
6 ☐ 6th
7 ☐ 7th
8 ☐ 8th
9 ☐ 9th - 12th

B8. What was the most recent school year in which you taught?

_____ (Indicate school year: e.g., 2004-2005)

B9. Have you worked in education in a position other than as a teacher?

1 ☐ Yes
0 ☐ No → **GO TO C1**

B10. Please indicate any other education positions you have held.

Position Held	Date Start		Date End	
	Month	Year	Month	Year
1. _____	|__|__|	|__|__|__|	|__|__|	|__|__|__|
2. _____	|__|__|	|__|__|__|	|__|__|	|__|__|__|
3. _____	|__|__|	|__|__|__|	|__|__|	|__|__|__|

C. BACKGROUND INFORMATION

C1. In what year were you born?

|__|__|__|__| YEAR

C2. What is your ethnic background?

1 ☐ Hispanic or Latino

2 ☐ Not Hispanic or Latino

C3. Mark the box or boxes that best describes your race.

MARK (X) ALL THAT APPLY

1 ☐ American Indian or Alaska Native

2 ☐ Asian

3 ☐ Black or African American

4 ☐ Native Hawaiian or Other Pacific Islander

5 ☐ White

C4. Are you male or female?

1 ☐ Male

2 ☐ Female

C5. Please PRINT your name, home address, and telephone number. This information will be used to contact you if there are questions about survey responses.

Your Name:_____

Street Address:_____

City:_____ **State:**_____ **Zip Code:**_____

Home Telephone: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

Cell Phone Number: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

Home Email Address:_____

Work Email Address:_____

Thank you for completing this survey.
Please return this survey to the Mathematica representative at the training.

This page has been intentionally left blank for double-sided copying.

APPENDIX E

MOBILITY QUESTIONNAIRE

This page has been intentionally left blank for double-sided copying.

OMB No.: 0000-0000
Expiration Date: xx/xx/xxxx

6137-089

BARCODE LABEL

MOBILITY QUESTIONNAIRE

STUDY OF TEACHER INDUCTION PROGRAMS

Induction refers to a program of professional development and support for beginning teachers. Teacher induction programs consist of various components and activities and often include mentoring and professional development workshops.

The questions on this form ask about your employment status and your job satisfaction. For each item, please mark only one answer, unless instructions say to "MARK ALL THAT APPLY." Thank you very much for helping us to learn more about teacher mobility and job satisfaction.

We want you to know that:

1. **We are asking you these questions to gather information about new teachers' career decisions and their experiences with teacher induction.**

2. **You may skip any questions you do not wish to answer however, we hope that you answer as many questions as you can. Your answers to questions will not affect your eligibility for any public program.**

3. **Your answers will be kept confidential.**

Mathematica Policy Research, Inc. (MPR)
Princeton, NJ

pnemeth@mathematica-mpr.com

www.mathematica-mpr.com

For questions, call Pat Nemeth at 800-XXX-XXXX

The U.S. Department of Education wants to protect the privacy of individuals who participate in surveys. Your answers will be combined with other surveys, and no one will know how you answered the questions. This survey is authorized by law (1) Sections 171(b) and 173 of the Education Sciences Reform Act of 2002, Pub. L. 107-279 (2002); and (2) Section 9601 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act of 2001 (Pub. L. 107-110).

SECTIONS A – I OMITTED

INTRODUCTION

We appreciate your continued participation in the study of Teacher Induction for the U.S. Department of Education. In this survey, we want to learn about your current employment status, job satisfaction, and additional education opportunities.

J. EMPLOYMENT STATUS

YOU MAY USE EITHER A PENCIL OR A PEN.

This section asks about your current employment status.

J1. Are you currently teaching?

1 ☐ Yes

0 ☐ No → **GO TO SECTION K**

J2. Which grade(s) do you currently teach?

x ☐ Prekindergarten

0 ☐ Kindergarten

1 ☐ 1st

2 ☐ 2nd

3 ☐ 3rd

4 ☐ 4th

4 ☐ 5th

5 ☐ 6th

6 ☐ Other *(Please specify)*

_____

J3. Are you currently teaching at . . .

1 ☐ The same school you started in at the beginning of last year → **GO TO SECTION L**

2 ☐ A different school

J4. Which of the following best describes your current employment status?

1 ☐ Teaching in a new school, in the same district

2 ☐ Teaching in another district

3 ☐ Teaching in a private school

4 ☐ Teaching in a parochial school

J5. Record the information for your current school.

School Name:_____

School District:_____

City:_____

State:_____ Zip:_____

J6. Using the scale provided, indicate how important each of the following reasons was to your decision to leave the school you started at in the beginning of last year.

Reasons for Leaving School	*How important is the reason you left the school?* *MARK (X) ONE BOX ON EACH LINE*			
	Not at All Important/NA	Somewhat Important	Very Important	Extremely Important
a. Involuntary transfer	1 ☐	2 ☐	3 ☐	4 ☐
b. Moved out of the area	1 ☐	2 ☐	3 ☐	4 ☐
c. Changed my residence due to my spouse/partner changing jobs	1 ☐	2 ☐	3 ☐	4 ☐
d. Salary or benefits	1 ☐	2 ☐	3 ☐	4 ☐
e. Job security	1 ☐	2 ☐	3 ☐	4 ☐
f. Opportunities for desirable teaching assignment (subject area or grade level)	1 ☐	2 ☐	3 ☐	4 ☐
g. Workplace conditions (e.g., facilities, classroom resources, school safety, parent and community support)	1 ☐	2 ☐	3 ☐	4 ☐
h. Dissatisfied with administrative support at last year's school	1 ☐	2 ☐	3 ☐	4 ☐
i. Principal's leadership	1 ☐	2 ☐	3 ☐	4 ☐
j. Changes in responsibilities	1 ☐	2 ☐	3 ☐	4 ☐
k. Challenges of implementing new reform measures	1 ☐	2 ☐	3 ☐	4 ☐
l. Difficulty with colleagues	1 ☐	2 ☐	3 ☐	4 ☐
m. Autonomy over my classroom	1 ☐	2 ☐	3 ☐	4 ☐
n. Inadequate time to prepare lesson plans	1 ☐	2 ☐	3 ☐	4 ☐
o. Professional development opportunities	1 ☐	2 ☐	3 ☐	4 ☐
p. Not asked to return to the position	1 ☐	2 ☐	3 ☐	4 ☐
q. Some other reason *(Please specify)* _____	1 ☐	2 ☐	3 ☐	4 ☐

J7. Of the reasons you listed above (a-q), please indicate the letter associated with the single most important reason you left the school you started at in the beginning of the last year. .....____ LETTER OF SINGLE MOST IMPORTANT REASON

J8. When did you leave the teaching position you started in at the beginning of last year?

1 ☐ End of 2005-2006 school year

2 ☐ Other time: |__|__| MONTH

|__|__|__|__| YEAR

J9. When did you start your current position?

1 ☐ Beginning of current school year

2 ☐ Other time: |__|__| MONTH

|__|__|__|__| YEAR

GO TO SECTION L

K. INFORMATION ON LEAVING THE TEACHING PROFESSION

In this section, you are asked about the reasons you left the teaching profession.

K1. Using the scale provided, indicate the level of importance EACH of the following played in your decision to LEAVE THE TEACHING PROFESSION.

Reasons for Leaving Teaching Profession	*How important was this reason in your decision to leave?* *MARK (X) ONE BOX ON EACH LINE*			
	Not at All Important	Somewhat Important	Very Important	Extremely Important
a. Decided to change my residence	1 ☐	2 ☐	3 ☐	4 ☐
b. Changed my residence due to my spouse/partner changing jobs	1 ☐	2 ☐	3 ☐	4 ☐
c. Pregnancy/child birth	1 ☐	2 ☐	3 ☐	4 ☐
d. Child rearing	1 ☐	2 ☐	3 ☐	4 ☐
e. Health (self)	1 ☐	2 ☐	3 ☐	4 ☐
f. Health (family member)	1 ☐	2 ☐	3 ☐	4 ☐
g. Other family or personal reasons	1 ☐	2 ☐	3 ☐	4 ☐
h. Wanted to teach in a different state but my state teacher certification was not accepted there	1 ☐	2 ☐	3 ☐	4 ☐
i. Was laid off or involuntarily transferred	1 ☐	2 ☐	3 ☐	4 ☐
j. For better salary or benefits	1 ☐	2 ☐	3 ☐	4 ☐
k. To pursue another career	1 ☐	2 ☐	3 ☐	4 ☐
l. To take courses to improve career opportunities WITHIN the field of education	1 ☐	2 ☐	3 ☐	4 ☐
m. To take courses to improve career opportunities OUTSIDE the field of education	1 ☐	2 ☐	3 ☐	4 ☐
n. Poor opportunities for professional advancement	1 ☐	2 ☐	3 ☐	4 ☐
o. Lack of resources/materials/equipment	1 ☐	2 ☐	3 ☐	4 ☐
p. Difficulty with colleagues	1 ☐	2 ☐	3 ☐	4 ☐
q. Inadequate time to prepare lesson plans	1 ☐	2 ☐	3 ☐	4 ☐
r. Student discipline problems	1 ☐	2 ☐	3 ☐	4 ☐
s. Poor student motivation	1 ☐	2 ☐	3 ☐	4 ☐
t. Inadequate support from administration	1 ☐	2 ☐	3 ☐	4 ☐
u. Poor principal leadership	1 ☐	2 ☐	3 ☐	4 ☐
v. Teacher burnout	1 ☐	2 ☐	3 ☐	4 ☐
w. Some other reason *(Please specify)* _____	1 ☐	2 ☐	3 ☐	4 ☐

K2. Of the reasons you listed above (a-w), please indicate the letter associated with the single most important reason you left the school. _____ LETTER OF SINGLE MOST IMPORTANT REASON

K3. What date did you stop teaching?

|__|__| / |__|__| / |__|__|__|__|
MONTH DAY YEAR

K4. How likely is it that you will return to a teaching position in the future?

MARK (X) ONLY ONE BOX

1 ☐ Definitely will return
2 ☐ Probably will return
3 ☐ Not sure, but likely
4 ☐ Not sure, but unlikely
5 ☐ Probably will not return
6 ☐ Definitely will not return → **GO TO K6**

K5. If you did return to teaching, when would you expect to return? Even if you are not sure, your best guess is fine.

MARK (X) ONLY ONE BOX

0 ☐ This school year
1 ☐ Next year
2 ☐ In 2 years
3 ☐ In 3 years
4 ☐ In 4 years
5 ☐ In 5 years
6 ☐ More than 5 years from now

K6. What is your current employment status:

MARK (X) ONLY ONE BOX

1 ☐ Working for pay, full-time (35 hours per week or more, on average) → **GO TO K9**
2 ☐ Working for pay, part-time
3 ☐ Not employed

K7. Which of these conditions describes your main activities during the week?

MARK (X) ALL THAT APPLY

1 ☐ Working → **GO TO K9**
2 ☐ Seeking employment
3 ☐ Caring for children or other relatives at home
4 ☐ Volunteering at least 20 hours per week
5 ☐ Part-time student
6 ☐ Full-time student
7 ☐ Something else *(Please specify)*

→ **GO TO M1**

_____

K8. What type of positions are you seeking?

MARK (X) ALL THAT APPLY

1 ☐ Classroom teaching position in a public school
2 ☐ Classroom teaching position in a private school
3 ☐ Classroom teaching position in a parochial school
4 ☐ Other teaching position, such as supplemental reading or math
5 ☐ Education related, non-teaching position
6 ☐ Other field *(Please specify)*

_____

GO TO M1

K9. Are you employed by a government employer, private non-profit employer, private for-profit employer, or are you self-employed? *(If you have more than one job, please answer for the one you consider your primary job.)*

1 ☐ Government
2 ☐ Private non-profit
3 ☐ Private for-profit
4 ☐ Self-employed

K10. What type of position are you in now? Please list the position title or a descriptive name of the position.

Position:_____

K11. What are your main duties in this position?

Main Duties:_____

_____

K12. What type of employer do you work for? If you do not wish to list the name of your employer, you may write in the type of employer (for example, "public school district," "textbook publisher," or "retail store").

Employer or Type of Employer:_____

K13. What is your current salary?

AMOUNT $ |__|__|__|,|__|__|__|.|__|__|

GO TO M1

L. SATISFACTION

L1. Thinking about your current teaching position, how satisfied are you with EACH of the following aspects of teaching?

Satisfaction with the Aspects of Teaching	L1. How satisfied are you? *MARK (X) ONE FOR EACH ITEM*			
	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
a. Support from administration for beginning teachers	1 ☐	2 ☐	3 ☐	4 ☐
b. Availability of resources and materials/equipment for your classroom.....	1 ☐	2 ☐	3 ☐	4 ☐
c. Your input into school policies and practices	1 ☐	2 ☐	3 ☐	4 ☐
d. Autonomy or control over your own classroom	1 ☐	2 ☐	3 ☐	4 ☐
e. Student motivation to learn.....	1 ☐	2 ☐	3 ☐	4 ☐
f. Student discipline and behavior	1 ☐	2 ☐	3 ☐	4 ☐
g. Opportunities for professional development.....	1 ☐	2 ☐	3 ☐	4 ☐
h. The principal's leadership and vision	1 ☐	2 ☐	3 ☐	4 ☐
i. Professional caliber of colleagues.....	1 ☐	2 ☐	3 ☐	4 ☐
j. Supportive atmosphere among faculty/collaboration with colleagues	1 ☐	2 ☐	3 ☐	4 ☐
k. School facilities such as the building or grounds	1 ☐	2 ☐	3 ☐	4 ☐
l. Parental involvement in the school.....	1 ☐	2 ☐	3 ☐	4 ☐
m. Your grade assignment	1 ☐	2 ☐	3 ☐	4 ☐
n. The students assigned to you	1 ☐	2 ☐	3 ☐	4 ☐
o. School policies.....	1 ☐	2 ☐	3 ☐	4 ☐
p. Salary and benefits.....	1 ☐	2 ☐	3 ☐	4 ☐
q. Professional prestige.....	1 ☐	2 ☐	3 ☐	4 ☐
r. Intellectual challenge.....	1 ☐	2 ☐	3 ☐	4 ☐
s. Emphasis on standardized test scores.....	1 ☐	2 ☐	3 ☐	4 ☐
t. Workload	1 ☐	2 ☐	3 ☐	4 ☐

M. CONTINUING EDUCATION

M1. Have you taken educational courses, received additional certification, or received an additional degree in the past year?

NOTE: Please do not include inservice or district classes.

MARK (X) ALL THAT APPLY

1 ☐ Yes, taken educational courses
2 ☐ Yes, received additional certification
3 ☐ Yes, received additional degree
4 ☐ No → **GO TO N1**

M2. Did you receive or are you working toward any of the following degrees or certificates?

MARK ALL THAT APPLY

1 ☐ MS or MA degree
2 ☐ MBA degree
3 ☐ EdD or Ph.D.
4 ☐ State certification for elementary education
5 ☐ State certification for special education
6 ☐ Other degrees or certifications *(Please specify)*

_____

_____

M3. Which of the following were reasons you took additional courses, received additional certification, or received an additional degree?

NOTE: Please do not include inservice or district classes.

MARK (X) ALL THAT APPLY

1 ☐ To increase salary
2 ☐ For professional development in current field
3 ☐ To teach in a different grade than the one taught last year
4 ☐ For a non-teaching position in elementary or secondary education
5 ☐ For an occupation outside elementary or secondary education
6 ☐ Required to keep your teaching position or certification
7 ☐ Other *(Please specify)*

_____

N. PERSONAL BACKGROUND INFORMATION

N1. Are you currently married or living with a partner, or are you single, separated, divorced, widowed, or have you never been married?

1 ☐ Married or living with a partner

2 ☐ Single, separated, divorced, widowed, or never married

N2. Do you currently own or rent the residence where you live, or do you live with your parents?

1 ☐ Own (either paying a mortgage or own outright)

2 ☐ Rent

3 ☐ Live at home with parents

N3. Do you have any children living with you? Include birth, adopted, foster, or stepchildren.

1 ☐ Yes

0 ☐ No → **GO TO N5**

N4. How many of your children are . . .

a. Under the age of 1? ..... |__|__|

b. Between the ages of 1 and 5? ..... |__|__|

c. Between the ages of 6 and 11? ..... |__|__|

d. Between the ages of 12 and 18? ..... |__|__|

e. Over the age of 18? ..... |__|__|

N5. Do you live in the same school district where you teach?

1 ☐ Yes

0 ☐ No

na ☐ No longer in teaching

N6. How far do you live from where you work?

|__|__| MILES COMMUTING ONE-WAY

|__|__|__| MINUTES COMMUTING ONE-WAY

n ☐ Not currently working outside the home

O. CONTACT INFORMATION

O1. **The survey you have completed involves brief follow-ups at later times to learn about teachers' movements in the labor force. Providing the information below is voluntary, not mandatory. The following information will help us contact you if you move or change jobs**

Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you. MPR will mail your check to the address you provide below.

Your Name: _____

Spouse's Full Name: _____
(If applicable)

Street Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Home Telephone: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

In whose name is the telephone number listed?

MARK (X) ONE ANSWER ONLY

1 ☐ My name

2 ☐ Other *(Please specify name)*

_____

Cell Phone Number: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

O2. **Please indicate today's date:**

|__|__| / |__|__| / |_2_|_0_|_0_|__|
Month Day Year

O3. **What are the names and addresses of two other people who would know where to get in touch with you during the coming years? Please do not list any person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.).**

(1) First Person

Name:_____

Relationship to you:_____

Street Address:_____

City:_____ **State:**_____ **Zip Code:**_____

Home Telephone: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

In whose name is the telephone number listed?

MARK (X) ONE ONLY

1 ☐ Name entered above
2 ☐ Other *(Please specify name)*

_____

What is the name and address of another person who would know where to get in touch with you during the coming years? Don't list any person who now lives with you. Remember to record the relationship of this person to you (for example, parent, friend, sister, cousin, etc.).

(2) Second Person

Name:_____

Relationship to you:_____

Street Address:_____

City:_____ **State:**_____ **Zip Code:**_____

Home Telephone: (|__|__|__|) - |__|__|__| - |__|__|__|__|
Area Code Number

In whose name is the telephone number listed?

MARK (X) ONE ONLY

1 ☐ Name entered above
2 ☐ Other *(Please specify name)*

_____

Thank you for completing this survey. Please mail it back to MPR in the envelope provided.