ORGANIZATIONAL INDUCTION: A QUALITATIVE STUDY ON INSTITUTIONAL INDUCTION PROGRAMS FOR NEW FACULTY IN INDEPENDENT SCHOOL COMMUNITIES

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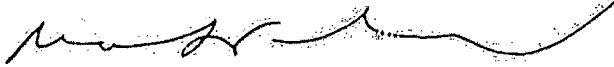Seton Hall University

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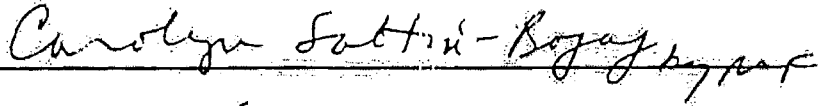### OFFICE OF GRADUATE STUDIES

APPROVAL FOR SUCCESSFUL DEFENSE

Jamie Segraves, has successfully defended and made the required modifications to the

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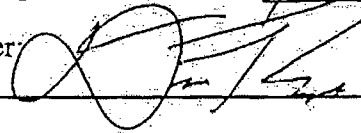
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Dedication

This work is dedicated to my parents, James and Jane Segraves, for their unconditional love and support throughout my lifetime. If it were not for their unwavering sense of love, protection, and teaching, I would not be where I am or who I am today. Saying "thank you" simply is not enough to show my gratitude. I love you, Mom and Dad.

Abstract

As job dissatisfaction continues to be a lead cause of teacher turnover (Brill &

McCartney, 2008; Moore, 2012; Smith & Ingersoll, 2004) in both the public and private sectors

of education, a deeper understanding of what contributes to the dissatisfaction of the profession

is warranted. While several factors influence overall job satisfaction or a lack thereof, the

implementation of induction and mentoring programs in education has shown, in particular, an

increase in overall teacher retention, especially of teachers new to the profession (Brill &

McCartney, 2008; Humphrey, Wechsler, Bosetti, Park, & Tiffany-Morales, 2008; Kelley, 2004;

Smith & Ingersoll, 2004; Tak Cheung, 2014).

The purpose of this qualitative study was to explore the experiences of newly-hired

faculty members in four independent schools' induction programs, regardless of the years of

teaching experience they had. Specifically, this study aimed to evaluate if the schools' induction

programs influenced faculty members' overall job satisfaction in their decision to return to their

respective school for a second year of service or not. Four independent schools in the greater

Washington, D.C. area agreed to participate in this study, with participation from 23

administrators and faculty members total from across schools. Among the 23 total participants,

six participants were administrators of the induction programs and 17 participants were faculty

members in their first year of service to their employing school.

Through the application of document review and semi-structured interviews, six

similarities across the schools' induction programs emerged, in addition to the emergence of

seven themes across participant responses. The findings showed that, although the induction

programs themselves did not necessarily contribute to faculty members' overall job satisfaction,

a positive school culture in conjunction with the opportunities to build relationships with

colleagues did influence overall job satisfaction. However, these contributions to job satisfaction could not be separated from general school contexts and were not synonymous with the induction program itself. The last chapter of the study offers several recommendations for schools as well as recommendations for future research.

Key Words

faculty orientation   independent schools   faculty mentorship programs

faculty mentoring   teacher support

mentoring in education   teacher empowerment   teacher induction

organizational induction   onboarding

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1. Introduction

Background

Retention of teachers in the public sector has been identified as a persistent issue (Leimann, Murdock, & Waller, 2008) that dates back to the 1950s (Charters, 1956). Public education has been bombarded with a long list of promising initiatives that have only been ineffective or undone due to poor planning or weak execution (Curtis, Wiener, & Aspen, 2012). However, the problem of teacher retention has evolved – what used to be an issue that only affected a number of public schools and districts has now turned into a nation-wide problem (Brill & McCartney, 2008; Brown & Schainker, 2008) and even an international issue (Dimatteo, 2014; Harfitt, 2015). Schools are being affected by teacher attrition, regardless of the school setting (i.e., public or private). In fact, it is estimated that more than one million teachers leave the profession or migrate to other schools annually (Alliance for Excellent Education [AEE], 2014; Ingersoll, 2001, 2011; Ingersoll & May, 2012). According to the National Commission on Teaching and America's Future (NCTAF), the first three years of a teacher's career are the most critical to his or her success and ultimate retention (Fulton, Yoon, & Lee, 2005).

In a paper presented by McNeil, Hood, Kurtz, Thousand and Nevin (2006), statistics showed that one third of novice teachers abandon the profession in their first three years of teaching, and around half quit by their fifth year. This alarming attrition rate continues to confirm both Ingersoll's (2001) analysis of the National Center for Education Statistics' (NCES) Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) and Ingersoll's (2003a) work for the NCTAF, wherein Ingersoll's findings showed approximately a 46% attrition rate. Despite the research conducted since Ingersoll's 2001 and 2003a publications, these statistic rates remain constant in more recent publications (Boe, Cook, & Sunderland,

2008). In particular, they have shown that up to 17% of new teachers do not even complete their first year of teaching (Breaux & Wong, 2003; Hammer & Williams, 2005; Ingersoll & Merrill, 2010; LoCascio, Smeaton, & Waters, 2016), while the number of teachers leaving the profession after completing their first year has increased by more than 40% over the past two decades (Ingersoll, Merrill, & Stuckey, 2014). Additionally, teacher turnover in high-poverty schools is up to 50% more likely than in low-poverty schools (AEE, 2014; Ingersoll, 2003b).

According to scholars such as Smith and Ingersoll (2004), Brill and McCartney (2008), and Moore (2012), the main reasons for this evolving global crisis in teacher attrition have little to do with retirement and more to do with job dissatisfaction, changing careers, or moving to different teaching jobs in other schools to escape organizational conditions. The principal complaints of job dissatisfaction, as identified by Smith and Ingersoll (2004), Brill and McCartney (2008), Johnson (2011), and Dean, London, Carston, and Salyers (2015), include the following factors: inadequate preservice preparation, inadequate compensation, poor working conditions (e.g., high-stakes testing, excessive and increasing workloads, and disruptive student behavior), lack of teacher support (e.g., poor administration or leadership), inadequate in-service preparation and professional development, and lack of voice in decision-making. The findings in these studies suggest that administration retention and support efforts have implications for teacher retention (Johnson, 2011), teacher morale, student achievement, and school budgets (Miller, 2010; Sass, Bustos Flores, Claeys, & Pérez, 2012; Smith & Ingersoll, 2004). The findings also indicate that faculty development, mentorship and preparation programs are more cost effective in teacher retention, and improve the overall student and teacher experience (Brill & McCartney, 2008; Dean et al., 2015).

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The costs of not investing in offering comprehensive teacher induction programs may even exceed the cost of teacher turnover (Watlington, Shockley, Guglielmino, & Flesher, 2010), as school resources shift from professional development of current teachers to recruitment efforts, and this shift can affect job satisfaction of teachers and student learning (Voke, 2003). The financial investments associated with new teacher recruitment include: recruiting expenses, administrator time commitments, and the costs associated with professional development, mentoring, and orientation programs for new staff members (Kelley, 2004). In a 2014 estimation of annual national turnover costs, approximately $2.2 billion was spent yearly on replacing teacher attrition and migration in the United States (AEE, 2014), a hefty price to pay for resources that could have been used to invest in teacher retention over teacher turnover. In essence, ignoring high levels of teacher turnover is not fiscally responsible and this also inhibits the development and maintenance of a learning community (Smith & Ingersoll, 2004); consequently, this is detrimental to student achievement (Darling-Hammond, 2006).

According to Williams (2012), schools must have a system in place to provide the appropriate amount of organizational transition support for each individual in an effort to support job satisfaction and retention of teachers, and this applies to all schools regardless of whether they are in the public or private sector. Additionally, this system should include policies, an induction and mentoring program, administrative support, and professional development (Williams, 2012). In addition to these components, there is a need for coursework, workshops, seminars, and networking opportunities (American Association of State Colleges and Universities, 2006; Smith & Ingersoll, 2004; Wong, 2004); there is also a need for more structure, more collaboration, and support in programs (McCollum, 2014). Developing comprehensive and effective teacher induction programs has proven to positively affect teachers'

perceptions of the level of support provided by the school and the overall collaborative culture of the school (Dimatteo, 2014); it can also help to mitigate teacher attrition (Shockley, Watlington, & Felsher, 2013).

Statement of the Problem

The implementation of well-operated induction and mentoring programs in education has been shown to increase teacher retention, especially of new teachers (Brill & McCartney, 2008; Humphrey, Wechsler, Bosetti, Park, & Tiffany-Morales, 2008; Kelley, 2004; Smith & Ingersoll, 2004; Tak Cheung, 2014). It has been determined that these programs are a vital and significant source to retaining teachers and faculty members, and this point is seen in a variety of schools – namely from K-12 rural schools (Britt-Stevens, 2014), urban schools (McCollum, 2014), parish schools in Louisiana (Ogunyemi, 2013), public schools in North Carolina and Arizona (Arrowood, 2015), international schools (Dimatteo, 2014), to universities (Jackevicius et al., 2014; Law et al., 2014; Morrison et al., 2014; Wilson, Brannan, & White, 2010; White, Brannan, & Wilson, 2010).

Both the qualitative and quantitative data collected have provided results indicating that the development of these programs is crucial to the success of new faculty members in their first years at an institution. In fact, these programs support induction and career transition (Fletcher & Mullen, 2012), and they are associated with career success and satisfaction (Eisner, 2015). Furthermore, teachers who have been formally paired with a mentor have reported that they were supported, had more job satisfaction, and wished to return to their present position (Britt-Stevens, 2014; McCamley, 2014) in addition to learning more classroom management strategies and about school and district culture (McCamley, 2014; Ogunyemi, 2013).

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Although empirical evidence has shown that the use of comprehensive induction programs can have a positive effect on teacher retention in some cases, several sources have cited that these studies were executed in a weak manner and the results did not provide adequate evidence to conclude that participation in an induction program improves teacher retention or effectiveness (Allen, 2005; Lopez, Lash, Schaffner, Shields, & Wagner, 2004; Smith & Ingersoll, 2004) or how the program influences novice teachers' competence, efficacy, or desire to continue in the profession (Darling-Hammond & Sclan, 1996; Glazerman et al., 2010; Gold, 1996;). Additionally, a number of factors indicated that further research is needed to conclude that induction programs are effective in influencing teacher retention; these factors include a lack of continuity in induction program purpose (Smith & Ingersoll, 2004), substance, quality, and superficial assistance (Gold, 1996), along with inconsistent participation rates of about 50% (Darling-Hammond, Berry, Haselkorn, & Fideler, 1999; Smith & Ingersoll, 2004) and the length of the program, which is between one and five years (American Federation of Teachers [AFT], 2001; Wong, 2004).

While there is overall consensus that teacher attrition is a problem, research findings are inconclusive about the contribution a comprehensive induction program has on teacher retention. Moreover, the body of research as it pertains to induction programs only offers the collection of data in K-12 public schools, international schools, and public and private universities for newly-hired faculty members. Nevertheless, there is a lack of empirical evidence on the effects of these programs as they pertain to teacher retention in K-12 independent schools – these schools are often mistakenly generally referred to as private, although "independent" is a type of private school. Furthermore, the study of teachers' experiences in an organizational induction program

and its influence on their satisfaction with their first year in an independent school is almost non-existent.

The importance for studying independent schools is critical, as the most recent report from the Council for American Private Education (CAPE) (n.d.) – which includes independent school statistics, with reference to the NCES, illustrates that of the 132,000 schools and 55 million students from pre-Kindergarten (PK) to grade 12 (or PK–12) in the United States, there were 33,619 private schools serving 5.4 million PK–12 students in the 2013–2014 academic year. These private schools account for 25% of all schools in the United States, and these enroll 10% of all PK–12 American students. In addition to student enrollment, about 11.5% of all PK–12 educators – namely 0.4 million of 3.5 million – work in private schools (NCES, 2016). Of these private schools, there were approximately 1,550 National Association of Independent Schools (NAIS) member schools (with approximately 82.1% being day schools and 17.9% boarding schools), 1,940 State or Regional Independent School Associations, 254 independent associations, 4,800 other associations, and approximately 300 independent schools in The Association of Boarding Schools (TABS) (NCES, n.d.-b). Some independent schools are affiliated with more than one of the aforementioned associations, so it is impossible to state the exact total number of students served in these schools, as well as the exact total number of teaching faculty employed by these independent schools, but the study of this sector of education is still lacking.

While these figures need to be updated on the CAPE and NCES websites to reflect the current school year, the numbers still capture the magnitude of the necessity to study these schools. In fact, the *National Association of Independent Schools' 2017–2018 Trendbook* reports that between 2013 and 2017, 60% of member schools experienced moderate or high growth in

the median student enrollment. More specifically, the member schools experiencing such increased enrollment are in five of seven metro areas with the largest concentrations of independent day and boarding schools – these five areas are Boston, Los Angeles, New York, San Francisco, and Washington, D.C. Such increases in the median student enrollment after the recession affect both day and boarding independent schools, making it imperative that both day and boarding member schools are studied in the near future, since boarding schools represent nearly 20% of all independent schools (Pruce & Torres, 2017). More information on independent school characteristics can be found in "The Case for Studying Independent Schools" section of Chapter 2.

According to recent reports run in the NAIS database – specifically the *Data and Analysis for School Leadership* (DASL– http://dasl.nais.org/Public) for the academic years 2015–2016, 2016–2017, and 2017–2018 (the first three years of data collected for teacher turnover variables) – independent schools of various characteristics generally experience teacher turnover and, in particular, with teachers in their first year at the organization. These characteristics include: student enrollment, number of full-time faculty members, grade levels served, day and boarding schools, single-sex or co-educational, religious affiliation or not. The teacher turnover rates reported in DASL are similar to those presented earlier in the background information, with rates reaching near 41% in certain independent day and boarding schools in the greater Washington, D.C. area.

This teacher turnover is attributed to differing factors including teachers leaving either to (1) go to another independent school, (2) go to a public school, (3) attend graduate school, (4) change professions, (5) retire, or (6) another reason (these factors were reported in DASL). It has yet to be determined how organizational induction programs influence teacher turnover statistics

in independent schools. For the purposes of this study, I refer to the term *teacher turnover* as an inclusive term for all of the factors mentioned above. With the above points in mind, this study seeks to contribute to the field of independent school educator retention in two ways, namely, (1) through exploring faculty organizational induction programs and their influence on teacher turnover and retention in the teacher's first year at an independent school and (2) filling substantive gaps on implementation issues and the mechanisms through which the induction programs work.

Purpose of the Study

The purpose of this study is to explore the experiences of newly-hired faculty members in four independent day and boarding schools in the greater Washington, D.C. area; this is done in order to gain a better understanding of the influence that a comprehensive induction program has on their experience as newly-hired faculty members in their respective school community. It is my goal to understand the essential elements of a comprehensive teacher induction program, the implementation of the program, and the mechanisms through which effects are achieved to contribute to the greater body of research, in a way where the research pertains to the start of teacher induction in independent day and boarding schools and the retention of teachers.

Research Questions

Overarching question:

What role do formal faculty organizational induction programs play in newly-hired faculty members' professional satisfaction and their integration into independent schools?

Sub-questions:

1. What are the basic components of the organizational induction program?

   A. How do administrators describe the basic components of the organizational induction program?

B. What do administrators perceive to be the most important aspects of the organizational induction program for faculty integration and satisfaction?

C. How do faculty members describe the basic components of the organizational induction program?

D. What do faculty members perceive to be the most important aspects of the organizational induction program for their integration and satisfaction?

E. To what extent and in what ways, if any, are administrators' and newly-hired faculty members' perceptions of the organizational induction program congruent or divergent?

2. How do newly-hired faculty members describe their experiences in the organizational induction program?

Significance of the Study

Although the body of research on teacher attrition, retention, and induction programs is ever-growing, little research has been published on the influences that induction programs have on teacher job satisfaction and retention in K–12 independent day and boarding schools. This gap in the literature is a void that needs to be addressed in the immediate future so that the body of knowledge has representation from all sectors and populations of teachers. The research and findings in this current study will contribute to the field of independent school research as it pertains to the development and implementation of induction programs and faculty members' experiences in these programs and subsequently to faculty turnover and retention rates.

Overview of Theoretical Framework

This study explores current induction programs for newly-hired faculty in four independent co-educational schools in the greater Washington, D.C. area. Three of the schools are independent day schools while one is an independent boarding school. The intention of including of a boarding school is to effectively represent all independent schools, since nearly 20% of independent schools are boarding (Pruce & Torres, 2017). In this study, I collect and

analyze induction program documents and materials, and I also conduct in-depth interviews with the administrators charged with overseeing the induction program. Since the participating schools have already elaborated on modifications to and evolution in their program over the past few years, I collect the data from faculty members in their first year of service to the school. I focus especially on the faculty members in their first year because they experienced the induction program as it existed this year in real-time.

Given that newly-hired faculty members in their first year at their school experienced the induction program as it came into existence this year, I use semi-structured interviews to collect the data to provide a richer and deeper understanding of the present induction programs. Employing semi-structured interviews allows me to ask follow-up questions as the teachers elaborate on their current experiences.

The combination of both sets of data from administrators and faculty members can help me to understand the elements of the induction programs at these independent schools. The sets of data can also provide a more holistic understanding of the induction program and how it may have influenced newly-hired faculty members. The data is analyzed with the assistance of transcription services and ATLAS.ti, a data storage tool.

Definition of Terms

Attrition: The rate at which individuals leave the teaching occupation altogether (Ingersoll, 2002).

Formal mentorship program: An organizationally arranged and structured program (Chao, Michigan State Univ., & And, 1991).

Independent school: "Independent schools are close-knit communities that provide students with individualized attention. They challenge students to stretch their minds and go beyond academics

to develop responsible, independent, and community-oriented students... Independent schools are independent in:

- Philosophy: each is driven by a unique mission.

- The way they are managed and financed: each is governed by an independent board of trustees and each is primarily supported through tuition payments and charitable contributions.

[Independent schools] are accountable to their communities and are accredited by state-approved accrediting bodies. Independent schools come in all shapes and sizes. Independent schools include elementary and secondary schools; day and boarding schools; single-sex and coeducational schools. Some independent schools are religiously affiliated and others are not. They vary in size and educational approach" (NAIS, n.d.).

Induction: "A planned, needs-based, comprehensive, professional development support program for the retention and improvement of new teachers that address teacher effectiveness, growth, and job satisfaction" (Shockley et al., 2013). This support program usually lasts for a duration of time in a newly-hired teacher's first year, if not beyond. (Shockley et al., 2013; Wong, 2004).

Informal mentorship program: A spontaneous and unstructured program (Chao et al., 1991).

Mentor: Someone who "foster(s) critically supportive, nurturing relationships that actively promote learning, socialization, and identity transformation within their work environments, organizations, and professions" (Fletcher & Mullen, 2012; Johnson, 2006).

Mentoring: An investment in the younger generation; this kind of help incorporates particular skills, values, and understandings, culturally based concepts, school contexts, adult and higher education contexts, inclusion, and research issues (Fletcher & Mullen, 2012).

Orientation: A professional practice developed to facilitate the entry of new employees into a school and to prepare them to effectively function within the organization's environment (Fenton-Smith & Torpey, 2013; Trowler & Knight, 1999). While the orientation program often forms part of the induction program, it is often required during in-service days prior to the school year and is intended for all new hires to the community and not only teachers.

Peer mentorship program: A "pedagogy for equity" framework provides an approach to mentoring that can facilitate a deeper sense of belonging and legitimacy (Núñez, Murakami, & Gonzales, 2015).

Retention: The rate at which teachers remain in a school or district or stay in the profession (Strong, 2009).

Turnover: Includes three components in the field of education: leaving teaching employment (attrition), moving to a different school (i.e., school transfer/teacher migration), or having a teaching area transfer (i.e., transfer from teaching one population of students to another) (Boe et al., 2008).

Expected Outcomes

The expected outcomes from this study include gaining a deeper understanding of the development and implementation of induction programs in independent schools and newly-hired faculty members' experiences in these programs; this is done through a review of program-related documents and conducting interviews with administrators and faculty members. This enhanced understanding is intended to provide administrators and educators with the insight to either continue or to begin developing and implementing meaningful onboarding programs for newly-hired faculty members.

2. Review of Related Research and Literature

Introduction

This section examines the recent research and current body of knowledge on teacher attrition rates and the factors that contribute to the annual teacher turnover rate. Although there is contradictory evidence demonstrating that comprehensive teacher induction programs do in fact have an impact on teacher retention, there is also evidence to suggest that teacher retention in public schools is unlikely to increase without improvements in funding, management, and the organization itself (Boe et al., 2008). Similarly, there is a gap in the literature that includes the specific study of independent schools' attrition, retention, and induction programs. This examination of the recent literature, coupled with the current gaps that exist in the study of independent schools, has led me to the design of the current study.

Attrition and Turnover

The annual teacher attrition rate has remained a constant threat to the field of education for the better part of the past seven decades (Charters, 1956; Leimann et al., 2008) with a consistent rate of between one in four teachers (25%) leaving the profession (Boe et al., 2008; Charters, 1956). This percentage rate is particularly frightening when it is compared to attrition in other areas of public service such as law enforcement (10.8%) (Wareham, Smith, & Lambert, 2015) or the federal government (6.2%) (Partnership for Public Service, 2014). Moreover, up to 17% of new teachers do not even complete their first year of teaching (Breaux & Wong, 2003; Hammer & Williams, 2005; Ingersoll & Merrill, 2010; LoCascio et al., 2016), and half leave by the end of their fifth year in the profession (Darling-Hammond & Schlan, 1996; McNeil et al., 2006; Smith & Ingersoll, 2004).

While some turnover is beneficial in facilitating innovation and displacing poor performers (Mancuso, Roberts, & White, 2010; Mobley, 1982) and in avoiding complacency and stagnation (Smith & Ingersoll, 2004), the high levels of turnover are "both a cause and a result of ineffectiveness and low performance in organizations." Turnover refers to attrition combined with teacher migration, and one of several costs of this turnover is a "decline of stability, coherence, and morale" within the organization itself (Smith & Ingersoll, 2004). The development and maintenance of a learning community is halted when high rates of teacher turnover exist (Coleman & Hoffer, 1987; Durkheim, 1961; Parsons, 1959; Rosenholtz, 1989; Smith & Ingersoll, 2004; Waller, 1932) and then becomes an issue due to the necessary replacement of these teachers (Boe et al., 2008; Carroll, 2007). Districts with low retention not only become fiscally irresponsible by spending millions of dollars to recruit and train new teachers, but at times the districts must also partake in the last-minute hiring of unqualified teachers (Heineke, Streff Mazza, & Tichnor-Wagner, 2014; Hunt & Carroll, 2003).

Research has also suggested that the use of alternative certification programs such as Teach for America (TFA) or New York City Teaching Fellows (NYCTF) to increase teacher retention may actually drive the cycle of high teacher turnover rates (Boyd, Grossman, Lankford, Loeb, & Wyckoff, 2006, 2008; Heineke et al., 2014; Ng, 2003). For example, the annual attrition rate of first-year teachers in New York City ranges from 15% in schools with the highest student achievement to 27% in the lowest performing schools (Boyd, Lankford, Loeb, & Wyckoff, 2005), which is where TFA and NYCTF candidates are typically placed. These numbers illustrate teacher mobility leaving the schools which serve large, poor, low-performing, and non-White student populations to higher performing schools when given the opportunity and often

these teachers are more qualified to teach (Boyd et al., 2006; Springer, Swain, & Rodriguez, 2016).

Boe et al. (2008) conducted a limited comparative analysis of three versions of the NCES' SASS (1990–1991, 1993–1994, and 1999–2000) along with 1-year longitudinal components with the TFS (1991–1992, 1994–1995, 2000–2001). The researchers concluded that there was about a 15% turnover rate in public schools with estimated rates of 25.5% of teachers leaving the profession in their first three years of teaching, 32% in the fourth year, and 38.5% in the first five years; this is an increase from Ingersoll's (2002) work which declared a 14% teacher turnover average. In Ingersoll's (2002) analysis of the Bureau of National Affairs' (BNA) publication which stated that the national turnover rate in all occupations was 11%, it was determined that the average yearly teacher turnover of 14% was higher than the national average of 11%. The researchers also claimed that the public-school teacher attrition rate is not as high as some other professions (e.g., corporate attrition).

However, the researchers overlooked a few pertinent areas, including how teacher turnover specifically affects schools and students in the United States as compared to how employees leaving "Corporate America" may have an effect on a company. They failed to mention that with an increase in student enrollment, anticipated retirement, and high rates of teacher attrition, comes the responsibility of recruiting more qualified teachers (with numbers reflecting up to two million) (Darling-Hammond et al., 1999; Kelley, 2004; Oakes, Franke, Quartz, & Rogers, 2002). This recruitment is conducted in order to respond to the negative effects that such turnover has on student achievement and school budgets (Carroll, 2007; LoCascio et al., 2016; NCES, 2007) and to meet the demands of the profession as well as the retention efforts needed to keep teachers in the profession. The researchers also narrowed their

scope of their analysis to solely looking at full-time, part-time, or long-term substitute teachers in public schools and did not account for any teaching equivalencies in the private sector. If the researchers had included both the public and private sectors in their analysis, they may have drawn different conclusions in their comparison of the teacher attrition rate compared to corporate attrition. However, the researchers did suggest that schools might reduce costs of teacher turnover by offering more varied and extensive induction programs.

Similarly, Smith and Ingersoll (2004) stated that private school teachers were more than twice as likely to leave teaching altogether (i.e., attrition) than their public-school counterparts – 26% to 11% respectively – with as much as 36% of private school teacher turnover (i.e., attrition and teacher migration). The researchers obtained this data from the 1999–2000 SASS given by the NCES, and they reported percentages to indicate turnover is higher in private schools than public schools without providing further explanation or evidence for the turnover.

Job dissatisfaction. There are several principal complaints of teacher job dissatisfaction, as identified by Smith and Ingersoll (2004), Brill and McCartney (2008), Johnson (2011) and Dean et al. (2015). These complaints include inadequate preservice preparation, inadequate compensation, unfavorable working conditions (e.g., high-stakes testing, excessive and increasing workloads, and disruptive student behavior), lack of teacher support (poor administration or leadership), inadequate in-service preparation and professional development, and lack of voice in decision-making. Such neglect clearly contributes to early burnout of the teaching profession and a desire to change either organizational affiliation (school) or career paths in general (Gold, 1996 as cited in Kelley, 2004). In order for teachers to feel fulfilled and perform at their best, Weller (1982) stated that they must have their basic human needs met first. Weller (1982) referenced Maslow's original hierarchy of needs theory as the baseline for

teachers' needs to be met by being in a favorable school climate. The five interrelated needs in Maslow's model consist of (1) physiological, (2) safety and security, (3) love and affiliation, (4) esteem, and (5) self-actualization.

Although the first two needs are generally met in schools, the remaining three needs are fairly subjective. A teacher's personal needs for love and affection (i.e., a sense of belonging and approval), level of esteem (i.e., the need to be respected and held in high regard), and ultimate self- actualization (i.e., fulfillment) can vary across individuals. Maslow's original hierarchy of needs has also been studied the least as compared to colleague theorists. A more consistent definition of how schools can meet the essential needs of teachers and also improve overall job satisfaction is warranted. To do this, it is necessary to have a number of changes in place, such as a creation of policies demanding a culture that shares responsibility and supports learning (Shockley et al., 2013), collaboration and trust (Miller, 2010), and opportunities especially for new teachers to observe others, be observed, analyze their own practice, and network (Darling-Hammond & Sclan, 1996; Elmore, 2002; Huling-Austin, 1992; Kelley, 2004).

Retention

In an effort to curtail such teacher turnover and retain teachers, several initiatives and policies have included mandatory mentoring programs and retention bonuses. Despite these implementations, schools are not investigating the root cause of why teachers choose to leave or stay in the first place (Boyd et al., 2011). While a thorough analysis of attrition has already been presented, an examination for why teachers remain in the field is warranted. The literature suggests that teachers are inclined to remain in their teaching environments when they perceive having: supportive co-workers (AEE, 2014; Allensworth, Ponisciak, & Mazzeo, 2009; Heineke et al., 2014), satisfaction with their salary and benefits (Mancuso et al., 2010) and sufficient

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professional development opportunities (Boyd et al., 2011). The overwhelming highest influencers of teacher retention in schools is the teachers' perception of effective leadership and administration (Boyd et al., 2011; Heineke et al., 2014; Ladd, 2009; Mancuso et al., 2010) and having the opportunity to contribute to decision-making (AEE, 2014; Boyd et al., 2011; Mancuso et al., 2010).

In a 2016 retention study conducted by Springer, Swain, and Rodriguez on a retention bonus initiative in the state of Tennessee in *priority schools* (i.e., low-performing schools), the researchers focused on highly-effective teachers in urban school districts. The researchers noted that the attrition rates of highly-effective teachers in the state is 7% with an overall approximation of 17% of teachers leaving their school, indicating that the attrition rate for highly-effective teachers is lower than the average. However, in isolating the focus of highly-effective teachers to low-performing school districts, the attrition rate increases from 7% to 10% and to 23% in the bottom 5% of schools in the state.

In particular, the researchers focused on the impact that a $5,000 retention bonus had on Level 5 teachers to continue teaching in priority schools during the 2013–2014 academic year. While the researchers concluded that these bonuses were effective in increasing teacher retention after the 2013–2014 academic year by about 20%, they did not adequately define what characteristics a Level 5 teacher had in the first place; they also did not mention whether these bonuses continued to take effect in subsequent years or whether they were merely offered during one academic year. This lack of description leads to the question of whether the retention rates only increased due to a monetary incentive in one academic year and if the bonuses did not continue, did teacher turnover return to its pre-bonus level?

There has been little research conducted on the retention of educators in independent schools. However, a study conducted by Mancuso et al. (2010) on retention in international schools helps to shape a preliminary understanding of what teacher perceptions in independent schools can reflect. I choose to compare independent schools to international schools in that the *organizational structures of administration* are the same; both types have an organizational structure where a principal or director oversees each division (i.e., elementary, middle, and high school) and a head of school oversees the principals or directors. Additionally, international schools "operate independently as private, tuition-based schools with a student body comprised of children of foreign diplomats, business executives and wealthy host-country nationals, and are often immune to the issues that accompany poverty and urbanicity in US schools" (Mancuso et al., 2010, p. 308). Since independent schools most similarly mirror the organizational structure and population of students served, the study by Mancuso et al. (2010) aids in enlightening independent schools on what teacher perceptions might be like in independent schools.

In their study, the researchers modeled their statistical approach after Ingersoll's (2001) analysis of SASS by collecting data from 22 heads of school and 248 faculty members – 57% of which were American and were in international schools in the Near East South Asia (NESA) region, which extends as far west as Greece and Libya and as east as Bangladesh. The NESA region currently has 87 international schools in 24 countries. The results of the data analysis indicated an average teacher turnover rate of 17% between 2006 and 2009, with some schools having very little turnover and others having as much as 60% turnover (Mancuso et al., 2010). Additionally, the results demonstrated that satisfaction with salary, the perceived effectiveness of the head of school, and the level of faculty input in decision-making were significant predictors of teacher mobility in the international schools studied. It is worth noting that the results only

indicated the teachers' perceptions of the effectiveness of the head of school as a predictor and not the perception of the effectiveness of the direct supervisor of the teachers in the division, namely the principal. The researchers suggested that teacher turnover can be addressed by focusing on the organizational conditions in international schools with particular attention to improved policy changes, hiring, and professional development of heads of school.

Even though the work by Mancuso et al. (2010) provides a base for this current study where they showed the organizational structure, student population, and teacher turnover rates of international schools being similar to independent schools, their research only serves as a preliminary foundation since international schools are not necessarily independent schools. If the researchers had also collected qualitative data through interviews, a deeper understanding of these teachers' perceptions might have allowed for new themes to emerge beyond their statistical analyses.

Comprehensive Induction Programs

Historically, structured induction and initiation processes have been lacking in the teaching profession (Lortie, 1975; Smith & Ingersoll, 2004; Tyack, 1974; Waller, 1932). However, given the effect of teacher attrition rates on student achievement and the financial costs associated with teacher turnover, policymakers find themselves commonly utilizing two approaches to resolve the problem, namely (1) alternate route teacher certification and (2) extensive and planned beginning teacher induction programs (LoCascio et al., 2016). During the past few decades, induction and mentorship programs have become a widespread practice in the teaching profession (Fideler & Haselkorn, 1999; Smith & Ingersoll, 2004).

While many practitioners intend to tackle teacher attrition through effective organizational induction programs, there is not one collective understanding of what an effective

program entails aside from Stirzaker's (2004) definition of orientation as "a process, not an event." Each program differs in purpose, design, duration, intensity, and the breadth of teachers served (Smith & Ingersoll, 2004), as well as their congruency with state guidelines (LoCascio et al., 2016). Some programs are designed to help teachers become effective in their classrooms, while others are designed to "weed out" those teachers that are ill-suited for teaching (Smith & Ingersoll, 2004). Additionally, programs can vary in duration from a single day of orientation to a comprehensive and structured program lasting several years; the programs can include anyone who is new to the particular school or solely focus on those new to the teaching profession (Smith & Ingersoll, 2004).

Components and implementation. In Smith and Ingersoll's (2004) quantitative study analysis of public and private school teachers in the 1999–2000 SASS distributed by NCES, the results indicated that as the number of elements in an induction program increased, the probability of teacher turnover decreased. There is a range of four categories of increasing elements; each category builds off the previous one and includes more topics that determined a decrease in turnover. The four categories are as follows: (1) no induction, (2) basic induction (i.e., new teachers paired with a mentor along with communication with administration), (3) basic induction and collaboration (i.e., basic induction with additional components of common planning time and a seminar for beginning teachers), and (4) basic induction, collaboration, teacher networking, and extra resources (i.e., basic induction and collaboration with additional elements including access to an external network of teachers, a reduction in the number of teaching preparations, and a teacher's aide in the classroom).

In visiting the NCES website to corroborate the findings, I was unable to access the referenced data or data of more current years. However, I was able to access the questions and

categories for both public and private school teachers. In a comparison of the two sectors, the questions and categories were not the same, and this means a true analysis of the data is impossible to achieve. The researchers in this study could have used a mixed-methods approach in the data collection and analysis to enhance their understanding of the narratives behind their results; they could have implemented interviews or focus groups with the teaching candidates participating in these induction programs, which would have allowed the researchers and readers to better understand the experiences of participating in these programs, especially for private school educators.

The mixed-methods study by LoCascio et al. (2016) focused on the effect that induction programs had on alternate route urban teachers' decisions to remain teaching in Northeastern New Jersey. To collect the data, the researchers used a "forced choice" survey along with participant interviews. They identified the characteristics of effective induction programs and these included (1) utilizing the adult learner theory to develop relevant activities, (2) a supportive district culture, (3) multiple components, (4) frequent formal and informal communication focused on mentee's needs, (5) attention to the needs of the mentee, (6) use of incentives, and (7) a thorough preparation of mentors. Despite these components and New Jersey state guidelines, the researchers found that the participants in the study had an inconsistent experience in each of their induction programs; there was a heavy focus on the mentorship aspect, resulting in non-compliance with New Jersey state guidelines, which outline the requirements for new teacher induction programs (New Jersey Department of Education, n.d.). In fact, such inconsistency in the implementation of the programs had more of a negative effect on the participants' perception of the induction programs, namely that they rather not have a program at all. The results of this

study indicated that the experience in the induction program had no effect on the teachers' decisions to continue teaching.

The researchers collected data from 53 participants in the forced choice surveys yet they only interviewed six of the 53 participants (i.e., 11.32% of the participants). The researchers did not explain how these six participants were selected for the interviews or why only six of the participants were interviewed. It is possible that once they interviewed the sixth participant they felt that they had reached data saturation because all responses were similar, but they could have explained their approach to provide a better understanding of the data collection and data analysis aspects of their study.

Westling, Herzog, Cooper-Duffy, Prohn and Ray (2006) used a narrative approach through open-ended response surveys and interviews in their qualitative study of a teacher support program for special education teachers in North Carolina. Their work sheds light on the richness of data that can be collected through participants' narratives. The study developed its own support program, and the program was offered on a semester basis to any special education teacher in five locations throughout the state on a voluntary basis. Roughly 20% of North Carolina's special education teachers participated over the course of three years, with some participants choosing to participate in the program in more than one semester. The components of this program included collaborative problem solving/mutual teacher support (CPS/MTS), electronic networking and communication, information and materials search, peer mentoring, on-site/in-class consultation, teacher release, and staff development workshops. Within the voluntary nature of participation in this program, teachers were not required to participate in all of the above-mentioned components in a *top-down* prescribed program sort of way. Rather, the

participants were able to choose which elements of the program applied to them and their individual needs and the program developed from a *bottom-up* approach.

Although this program proved to be effective for the voluntary participants and enhanced our understanding that a bottom-up approach yields better results than a top-down prescribed program might, it limits our understanding of what a bottom-up approach can look like in a specific organizational induction program. The program lacks isolation to one school culture and does not account for the nuances of joining one particular community, and – more specifically for the purpose of this study – an independent school community.

Lastly, the study by Fenton-Smith and Torpey (2013) on inducting instructors of English as a Foreign Language (EFL) in Japan is a major source for this current study. In their qualitative study using interviews, surveys, and focus groups, it can be seen that their focus most similarly reflects the topic of this study, which is inducting faculty members to new workplaces and unfamiliar cultural surroundings to adapt to their new employment. I include the aspect of *unfamiliar cultural surroundings* in the context of my study as the differences between the public and private sector include a new language and culture in the practice of teaching, in addition to having some faculty participants who did not grow up in American culture in the present study. Fenton-Smith and Torpey (2013) recognized that the most beneficial teacher induction programs include: a supportive organizational culture, a properly paced and structured induction, a focus on primary concerns, frequent opportunities to meet with peers and administrators, induction as a first step in professional development, and an intensive mentoring component and cite Carver and Feiman-Nemser (2009), Fresko and Nasser-Abu Alhija (2009), Kelley, (2004), Stanulis and Floden (2009), and Stirzaker (2004) in their own research. This program also supports Yang's (2009) bottom-up approach in involving the participants as newly-hired teachers to collaborate in

the program's evolution in order for the program to meet their specific needs and for them to propose changes.

Interestingly enough, although this study mentions a core component of an effective comprehensive induction program as needing proper pacing of induction, this program's duration is two weeks – which is hardly an adequate amount of time for onboarding. Additionally, in using a collaborative approach to involve participants in the continued development of the program, the researchers only collected data from participants using surveys and focus groups. The researchers implemented the use of interviews in the study, but only with management. The researchers may have been able to gain a richer understanding of the educators' needs by utilizing individual interviews with teaching participants either instead of or in addition to the focus groups, since individuals may not have fully expressed their experiences with other participants present (Bogdan & Biklen, 2007).

Benefits of participating. A number of studies have supported the notion that the participation in comprehensive and well-structured induction programs is successful in several key areas, namely raising teacher competence (Kelley, 2004; Westling et al., 2006), acclimatizing teachers to a school and their classroom responsibilities while accelerating professional growth (Fresko & Nasser-Abu Alhija, 2009), attracting and retaining good candidates (Howe, 2006; Kelley, 2004), improving job satisfaction (Howe, 2006; Smith & Ingersoll, 2004), increasing efficacy and commitment (Smith & Ingersoll, 2004), enhancing professional development, and improving teaching (Howe, 2006). However, in an analysis of the studies conducted on teacher induction programs (Fenton-Smith & Torpey, 2013; LoCascio et al., 2016; Smith & Ingersoll, 2004; Westling et al., 2006), all participation was voluntary, indicating that the participants had a certain inherent need or desire to form part of the induction

program. In my personal experience with organizational induction programs in independent schools, participation has not been voluntary.

While these results may still benefit participants in non-voluntary programs, it is worth noting that not all induction programs are bottom-up nor are they provided for the faculty members who choose to be a part of the program. As Smith and Ingersoll (2004) suggested in their study, unambiguous conclusions about the value added (or lack thereof) of an induction program cannot be obtained unless a study collects outcome data from both participants and non-participants in an induction program. In the case of the current study, I am only able to obtain data from participants in the induction programs, as there are no newly-hired non-participants in independent school induction programs.

The Case for Studying Independent Schools

The current body of knowledge documents studies that focus on teacher attrition and retention in school settings including K–12 public schools and international settings with different populations of teachers, including teachers serving in urban school districts, special education teachers, and educators teaching Americans or foreigners abroad. Although few of the researchers explored attrition and retention in private school settings, these studies were limited in scope to simply compare rates of turnover among public and private school teachers, and these are two sectors in education that vary greatly. Additionally, the studies that were conducted specific to private schools did not necessarily account for independent schools – which is a subset of private schools – nor did they utilize a qualitative method to develop a richer understanding of several key questions. These include what are the reasons for attrition or retention, which aspects of induction programs are incorporated in independent schools, or how do faculty members perceive themselves to be influenced by these programs. This gap in the

literature is a void that needs to be addressed in the immediate future so that the body of knowledge has representation from all sectors and populations of teachers.

Independent schools are unique in that they are not run by the government (i.e., public schools), by a diocese (i.e., parochial schools), or by for-profit entities (i.e., proprietary schools). Specifically, they are designed as not-for-profit and governed by a board of directors. They are also financially independent from public monies or religious subsidies, and thus, the schools charge tuition, raise money, and accept charitable donations to operate. Such independence offers independent schools four essential freedoms that build their strength:

- "The freedom to define their own mission (i.e., why they exist, whom they serve).

- The freedom to regulate admissions (i.e., admitting only those students appropriate to the mission).

- The freedom to define teacher credentials.

- The freedom to teach what the teachers decide is important (i.e., free from state curricular and textbook and testing mandates)" ("What Is an Independent School").

Independent schools share a number of common traits, namely governance, education that is mission-driven, elevated academic standards, small class sizes, excellent faculty (defined on the school's own terms), education for the whole child, inclusivity, and a community of involved parents (NAIS, n.d.).

While not all independent schools are members of NAIS – some are members of their own state/region independent school associations, boarding school associations, or other associations – those that form part of NAIS member schools enrolled more than 708,400 students in the 2016–2017 academic year. The median day-school tuition was $21,000 per year while the median seven-day boarding school tuition was $53,600, which includes room and board.

Approximately 22.2% of day students and 40.8% of boarding students receive financial aid. Of the NAIS member schools, 82.1% are day schools, 17.9% are boarding, 87.9% are co-ed, 12.1% are single-sex (5.4% boy, 6.7% girl), 36.0% are K–8, 50.9% are K – 12, 13.1% are secondary (NAIS, n.d.) and as of February 2018, 67.5% of NAIS member schools have no religious affiliation while 32.5% do (NAIS, personal communication, February 14, 2018).

With this understanding in mind, independent schools bring a uniqueness that is currently lacking in the body of literature. Since independent schools serve 10% of the PK–12 student population and contribute to 25% of all PK–12 schools in the United States (NCES, n.d.-a), it is crucial to include this sector of education in the greater body of knowledge. Independent schools also mirror international schools in a number of ways, and so they may not suffer the same issues that accompany poverty and urbanicity like some public schools do (Mancuso et al., 2010). However, independent day and boarding schools still experience considerable teacher turnover.

Furthermore, given that independent schools do not operate under the same state regulations that public schools do, they are not required to follow state mandates such as offering mandated teacher induction programs, as seen in the study by LoCascio et al. (2016) on urban school teachers' experiences in induction programs in New Jersey, although more than half of all states require some type of induction program (AEE, 2014; Goldrick, Osta, Barlin & Burn, 2012). Lastly, independent schools also have the freedom to define teacher credentials; as defined on job qualifications in independent schools and also through my personal experience in independent schools, teachers are not required to have certification of any kind to teach at an independent school.

There is a great need to study the influence of newly-hired teacher induction programs in independent schools, since first-year teachers may not necessarily have completed any basic

training in the art of teaching. According to Smith and Ingersoll (2004), teacher induction programs are intended to serve as a bridge into the profession: they are not intended to provide additional teacher training. Similarly, teachers in their first year may experience a school's working conditions differently than others who have acclimated to the school culture (Boyd et al., 2006). There is a void in the body of knowledge, which can be enhanced by the direct study of induction programs in independent school communities.

Summary

This section reviewed the current literature on teacher turnover, ways to enhance teacher retention in schools, and comprehensive teacher induction programs. Analyses and critiques of the results from several studies are presented – namely SASS results, retention bonuses in Tennessee, teacher perceptions in international schools, alternate route certification teachers' experiences in urban schools in New Jersey, special education teachers in North Carolina, and inducting EFL instructors in Japan. While the evidence from these populations suggests that there are methods to improve retention rates and build comprehensive induction programs, there is a clear need to have direct representation from independent day and boarding schools in the body of knowledge.

3. Research Design and Methodology

Introduction

This study utilizes the qualitative method to explore which factors of an organizational induction program best meet the needs of new faculty members in independent schools. Given that faculty members are likely to have differing personal experiences in their integration into a new independent school community, it is not possible to attach a numeric value to their responses. In looking at work by other scholars, it appears that an analysis of the words that narrated the teachers' experiences in their induction programs would best address the research questions in this qualitative study. This approach follows the similar qualitative work previously conducted by Olsen and Anderson (2007, and Heineke et al. (2014).on teacher retention and attrition, as well as Colbert and Wolff (1992), Martinez (1994), Billingsley, Carlson, and Klein (2004), Westling et al. (2006), Keay (2009), Fenton-Smith and Torpey (2013), and LoCascio et al. (2016) on teacher induction programs through in-depth interviews.

Design

The design of this research was a comparative case study based primarily on data collected via in-depth semi-structured interviews, as it asked newly-hired independent school faculty members in four different independent schools to share their perceptions of their organizational induction program. Each school was considered to be a different case. The approaches used by other scholars established a solid foundation for the study of how participants' beliefs of their professional satisfaction were influenced by induction programs and served as a springboard for this current study. The referenced works for this purpose included Whitaker (2000; 2001), Holdman and Harris (2003), and Knapczyk, Foon Hew, Frey, and Wall-Marencil (2005) in their studies on induction programs through focus groups, reflections, and

questionnaires; and studies previously mentioned which specifically used interviews as a data collection instrument (Billingsley, Carlson, & Klein, 2004; Colbert & Wolff, 1992; Fenton-Smith & Torpey, 2013; Heineke, et al., 2014; Keay, 2009; LoCascio et al., 2016; Martinez, 1994; Olsen & Anderson, 2007; Westling et al., 2006).

Since I attempted to examine individuals' perceptions on how organizational induction systems influenced job satisfaction and ultimate teacher retention in independent schools, I sought to find emerging themes in newly-hired faculty members' first-year experiences in both day and boarding independent schools. While both day and boarding schools are considered independent schools, faculty responsibilities greatly differ in each type of school environment. However, because this study focuses on the influence that induction programs may have had on job satisfaction in independent schools and not merely the idea of job satisfaction in general, it was imperative to have representations of both independent day and boarding school settings – with the latter representing 17.9% of all independent schools.

To identify the participants, I used purposive sampling (Bogdan & Biklen, 2007; Patton, 2001), in particular the technique of criterion sampling. The reason for this is that my research questions required a sample of newly-hired faculty members in their first year at their current independent school. It should be noted that faculty members only needed to meet the threshold of being in their first year as a current community member and not necessarily a first-year teacher; in other words, the participants may have had more than one year of teaching experience outside of their current community. However, I looked at similarities and differences in participant responses for themes that may distinguish years of experience as a factor of influence in the data analysis. The choice of criterion sampling permitted identification of only those faculty members new to their independent school in order to better understand the participants' perceptions of the

organizational induction program's influence on their professional satisfaction and also to ultimately answer my research questions (Billingsley et al., 2004; Bogdan & Biklen, 2007; Colbert & Wolff, 1992; Fenton-Smith & Torpey, 2013; Heineke et al., 2014; Keay, 2009; LoCascio et al., 2016; Martinez, 1994; Olsen & Anderson, 2007; Westling et al., 2006).

Participants

I anticipated a model with a minimum ideal number of twenty individual participants. Four independent day and boarding schools in the greater Washington, D.C. area were selected based on the increased student enrollment in this metropolitan area between 2013 and 2017 (Pruce & Torres, 2017) as mentioned in Chapter 2 and based on personal close geographic proximity to the nation's capital. To facilitate sampling, I developed a finite list of day and boarding schools from within the greater Washington, D.C. area that reported enrollment and teacher turnover data to DASL for all three academic years, namely 2015–2016, 2016–2017, and 2017–2018.

Within this list, the goal was to recruit schools that represented the varying types of independent schools – that is, day versus boarding, religious affiliation versus no religious affiliation, K–8, K–12, 9–12, single-sex versus co-educational, in alignment with the definition of independent schools (see Chapter 2) – and the degrees of teacher turnover as reported in DASL, namely low teacher turnover, high teacher turnover, average teacher turnover, progressive increase in teacher turnover, and progressive decrease in teacher turnover. For the purpose of this study and through a review of the literature, low turnover is defined here as an annual percentage under 10%, average turnover being between 10 and 20%, high turnover being over 20%, progressive increase in turnover rate being from under 10% to approximately 20%

over the course of three years, and progressive decrease in turnover being from over 20% to under 10% over the course of three years.

From this finite DASL list of 35 total schools, I sent an invitation via e-mail to an administrator in these schools to solicit participation in the study. Administrators were identified by searching each school's website for various titles typically charged with overseeing faculty induction. These titles include Academic Dean, Assistant Head of School, Dean of Faculty, Director of Teaching and Learning, Director of Faculty Development, etc. Schools were offered the option of a follow-up phone conversation to speak further about their potential participation in the study. Upon acceptance of the invitation, a more detailed formal letter was sent to each school to confirm participation in the study. A copy of the invitation to participate in the study and the formal confirmation letter can be found in Appendix A.

Positive responses were received from four schools within the greater Washington, D.C. area. Each participating school was assigned a letter code (A, B, C, and D) to identify the school and to ensure anonymity. These schools represented the majority of the various distinguishing characteristics of independent schools – that is, day vs. boarding, grades K–8, K–12, 9–12, and were all co-educational. No schools that serve single-sex student populations volunteered to participate in this study. The participating schools also represented three of the five teacher turnover groups mentioned above – low turnover (School A), progressive decrease/increase (Schools B and D), and average (School C). A short description of each participating school is given below, including the teacher turnover category it falls under. Each school's description was developed based on information found via its website and conversations (in person, on the phone, or via e-mail) with administrators to discuss the parameters of the study. Once descriptions were written, they were shared with each school for accuracy and approval.

School A. School A is a Junior Kindergarten (JK; ages 4 and 5 years old) to Grade 8 co-educational day school with a total student enrollment of 207 students and approximately 36 faculty members whose main responsibilities are classroom teaching, resulting in a student-teacher ratio of 6:1. Full-time faculty members are expected to teach, advise, sponsor extracurricular activities, and perform other duties as instructed. Faculty teaching experience ranges from one year to 42 years of experience. The minimum qualifications to work in School A include the successful completion of a Bachelor's degree, although many educators in School A have a Master's or Doctorate.

Part of the attraction to working here is the excellent facilities and access to faculty resources, as well as the opportunity for tuition remission for employees who have school-aged children attending the school. The first faculty child has free tuition while subsequent children receive discounted rates of tuition dependent upon financial need. Additionally, School A covers all tuition costs for their employees to pursue graduate studies courses and degrees, along with financing professional development opportunities. Over the past three academic years, the school has only needed to hire three new faculty members: one in the 2015–2016 academic year, none in the 2016–2017 academic year, and two in the current 2017–2018 academic year. School A's teacher turnover has remained under 5.41% in the past three years and is considered to be in the low turnover category.

School B. School B is a JK (age 4) to Grade 8 co-educational day school that follows a progressive approach to student learning by offering learning through experience and the outdoors. School B has a total student enrollment of approximately 300 students and 47 faculty members. Full-time faculty members are expected to teach, advise students, and sponsor extracurricular activities, and perform other duties as instructed. The minimum qualifications for

working in School B include a Bachelor's degree in education or related field and several years of teaching experience are preferred, with a further preference to a familiarity with progressive education.

Working in School B is considered attractive to teachers because it offers a different teaching experience than most schools – teachers work in a non-traditional teaching setting by going outdoors with students and completing hands-on experiences on a regular basis, in addition to tuition remission of 50% for one employee child to also attend the school and financing a variety of professional development opportunities, including support for a portion (approximately 50%) of a faculty member's graduate degree if it applies to the person's position. Over the past three academic years, the school has hired 16 new community members whose main responsibilities are teaching: six were hired in 2015–2016, three in 2016–2017, and seven in 2017–2018. Teacher turnover at School B has fluctuated from 14.46% to 8.5% to 18.42%, respectively, over the course of three years, which places it in the progressive decrease/increase teacher turnover category.

School C. School C is a JK (ages 4 and 5) to Grade 12 co-educational day school with a religious affiliation on two campuses, one for JK to Grade 5 and another for Grade 6 to Grade 12. For this study, the school requested that I study one specific campus, namely the 6–12 campus, which aligns more with comparing to School D below. The total student enrollment for JK–12 is approximately 1,000 students with 590 students and approximately 76 teaching faculty members on the 6–12 campus. The overall student-teacher ratio is 8:1. Full-time faculty members are expected to teach, advise, be involved in the life of the school (e.g., coaching, going to events, being a committee member), as well as perform other duties as instructed. The minimum qualification to work in School C is a Bachelor's degree with a strong preference to a

degree in education or a teaching certificate. All employees must be legally eligible to work in the United States. At the 6–12 campus, hiring committees also search for those with a degree in the faculty member's teaching content area.

In addition to employees being able to work in a religiously affiliated school that may align with their practicing religion, School C offers its employees a comprehensive benefits package including health/dental/vision insurance, flexible spending accounts, a retirement plan, commuter benefits, employee banking services, and an automatic 25% tuition remission per child for faculty children to attend the school (eligibility after second year of service), plus financial aid needed beyond the remission. Over the last three years, the 6–12 campus has hired 26 new faculty members whose main responsibilities are teaching: seven were hired in 2015–2016, 13 in 2016–2017, and six in 2017–2018. Overall, School C's teacher turnover has remained between 16 and 20%, placing it in the average turnover category.

School D. School D is a Grade 9 to Grade 12 co-educational boarding school with a religious affiliation. Total student enrollment is approximately 440 students (including international students) and approximately 55 full-time teaching faculty members. Full-time faculty members are expected to teach four classes, coach or supervise two seasons of an extracurricular activity, and have weekly dorm duty, even if they do not live on campus. The minimum qualifications to work at School D include holding a Bachelor's degree (although many faculty members have advanced degrees) with a preference to having previous residential life experience, which can include previous employment at a boarding school or summer camps. Faculty members at School D appeared interested in working there because it offers an opportunity to know students in many different ways outside of the classroom, such as on the sports field as a coach, as an advisor, or as a dorm parent living in close proximity to students.

Faculty members are not only provided with a competitive salary, benefits, and professional development opportunities, but they are also given free room and board, thus making any salary earnings immediately available for each faculty member's chosen use. If a faculty member does not live on campus, the member receives a modest housing allowance to help subsidize housing off-campus. Additionally, faculty members enjoy open use of the school's facilities, summer camp discounts, subsidized child care, a cell phone and phone plan, and graduate study tuition financing. Furthermore, tuition remission is offered for faculty member children (not staff) at School D, where all children can attend tuition-free and can board when they are in Grade 12.

Although all faculty and staff have interactions with students at School D through the boarding school model, I only recruited faculty members whose main responsibilities include teaching. In the past three academic years, School D has hired 21 new faculty members whose main responsibilities include teaching: eight were hired in 2015–2016, 11 in 2016–2017, and two in 2017–2018. School D experienced an increasing percentage in teacher turnover from 2015–2016 to 2016–2017 (14.63% and 20.3% respectively), with a drastic decrease in turnover in 2017–2018 of only 3.6%. Not only did the sudden decrease in turnover compel me to study the school, but it is also a responsibility and goal of this study to have one representative boarding school under investigation, since boarding schools constitute 17.9% of all independent schools.

Subject recruitment. Before any data were collected, all participants were briefed on their rights and all aspects of the study (including being audio-recorded); they were also informed how they were protected ("Informed Consent" and "Protection of Human Subjects" below) and were asked to complete a demographic information questionnaire (see Appendix C). Participating schools provided formal permission on official school letterhead to me, and all

administrator and faculty participants signed an "Informed Consent Form." The data collection

for administrators took place before any faculty participant data collection in order to allow for

an appropriate timeline that did not conflict with directly influencing faculty perceptions of the

induction program prior to completing their employment agreement for the 2018–2019 academic

year (faculty employment agreements are typically distributed and submitted prior to mid-April).

The four independent schools that formally agreed to participate in the study were asked

to post faculty solicitation letters in a public space (see Appendix A for the letter). Many faculty

participants were also informed of the study through the induction program administrator and

were recruited either directly by the program administrator (Schools A, B, and C) or via direct e-

mail contact from me (Schools C and D). Faculty members in their first year of service to the

school were recruited to participate in my collection of data (see "Data Collection" below).

Faculty members were asked to complete an individual interview (see "Data Collection" below)

with me in a location found in their natural working environment. All newly-hired faculty

members in their first year were willing to participate in the study.

The maximum total participant goal across schools was 23 participants: 17 agreed to

faculty interviews (as seen above in school descriptions), which represented all faculty in their

first year of service, and six agreed to administrator interviews (School C and School D have

both an administrator and lead induction program coordinator). All new faculty members in their

first year of teaching as well as all administrators at each of the four participating schools agreed

to participate. Each individual faculty participant received an assigned letter *I* (denoting

interview) and a number code (ex. 1, 2, 3, etc.) within the participant's school code to ensure

confidentiality. Administrator participants were referred to as "Admin" from each school, with

an additional "1" or "2" attached to "Admin" if there were two or more people associated with

the running of the induction program. The codes associated with each school or participant were

maintained in an electronic file, and this key was stored away from the data so as to not

compromise confidentiality or anonymity. Table 1 shows a visual representation of all 17 faculty

participants and the six administrators in the study. Both School A and School D only had two

new members join the faculty in this past academic year.

Table 1

Participating School and Faculty Identifiers

School	Participant
	Admin
A	I1
	I2
	Admin
	I1
	I2
B	I3
	I4
	I5
	I6
	I7
	Admin1
	Admin2
	I1
C	I2
	I3
	I4
	I5
	I6
	Admin1
D	Admin2
	I1
	I2

Specific sample characteristics divided by school affiliation are reflected in the within-case

analysis, alongside an aggregate composite of all 17 participating faculty members' demographic

information. This is given in the following chapter to show how each school compares to the entirety of the schools.

Informed consent. Participants were informed of the purpose of the study and the data collection methods and analysis, including the use of audio-recording. They understood that participation in this study was voluntary, and that it in no way affected their employment status, nor would they receive compensation for their participation. Participants were also informed of how their participation would be protected. Participants signed the "Informed Consent Form", found in Appendix B.

Protection of human subjects. Before the study was conducted, I applied to the Institutional Review Board (IRB) for permission to conduct the study. All recorded data only referred to each participating school using the assigned letter and each participating faculty member by assigned number. Audio-recordings of interviews were kept confidential and only accessible to me. Interviews were transcribed through the assistance of a transcription service and verified for accuracy by me (more information on transcription can be found in "Data Transcription" below). The transcriptions were kept on my personal flash drive. Official documents and transcriptions of the interviews were only accessible to me and dissertation committee members – all third parties were denied access. Dissertation committee members did not have access to my coding files on participating school names nor individual faculty member names; they only knew each school as its assigned letter and each participant as the assigned number given to the participant.

Data Sources

I collected data from two sources – official document review and semi-structured interviews for administrators as well as for newly-hired faculty members. The utilization of more

than one source ensured that these sources led me to an enhanced understanding of (1) the components of the induction programs conducted by organizations, and (2) participants' beliefs on how their professional satisfaction was influenced by their participation in their independent school's organizational induction program. Each instrument selected for this study is described below as well as its purpose in assisting me to conduct my study.

Data collection.

Official document review. I asked that the administrator(s) in charge of developing, implementing, and overseeing the organizational induction program at each independent school provide me copies of official school documents for my review. Such documents included materials provided to candidates during the recruitment and interview phases prior to their offer of employment; general school policy documents; statement of philosophy and mission statement; documents describing the purpose, audience, duration, intensity, and components of the induction program (e.g., whether mentorship is a part of the program, how mentors are assigned to new faculty, or whether they receive training or compensation); and materials related to all phases of the induction program itself, along with any other documents the administrator deemed important in understanding the nuances of the induction program at the school. These official documents were collected at the time of the administrator interviews.

The foundational purpose for the utilization of official document review was to enhance the understanding of what each school included in its induction program, and this ultimately helped me to answer my research questions, specifically sub-question 1, *What are the basic components of the organizational induction program?* This in turn led to the overarching research question, *What role do formal faculty organizational induction programs play in newly-hired faculty members' professional satisfaction and their integration into independent schools?*

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Semi- structured interviews.

Administrators. Semi-structured interviews were conducted with the same administrator(s) in charge of developing, implementing, and overseeing the organizational induction program at each independent school; these individuals are also the same ones who provided official documents for my review. Interviews were conducted with administrator participants in their natural work setting and environment. I developed a semi-structured interview protocol that was specific to induction program administrators. Each interview took place solely with me and the administrator from each school. For schools that had more than one administrator, I conducted separate interviews with each administrator. I followed the semi-structured protocol with each administrator interview to ensure continuity across schools, and I asked follow-up questions as administrators elaborated on the components of the induction program and new themes emerged. Leading questions were avoided, and the elaboration of responses was encouraged through soliciting examples. Interviews were audio-recorded to reflect accuracy in analysis and transcription, and written notes of any non-linguistic observations were made during these interviews. These interviews with administrators were conducted between April 20 and May 4, approximately one to two weeks before interviewing faculty members. The interview protocol can be found in Appendix C.

The purpose of using semi-structured interviews with administrators was to build upon my understanding and interpretation of the official document review and allow a comprehensive and holistic understanding of each institution's induction program to be known. These interviews assisted me in answering sub-question 1 (*What are the basic components of the organizational induction program?*), part A, (*How do administrators describe the basic components of the organizational induction program?*), part B, (*What do administrators perceive to be the most*

important aspects of the organizational induction program for faculty integration and

satisfaction?), part E, (*To what extent and in what ways, if any, are administrators' and newly-*

hired faculty members' perceptions of the organizational induction program congruent or

divergent?), as well as parts of the overarching research question, (*What role do formal faculty*

organizational induction programs play in newly-hired faculty members' professional

satisfaction and their integration into independent schools?).

Faculty members. Semi-structured interviews with newly-hired faculty members were

conducted to gain a deeper understanding of their experience in the induction program as it

occurred or as it finished for the academic year. I accepted participation from all newly-hired

participants volunteering for interviews, since there was a maximum of 17 newly-hired faculty

interviews; this was based on the total number of newly-hired faculty in each participating

school.

I developed a semi-structured interview protocol based on my own experiences as an

independent school educator having participated in induction programs, and the protocol aligned

with the features of induction programs as mentioned in the literature review in order to address

my research questions. The topics covered in the interview included asking participants to

describe the components of the induction program, provide clarity on if it helped them to

integrate into their new school environment, and mention whether there were any detractions

from the integration. Additionally, I asked participants whether the induction program

contributed to their overall job satisfaction in their first year at the school. A sample of the

interview protocol can be found in Appendix C.

Each interview took place solely with me and the individual faculty member in the

faculty member's natural work setting and environment. I followed the semi-structured protocol

with each faculty participant interview to ensure continuity across faculty members, and I asked follow-up questions as faculty members elaborated on their experiences in the induction program and new themes emerged. I did not ask leading questions and encouraged elaboration of responses through soliciting examples. Interviews were audio-recorded to reflect transcription and analysis accuracy and to avoid researcher bias. I also wrote down notes of any non-linguistic observations made during these interviews.

The purpose for using semi-structured interviews with faculty members was to allow for a comprehensive and holistic understanding of each newly-hired individual's experience in the induction program as it existed in his or her first year. These interviews assisted me in answering sub-question 1 parts C, D, E, and sub-question 2 from the research questions respectively, *How do faculty members describe the basic components of the organizational induction program?*, *What do faculty members perceive to be the most important aspects of the organizational induction program for their integration and satisfaction?*, *To what extent and in what ways, if any, are administrators' and newly-hired faculty members' perceptions of the organizational induction program congruent or divergent?*, *How do newly-hired faculty members describe their experiences in the organizational induction program?* The addressing of these questions, coupled with answering sub-question 1, part A, and part B of the research questions (see section "Administrators" above) ultimately assisted me in answering my overarching research question (*What role do formal faculty organizational induction programs play in newly-hired faculty members' professional satisfaction and their integration into independent schools?*).

Data Analysis

Data cleaning and organizing. I organized the data by compiling electronic files on each participating school (case) and each participating faculty member. Faculty participants' files

were stored in their respective school's folder. Electronic folders were stored on my personal flash drive, to which I only had access. For all documents that were handwritten or printed (e.g., documents or demographic information), I scanned the original document in the form of a PDF file to be kept in each participant's individual electronic file. All original documents were locked and stored in my home office in a filing cabinet to which I only had access. All documents, whether electronic or original, were digitally or physically locked and secured to fulfill IRB requirements.

All electronic files were labeled using letters to denote the school and numbers to denote the participant number from that school. For example, if School A had one administrator participant and four interview participants, then there were five sub-folders labeled "Admin" (for administrator) or "I" (for interview), with each sub-folder containing further labels of "1," "2," "3," and "4" within folder "School A" in accordance with the number the participant was assigned (see above section "Participants") and the school code. Once the analysis was conducted, I made a culminating list of related emerging themes across participants within each school and across schools, and I placed this list in a data folder. All original data remained in each participating school's folder as a reference guide. Additionally, I kept a spreadsheet of each school and faculty participant's completion of "tasks" and their respective dates in order to ensure I had collected all components from each participating party. This spreadsheet was also stored on my personal flash drive to ensure security and meet IRB requirements. Table 2 represents the template used to track the completion of these tasks.

Table 2

Template of Data Organizing Spreadsheet

School	Participant	Date of Document Collection	Date of In-person Interview	Date Interview Sent for Transcription	Date Transcription received	Date Transcription Accuracy Verified	Date E-mailed Description of School/Program	Date Debriefed with School
A	Admin							
	I1							
	I2							
B	Admin							
	I1							
	I2							
	I3							
	I4							
	I5							
	I6							
	I7							
C	Admin1							
	Admin2							
	I1							
	I2							
	I3							
	I4							
	I5							
	I6							
D	Admin1							
	Admin2							
	I1							
	I2							

Data transcription. I submitted copies of all audio-recorded semi-structured interviews to a professional transcription service. Upon receipt of the transcriptions, I proofread the transcriptions as well as checked the transcriptions against the original audiotape to verify accuracy. Additionally, I noted any non-linguistic observations in the margins in the transcriptions as referenced in my original notes from the in-person contact with participants. All recordings were secured in each participant's electronic folder on my flash drive and accompanied by their transcriptions (see section "Data Cleaning and Organizing").

Each transcription file included (1) a coversheet with basic relevant information about the participants (e.g., age, race/ethnicity, gender, and years of teaching experience) coupled with the time and location of the interview, (2) background information about the interview respondent, (3) a description of the setting, (4) source labeling to identify who is speaking, and (5) formatting with large margins for coding, comments, and analysis.

Analyses conducted. In alignment with Bogdan and Biklen (2007), Creswell and Clark (2007), Creswell (2009), Glaser and Strauss (1967), Merriam (2009), and Strauss and Corbin (1998), I followed the common data analysis procedures that are found in qualitative data. More specifically, I interpreted the data collected in the way data have been emphasized in narrative interview responses (Chase, 2003; Josselson, 2006; Riessman, 2008). Additionally, since this was a comparative case study, I read through the data one participating school at a time in a within-case analysis for each of the four participating schools and noted emerged themes within each school. After I noted themes for School A, I then noted themes for School B and compared them to School A and so forth until all four schools' emerged themes were compared to each other's as a subsequent cross-case analysis across the schools. All emerged themes can be found in Appendix E.

Official document review. Two schools (Schools B and C) provided me with documents to supplement our semi-structured interview so that I could gain a better understanding of their programming if I found it necessary. Upon collecting data, verifying transcriptions, analyzing the interviews, and confirming my understanding of the induction program, I did not need to consult these supplementary documents or code them. Therefore, these documents were not used in conjunction with the interview data.

Semi- structured interviews.

Administrators. All responses provided in the institutional administration interviews were initially read in order of school code (A, B, C, D), and notes were made of any potential emerging themes and open-coded the transcriptions using ATLAS.ti as a Computer Assisted Qualitative Data Analysis Software (CAQDAS) tool to develop an initial coding scheme (see section "Open-Coding Procedure" below). I then developed a summary of each induction program to ensure I had captured the program accurately and sent the summary to each school for verification of accuracy. Any necessary edits were made at that time. Summaries of each school's program were sent to participating schools prior to conducting individual faculty semi-structured interviews, with the exception of School A, to ensure my understanding of the induction program from the administration's perspective was correct. Since School A had three total interviews, all three were conducted on the same day with the administrator interview as the first interview.

Faculty members. After open-coding the administration transcriptions, I began to open-code transcriptions of participant interview responses within each school, starting with the first participant to add to each school's baseline coding scheme. Revisions to the coding scheme were made as necessary as themes emerged. I went in ascending order by participant code within each

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school (I1, I2, etc.) until each participant within a school had been coded. I did not move to analyzing the next school until all participants in the previous school were coded – in other words, all participants in School A needed to be coded before moving to participants in School B. While cleaning, organizing, and coding the data, I took notes on the participants' responses; I also drafted a summary of their experience and created a list of the codes applied and their frequency. Once all participants' summaries were drafted, I composed an aggregate summary of the summaries for each school to ensure participant anonymity and confidentiality. I also developed a comprehensive list of the codes applied across all participants within a school (see section "Open-Coding Procedure" below). As participant summaries were developed within each school, I noted emerging themes and compiled an aggregate list (see each school summary below).

Lastly, I developed a codebook that included codes, descriptions of codes, and sample quotes. Although I noticed few trends in groups of faculty with differing years of teaching experience, I did notice several themes within schools and across schools (see section "Cross-Case Analysis" below).

Open-coding procedure. In alignment with Chase (2003), Creswell (2009), Creswell and Clark (2007), Glaser and Strauss (1967), Josselson (2006), Riessman (2008), and Strauss and Corbin (1998), I coded the data using the following procedure. First, I read through all data points (i.e., documents and interview transcriptions) without taking notes to get a sense of the data as a whole. Following this, I then read through the documents while coding, and I identified specific codes along the way, in alignment with the research questions and using ATLAS.ti as a CAQDAS. Afterwards, I grouped codes into larger categories as they emerged, with the

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assistance of ATLAS.ti. Lastly, I wrote a reflective memo describing the codes and categories

identified for each independent school, and I included overlapping themes found across schools.

There were 135 total codes applied across the 23 transcriptions imported into ATLAS.ti.

A list of each code applied and its frequency within schools can be found in Appendix D. This

analytical approach ensured answering the research questions by developing a theory inductively

through the application of codes to common themes or salient constructs found in the

institutional administration interview responses and faculty member participants' responses to

interview questions.

Reliability and Validity

In an effort to maintain reliability and validity, I piloted all instruments with mirroring

populations in the study – that is, the administrators in my current school, and a current faculty

member in his first year at the school. I also triangulated the data collected through the use of

official document review and semi-structured interviews (for both administrators and individual

faculty members) to develop a more complete picture of the organizational induction program

and the teachers' experiences within it. Furthermore, I practiced confirmability by addressing

neutrality and objectivity in the data by not changing my tone and by being aware of my body

language in the interviews and interpreting the data in an unbiased manner after reflecting on my

own biases. Lastly, I practiced reflexivity by being transparent in revealing my underlying

assumptions and biases with the study. Additionally, as this study is a comparative case study,

the inclusion of multiple cases enhanced the external validity of the findings (Merriam, 1998).

Protection Against Researcher Bias

Since this approach relied heavily on human interaction, it was difficult for me to remain

unbiased since I have worked in four different K–12 independent day schools in the past ten

years and each one has offered a different induction experience – namely from no induction to a very thorough and well-developed induction program. One of these experiences was particularly negative, and it in part influenced my decision to search for another position at the end of my first year and to ultimately migrate to another independent school at the end of the second year at that school. While these experiences as a whole have helped me to understand the value induction programs have played on my own personal job satisfaction and have assisted me in the creation of the interview questions that participants answered, they have also generated a source of bias in me as I sought to understand others' experiences in similar programs.

Therefore, I recorded descriptive information regarding what I had directly heard or seen without using my own opinions or adjectives to describe what I was witnessing. I followed my semi-structured interview protocol by asking questions in a non-leading way to each subject to provide structure and continuity, while also avoiding the insertion of my own previously stated bias. Following the semi-structured interview protocol additionally allowed for both participant elaboration if new themes emerged, as well as the opportunity for me to describe the behaviors, interactions, and comments of the subjects. Lastly, in order to accurately record these interviews, I audio-recorded the interviews to compare back to my handwritten notes and transcriptions. I also directly acknowledged my bias by indicating that I am an educator who has participated in induction programs in independent schools as a new member to an independent school community and that I have had both positive and negative experiences in these programs.

Limitations

The results of this study were limited in their generalizability and transferability to all sectors of education due to the scope of the study and the sources of data collection being from independent schools and faculty members in the greater Washington, D.C. area. However, with

the inclusion of multiple cases (schools), the generalizability of the findings was enhanced (Merriam, 1998). Additionally, the study was limited by not having contact with those individuals who have migrated to new communities or who have left the profession from these schools; it was only possible to recruit faculty participants from participating schools that have remained at the school in their first year, and this indicates only hearing perspectives from participants who chose to remain at their school in the current year. This, however, meant not being able to identify if there was dissatisfaction with the induction program as contributing to the reasons for which already departed faculty members may have left. Additionally, from the faculty members who are in their first year of service, it was only possible to obtain data from participants in the induction programs, as independent school induction programs are mandatory and there are no newly-hired non-participants. Therefore, I was unable to compare participant to non-participant experiences in an induction program to see whether there was any further benefit to voluntarily participate in the induction process, as Smith and Ingersoll (2004) suggested. I recognized that I was not able to isolate teachers' experiences and reactions to the induction program from different school contexts in general, such as the difference between boarding school life and day school experience, the working conditions including student discipline, overall school culture, administrative support, salaries and benefits, or a lack of voice in decision-making.

Due to the voluntary nature of the study, the scope was limited by the volunteering faculty members' perceptions and biases. Likewise, the number of participants was severely limited by the number of newly-hired faculty in each of the participating schools, most specifically only two faculty members represented the new hires from both School A and School D. Similarly, the voluntary nature of participation in the study attracted the interest of four very

different independent schools; they each have school characteristics and induction program features that may have limited further conclusive takeaways across schools from the overall study. Lastly, I was limited in my full understanding of the induction program as I did not interview all parties involved in the implementation of the induction program – such as administrators who may have met with faculty on a periodic basis or mentors – and I did not obtain their experiences in delivering the induction program.

Summary

This chapter provided a detailed description of the design of the study, participants and sample size, data sources, and data collection process. Since qualitative research data collection and analysis occur simultaneously rather than sequentially as Seidman (2013) suggested, this section focused on *who* participated in the study, *how* and *where* the data were collected, *why* the data were collected in the ways they were, and *what* data were collected. Additionally, the chapter described how the data were cleaned, organized, transcribed, and analyzed simultaneously. The next section will describe the analysis of the data and what information they share.

4. Findings

Introduction

The previous chapter described *who* participated in the study, *how* and *where* the data were collected, *why* the data were collected in the ways they were, and *what* data were collected, in addition to describing how the data were cleaned, organized, transcribed, and analyzed simultaneously. With that in mind, this chapter describes the information the data tell me in order to answer my research questions.

As this study is a comparative case study, the within-case analysis is conducted first (as described above), followed by a cross-case analysis to build abstractions across schools as Merriam (1998) suggests. The following sub-sections are divided as follows with a detailed description of each school, each school's induction program (extracted as a summary of the semi-structured interviews conducted with administrators), faculty sample characteristics, and an aggregate summary of faculty experiences within each school's program. Emerged themes from each school can be found in Appendix E. It should be noted that Schools A and D only have two participants, so their responses are summarized together within the sub-sections, while Schools B and C have sub-sections reflected in their summary. After all the schools have been described, there is a cross-case analysis conducted across schools with regards to emerged themes in both programming and faculty experience. Lastly, I answer my research questions with all analyses in mind.

Within-Case Analyses

As is suggested in multiple case study analyses (Merriam, 1998), each of the following four cases (School A, B, C, and D, respectively) was analyzed as its own comprehensive case by understanding the elements of each school's induction program and the faculty experiences

within that program. Abstractions were built across participants to contribute to my understanding of the aggregate experience within the program, and these allowed for themes to emerge across participants.

School A.

School description revisited. School A is a Junior Kindergarten (JK; ages 4 and 5 years old) to Grade 8 co-educational day school with a total student enrollment of 207 students and approximately 36 faculty members whose main responsibilities are classroom teaching, resulting in a student-teacher ratio of 6:1. Full-time faculty members are expected to teach, advise, sponsor extracurricular activities, and perform other duties as instructed. Faculty teaching experience ranges from one year to 42 years of experience. The minimum qualifications to work in School A include the successful completion of a Bachelor's degree, although many educators in School A have a Master's or Doctorate.

Part of the attraction to working here is the excellent facilities and access to faculty resources, as well as the opportunity for tuition remission for employees who have school-aged children attending the school. The first faculty child has free tuition while subsequent children receive discounted rates of tuition dependent upon financial need. Additionally, School A covers all tuition costs for their employees to pursue graduate studies courses and degrees, along with financing professional development opportunities. Over the past three academic years, the school has only needed to hire three new faculty members: one in the 2015–2016 academic year, none in the 2016–2017 academic year, and two in the current 2017–2018 academic year. School A's teacher turnover has remained under 5.41% in the past three years and is considered to be in the low turnover category.

Program description. School A's intended purpose for its program is to ensure that faculty members are meaningfully connected to the community. Since School A's turnover is so low, it has not needed to hire more than two people in a given academic year, and as such, it offers faculty members a personalized approach to both their orientation and induction into the school, and it does not have a traditional or formalized program.

As part of a new faculty member's orientation and introduction to the school, School A invites the new member to attend the previous year's closing meetings (if the faculty member is joining the school in Fall 2018, invitation is given to attend closing sessions at the end of Spring 2018), come to campus over the summer to meet with other staff such as the administrators, mentors, and teaching team members, and get acquainted with the technology used at the School. Each person's experience is tailored to his or her needs. If a new faculty member is moving to the area, School A is cognizant of not only acquainting the new staff member with the School, but also with the geographic area.

School A's induction program includes at a minimum (1) weekly meetings with an administrator, (2) the mentorship program, and (3) the evaluation system. The school year begins with weekly meetings with an administrator as a check-in to discuss what events are coming up. These events could include written report deadlines or special events on campus. These weekly meetings are not bound to only occur during the school day or on campus; they may occur at the faculty member's or administrator's home over dinner. As the year continues, a determination is made regarding how to continue supporting the faculty member – for instance, weekly meetings may turn into once-a-month meetings, or they may not be necessary at all.

Each new faculty member is paired with a mentor in an intentional way – this is a person who he or she will be naturally working with on a daily basis (i.e., a co-teacher or department

member). Therefore, there are no set requirements for when and how the mentor and mentee meet since they will be collaborating consistently throughout the year. There is no stipend or training for mentors.

All teachers are part of the evaluation system, and new faculty members are introduced to the system at the beginning of the year. They will meet with an administrator to discuss their goals for the year at the beginning of the year as well as have visitors to their classroom and visit others' classrooms.

Within the induction program, School A provides individualized support to new faculty members: if they need help with writing comments, they will receive writing tutorials; if they need someone to sit in their classroom daily to help determine what classroom management is needed with that group of students, someone will sit in the classroom to observe and offer feedback; if new teachers experience a personality conflict with a student, they will receive structured modeling to support working through the conflict. The most important aspect of the induction program is that, essentially, what each individual faculty member needs, he or she will receive it in support from School A. Both of the two new faculty members interviewed are returning for a second year of service to School A.

Table 3 shows a visual representation of School A's program coupled with the starting point of that particular aspect of the program for a new faculty member and how long it lasts in month segments. White areas indicate the time period of a specific aspect of the program. Shaded gray areas indicate a time period where a specific aspect of the program is not offered in the academic year.

Table 3

School A Program Timeline

Time: Start and Duration	Orientation		Induction		
	Previous Closing Meetings	Summer	Weekly Meetings with Administrator	Mentorship	Evaluation
Month 0	X	X			
Month 1					
Month 2					
Month 3			(Weekly until a less	(Entirety of the	(Entirety of
Month 4			frequent basis is	first year)	the first year)
Month 5			determined)		
Month 6					
Month 7					
Month 8					
Month 9					
Month 10					

Faculty sample characteristics. Tables 4–9 represent faculty characteristics specifically from School A as they compare to the aggregate total of all participating faculty members across schools.

Table 4

Gender of Faculty Participants

Gender	Number of Faculty from School A	Total Number of Faculty in Study
Male	--	6
Female	2	11

Table 5

Age of Faculty Participants

Age Range (in years)	Number of Faculty from School A	Total Number of Faculty in Study
20–25	--	2
26–29	1	6
30–35	--	3
36–39	1	2
40–45	--	3
46+	--	1

Table 6

Highest Degree Attained by Faculty Participants

Highest Degree Attained	Number of Faculty from School A	Currently Pursuing Higher Degree from School A	Total Number of Faculty in Study	Currently Pursuing Higher Degree in Study
Bachelor's	--	--	6	2
Master's	2	--	10	2
Doctorate	--	--	1	--

Table 7

Current Teaching Experience of Faculty Participants

Teaching Experience (in years)	Number of Faculty from School A	Total Number of Faculty in Study
1–3	--	1
4–6	1	9
7–9	--	1
10–12	--	2
13–15	--	1
16–19	--	1
20+	1	2

Note. This table begins with "1" as the starting number of years of teaching experience as faculty were interviewed at the end of an academic year. Therefore, the number of years reflected above include this current year of teaching experience as part of the total years of experience.

Table 8

Previous Teaching Experience – Sectors

Previous Experience Sectors	Number of Faculty from School A	Number of Faculty in Study
No previous experience	--	1
Independent schools (day or boarding) (*only*)	1	7
Public/Charter schools (*only*)	1	4
Religion-affiliated schools (*only*)	--	1
Combination of sectors	--	4

Table 9

Grade Levels Currently Teaching

Grade Levels Currently Teaching	Number of Faculty from School A	Total Number of Faculty in Study
JK–3	1	3
3–8	1	3
6–8	--	7
JK–8	--	1
6–12	--	1
9–12	--	2

Faculty experience. The following description is an aggregate summary from both of the faculty participant responses from School A. Their responses have been summarized together to ensure confidentiality.

The newly-hired faculty members at School A believed the intended purpose of the induction program is to have faculty feel like a part of the community and to support faculty by providing a mentorship program, materials needed in the classroom, professional development opportunities, and time for collaboration with other faculty members during the regular work day. Newly-hired faculty members are invited to work with departing faculty members on curriculum taught in the previous year and receive materials which the former teachers used. This overlap can occur at the end of the previous academic year or during the summer. Although newly-hired faculty members inherit a previously-established curriculum, they are allowed the autonomy to adopt the curriculum or make modifications as they see fit with their goals for their students as well as their personal teaching style. The mentorship program at School A allows for an individual experience for each faculty member, and thus what the member needs is what he or she receives in terms of support. Both of the two newly-hired faculty members believed the entire support system at School A – that is, the openness, community, and mentorship – was helpful to their integration into the community and they will be returning in the next academic year. There are no suggestions for how to improve future iterations of this support system as both faculty members are content with their experience.

School B.

School description revisited. School B is a JK (age 4) to Grade 8 co-educational day school that follows a progressive approach to student learning by offering learning through experience and the outdoors. School B has a total student enrollment between 250 and 500

students and 47 faculty members. Full-time faculty members are expected to teach, advise students, and sponsor extracurricular activities, and perform other duties as instructed. The minimum qualifications for working in School B include a Bachelor's degree in education or related field and several years of teaching experience are preferred, with a further preference to a familiarity with progressive education.

Working in School B is considered attractive to teachers because it offers a different teaching experience than most schools – teachers work in a non-traditional teaching setting by going outdoors with students and completing hands-on experiences on a regular basis, in addition to tuition remission of 50% for one employee child to also attend the school and financing a variety of professional development opportunities, including support for a portion (approximately 50%) of a faculty member's graduate degree if it applies to the person's position. Over the past three academic years, the school has hired 16 new community members whose main responsibilities are teaching: six were hired in 2015–2016, three in 2016–2017, and seven in 2017–2018. Teacher turnover at School B has fluctuated from 14.46% to 8.5% to 18.42%, respectively, over the course of three years, which places it in the progressive decrease/increase teacher turnover category.

Program description. School B's intended purpose for its program is to ensure that faculty come to a common understanding of how the school operates and how the staff work there. As such, it offers both orientation and induction as part of its program to new faculty members. Prior to the orientation program officially beginning, new faculty members are invited to participate in several opportunities during the summer leading up to their first year at the school. These opportunities are as follows: (1) they can be a guest during an "adult weekend" at the school's second campus (which is an outdoors facility) to obtain a sense of what the school

offers its faculty and students; (2) they can attend a responsive classroom training (one-day or four-day training) paid for by the School if they have not received prior training; and (3) they can collaborate with their future grade-level teams over the course of two to three paid days to establish curricular expectations and rapport.

The official orientation program is almost two full work days prior to the entire faculty returning for opening meetings. New faculty members are given the orientation dates at the time of hire as well as receive communication from the School over the summer. Orientation essentially includes the nuts and bolts of what it is to work at the school; this includes a review of the mission of the school, the academic calendar, professional growth process, paperwork, technology training, an introduction to teacher evaluation, an overview of the induction program and mentorship, and articles on progressive education, diversity, and a shared community read. This final component of a shared community read involves something the entire faculty read over the summer and they come back during opening meetings to discuss it together.

School B's induction program includes four major parts: (1) a progressive education course, (2) mentorship, (3) meetings with administrators, and (4) the formal faculty review cycle. The progressive education course currently includes four sessions that are approximately one and a half hours in length and participants meet once a month over the course of the first four months of the academic year. In addition to dedicating time after school to physically attend these sessions, faculty members are assigned reading portions and "homework" assignments to prepare for prior to attending these sessions. Although this course is open to all faculty members, it is required of new hires. The course may include a fifth session in next year's iteration.

The mentorship program lasts the entirety of the year, with the expectation that mentors and mentees connect with each other twice a month, although some pairings do not meet as

frequently as the year progresses. Current faculty members and new faculty members are typically paired by personality, interests, or stage in life to make sure they have something in common. Current faculty members who have been at the school for at least a year are asked to be mentors, and they receive a checklist of items to review with their mentees throughout the year. Mentors do not receive any formal training to take on this role, but they do receive a stipend upon completion of the mentorship at the end of the year. Mentors do not have any evaluative role at School B and are seen as more of a partner or guide for the new faculty member.

The frequency of meetings with administrators depends upon the experience each faculty member has. For example, if the faculty member is new to the profession of teaching, he or she will meet with an administrator once per week during the year. If the faculty member has had prior teaching experience and is just new to School B, the meeting with an administrator will take place every other week. These meetings may become less frequent over the course of the year at the administrator's discretion.

Lastly, all faculty members are required to participate in the formal faculty review cycle, which includes an evaluation meeting where goals are set for the upcoming year, a meeting before a formal observation is to occur, and a meeting upon completion of the observation to discuss the process as well as an official write-up. Two new faculty members will not return to the School for a second year of service.

School B says the most important aspect of the orientation and induction program is "to acclimate teachers to the culture and teaching environment of the school including the value we place on responsive and student-centered teaching practices, appreciation for the diversity of our community and respect and care for our natural world" (School B Admin).

Table 10 shows a visual representation of School B's program coupled with the starting point of that particular aspect of the program for a new faculty member and how long it lasts in month segments. White areas indicate the time period of a specific aspect of the program. Shaded gray areas indicate a time period where a specific aspect of the program is not offered in the academic year.

Table 10

School B Program Timeline

Time: Start and Duration	Summer			Orientation	Induction			
	Adult Weekend	Responsive Classroom Training	Collaboration Time		Progressive Education Course	Mentorship	Meetings with Administrator	Formal Faculty Review Cycle
Month 0	X	X	X	(2 days)				
Month 1					(Once a month over four months)			
Month 2								
Month 3							(Weekly or biweekly until a less frequent basis is determined)	
Month 4						(Entirety of the first year)		(Entirety of the first year)
Month 5								
Month 6								
Month 7								
Month 8								
Month 9								
Month 10								

Faculty sample characteristics. Tables 11–16 represent faculty characteristics specifically from School B as they compare to the aggregate total of all participating faculty members across schools.

Table 11

Gender of Faculty Participants

Gender	Number of Faculty from School B	Total Number of Faculty in Study
Male	2	6
Female	5	11

Table 12

Age of Faculty Participants

Age Range (in years)	Number of Faculty from School B	Total Number of Faculty in Study
20–25	1	2
26–29	1	6
30–35	1	3
36–39	--	2
40–45	3	3
46+	1	1

Table 13

Highest Degree Attained by Faculty Participants

Highest Degree Attained	Number of Faculty from School B	Currently Pursuing Higher Degree from School B	Total Number of Faculty in Study	Currently Pursuing Higher Degree in Study
Bachelor's	2	1	6	2
Master's	4	--	10	2
Doctorate	1	--	1	--

Table 14

Current Teaching Experience of Faculty Participants

Teaching Experience (in years)	Number of Faculty from School B	Total Number of Faculty in Study
1 – 3	--	1
4 – 6	2	9
7 – 9	--	1
10 – 12	2	2
13 – 15	1	1
16 – 19	1	1
20+	1	2

Note. This table begins with "1" as the starting number of years of teaching experience as faculty were interviewed at the end of an academic year. Therefore, the number of years reflected above include this current year of teaching experience as part of the total years of experience.

Table 15

Previous Teaching Experience – Sectors

Previous Experience Sectors	Number of Faculty from School B	Number of Faculty in Study
No previous experience	--	1
Independent schools (day or boarding) (*only*)	2	7
Public/Charter schools (*only*)	2	4
Religion-affiliated schools (*only*)	--	1
Combination of sectors	3	4

Table 16

Grade Levels Currently Teaching

Grade Levels Currently Teaching	Number of Faculty from School B	Total Number of Faculty in Study
JK–3	2	3
4–8	2	3
6–8	2	7
JK–8	1	1
6–12	--	1
9–12	--	2

Faculty experience. The following description is an aggregate summary of all responses given by the seven faculty members in their first year at School B. Two of the seven faculty members were parents of students attending the school prior to joining the faculty. Two of the seven faculty participants will not be returning for a second year of service to School B due to a mutual understanding that the "fit" is not ideal for either party (i.e., the faculty member or school) or due to personal situation; they will however remain in the teaching profession and migrate to other schools. Due to the low number of participants, I did not feel that outlining each participant's experience appropriately met confidentiality. Therefore, if more than one participant stated the same thing, it is reflected here in the summary.

Intended purpose. Overall, faculty members' responses for their belief in what the intended purpose of the induction program are as follows: (1) to educate newly-hired faculty on the ideals of the school and progressive education, (2) to familiarize newly-hired faculty members with school traditions and exude them, (3) to understand why things are the way they are and how they are done here, (4) to get a feel for the community and become part of it, and (5) to offer multiple sources of support to newly-hired faculty members to realize points 1–4.

Summer work. Prior to reporting for contractual days, which included dates for orientation, faculty were asked to read at least two books, one as a *community read* (i.e., reading material for the entire faculty) and one as a *new faculty read* on progressive education. Faculty reported that overall these reading assignments helped to frame their thinking on progressive education. Four faculty members attended responsive classroom training and/or subject-area conferences, both of which were financed by the school. Additionally, two faculty members met with their teaching team over several days to coordinate curriculum for the school year. Faculty members who participated in these collaboration days were compensated for their time. Three

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faculty members expressed experiencing some stress with attending the conferences or coming to campus to fill out paperwork because doing so conflicted with their summer schedules or provoked concerns about childcare for their children.

Orientation. All faculty members described that they reviewed the mission or philosophy of the school; they also received a handbook and an organized reference binder (one they continued to reference throughout the year), a school-issued computer, and technology training. Moreover, they met their mentor and were able to spend quality time together building relationships as a new teacher cohort and with administration. Six faculty members found that frontloading the information in the binder, developing a cohort and building relationships within it, and having a voice in the conversation were particularly helpful, although the contents of the binder were overwhelming at first sight. Four faculty members mentioned that having parents as part of the new faculty cohort – two of whom were parents – was also helpful in offering different perspectives and understanding of the school culture. Only one person mentioned the overnight retreat as part of their experience. Recollection of the duration of the orientation program was inconsistent across faculty responses, ranging from one day of four hours to three to four full days of contact.

Induction. All seven faculty members mentioned two aspects of the induction program being included in their experience: the mentorship program and the progressive education course. The meeting frequency with mentors was reported to be different for the members: some claimed that they met once a week for half an hour, while some met once a month for half an hour, and some only met a handful of times throughout the entirety of the year. While faculty experiences with their mentors were different, all faculty members believed that the formal mentorship was helpful in their integration into the community. Three faculty members also

mentioned that the informal mentorships they developed throughout the year with their teaching team proved to be beneficial as well. Faculty experiences in the progressive education course generally were seen as time well spent, although opinions varied between the amount of time needed to prepare for the sessions and the content that was covered. Five faculty members mentioned the amount of time needed to prepare for the class sessions seemed excessive. Six faculty members expressed their belief that inviting faculty members not in their first year of teaching at the school was particularly helpful in those courses as these members offered different perspectives for the new members to consider, although it was observed that their participation declined over the period of time the course lasted. Additionally, three faculty members appreciated the requirement of conducting peer observations as part of the progressive education course and their own professional growth.

In terms of meetings with administrators, five faculty members had weekly or biweekly meetings throughout the year, while two faculty members mentioned never meeting with administrators throughout their first year. Some faculty members believed these meetings were productive while others said there was not much to talk about and could have used their time in different ways. Only two people mentioned evaluation or observation as part of the induction program.

School C.

School description revisited. School C is a JK (ages 4 and 5) to Grade 12 co-educational day school with a religious affiliation on two campuses, one for JK to Grade 5 and another for Grade 6 to Grade 12. For this study, the school requested that I study one specific campus, namely the 6–12 campus, which aligns more with comparing to School D below. The total student enrollment for JK–12 is approximately 1,000 students with 590 students and

approximately 76 teaching faculty members on the 6–12 campus. The overall student-teacher

ratio is 8:1. Full-time faculty members are expected to teach, advise, be involved in the life of the

school (e.g., coaching, going to events, being a committee member), as well as perform other

duties as instructed. The minimum qualification to work in School C is a Bachelor's degree with

a strong preference to a degree in education or a teaching certificate. All employees must be

legally eligible to work in the United States. At the 6–12 campus, hiring committees also search

for those with a degree in the faculty member's teaching content area.

In addition to employees being able to work in a religiously affiliated school that may

align with their practicing religion, School C offers its employees a comprehensive benefits

package including health/dental/vision insurance, flexible spending accounts, a retirement plan,

commuter benefits, employee banking services, and an automatic 25% tuition remission per child

for faculty children to attend the school (eligibility after second year of service), plus financial

aid needed beyond the remission. Over the last three years, the 6–12 campus has hired 26 new

faculty members whose main responsibilities are teaching: seven were hired in 2015–2016, 13 in

2016–2017, and six in 2017–2018. Overall, School C's teacher turnover has remained between

16 and 20%, placing it in the average turnover category.

Program description. School C's intended purpose for its program is to acclimate new

faculty to the school's culture as well as to retain them in the school beyond three years of

service. School C offers both orientation and induction as part of its program to new faculty.

Faculty members are given the orientation dates during the hiring process and are expected to be

present at all orientation sessions. The official orientation program starts with two full days;

these are scheduled prior to full-faculty meetings, and they are for working exclusively with new

faculty members. Continued sessions for new faculty members are also incorporated into the

full-faculty meetings' schedules before the students return to school for the opening of the academic year.

The first day of orientation includes a number of components: (1) some "getting to know you" activities, (2) learning about the culture of the school, (3) completing text-based learning with the Head of School (a copy of a text is distributed to faculty during the orientation day and has included in the past a community-based read, religious text, secular text, something thought-provoking within education or outside of education, etc.), (4) touring the building and meeting administrators, (5) being introduced to the evaluation system and specific religious terms used at the school, (6) time with the human resources department, and (7) participating in a model lesson about teaching where the lead mentor (an administrator of this program) is the teacher and the new faculty members are the students. A unique feature to this model lesson and the subsequent breakout sessions is the fact that faculty are divided into four groups, namely veteran teachers (5 or more years of teaching experience), teachers with under 5 years of teaching experience, new-to-the-profession teachers who have received formal education training, and new-to-the-profession teachers who have an advanced degree but no prior teaching experience or formal training. Current teachers at School C who fit into these categories have come to these sessions to speak to new faculty members about their experiences to provide relatable and pertinent information to faculty members with the same type of experience entering the school.

The second day of orientation starts with technology orientation where new faculty members set up their school accounts, log in to the systems, etc. New faculty members do not receive specific application training on the second day of orientation but rather during the continued sessions in the following week when the entire faculty is on campus and meeting. New faculty members eat lunch with their mentors, and they spend time together after lunch working

on different areas of each new faculty member's individual needs; their focus for the time together is usually determined by how inexperienced the new faculty member is. Once the new faculty member and the mentor have spent some time together, the entire group comes back together for the closing of the second orientation day. Additionally, all new faculty members are provided with a folder that contains important documents, such as a copy of the handbook, bell schedules, evaluation, a map of the campus, and teaching schedules. All information that is included in orientation is also included in the weekly cohort meetings.

School C's induction program essentially includes two major parts, namely the mentorship program and weekly new faculty cohort meetings. The mentorship program lasts the entirety of the year, with required weekly meetings between the mentor and the mentee lasting approximately 30 to 60 minutes. These weekly meetings are consistent for the first half of the year and continue on an *as-mentee-needed* basis after that. The school identifies potential mentors on a three-pronged approach: (1) the characteristics which the mentees state are their needs in a mentor, (2) the school's assessment based on observations during the faculty member's interview day, and (3) the areas of support which faculty member's references highlight. Once these three pieces of information are compiled, the school reaches out to the current faculty members who possess these characteristics. School C strives to identify the mentors that have worked at the School for a minimum of two to three years; preference is given to those with at least five years of teaching experience at the school. Upon contacting potential mentors, the school also sends them a job description outlining the expectations for the role.

Mentors are often paired within the same department or division as the mentee. Mentors receive training on the second orientation day while new faculty members receive their technology training; after this, mentors have lunch with their mentee and meet with them

formally for the first time. Mentors also receive a checklist of items to discuss or work on with their mentees. Mentors receive a stipend that is rolled into their monthly paycheck. Additionally, mentors help to guide new faculty by occasionally visiting (or "popping in") their mentee's classroom for an informal evaluation and allowing the mentee to do the same in the mentor's classroom while using the same informal evaluation tool. Doing so allows the mentee to feel comfortable with the "pop in" evaluation process (and with being able to evaluate) before actually being evaluated by administrators.

Weekly new faculty cohort meetings are organized and led by the lead mentor – an administrator of the induction program and essentially the "mentors' mentor" – as well as another point of contact for the faculty member. New faculty cohort meetings are held twice a week for 25 minutes each meeting, and they are a combination of agenda/curricular items, namely survival techniques, classroom management workshops, communicating appropriately with parents. These meetings can also simply be a safe space to share experiences or advice with other teachers in their first year at the School. These cohort meetings occur twice a week until March, and then once a week for the remainder of the academic year. Of the six new teachers interviewed, all are returning next year.

Table 17 shows a visual representation of School C's program coupled with the starting point of that particular aspect of the program for a new faculty member and how long it lasts in month segments. White areas indicate the time period of a specific aspect of the program. Shaded gray areas indicate a time period where a specific aspect of the program is not offered in the academic year.

Table 17

School C Program Timeline

Time: Start and Duration	Orientation	Induction	
		Mentorship	Weekly New Faculty Cohort Meetings
Month 0	(2 days)		
Month 1			
Month 2			(Twice a week for the first half of the year)
Month 3		(Entirety of the first year)	
Month 4			
Month 5			
Month 6			
Month 7			(Once a week for the second half of the year)
Month 8			
Month 9			
Month 10			

Faculty sample characteristics. Tables 18–23 represent faculty characteristics specifically from School C as they compare to the aggregate total of all participating faculty members across schools.

Table 18

Gender of Faculty Participants

Gender	Number of Faculty from School C	Total Number of Faculty in Study
Male	3	6
Female	3	11

Table 19

Age of Faculty Participants

Age Range (in years)	Number of Faculty from School C	Total Number of Faculty in Study
20–25	1	2
26–29	3	6
30–35	1	3
36–39	1	2
40–45	--	3
46+	--	1

Table 20

Highest Degree Attained by Faculty Participants

Highest Degree Attained	Number of Faculty from School C	Currently Pursuing Higher Degree from School C	Total Number of Faculty in Study	Currently Pursuing Higher Degree in Study
Bachelor's	3	--	6	2
Master's	3	1	10	2
Doctorate	--	--	1	--

Table 21

Current Teaching Experience of Faculty Participants

Teaching Experience (in years)	Number of Faculty from School C	Total Number of Faculty in Study
1–3	1	1
4–6	4	9
7–9	1	1
10–12	--	2
13–15	--	1
16–19	--	1
20+	--	2

Note. This table begins with "1" as the starting number of years of teaching experience as faculty were interviewed at the end of an academic year. Therefore, the number of years reflected above include this current year of teaching experience as part of the total years of experience.

Table 22

Previous Teaching Experience – Sectors

Previous Experience Sectors	Number of Faculty from School C	Number of Faculty in Study
No previous experience	1	1
Independent schools (day or boarding) (*only*)	3	7
Public/Charter schools (*only*)	1	4
Religion-affiliated schools (*only*)	1	1
Combination of sectors	--	4

Table 23

Grade Levels Currently Teaching

Grade Levels Currently Teaching	Number of Faculty from School C	Total Number of Faculty in Study
JK – 3	--	3
3 – 8	--	3
6 – 8	5	7
JK – 8	--	1
6 – 12	1	1
9 – 12	--	2

Faculty experience. The following description is an aggregate summary of all responses given by the six faculty members in their first year at School C. Two of the six faculty members are alumni returning as faculty members. It is worth noting that two of the six faculty members were unable to attend orientation and one faculty member's teaching schedule did not allow for participation in the weekly new faculty cohort meetings. All six faculty participants will return for a second year of service to School C. Due to the low number of participants, I did not feel that outlining each participant's experience appropriately met confidentiality. Therefore, if more than one participant stated the same thing, it is reflected here in the summary. It is worth noting that teacher desks are located within their respective departments and so department members sit and work next to each other when they are not teaching.

Intended purpose. Faculty members in School C described the intended purpose of the support system as a way to make them feel welcomed in the community by (1) setting expectations, (2) providing resources to teachers to be more effective in their classrooms, and (3) having several support systems in place for new teachers to integrate into the school's culture (e.g., mentorship, administration, and weekly meetings). One faculty member recognized that the school most likely had the intention of helping with the retention of new teachers, seeing that it is good for morale and faculty job satisfaction.

Orientation. Faculty members described the orientation program as lasting two full days prior to full-faculty opening meetings the following week, and that the program included three major components, namely meeting others, technical aspects, and philosophical aspects. Four faculty members had the opportunity to get to know each other as a cohort of new teachers as well as meet with their mentors and administration. These four members described this process as being helpful in acquiring the sense of being part of the community from the start of their

integration. Technical pieces included receiving school-issued laptops, reviewing the grading system, creating accounts, communications, filling out paperwork, etc. Philosophical components included reviewing the mission of the school and what it means to be a part of the school community, especially since it is a school affiliated with a specific religion and certain practices. As part of this review, particular school-related terminology was introduced, which faculty members found useful in providing context to how the school operates and what it means. Two of the new faculty members did not attend the orientation, but they received the information provided during this session on an as-needed basis upon their arrival.

Induction. All six faculty members mentioned two aspects of the induction program being included in their experience: the mentorship program and the weekly new faculty cohort meetings. Three faculty members also described a third aspect to the program – the supervision program (i.e., formal evaluation or observation). Faculty members described the formal mentorship program as being "hit or miss." Faculty members that were paired with a mentor who was outside of their respective department or division began the year with periodic meetings, but meetings quickly became less and less frequent as the first few months passed because faculty members were able to ask their department members questions about the information they sought. Therefore, faculty members tended to develop "informal" mentorship pairings within their department since all members are located in the same office area and some of the information needed was department-specific. The two faculty members who were formally paired with department members considered themselves to be "lucky" and felt they had a better experience with this pairing. Whether it was a formal or informal mentorship pairing, all faculty members described benefitting directly from department members. At least two faculty members also expressed that they were unsure of what the formal mentor was supposed to cover in terms

of content, and they wished the mentor checklist had been shared with all parties. However, all faculty members believed that the school culture was so supportive that they felt they could direct their questions to anyone (i.e., teachers, formal or informal mentors, and administrators) who was available.

Faculty members described the weekly new faculty cohort meetings as a way to receive information and also share experiences as first-year members to the community. Informational pieces may have included discussing the school's unique culture, teachers' roles on specific days (e.g., field day or parent-teacher conferences) or integrating varied student learning needs into lessons while sharing experiences may have included successes each person has had or incidents in dealing with challenging students. Five of six new faculty members attended these meetings; one person's schedule did not allow for participation in these required meetings. All five faculty members described the meetings as a "support group" for each other and mentioned that meeting twice a week began to feel like time was used unproductively. Faculty members stated that meeting twice a week at the beginning of the school year was beneficial, but that over time felt that they could be using time more efficiently. At least two faculty members mentioned that this may have to do with the number of years of teaching experience they had and that conversations revolving around classroom management were not pertinent to their individual needs. Three faculty members also mentioned the desire to have a say in what topics are covered during these meetings and how frequently meetings are held. Lastly, half of the participants mentioned that as part of these meetings, they were required to observe their colleagues; in doing so they felt that this was a productive professional growth tool, and they appreciated completing these steps. All five faculty members who were able to attend these sessions described the building of relationships with each other during this aspect of the program as helpful.

Three faculty members viewed the formal supervision program of evaluation or observation as part of their induction program. They described the feedback received from this process to be beneficial to their professional growth and the honing of their teaching and felt greatly supported by the school.

School D.

School description revisited. School D is a Grade 9 to Grade 12 co-educational boarding school with a religious affiliation. Total student enrollment is approximately 440 students (including international students) and approximately 55 full-time teaching faculty members. Full-time faculty members are expected to teach four classes, coach or supervise two seasons of an extracurricular activity, and have weekly dorm duty, even if they do not live on campus. The minimum qualifications to work at School D include holding a Bachelor's degree (although many faculty members have advanced degrees) with a preference to having previous residential life experience, which can include previous employment at a boarding school or summer camps. Faculty members at School D appeared interested in working there because it offers an opportunity to know students in many different ways outside of the classroom, such as on the sports field as a coach, as an advisor, or as a dorm parent living in close proximity to students.

Faculty members are not only provided with a competitive salary, benefits, and professional development opportunities, but they are also given free room and board, thus making any salary earnings immediately available for each faculty member's chosen use. If a faculty member does not live on campus, the member receives a modest housing allowance to help subsidize housing off-campus. Additionally, faculty members enjoy open use of the school's facilities, summer camp discounts, subsidized child care, a cell phone and phone plan, and graduate study tuition financing. Furthermore, tuition remission is offered for faculty

member children (not staff) at School D, where all children can attend tuition-free and can board when they are in Grade 12.

Although all faculty and staff have interactions with students at School D through the boarding school model, I only recruited faculty members whose main responsibilities include teaching. In the past three academic years, School D has hired 21 new faculty members whose main responsibilities include teaching: eight were hired in 2015–2016, 11 in 2016–2017, and two in 2017–2018. School D experienced an increasing percentage in teacher turnover from 2015–2016 to 2016–2017 (14.63% and 20.3% respectively), with a drastic decrease in turnover in 2017–2018 of only 3.6%. Not only did the sudden decrease in turnover compel me to study the school, but it was also a responsibility and goal of this study to have one representative boarding school under investigation, since boarding schools constitute 17.9% of all independent schools.

Program description. School D's intended purpose for its program is both to support new faculty as they transition to the school and to promote retention. School D offers both orientation and induction as part of its program to new faculty members. Prior to the official start of the orientation program, new faculty members may move to campus and get settled in to their new housing arrangements as well as attend a conference on boarding school life if the faculty member has not worked at a boarding school previously. The full cost to attend this conference is covered by the school.

Faculty members are given the orientation dates during the hiring process and are expected to be present at all orientation sessions. The official orientation program starts with two half days, totaling a full day of contact time together prior to the full faculty returning for meetings. Orientation includes "getting-to-know-you" activities, learning about the culture of the school (including the religious identity), reviewing the mission and philosophy of the school,

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completing technology training, and discussing the expectations for academic and student life, which includes practicing potential scenarios encountered during dormitory duty and the appropriate responses.

School D's induction program extends across the faculty member's first year at the school and has typically included several components: (1) monthly new faculty cohort group meetings, (2) drop-by meetings, (3) the mentorship program, (4) a "check-in" meeting with an administrator, and (5) professional growth opportunities. Monthly group meetings have generally included agenda items such as boarding school life and classroom management. However, these monthly meetings did not run in the current iteration of the program since there were only two new faculty members this year.

Drop-by meetings have been held by one of the lead mentors. In past iterations of the program, there have been two such mentors – one male and one female. In these meetings, all new faculty members are notified of upcoming activities and are invited to drop by a specific location designated by a lead mentor on a certain day during a time window to check in if needed; the lead mentor may be located in the cafeteria for a two-hour time window for faculty to simply stop by and check in. Similarly, individual meetings with a lead mentor or director of program (i.e., academics or dormitory life) can take place if an individual faculty member has specific questions related to an area of student life that other faculty members do not necessarily need. There was only one lead mentor in this current year's iteration of the induction program due to personnel changes and due to the fact of only having two new faculty members.

The mentorship program, in addition to creating opportunities to encourage questions from new community members, is at the heart of what School D believes to be the most important aspect of the induction program. New faculty members may be assigned to two

mentors, one for academic life and the other for community life. At times, one person serves both of these roles if there is a good fit for the incoming faculty member. Mentors are typically identified by the lead mentors and the administrator charged with overseeing the program. Together, these program leaders look at the new faculty members' needs and reach out to potential mentors whom they believe would be a good match. A good match might be determined by various aspects, such as their stage in life, department or dormitory assignment. The school usually asks faculty members who have had at least three to four years of experience at the school to be mentors. Mentors do not receive training sessions, a stipend, or a reduced teaching load. However, it is considered a small stepping stone into a leadership role, and it allows mentors to have exposure at helping another person grow professionally as well as contributing to their own professional growth. Mentors also receive the social perk of attending group "happy hours" and informal get-togethers with other mentors and mentees. There are no particular time specifications or requirements for mentors to spend with their mentees, although contact time together tends to be frontloaded at the beginning of the school year and fades throughout the year.

A senior administrator usually meets with each new faculty member individually in either October or November to check in and see how the year is going, although this check-in time did not occur this past year. Additionally, all faculty members are encouraged to participate in professional development opportunities to grow professionally and to get off campus since boarding school life poses more demands on faculty members than day school expectations. It is understood that faculty members in their first year may not have time to participate in these opportunities while getting acclimated to their new surroundings, but they are invited to participate if they so choose.

School D has considered extending parts of the induction program into a second year – specifically, the mentorship program and informal gatherings – but this has not officially been determined nor implemented as of yet. Of the two new faculty members this year, one person was originally hired as a one-year employee, then subsequently offered an employment agreement for a second year, but will ultimately not be returning for a second year.

Table 24 shows a visual representation of School D's program coupled with the starting point of that particular aspect of the program for a new faculty member and how long it lasts in month segments. White areas indicate the time period of a specific aspect of the program. Shaded gray areas indicate a time period where a specific aspect of the program is not offered in academic year.

Table 24

School D Program Timeline

Time: Start and Duration	Summer		Orientation	Induction				
	Move to Campus	Professional Development		Monthly New Faculty Cohort Meetings	Drop-by Meetings	Mentorship	Meeting with Administrator	Professional Development Opportunities
Month 0	X	X	(2 days)					
Month 1								
Month 2							(Did not occur)	
Month 3				(Did not occur in this past year's iteration)	(Informally during entirety of first year)	(Entirety of the first year)		(As interested)
Month 4								
Month 5								
Month 6								
Month 7								
Month 8								
Month 9								
Month 10								

Faculty sample characteristics. Tables 25–30 represent faculty characteristics specifically from School D as they compare to the aggregate total of all participating faculty members across schools.

Table 25

Gender of Faculty Participants

Gender	Number of Faculty from School D	Total Number of Faculty in Study
Male	1	6
Female	1	11

Table 26

Age of Faculty Participants

Age Range (in years)	Number of Faculty from School D	Total Number of Faculty in Study
20–25	--	2
26–29	1	6
30–35	1	3
36–39	--	2
40–45	--	3
46+	--	1

Table 27

Highest Degree Attained by Faculty Participants

Highest Degree Attained	Number of Faculty from School D	Currently Pursuing Higher Degree from School D	Total Number of Faculty in Study	Currently Pursuing Higher Degree in Study
Bachelor's	1	1	6	2
Master's	1	1	10	2
Doctorate	--	--	1	--

Table 28

Current Teaching Experience of Faculty Participants

Teaching Experience (in years)	Number of Faculty from School D	Total Number of Faculty in Study
1–3	--	1
4–6	2	9
7–9	--	1
10–12	--	2
13–15	--	1
16–19	--	1
20+	--	2

Note. This table begins with "1" as the starting number of years of teaching experience as faculty were interviewed at the end of an academic year. Therefore, the number of years reflected above include this current year of teaching experience as part of the total years of experience.

Table 29

Previous Teaching Experience – Sectors

Previous Experience Sectors	Number of Faculty from School D	Number of Faculty in Study
No previous experience	--	1
Independent schools (day or boarding) (*only*)	1	7
Public/Charter schools (*only*)	--	4
Religion-affiliated schools (*only*)	--	1
Combination of sectors	1	4

Table 30

Grade Levels Currently Teaching

Grade Levels Currently Teaching	Number of Faculty from School D	Total Number of Faculty in Study
JK–3	--	3
3–8	--	3
6–8	--	7
JK–8	--	1
6–12	--	1
9–12	2	2

Faculty experience. The following description is an aggregate summary from both of the faculty participant responses from School D. Their responses have been summarized together to ensure confidentiality. One faculty member is not returning next year to attend graduate school.

Faculty members believed the intended purpose of the induction program was to provide faculty with the information they need in order for them to become a part of the community and to know that they can ask questions and have specific people to turn to for guidance on what they should be doing. Faculty members described moving to campus in the summer months prior to the school year beginning, specifically to where their orientation to campus and residential life began informally, as well as being exposed to some of the academic/residential life expectations. It was also expected that faculty would read the community summer reading assignment. During orientation, faculty members described reviewing the mission and philosophy of the school with an emphasis on "moral and intellectual courage"; they also discussed residential life, went through technology basics, and met other new hires, mentors, and administrators. There was also an informal happy hour toward the beginning of the year.

Faculty members described the induction program as mainly having a mentorship program, which included being assigned to a formal mentor and having separate meetings with the lead mentor. Faculty were also encouraged to partake in professional development opportunities off campus. Both of the faculty members interviewed were paired with mentors who were outside of their departments. Although they started the year with weekly mentor meetings, these meetings soon declined in frequency as faculty members began to develop informal mentorships with colleagues from within their respective departments. These newer relationships may be due in part to natural contact during monthly scheduled department meetings and daily physical location of classrooms or office space. Faculty members mentioned

how helpful both of these types of relationships were for different reasons: (1) in the formal context, they could meet someone they normally would not have gotten to know and develop a relationship with him or her and (2) in the informal context they had natural interactions with colleagues in their department, but they did wonder whether the formal mentorship program could be more formalized or structured. Meetings with the lead mentor were inconsistent across faculty members – one person had consistently frequent meetings with the lead mentor while the other faculty member mentioned never having met with the lead mentor.

Faculty members also described the school culture or community being one that is supportive to where they felt comfortable enough to ask anyone questions, but they might have preferred being approached rather than having to self-advocate and approach others. Faculty members believed that the "solidarity" within the colleague community was positive and contributed to job satisfaction. Although School D has a religious identity, faculty described this identity as not being emphasized much.

Within-case analysis closing. All participating schools received the school description, program description, faculty experience summary, and emerged themes (see Appendix E) upon analysis of the data. Beyond this reported information, schools received an individualized list of "Considerations for the Future" sub-section under each aspect of its induction program as part of our partnership agreement to participate in this study. These considerations came directly from each school's faculty as part of their interview responses but are not included in this document nor as an appendix. Schools were asked if they were willing to share these lists of considerations with the other participating schools as a tool to improve programs across schools.

Cross-Case Analysis

Although the within-case analysis was helpful to understand how faculty members in a particular school experienced their induction program as a whole, a cross-case analysis comparing all induction programs and faculty experiences within those programs was warranted in order to make generalizations across cases (Merriam, 1998) and to fully answer my research questions. Therefore, I compared each school's induction program with the other participating schools in the study to analyze the different components of each program to see whether any similarities emerged across schools. Similarly, I compared emerged themes from faculty experiences in the induction program within schools and analyzed themes that were consistent across schools as suggested in qualitative data analysis (Bazeley, 2013).

Similarities across programs. There were six components included in at least two or more of the induction programs studied – summer, meetings with administrators, meeting as a cohort, evaluation, orientation, and mentorship. In fact, the minimum threshold of two schools overlapping in induction program components was exceeded, where at least three schools had elements of the emerged similarities. Table 31 illustrates the induction program components that emerged from this analysis from each school, followed by a description of each component.

Table 31

Similarities Across Programs

Induction Program Component	School A	School B	School C	School D
Summer	X	X	--	X
Meetings with Administrators	X	X	--	*
Meetings as a Cohort	--	X	X	*
Evaluation	X	X	Y	--
Orientation	X	X	X	X
Mentorship	X	X	X	X

Note. X = offered in the current iteration of program; * = have offered as part of the program, but did occur in the current iteration; Y = this is a requirement of all faculty; -- = not part of current program.

Similarity 1: Summer. Schools A, B, and D were available to meet with new faculty members as needed to fill out paperwork, pick up textbooks or materials, and become familiar with the geographic area and the school. School A offered the opportunity for new teachers to connect with the departing teachers to discuss transition and curriculum as well as attend responsive classroom training. School B offered the opportunity for new faculty members to come to campus to collect materials in person, collaborate with their teaching teams, and/or attend conferences (including responsive classroom training and/or curriculum-based conferences). School D is a boarding school, and it allows new faculty members to move to campus during the summer months in order to become acquainted with the campus and lifestyle,

as well as attend a conference on boarding school life if they have not attended one previously. Across all four schools, six faculty members moved to the geographic area of the school and either lived away from campus or on-campus (School D). This summer component is not seen as a formal part of the orientation program, but it is regarded rather as a "pre-orientation" program for the faculty members who may be in need of transitional support at that time.

Similarity 2: Meetings with administrators. Three schools, Schools A, B, and D, create time in the new faculty members' schedules to meet with an administrator with varying amounts of frequency: (1) an administrator from School A meets weekly with the assigned new faculty member, (2) an administrator from School B meets with the assigned new faculty member either weekly or biweekly depending on their level of teaching experience (although this was not necessarily the faculty members' experience), and (3) an administrator from School D meets with the new faculty member once in October or November of the first year as a check-in (although this did not occur in the most recent year's iteration).

Similarity 3: Meeting as a cohort. Schools B, C, and D also create time in the schedule for their new faculty members to meet as a new teacher cohort; each school has differing goals and in different frequencies. School B offers a progressive education course specific to the school and its philosophy to all educators at the School, but new faculty members are obligated to attend; there are approximately four sessions in the course with meetings once a month over a period of four months. School C has meetings twice a week with new cohort members and in this current iteration, they reduced the frequency to once a week about two-thirds of the way into the academic year; they use this time to discuss upcoming events, school culture and norms, and provide a safe space for new faculty to come together in a shared experience. School D has

offered monthly cohort meetings in past iterations of the induction program, but they did not occur this year with only two new teachers joining the faculty.

Similarity 4: Evaluation. Three schools have evaluation as part of their professional development program for all teachers – the three schools are Schools A, B, and C (School D did not mention this aspect during our interviews, although it may exist). Two of these schools, Schools A and B, mentioned evaluation as a formal part of their induction program. School C has this as part of their program as well, but we did not discuss the details since this is a practice for all faculty at the School. Evaluation, observation, and feedback are seen as a professional development tool in independent schools to meet and exceed the professional teaching and learning standards established by each school. While all faculty are evaluated on a cyclical basis, new faculty members are typically evaluated on a modified (either abridged or enhanced) cycle to ensure effective teaching and learning are taking place from the beginning of their time in the school.

Similarity 5: Orientation. All four schools have orientation for their new faculty members. School A offers orientation on an individual basis during the summer months as new faculty come to campus for other reasons. School A experiences such low turnover that offering a formal orientation program for one to two people is not a good use of its resources. School B offers orientation over the course of two full days prior to the week of opening meetings, coupled with a faculty retreat. School C's orientation program is also two full days the week before opening meetings with the full faculty. School D has two half days of orientation for new faculty, creating one full day. All schools cover essentially the same topics, including reviewing the mission or philosophy of the school and distributing school-issued laptops with some technological-specific training. The orientation in Schools B, C, and D is conducted in the same

manner: specific days are dedicated to solely working with new employees prior to the entire faculty returning for the next academic year. Topics discussed at these orientation sessions are similar across schools, as described previously in each within-case analysis description.

Similarity 6: Mentorship. All four schools also place an emphasis on having a mentorship program. School A paired new faculty with mentors they would naturally see each day; mentors at School A do not receive training, a stipend, or a class reduction. School B paired new faculty with mentors who were believed to be a good match either personality-wise or by stage in life; mentors at School B are expected to meet with their mentees on a biweekly basis and receive a checklist and a stipend, but they have no training or class reduction. School C paired new faculty with mentors who were either in the same department or division as each other; mentors are expected to meet with their mentees weekly and receive a job description, training, a checklist, and a stipend, but no class reduction. School D paired new faculty members with someone who was believed to be a good match for the new member; mentors do not receive a job description, training, stipend, or a specified structure for frequency or duration of meetings. Table 32 shows how each school approaches preparing the mentors within the mentorship part of the induction program.

Table 32

Mentorship Program Characteristics: Mentor Preparation

Characteristics Mentors Receive as part of Mentorship Program	School A	School B	School C	School D
Job Description	--	--	X	--
Training	--	--	X	--
Stipend	--	X	X	--
Class Reduction	--	--	--	--
Checklist of Expected Topics to Cover with Mentee	--	X	X	--
Intentionally Paired with Mentee	X	X	X	X
Meeting Frequency Requirement	--	X	X	--

Note. X= characteristic met within the program; -- = not offered in program.

It is worth noting that none of the schools offer a reduction in classes nor preparations to the mentor.

Themes across experiences. There were seven themes that overlapped in at least two or more of the schools' faculty experiences. Three of these seven themes were shared by the same two schools, Schools B and C – namely previous connections to the School, observations as professional growth, and a bottom-up approach. The remaining four of the seven themes were shared by all four schools' faculty members: belief of intended purpose, positive school culture,

mentorship, and building relationships. No themes emerged across faculty participants' demographic information – that is, neither the gender, race/ethnicity, age, highest degree attained, years of teaching experience, previous teaching experience (sector), or current grade levels taught have contributed to the seven themes that emerged across faculty participants. The lack of themes emerging from comparing faculty participants' demographic information may be limited or caused by the number of participants in the study.

The following descriptions of the themes include direct quotes from participants in order to provide an enriched understanding of their experience. Since the number of faculty participants within School A, School B, School C, and School D, were two, seven, six, and two respectively, I applied a second participant identifier to ensure anonymity and confidentiality of responses. Therefore, all 17 participants were randomly reassigned a second identifier of *Interviewee 1*, *Interviewee 2*, and so forth until reaching *Interviewee 17*. These second labels are found in the original participant identifier key document locked and stored on my personal flash drive in alignment with IRB requirements to ensure security. Participant quotes are reported in ascending numeric order for consistency. Table 33 illustrates the themes that emerged from this analysis from faculty participants from each school, while Table 34 illustrates the themes that emerged from the analysis divided by each faculty participant. These tables are followed by a description of each theme, which reflects direct quotes from participating faculty. Multiple quotations have been reflected under each theme to show the span of comments from across schools demonstrating the theme. Additionally, multiple quotes have been used under each theme so that all participating faculty members' comments are represented at least once in the following quotations.

Table 33

Themes Across Experiences – by School

Theme	School A	School B	School C	School D
Previous Connection to the School	--	X	X	--
Observations as Professional Growth	--	X	X	--
Bottom-Up Approach	--	X	X	--
Belief of Intended Purpose	X	X	X	X
Positive School Culture	X	X	X	X
Mentorship	X	X	X	X
Building Relationships	X	X	X	X

Note. X = experienced in current iteration of the program; -- = not mentioned in experience of program.

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Table 34

Themes Across Experience- by Interviewee

Theme	Interviewee																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Previous Connection to the School				X		X				X				X	X		
Observations as Professional Growth						X	X	X		X	X						X
Bottom-Up Approach					X	X		X		X	X						
Belief of Intended Purpose	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Positive School Culture	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Mentorship	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Building Relationships	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X

Note. X = experienced in current iteration of the program.

Theme 1: Previous connections to the school. Faculty members in Schools B and C

recognized that incoming faculty with a prior connection to the school – either as a parent of a

current student or as an alumnus of the school – brought a different lens through which to view

the newly-hired experience. The following four faculty quotations describe the notion that

although these new faculty members had been a part of the community previously in some

capacity, there was also learning required for their successful integration as a faculty member as

well as the opportunity to teach other new faculty members through their prior experiences as a

member of the community.

Interviewee 4:

"I'm an alumnus of this school, so in a sense, the mission piece, what the school is here

for and its core values, were in a sense, just things I had already been exposed to a lot.

But I still did think that was important to see from the other side and how we as teachers

shape and disseminate those [aspects]."

Interviewee 6:

"I'm in a bit of a different position, and I know you spoke to someone else before, but I

also am an alum of the school. I went here my whole life. I wasn't as new as some of the

other teachers, and obviously, I've been away from the school since... there are things

that are new for me, but I also...I know the culture of the school."

Interviewee 14:

"Because I had been a parent here for three years already, and been subbing in the

classrooms it wasn't actually new, so I got to be new to some parts that I didn't know, but

it wasn't nerve-wracking for me, it felt like coming home."

<u>Interviewee 15</u>:

"There are a lot of parents of this school who are becoming teachers or staff members here, so I think their perspectives...they weren't brand new to the school, even though they were teachers. But they had a perspective about this school."

Theme 2: Observations as professional growth. Faculty members in Schools B and C described either observing peers or being observed (by peers and/or administrators) as beneficial to their own professional growth. The following five faculty members felt empowered and encouraged by the feedback they were receiving, regardless of whether they participated in learning teaching strategies by observing their colleagues in action or by receiving feedback provided on their own teaching being observed from a peer or administrator visiting their classroom.

<u>Interviewee 6</u>:

"It's so positive, as a new teacher, to hear so much great feedback, and I just feel like I have supporters, and I think as a new teacher that's really, really important. To feel like you have allies, and to feel like you know that people are supporting what you're doing in the classroom, even though you're new, so for me, that's been great."

<u>Interviewee 7</u>:

"Formal meetings that you have during the year where they kind of discuss some of the... they review some of the stuff that they've gathered from sitting in on those classes... I would say it has definitely made a difference because, I mean, I knew, although I have a lot of experience in my own field, I'm new as a classroom teacher. So, I got a lot of really good guidance from the evaluation meetings. Like, here's some strategies to deal with kids when they're being crazy, which I totally needed."

Interviewee 8:

"They've really encouraged us to go and sit in on other classes, and things like that. One thing that I thought they did a really nice job of with the induction was we were encouraged to go sit in on another class, and then we had to come back and report on what we saw.... Actually, with my mentor, I sat in his class, he happens to be very good with classroom management. So, I sat in on his class, and got to report back and that was good, and you know, listening to other people's stories, and their experiences, sitting in on other classes and seeing what works, what doesn't work, I thought that was really beneficial."

Interviewee 10:

"I think it was really effective, was to go observe. Go choose a teacher at [the school] to observe. Set up a time to come, go in the classroom, and just hangout... I think it's awesome when you can spend time in another teacher's, I think, classroom. I think that's really important. I think that's something we wanna do more of here. Having the time to do that. It was cool. It was great."

Interviewee 11:

"One of the cool things we did was observe each other's teaching. And, so, since [another faculty member] and I always have flip flopped schedules, I was able to observe him, he was able to observe me. I would like to do more of that. And that could be with the new teachers. It could be maybe that's your mentor-mentee relationship."

Theme 3: Bottom-up approach. Faculty members in Schools B and C expressed an interest in "having a say" in the topics that are covered in the progressive education course and in the weekly new faculty cohort meetings, respectively. The belief behind this approach was to help reduce a decline in participation or interest in attending these sessions. The following three comments indicated that new faculty members were eager to contribute to the process of their own learning and would have liked a say in the content and process of how and what they learned. Administrators also saw the value in "opening the floor" to faculty input, but they needed to actually implement this approach more.

Admin2:

"We were trying to figure out where do we take second semester, saying, what do you guys want? What do you need? How can we meet your needs with this program? What are we doing that we need to continue moving into second semester? What don't we need to continue? What do you wish we were doing? And they had asked for more PD and for a structure where they could interface with other teachers."

Interviewee 6:

"Maybe if there's a way that teachers could suggest, and then when there are questions, and when there are topics that need to be discussed that are of interest to the teachers, then it could be, let's meet, and let's talk about it.... I think making it more teacher-led would be great, so letting teachers define what they want to talk about."

Interviewee 11:

"I think I would have liked a little more say in the content we covered so that there's some give and take."

Theme 4: Belief of intended purpose. Faculty members from across all four schools felt strongly that the purpose of the induction program was to become a part of the school community and for the most part they thought their respective experience was effective in matching their school's intended purpose. In the following comments across schools, it was obvious that faculty interpreted the intended purpose of these programs to exist for their benefit, which in essence, was the school's purpose for their existence as well.

Interviewee 6:

"I think they want teachers to feel like they are able to become a part of the community here, and to feel like they can succeed. Especially those who aren't familiar with how the school operates beforehand, but to give them a hand, to make them feel included, and feel like they have the resources they need to succeed here."

Interviewee 9:

"I'm sure they want to make it as easy as possible for the new teachers to feel a part of the greater faculty/staff community."

Interviewee 10:

"I think they want staff to feel a part of the community.... I feel like it's to make us part of a better team, a better community."

Interviewee 11:

"But to get a feel for the community, because I feel like we really are.... We do thrive on community here, and I would hope that's a part of it, in addition to... I think sometimes new hires don't necessarily have a background in our philosophy."

Interviewee 16:

"I think the purpose is really to feel like a part of the community."

Theme 5: Positive school culture. Faculty members in all four schools described the nature of the school culture as being so supportive and positive that they had the sense that they could ask anyone – including mentors, veteran teachers, department members, and administrators – questions they might have had in order to continue their integration into the school community. This type of school culture contributed to faculty job satisfaction. Through the following comments across participants in all four schools, it can be seen that school culture contributed to overall job satisfaction simply because the environment allowed for faculty to feel integrated into the community as if they had been working there longer than one year.

Interviewee 2:

"I mean, the faculty is close here, and so there's a built-in support if you buy into it."

Interviewee 4:

"I think the community, collegiality, between any single teacher in the school is really amazing. I feel like I can run into anyone in the halls and ask anything that's on my mind."

Interviewee 5:

"I really feel like I can ask everyone, administrators or teachers in any area of the school."

Interviewee 7:

"I mean, I think generally, everyone in this school is super helpful and perceptive and sensitive."

Interviewee 8:

"[The] moral support, it's been great, and I think that the programs they have in place have been good... everyone is incredibly, just morally supportive of one another, and I don't think that that's a common environment to find."

Interviewee 10:

"That's what our school is about, too. It's really kind of inclusive and community-based and intimate."

Interviewee 12:

"When people or administration have learned that you don't know something, or you don't feel a part of the decision-making piece, I think they do a good job of channeling back and trying to involve everyone... Do I think that I have great job satisfaction here because of how welcoming people are and the nature of the school, and how the community and my own activism? Yes."

Interviewee 16:

"I feel like I've been a part of the community even though it is my first year, I feel like I've been a part of it for longer and people make me feel very welcome as well."

Interviewee 17:

"I think mostly it's the faculty. I think all of them were supportive."

Theme 6: Mentorship. Faculty members across all four schools described mentorship as being helpful in their integration into the school community. However, some faculty members described their formal mentorship pairing as being the most helpful part of the induction program, while others stated that if the formal mentor was located outside of their respective

department, the informal mentorship relationships they developed with department members or department chairs was the most helpful part of their integration.

Productive formal mentorship pairings. Formal mentorship pairings seemed most productive and beneficial when there was a natural connection between the pairing, daily contact, and a shared understanding of what the new faculty member's needs were.

Interviewee 2:

"The most helpful thing out of all of it, is they pair you with a veteran teacher or two who, if you have a question, you ask them questions, but we would also meet up and have lunch with them, too. And they would tell us how things work."

Interviewee 3:

"Yeah, so I'm really lucky and my mentor is in my department, she's also an [subject] teacher… So, that has been so fantastic because, I mean, not only has she been great in, every morning she touches base, like, How you doing? and How you feeling?…. So, having someone in my department has been so great, so helpful…. Having the mentor aspect has been so, so good. It's really been such a valuable resource."

Interviewee 11:

Researcher: "What did you find particularly helpful in the support that you've had this first year?"

Interviewee 11: "The mentorship."

Interviewee 12:

"I think that that was, for me personally, one of the highlights of continuity for me because my mentor has been very helpful…. I have to say with my mentor piece, I have to give my person credit because I don't know how much of that is built into the system.

What she did, all the time she devoted to answering my questions and to be accessible to me."

Interviewee 13:

"The mentor is nice, so that's one good piece. When we do meet, things go smoothly."

Interviewee 14:

"So I see her every day. So, I'll be like, "Hey, by the way .... So, it's not a formal thing for us."

Interviewee 15:

"Meeting with our mentors was also really good. I think it was really helpful and meaningful for me. I still have a very close relationship with my mentor, and it started that day.... I think that having a mentor has been really helpful, and through my mentor, because the [subject] team is so strong, I gained almost that entire team as a mentor."

Interviewee 16:

"That was how to best support me with being a new teammate and so she has checked in throughout the year with kind of formal questions or formal feedback too about things, but more so it's a casual... like we get along really well just kind of casual check-ins each day."

Interviewee 17:

"I struggle writing comments in English, and I will come to my mentor, and we will sit, and he will help me to fix the English... It was nice. My mentor gave me, even, comments from last year, from the other previous teacher, to see how to format the writing."

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Unproductive formal mentorship pairings. Not all formal mentorship pairings seemed to share a common understanding of the mentor's role or the mentee's needs and consequently a desire for more was expressed.

Interviewee 1:

"It hasn't been a very formalized mentoring process.... I think that it could be more effective if that person had a more formalized role as to what they need to be doing because it certainly is helpful to have people in your department, but I think a lot of the things that a new faculty person is grappling with, like the school culture and the norms and things like that... I think it's helpful to have somebody outside of your department, so you're not always leaning on the same person for those types of questions."

Interviewee 6:

"It was very casual, and there wasn't a lot of investment in it, and I never saw the checklist. It was only in my mentor's hands, so I couldn't see if there was something on it that she hadn't talked to me about."

Productive informal mentorship developments. Regardless of whether a formal mentor was assigned and the pairing was productive, informal mentoring relationships developed with colleagues (including the department head) from within a new faculty member's own department. These informal relationships could have developed through shared content, approach to teaching the same subject, or physical geographic proximity to each other during their daily schedules.

Interviewee 1:

"Then I would say within my department, other [subject] teachers have been more of a formal shoulder to lean upon in terms of checking in my first couple of weeks if I've got

all my rosters set and how to get kids into other classes; I would say the person that I share a classroom with ... she's not a department chair, but she's like the head of the [subject] teachers has been that person to answer all my questions and help make sure that I'm doing the right things, but she's also helping me do those right things. That's been more informal."

Interviewee 2:

Interviewee 2: "She wasn't my assigned guide, but..."

Researcher: "An informal one?"

Interviewee 2: "We spend a lot of time together. She ended up taking that role 9 times out of 10."

Interviewee 4:

"I think it's that. Our department, I'm very pleased. There's a lot of informal mentorship going on in the [subject] department. I feel like I can turn to them for so many things that the formal mentor program hasn't been as big of a need for me.... Informal mentorship is just all over. I really feel like I can ask everyone, administrators or teachers in any area of the school."

Interviewee 5:

"And we scheduled a weekly meeting but I felt like I have you know, with me, so many people that I can ask so I didn't need him, he's a very nice guy, but everything I needed I could ask my friends in my department.... They sit with me, so they're surrounding me and I have a question I'll just ask them, it's easier for me to just solve it now."

Interviewee 7:

"And I got a lot of help from the other [subject] teacher and from the department head.... They would check in with me to make sure I knew what was happening. So, I think I just got a lot of general help and people looking out for me, which was cool."

Interviewee 8:

"My department head has probably been the most effective mentor."

Interviewee 9:

"I have a really great team that I work with. I would just go and grab one of them and ask questions. Two out of three are also pretty new. They started last year. It was fresh in their mind what they went through last year. They were very helpful, one in particular. She took me as her mentee."

Theme 7: Building relationships. Faculty members in all four schools described that although mentorship was helpful and contributed to their successful integration into the community, it was the school's overall school culture and the relationships they built among new faculty members within their cohorts, veteran teachers, and administrators that contributed to their overall job satisfaction. Whether new faculty members connected with each other as a new faculty cohort, with a formal mentor, developed informal mentorships or relationships, or felt supported by colleagues and administrators, they described the building of relationships across constituencies as a component that contributed to their overall job satisfaction.

Interviewee 1:

"But I think that so much of what it is to be a teacher at a boarding school is that sort of outside of the classroom time, whether that's outside of the classroom with your students or with other faculty members."

Interviewee 2:

"Yeah, I think getting solidarity with colleagues is key, and this has a healthy colleague community so that I feel pretty empowered and like we have each other's backs."

Interviewee 3:

"It was nice for us to get to know each other as a group as we would be working together throughout the whole year.... I mean, it's been really helpful, definitely. I liked having that group that I knew I could touch base with throughout the year, so it was kind of nice having that, knowing that there were other people who are also going through the kind of, like, 'How do we do this?' So, that was pretty useful.... It's been really good, that continuity has really helped me feel more comfortable here and helped bring me into the community in a way I didn't necessarily feel with my other school."

Interviewee 4:

"And I think most useful has been just dedicated time for the new teachers to get together and be able to either vent or boast. It's a useful outlet.... It's always good to have people to talk to that are in the exact same situation.... But it also does build camaraderie in a way that you can't have without just being together for dedicated time."

Interviewee 6:

"I think I'm more satisfied ... my satisfaction is more a result of the people I work with and how supported I feel within my department, and by the administration..."

Interviewee 8:

"It's just new teachers and an orientation presenter, we'll call it, comes in and discusses kind of the very basics of the school, what to expect, we get laptops. Then we kind of talk about how the program works, and things like that. And we're able to begin the

foundations of building our camaraderie between all the new, all the new teachers... It's

been good, it's helped me develop kinda some social friendships, if nothing else. And to

be able to, you know, sit back and discuss problems with colleagues and be able to share

in our experiences, so in terms of just, again, moral support has been, I think really, really

helpful."

Interviewee 9:

"I think also having the opportunity to get to know the other new teachers and building

that relationship as the newbies, that was helpful."

Summary of Findings – Research Questions Revisited

As themes emerged from the within-case and cross-case analyses, I was able to clearly

articulate answers to my original research questions. However, as stated in my limitations, I was

unable to fully separate faculty experiences in general school contexts (e.g., school culture,

student behavior, administrative support, or lack of voice in decision-making process) from their

experiences within the induction program, as the induction program was offered within each

school's environment. Therefore, the fusion of both the general school contexts and the induction

program may be reflected in the following answers to the research questions.

Overarching question.

What role do formal faculty organizational induction programs play in newly-hired faculty members' professional satisfaction and their integration into independent schools?

Across all four schools, a positive, supportive, and collaborative school culture

contributed to faculty members' overall job satisfaction: such a culture is where newly-hired

faculty felt comfortable and empowered to ask any question of their colleagues and felt

supported by not only their colleagues, but also the administration, coupled with the

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opportunities to build relationships, whether as a newly-hired faculty cohort, with a formal mentor, or informal mentors. However, these factors cannot be separated completely from school contexts in general, where school culture and the opportunities within that culture to build relationships are not synonymous with the induction program. According to several faculty responses, the specific details of the induction program offerings did not play a significant role in overall job satisfaction. This point is seen in a number of responses to the direct question of *"How, if at all, has your experience in this support system contributed to your overall job satisfaction?"*:

"No, I mean I try to take it as is and I try to remind myself all the time that maybe my expectations are different because I come from different place, maybe I'm used to something else. It's not that everything's perfect there. I do know to ask questions, so if I know what to ask I will do it, I'm not shy or something like that. There are things that I would have been happy to know earlier" (Interviewee 5).

"I think that the new teacher program, the induction program, helped me in that initial, 'Oh my goodness, I'm starting a new job,' but throughout the year, it hasn't really done much for me... I think I'm more satisfied ... my satisfaction is more a result of the people I work with and how supported I feel within my department, and by the administration, and less of the program throughout the year" (Interviewee 6).

"It's been just a blip on the screen... It hasn't really..." (Interviewee 11).

"...I think that just my experience with different teachers and how helpful they've been and how open they've been is part of what has contributed to my overall job satisfaction, but I don't know if that's specific to the induction program" (Interviewee 15).

Induction programs provided the avenues and formal structure for faculty members to begin their integration into the school's community.

Sub-questions.

1. What are the basic components of the organizational induction program?

A. How do administrators describe the basic components of the organizational induction program?

Administrators described several support systems as part of the basic components of the organizational induction program. The administrator in School A described attending the previous academic year's closing meetings, connecting over the summer for a personalized orientation, weekly meetings with an administrator, mentorship, and an evaluation system as the minimum support offered to each newly-hired faculty member. School B mentioned summer contact, orientation, a progressive education course, mentorship, meetings with administrators, and the formal faculty review cycle as the established supports for newly-hired faculty. School C mentioned orientation, mentorship, weekly cohort meetings, and evaluation (embedded with the professional development program for all faculty) as the basic components of its induction program. School D described orientation, monthly cohort meetings (this did not occur in this iteration of the program), drop-by meetings with the lead mentor, mentorship, check-in meeting with an administrator (this also did not occur in this iteration of the program), and professional development opportunities off campus as its induction program.

B. What do administrators perceive to be the most important aspects of the organizational induction program for faculty integration and satisfaction?

Administrators perceived the most important aspects of the induction program for faculty integration and satisfaction as providing the faculty members with what they needed – whether that was through individualized attention from an administrator or a mentor, or through sharing

experiences with other new faculty members in cohort meetings. Administrators emphasized mentorship as being particularly important in reaching these goals.

C. *How do faculty members describe the basic components of the organizational induction program?*

Faculty members described the basic components of the organizational induction program to be the same components mentioned by administrators (see point A above). They were able to articulate the exact same supports as their respective administrators as forming part of the system in place for them as newly-hired faculty members in the community.

D. *What do faculty members perceive to be the most important aspects of the organizational induction program for their integration and satisfaction?*

Faculty members perceived the supportive school culture and the building of relationships with their colleagues – including new faculty cohort members, veteran teachers (either formal or informal mentorships developed), and administrators – to be helpful for their overall integration and satisfaction. However, these relationships may have naturally occurred outside of the induction program itself. From the induction program itself, the opportunity of being provided the space to connect with other members of the new faculty cohort, along with mentorship was what teachers perceived to be the most important aspect of the induction program.

E. *To what extent and in what ways, if any, are administrators' and newly-hired faculty members' perceptions of the organizational induction program congruent or divergent?*

For the most part, administrators and faculty members were in alignment with what elements constituted the basic components of the induction program. Their perceptions of the intended purpose of the program similarly overlapped. There was slight divergence with one element of the program that administrators believed was an important aspect of the program, if

not the most important (depending on school response), which was mentorship. Faculty experiences in the mentorship program were inconsistent and different depending on who they were paired with as a formal mentor. Generally speaking, if a formal mentor was not a member of the same department as the new faculty member, the new faculty member would develop informal mentorships with members of the same department because they naturally spent more time together.

2. *How do newly-hired faculty members describe their experiences in the organizational induction program?*

Newly-hired faculty members described their experiences in the induction programs in a number of ways, as seen in the faculty experience sections of each school's within-case analysis. Overall, faculty members appeared thankful to have had time to integrate into the school's culture through an orientation program, developing relationships either formally or informally, and they had the feeling of being supported by colleagues and administrators. There were elements from each faculty member's experience within the program that contributed to the member's integration into the school community and/or his or her overall job satisfaction, and in some cases, dissatisfaction.

Summary

This chapter focused on presenting descriptions of each participating school (A, B, C, and D), their induction programs, and faculty sample characteristics and experiences in a within-case analysis. Upon analyzing all four participating schools, a cross-case analysis was conducted across schools' induction program components and faculty experiences within those programs. Each individual school's emerged themes (found in Appendix E) were compared to the emerged themes of the other schools for a comprehensive understanding of what the essential elements were in induction programs across schools and how faculty members experienced these

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elements. Through the cross-case analysis, I was able to revisit my original research questions and answer them according to the responses of all four participating schools' responses. However, I was limited in being able to separate general school contexts (e.g., school culture) from faculty perceptions of the induction program. The next chapter describes the discussion of my findings by revisiting the known literature, reviews further recommendations for schools and research, and closes with concluding remarks.

5. Discussion of Findings, Recommendations, and Closing Remarks

Introduction

The previous chapter outlined the within-case analyses from each participating school, which led to a cross-case analysis that revealed six similarities in induction programs and seven emerged themes from faculty responses across schools. These similarities and themes enhanced my understanding of the essential elements of induction programs in addition to the faculty experiences in these induction programs, which allowed me to articulate clear answers to my research questions. This chapter describes the discussion of my findings through revisiting the known literature, reviews further recommendations for school and future research, and closes with concluding remarks.

Discussion of Findings

The cross-case analysis revealed six similarities across induction programs and seven themes across faculty experiences, with the concept of mentorship emerging from both areas. Four of the similarities across programs were shared between three of the four schools: summer (A, B, D), meetings with administrators (A, B, D), meeting as a cohort (B, C, D), and evaluation (A, B, C), while all four schools shared orientation and mentorship as components of their respective induction programs. Three of the themes across faculty experiences were shared by the same two schools (Schools B and C) namely previous connections to the School, observations as professional growth, and a bottom-up approach. The remaining four themes were shared by all four schools' faculty members; these themes are the belief of intended purpose, positive school culture, mentorship, and building relationships. No themes emerged across faculty participants' demographic information. It is worth noting that both Schools B and C had

the highest number of faculty participants – seven and six members respectively – which may have contributed to the emergence of the three preliminary themes.

As multiple themes emerged across program components and across faculty experiences, returning to the known literature is warranted at this time. The following sections discuss the emerged similarities across programs and themes across faculty experiences that can be separated from general school contexts.

Similarities across programs. While all four participating schools offered overlapping elements of induction in each of their programs, I return to the known literature on induction programs to compare what the schools offered with what is suggested by current research. In doing so, there are components in each of the schools' programs that could be developed further or initially included as part of the program. Those features that were not included constitute part of the "Recommendations for Schools" sub-section below.

Developing and implementing induction programs. The development of induction programs is crucial to the success of new faculty members in their first years at an institution. In fact, these programs have several functions. They support induction and career transition (Fletcher & Mullen, 2012) by raising teacher competence (Kelley, 2004; Westling et al., 2006), acclimatizing teachers to a school and their classroom responsibilities while accelerating professional growth and improving teaching (Fresko & Nasser-Abu Alhija, 2009; Howe, 2006). Moreover, the programs are associated with career success, satisfaction, and commitment (Eisner, 2015; Howe, 2006; Smith & Ingersoll, 2004), and they have proven to positively affect teachers' perceptions of the level of support provided by the school and the overall collaborative culture of the school (Dimatteo, 2014). Lastly, the programs attract and retain good candidates (Howe, 2006; Kelley, 2004) to help to mitigate teacher attrition (Shockley et al., 2013).

Although many practitioners have attempted to cure teacher attrition through effective organizational induction programs, there is not one collective understanding of what an effective program entails aside from Stirzaker's (2004) definition of orientation (into an organization) as "a process, not an event." Each program differs in purpose, design, duration, intensity, and the breadth of teachers served (Smith & Ingersoll, 2004). Some programs are designed to help teachers become effective in their classrooms while others are designed to "weed out" those teachers who are ill-suited for teaching (Smith & Ingersoll, 2004). Additionally, programs can vary in duration from a single day of orientation to a comprehensive and structured program lasting several years and can include anyone who is new to the particular school or solely focus on those new to the teaching profession (Smith & Ingersoll, 2004).

Several sources have suggested varying basic requirements in essential induction program components. Tables 35–38 below outline four studies describing the essential elements of induction programs. After the presentation of the tables, relevant connections to the current study are made. The four studies are presented as follows.

1) Smith and Ingersoll's (2004) study shows an inverse relationship between comprehensive induction program parts and teacher turnover; it describes how the probability of teacher turnover decreased as the number of elements offered in the program increased as seen in Table 35.

Table 35

Smith and Ingersoll (2004) – Comprehensive Induction Programs

Induction Program Components	Basic Induction	Basic Induction and Collaboration	Basic Induction, Collaboration, Teacher Networking, and Extra Resources
Mentorship	X	X	X
Communication with Administration	X	X	X
Collaboration (common planning time)		X	X
Seminar		X	X
Access to External Network of Teachers			X
Reduction in Number of Teaching Preparations			X
Teacher's Aide in the Classroom			X

It should be noted that *Access to External Network of Teachers* describes the opportunity for teachers to work and converse with other teachers outside of their current school through different avenues, such as professional development opportunities and online sources.

2) LoCascio et al.'s (2016) conclusion that the characteristics of effective induction programs included seven elements is seen in Table 36.

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Table 36

LoCascio et al. (2016) – Comprehensive Induction Programs

Elements	
1.	Using adult learner theory to develop relevant activities
2.	Supportive district (school) culture
3.	Multiple components
4.	Frequent formal and informal communication focused on mentee's needs
5.	Attention to the needs of the mentee
6.	Use of incentives
7.	Thorough preparation of mentors

3) Westling et al.'s (2006) study of a teacher support program in North Carolina developed

through a bottom-up approach, where special education teachers were able to "pick and choose"

which elements of the program applied to them and their own individual needs as seen in Table

37.

Table 37

Westling et al. (2006) – Bottom-Up Approach Teacher Support System in North Carolina

Elements to Choose From	
1.	Collaborative Problem Solving/Mutual Teacher Support (CPS/MTS)
2.	Electronic networking and communication
3.	Information and materials search
4.	Peer mentoring
5.	On-site/in-class consultation
6.	Teacher release
7.	Staff development workshops

4) Fenton-Smith and Torpey (2013) recognized that the most beneficial teacher induction

programs include a number of elements, as seen in Table 38.

Table 38

Fenton-Smith and Torpey (2013) – Comprehensive Induction Programs

Elements
1. Supportive organizational culture
2. Properly paced and structured induction
3. Focus on primary concerns
4. Frequent opportunities to meet with peers and administrators
5. Induction as a first step in professional development
6. Intensive mentoring component

In the present study, all participating schools required all new faculty members to participate in their one-year program, regardless of their prior teaching experience. Across schools, the only two overlapping elements were orientation (as part of induction) and mentorship, which is considered an essential element according to the four sources above (Fenton-Smith & Torpey, 2013; LoCascio et al., 2016; Smith & Ingersoll, 2004; Westling et al., 2006). According to Smith and Ingersoll (2004), mentorship is seen as providing new faculty with a "basic induction" program, while other researchers indicate that it must form part of an effective induction program (Fenton-Smith & Torpey, 2013; LoCascio et al., 2016; Westling et al., 2006). However, there is a lack of details regarding how "intense" the mentorship should be and what appropriate mentor training looks like. More information on mentorship is discussed below.

Within school programs there is a variance seen in the remaining elements suggested by Smith and Ingersoll (2004), LoCascio et al. (2016), Westling et al. (2006), and Fenton-Smith and Torpey (2013). Of particular note, however, is the observation that none of the four participating schools cross from the "Basic Induction and Collaboration" category into the "Basic Induction,

Collaboration, Teacher Networking, and Extra Resources" in Smith and Ingersoll's (2004) model, where teachers have access to each other as an internal network; there are not specific nor consistent opportunities to engage with colleagues externally built in to the current iterations of the programs. While several schools offer the opportunity to attend conferences and participate in professional development opportunities, the programs in the current study do not have a particular opportunity in which all new faculty members must participate. Although an evolution of the induction program to include more offerings may not contribute to faculty members' overall job satisfaction based on the overlapping components that emerged in this study, it may be a consideration for the future for these schools to enhance retention efforts. This consideration is also listed under the sub-section "Recommendations" below.

   Mentorship. As mentorship was found to be an overlapping component of induction across participating schools, it is appropriate at this time to include a brief review of literature on mentorship programs. As mentioned, Tables 35–38 above highlight the necessity of mentorship as part of effective induction programs (Fenton-Smith & Torpey, 2013; LoCascio et al., 2016; Smith & Ingersoll, 2004; Westling et. al, 2006). However, the structure of the mentorship program differs across institutions as their school culture, resources, goals, requirements of mentors, and quality of transitioning faculty members vary. In delving deeper into the issue, it is questioned whether the mentorship program exists simply to develop the mentee (new faculty member), or whether it is seen as a reciprocal relationship where both mentor and mentee are able to grow together professionally. Mentorship programs are only as effective as allowed to be – if they are developed and supported by a school culture that values collaboration and inquiry (Kelly, Beck, & Thomas, 1992), they can be extremely effective; a discussion on school culture is given in the section "Themes Across Experiences" below. The four participating schools did

not directly indicate that the mentorship relationship was intended to be mutually beneficial, however, this topic was also not elaborated upon greatly during the interviews.

In Israel, mentors observe novice and veteran teachers, organize and conduct workshops, lead staff development programs, and develop and disseminate new school curricula (Orland-Barak, 2003). To prepare mentors in Israel for such work, there are four training programs offered: (1) "Course One: Mentoring Skills and Practice," which is a 2-year Master's program; (2) "Course Two: Mentoring of Mentors" (length of program not described); (3) "Course Three: Action Research Course for Mentors of English Teachers," which is a 2-year action research course; or (4) "Course Four: Learning the Practice of Mentoring," a 2-year course that does not lead to an additional degree (Orland-Barak, 2003).

In Sweden, the main objectives of the mentoring program are to support mentees, recruit and retain staff that support mentees, develop a good working climate, and create and develop each teacher's career (Cederqvist, Dackenberg, Ganser, & Nordenqvist, 2003). Teachers voluntarily apply to be mentors, but as a result of the increased workload demand on teachers, the mentorship program offers a number of incentives. These include compensation to both mentors and mentees to "buy" time to complete mentoring activities, which includes an official "kick-off" event, a 5-day training course for mentors, regular meetings throughout the year between mentors and mentees, and a final ceremony. It also includes a reduction in ordinary required tasks to find time to complete the aforementioned activities (Cederqvist et al., 2003). Most importantly, there is an evaluation of the program upon completion where both the mentor and the mentee are provided the opportunity to describe their experiences in the program. Both of these experiences contribute to future modifications made to the mentorship program within the induction program (Cederqvist et al., 2003).

In comparing the four participating independent schools' approaches to mentorship to Israel and Sweden, major differences between approaches abroad and domestically are found, namely a lack of investment in the training of mentors (as compared to 2 years in Israel) along with compensation for mentor *and* mentee, a reduction in typical responsibilities, and the opportunity for both the mentor and mentee to provide feedback upon completion of the mentorship. The four participating schools in the present study did mention that there is not a formal way in which mentorship is evaluated, either from the perspectives of the mentors or mentees. An implementation of some, if not all, of the factors that Israel and Sweden incorporate into the development of their mentorship programs may help independent schools provide a more cohesive mentorship program within their induction program.

Gow (2006), an independent school Academic Dean, clarified that the need for structured and well-managed programs is great if independent schools want teachers to be or become true professionals. In fact, Gow (2006) noted the following *Best Practices in Mentoring*:

- "Establish and be prepared to fund a comprehensive mentoring program.

- Appoint someone to manage the mentoring program.

- Establish a pool of flexible, knowledgeable, and enthusiastic mentors; mentors should be committed to the success of new teachers.

- Mentors should not be in supervisory or evaluative roles vis-à-vis new teachers; mentors sharing courses with new teachers can create difficult situations.

- Train mentors in techniques of observation, sharing feedback, and teaching coaching.

- Set and maintain a calendar of mentor-new teacher meeting times.

- Develop a mentoring curriculum and materials to support it; include such topics as maintaining a balance between work and personal life, collegiality, and work ethic.

- The mentor should offer a 'safe space' for the new teacher and an ally in solving problems.

- Regard trained and active mentors as a cadre of potential teacher-leaders in other areas."

Additionally, Gow (2006) stated that the most important attributes for the mentorship pairing needed are personal interests and temperament. It is important to have a consideration of the department, geographic proximity, division, age, gender, and ethnicity – all of which could also play a role in the formalized relationship (Gow, 2006) – but these should take priority over personality characteristics. The four schools in the current study only partially meet Gow's prescription for developing, implementing, and maintaining a strong mentorship program, as only one school trains mentors (School C), and there is not a mandatory list of mentor-mentee dates established in any of the four schools, to name a few.

Through the literature findings, it is obvious that although there are differences in what constitutes truly effective mentorship programs, if a school truly values mentorship, there are basic requirements needed to develop an appropriate mentorship program, which include (1) defining the purpose and goals of mentorship within the school's culture (including the professional growth that both mentor and mentee should gain), (2) articulating the mentor's role, 3) providing mentors with appropriate training and a curriculum, (4) compensating mentors either financially or with a reduction in other work-related duties, (5) pairing mentors and new faculty appropriately, and (6) including both mentors and new faculty members in the evaluation process at the official close of the mentorship. However, building this type of program has its costs monetarily, in both time and energy.

The schools participating in the study each approached mentorship from a similar purpose – namely to help the new faculty member's integration into the school community.

However, each school's development of the mentorship program varied across schools. A quick review of each school's approach to mentorship is given below:

School A: Mentors did not receive training, a stipend, or a reduction in duties. New faculty members were paired with people they would naturally see each day.

School B: Mentors did not receive training nor a reduction in duties, but they did receive a modest stipend and a checklist of actions to complete with their mentees. Mentors and mentees were paired through a common trait, such as personality, stage in life, or department. Mentors were expected to check-in with their mentees at least biweekly.

School C: Mentors received a job description, training, checklist of actions to complete with the mentees, and a stipend. They did not receive a reduction in duties. Mentor-mentee pairings were either done within departments or within divisions. Mentors were expected to meet with their mentees weekly.

School D: Mentors do not receive a job description, training, stipend, or specified requirements as to the frequency or duration of meeting with their mentees. Mentors are often paired with mentees based on "fit" and the mentees' perceived needs.

While each school's approach to mentorship is different, it is important to remember that each school's culture contributes to the development of the mentorship and, in turn, the overall induction program. More information on the faculty's experiences within these programs is in the sub-section "Themes across experiences" below.

Themes across experiences. Faculty members in all four participating schools expressed both school culture (a positive, collaborative, and helpful work environment that let new faculty members in) and building relationships as factors contributing to their overall job satisfaction. However, defining these conclusions as solely pertaining to the induction program the schools

offered would be inaccurate. Even though school culture must be an element of the induction program according to LoCascio et al. (2016) and Fenton-Smith and Torpey (2013), it is not strictly and uniquely only found in the induction program. At this point, a brief return to the known literature on job satisfaction is warranted in order to lay the foundation for the one element that can be truly separated from general contexts – that is, the element of mentorship, which is intricately associated with the induction program, and has been identified by faculty members as being helpful in their integration into the school community.

Job satisfaction and school culture. In response to the overarching research question in the present study, namely *What role do formal faculty organizational induction programs play in newly-hired faculty members' professional satisfaction and their integration into independent schools?*, faculty members expressed that the crux of their overall job satisfaction came from a supportive school culture and the relationships built across their first year at the school. To meet teachers' professional needs and overall job satisfaction, it is necessary to have a number of essential components, the creation of policies demanding a culture that shares responsibility and supports learning (Shockley et al., 2013), collaboration and trust (Miller, 2010), and opportunities, especially for new teachers, to observe others, be observed, and analyze their own practice and network (Darling- Hammond & Sclan, 1996; Elmore, 2002; Huling-Austin, 1992; Kelley, 2004). These align with the findings in the present study, although through the present study school culture in and of itself has been revealed as a far more complex topic that is not easy to separate from general school contexts and requires further research.

Additionally, teachers are inclined to remain in their teaching environments when they perceive having: supportive co-workers (AEE, 2014; Allensworth et al., 2009; Heineke et al., 2014), satisfaction with their salary and benefits (Mancuso et al., 2010), and professional

development opportunities (Boyd et al., 2011). The overwhelming highest influencers of teacher retention in schools, however, is the teachers' perception of effective leadership and administration (Boyd et al., 2011; Heineke et al., 2014; Ladd, 2009; Mancuso et al., 2010) and having the opportunity to contribute to decision-making (AEE, 2014; Boyd et al., 2011; Mancuso et al., 2010). Individual faculty responses in the present study for those faculty members choosing to return to their schools for a second year of service next year expressed elements of their experiences, including having supportive co-workers and administrators, having the opportunity to professionally grow from observations (Schools B and C specifically), having the opportunity to contribute to determining what is covered during new teacher weekly cohort meetings and the progressive education course on a limited basis with the desire for more say in what is covered, and the opportunity to network with each other.

Such efforts to cultivate a positive culture of life-long learners, and therefore retention and support efforts, have implications for teacher retention (Johnson, 2011), teacher morale, student achievement, and school budgets (Miller, 2010; Sass et al., 2012; Shockley et al., 2013; Smith & Ingersoll, 2004). Similarly, faculty development, mentorship and preparation programs are more cost effective in teacher retention and simultaneously these improve the overall student and teacher experience (Brill & McCartney, 2008; Dean et al., 2015). While the faculty members' experiences seemed greatly improved by a structured induction program in general, it is unknown if this experience had any impact on the students' experiences in these faculty members' classrooms.

Mentorship. Faculty members across all four participating schools described mentorship as being helpful to their integration into the school's community. However, some faculty members described the formal mentorship as being the most helpful while others expressed the

informal mentorship relationships that developed throughout the year as being the most helpful.

It seemed that the major difference between faculty members' perceptions of which mentorship was most beneficial, either formal or informal, had to do with which department their formal mentor came from – this is seen in new faculty members who were formally paired with a member from their own department stating that they felt "lucky" or content with the pairing. For new faculty members who were not formally paired with department members, informal mentorships quickly developed with department members and soon replaced the formal mentorship pairings, and consequently the formal mentorship meeting frequency drastically declined. It appears that programs offering mentors training or a modest stipend did not make a difference in new faculty's experiences with their mentors, however, the number of participants limits this takeaway, and therefore a generalization on this point cannot be made. Additionally, without mentors' narratives describing their experiences within the mentorship program which formed part of this study, it cannot be concluded that training or a stipend are helpful or not in experiences within the mentorship program from either the perspectives of the mentors or mentees.

The current faculty members' experiences slightly contradict previous literature that stated how teachers who have been formally paired with a mentor have reported being supported, having more job satisfaction, and wishing to return to their present position (Britt-Stevens, 2014; McCamley, 2014), in addition to learning more classroom management strategies and about school and district culture (McCamley, 2014; Ogunyemi, 2013). Although faculty members described learning classroom management strategies through the induction program components (e.g., observations and weekly new teacher cohort meetings), it appears more accurate to say that based on this study's findings, teachers who have developed a relationship with colleagues,

whether formally or informally, and who have been supported in that relationship through school culture tend to have more overall job satisfaction.

Recommendations

Upon completing the data analysis and discussing the findings, I offer the following recommendations for schools and further research.

Recommendations for schools. Several themes emerged from the faculty members' experiences in their first year of service to their respective schools. The following recommendations are offered to preserve or encourage modifications to ensure faculty have an enjoyable first year at the school and retain them for future years of service.

School culture.

1) Schools should create an open, supportive environment for all employees – one where every single person knows that he or she is welcome in the community and can rely on anyone (e.g., faculty, staff, and administrators) for help and guidance. This is not just for first-year faculty, but for all staff members.

2) Schools should encourage trust and collaboration across faculty and administrators and create time in the paid work day to connect (e.g., in the form of weekly cohort meetings, department meetings, and meetings with administrators). Doing so can contribute to the building of relationships, which is a source of job satisfaction in the present study.

Induction program components. The following recommendations are specific to the induction program components that emerged as themes and are reflected in the same order as "Themes Across Programs" in the "Cross-Case Analysis" section. There is an additional "General" section added in this section.

Summer.

1) Schools should be mindful of what they ask new teachers to do before the contractual year has begun.

2) If faculty members are being asked to give some of their time outside of the contractual year, schools need to consider an appropriate way of recognizing their time and effort, including offering childcare for faculty members who have school-aged children during the time they are partaking in summer activities or obligations.

Meetings with administrators.

1) Contact time with administrators is important for new faculty members to feel supported as they transition into the community. The school year should begin with regular meetings between an administrator and all new faculty members individually and these should be modified as faculty members' previous teaching experience and their personal transition into the community are taken into account.

Meeting as a cohort.

1) These meetings need to be seen as protected time to not only learn more about the school's culture, but also for new faculty members to share in the experience they are all having. There must be an outlet for all faculty to do this either during the paid workday or at a mutually convenient time, and doing so contributes to the building of relationships, which is a source of job satisfaction in the present study.

2) Faculty members appreciate the opportunity to contribute to or develop the agenda of these meetings; a bottom-up approach can go a long way at times.

3) If meetings are to happen outside of the paid workday, schools should ensure the effectiveness and productivity of the time spent together where faculty members are missing time in other aspects of their life.

4) Schools should ensure that these meetings are a safe-space. Although the school culture might be one where administrators are approachable, these are meetings where administrators should not be present unless there is a concern for safety.

Evaluation/observations.

1) Schools should make observations valuable to new faculty members. The scheduling of pre-observation meetings, observations, and post-observation meetings take time and in order for a faculty member to have time to meaningfully reflect on their practice and implement suggestions, observations should not be scheduled at the end of the school year. Faculty members in the present study benefitted from observing and being observed by their peers, mentors, and administrators.

2) Schools should consider implementing peer observation as a tool for professional growth that all faculty should participate in doing. Faculty members in Schools B and C described growing professionally through the opportunity to observe and be observed by their peers.

3) Schools should give feedback in a constructive, approachable way so that the faculty members learn from the process rather than resent the process.

Orientation.

1) Schools should frontload school-specific terminology (words or abbreviations used at the school) during new faculty orientation so that there is a common understanding of references from the beginning of the faculty member's tenure.

2) Schools should ensure revisiting the mission and philosophy of "how we do things here" annually with *all* faculty members, not only with new faculty members. Several faculty members in the present study described a disconnect between the philosophy or approach they received at orientation and the comments or actions made by faculty members not in their first year of service to the school.

3) Schools should remember that the information received at the beginning of the year by new faculty members is a bombardment of information that can cause a "cognitive overload" and that revisiting the same information periodically throughout their first year might be warranted.

Mentorship.

1) Schools should consider the value placed on mentorship within the induction program. To do this, they should consider the following questions: *What are the goals of the mentorship? To acclimate new teachers to the school? To develop new teachers' skills? To serve as a professional growth opportunity for the mentor? Mentee? Both?* The current literature suggests that the relationship be mutually beneficial to mentor and mentee.

2) Depending on the goals for the mentorship, schools should consider whether adequate time and money is allocated to support mentors and mentees. Some considerations should include whether mentors understand their role by receiving only a job description or whether mentors receive training and/or compensation (either monetary or through a reduction of duties). The present study showed a lack of consistency across schools where mentors were not necessarily provided with a job description, training, or compensation for their work.

3) Schools should consider how mentorship pairings are made. Some questions can include whether the formal mentorship will be successful because the mentor or mentee are in the

same department, whether success comes from being geographically close to each other on campus, or whether informal mentorships develop because there is no commonality between the formal mentor and mentee.

4) Schools should ensure that both new faculty members *and* mentors have the opportunity to evaluate the mentorship program *during* the process and *at the end* of the process to inform future iterations. Such evaluation was not completed at any of the schools in the present study.

General.

1) Schools should reflect on all the existing components of the current induction program. Some considerations can include whether the school is providing enough resources to new faculty members, whether there are opportunities for new faculty members to network outside of the school, or whether they have the opportunity to participate in professional development. As part of the essential elements of induction programs described in the literature, incorporating these additional aspects into the induction programs may increase teacher retention.

2) Schools should give new faculty members the ongoing opportunity to honestly evaluate the induction program, since it exists for them and their experience is the basis that should shape the support they receive.

3) Schools should ensure that each individual is receiving what he or she needs, not just what the entire new faculty cohort needs as a group. Since each individual can experience support systems in different ways, it is imperative that schools recognize each person's needs and provide the appropriate support in order to meet individual faculty member's job satisfaction.

4) While there might be several points of contact available to new faculty members, schools should consider the communication happening across support systems. For instance, does the

mentor know what information is being disseminated in weekly meetings as a cohort and vice versa? Schools need to make sure there is a system in place for all supporters to know who is sharing what information: there should not be cases where new faculty members receive some information multiple times from multiple resources and then not receive information from anyone in other instances because it is assumed that someone else is sharing the information.

Attrition.

1) Schools should not ignore high levels of teacher turnover; such behavior is not fiscally responsible, and it inhibits the development and maintenance of a learning community (Smith & Ingersoll, 2004). It is also detrimental to student achievement (Darling-Hammond, 2006).

Recommendations for further research. The results of the study indicate that novice integration into school culture and the building of relationships within that culture contributed to faculty job satisfaction, although mentorship has been repeatedly mentioned as a helpful resource in a faculty member's integration into the school community. Therefore, it remains inconclusive that induction programs specifically contribute to faculty job satisfaction. Since this study was a qualitative study that had four participating schools involved with 23 total people (i.e., six administrators and 17 newly-hired faculty members), I make the following recommendations:

1) A similar study should be conducted in independent schools outside of the greater Washington, D.C. area to see whether results would differ, since the present study only studied four of over 70 independent schools in the area. In addition, since Washington, D.C. is one of the five metropolitan areas experiencing increased student enrollment (see the "Statement of the Problem" section), perhaps it is adequate enough to render the findings as

only applicable to metropolitan areas with the largest population of independent schools and increased student enrollment.

    a. Observations should be used as an additional instrument in an effort to separate general school contexts (e.g., school culture) from faculty experiences in the induction program.

    b. Since the number of participants was limited – in some cases there were only two faculty participants (Schools A and D) – the results are limited in scope as well. An effort should be made to expand the pool of schools and faculty participants. An increased number of cases will also increase the external validity of the findings.

        i. It is recommended to consider applying a mixed-methods approach, which involves collecting data both qualitatively and quantitatively; this might help to deepen the understanding of faculty experiences in induction programs.

    c. The independent schools that are studied next should reflect similar school characteristics; in other words, the schools should have similar features as the other participating schools. Such features include the teacher turnover rates, size (e.g., student population and faculty size), approach (e.g., progressive or religious-affiliated), and type (e.g., day vs. boarding, single-sex vs. co-educational).

    d. The independent schools that are studied next should have the same features as part of their induction programs in order for the schools to be comparable in terms of programs and faculty experiences within those programs.

    e. Direct questions should be asked about the teachers' previous teaching background and experiences and how these may have shaped their current one in a new

independent school instead of only documenting these points on the demographic information questionnaire.

2) If possible, further studies should be conducted in independent schools that have induction programs offered on a voluntary basis so that data can be collected from both participants in the program and non-participants. New insights can be gained if it is possible to compare the influence that a program has on an individual who chooses to participate voluntarily versus mandatory participation.

3) Mentors should have the opportunity to share their experience as mentors within the induction programs: this can be done either as an additional participant pool in a similar study as the present study or a separate study. In fact, all persons who form part of the support system for new faculty should be included in another iteration of this study in order to have a fuller and multi-faceted view of the induction programs.

4) Further and more accurate statistics and documentation on teacher turnover in independent schools are needed to determine the real severity of teacher turnover and its subsequent impact on the independent school world.

5) Further research should be conducted on the impact or influence induction programs may have on student engagement and/or achievement. This means essentially taking this research a step further and studying the effects of adults integrating into school communities and how students are affected.

Closing Remarks

The impetus for this study was founded on the notion that although the current body of knowledge on teacher attrition, retention, and induction programs is ever-growing, little research has been published on the influences that induction programs have on teacher job satisfaction

and retention in K–12 independent day and boarding schools. This study attempted to address the void of independent school representation in the current body of knowledge by exploring the development and implementation of induction programs in independent schools and faculty members' experiences in these programs. This contribution helps to have representation in the literature from all sectors and populations of teachers with regards to induction programs and subsequently faculty turnover and retention rates.

It was my goal to understand the essential elements of a comprehensive teacher induction program, the implementation of the program, and the mechanisms through which effects were achieved. Therefore, this study explored current induction programs for newly-hired faculty in four independent co-educational schools in the greater Washington, D.C. area. Three of the schools were independent day schools while one was an independent boarding school. The inclusion of a boarding school was to effectively represent all independent schools, since nearly 20% of independent schools are boarding schools (Pruce & Torres, 2017). There were six administrators (one at Schools A and B and two at Schools C and D, respectively) and 17 newly-hired faculty members (two at School A, seven at School B, six at School C, and two at School D) from which to recruit participation. I was able to successfully recruit all six administrators and 17 faculty members for 23 total participants.

I collected and analyzed induction program documents and materials as well as conducted semi-structured interviews with the six administrators charged with overseeing the induction program and the 17 faculty members in their first year of service to their respective school community. I focused on the faculty members in their first year because they experienced the induction program as it existed during the course of this study. The use of semi-structured interviews provided a richer and deeper understanding of the participating schools' induction

programs; employing semi-structured interviews allowed me to ask follow-up questions as the interviewees elaborated on their experiences. The combination of both sets of data from administrators and faculty members helped me to understand the elements of the induction programs at these independent schools and provided a more holistic understanding of the induction program and how the programs may have influenced newly-hired faculty members. The data were analyzed with the assistance of transcription services and ATLAS.ti, a data storage tool.

Data analysis took part in two major stages: the within-case analyses and the cross-case analysis. The cross-case analysis had two sub-parts – similarities across programs and themes across experiences. Both of these sub-parts allowed me to articulate clear answers to my research questions, which are restated below:

Research questions.

Overarching question:

What role do formal faculty organizational induction programs play in newly-hired faculty members' professional satisfaction and their integration into independent schools?

Sub-questions:

1. What are the basic components of the organizational induction program?

    A. How do administrators describe the basic components of the organizational induction program?

    B. What do administrators perceive to be the most important aspects of the organizational induction program for faculty integration and satisfaction?

    C. How do faculty members describe the basic components of the organizational induction program?

    D. What do faculty members perceive to be the most important aspects of the organizational induction program for their integration and satisfaction?

E. To what extent and in what ways, if any, are administrators' and newly-hired faculty members' perceptions of the organizational induction program congruent or divergent?

2. How do newly-hired faculty members describe their experiences in the organizational induction program?

While this study sought to determine whether induction programs in independent schools played a role in newly-hired faculty's overall job satisfaction and integration into the school community, much more was revealed than induction programs playing a part in integrating newly-hired members into a school's community. Faculty members emphasized that school culture and the opportunity to build relationships within that culture contributed to their job satisfaction, although the topic of school culture is much more complex than originally anticipated and therefore outside the scope of this study; the latter only further highlights the need for continued investigation on the influence of school culture on job satisfaction. Faculty members also mentioned mentorship – either formal or informal – as a component that assisted them in their integration into the school community. These results are a small step to gaining a better understanding of why teachers stay, migrate, or leave the teaching profession all together. The more schools can understand the reasons for which teachers are dissatisfied with the profession, the more schools can provide in efforts to attract, support and retain educators. This study helps to contribute to the overall body of knowledge of teacher retention and attrition, and more specifically, it offers representation for independent schools.

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Appendix A:

School Participation Invitation (template)
School Participation Formal Letter (template)
School Permission to Conduct Research (template)
Administrator Solicitation Letter
Faculty Solicitation Letter

January 3, 2018

(Administrator Title)

Dear _____:

I am currently an educator in an independent school in the greater Washington, D.C. area and a doctoral student at Seton Hall University in South Orange, New Jersey, embarking on my doctoral dissertation study. The purpose of my dissertation is to determine what influence, if any, new faculty induction programs have on first-year (at the organization) faculty job satisfaction in independent schools in the greater Washington, D.C. area. As one of a limited number of schools who have reported teacher turnover data to the *National Association of Independent Schools* (NAIS) for three consecutive academic years, you are being contacted to gauge your interest in participating in the study.

Participation would require the following organizational commitments:

1) Request for documents and for an in-depth interview with the administrator in charge of the induction program.
2) Interviews with faculty in their first year of service to the school.

Data collection days, times, and frequency would be agreed upon between you and me directly given the school's schedule and each faculty member's schedule. Ideally, data collection will begin in early Spring 2018 while faculty questionnaires and interviews would be back-loaded towards the end of the academic year so as to not directly influence faculty perceptions of the induction program prior to completing their employment agreement for the 2018 – 2019 academic year.

If your school may be interested in participating in this study, I would prepare a more formal, detailed written letter of invitation describing the anonymous and confidential nature of the study along with a request for a formal organizational commitment from the school (on school letterhead) to complete this study. This is a procedure set forth for verification purposes and is a requirement of the Seton Hall University Institutional Review Board (IRB) of Human Subjects Research.

I would be happy to follow-up with you in the coming weeks to discuss this study over the phone, including the potential benefits to your school. Thank you in advance for your professional support in this request and your prompt response, either accepting or declining participation in the study. If I have contacted your position in error and one of your colleagues oversees induction programs, I would greatly appreciate you passing this message on to him/her.

Most sincerely,

Ms. Jamie N. Segraves

School Participation Formal Letter

January 10, 2018

(Administrator Title)

Dear _____ :

Thank you for your interest in participating in the study: *Organizational Induction: A Qualitative Study on Institutional Induction Programs for New Faculty in Independent School Communities.* The purpose of the study is to determine what influence, if any, organizational induction programs have on newly-hired faculty job satisfaction in independent schools in the greater Washington, D.C. area. The study focuses on the components of each participating school's induction program as well as each new individual faculty member's perception of the induction program.

Participation would require the following organizational commitments:

1) Making available to the researcher: A) program-related documents and B) the administrator in charge of the induction program for an in-depth interview.
2) Agreeing to support follow-up interviews of faculty in their first year of service to the school.

In terms of timing, data collected from the administration would take place first with the faculty member components occurring later in the Spring semester. Data collection days, times, and frequency would be agreed upon between the school and the researcher directly given the school's schedule and each faculty member's schedule. Ideally, administrator data collection will take place in early Spring 2018 (March/April) while faculty data collection will take place toward the end of the 2017 – 2018 school year (May), as to not directly influence faculty perceptions of the induction program prior to completing their employment agreement for the 2018 – 2019 academic year. Data collection will take place on campus either during the school day or after school (dependent upon the individual's schedule and/or the preference of the school).

School participation as well as individual participation in the study will remain **confidential** and **voluntary** throughout the entire process: the collection of the data, data analysis, conclusions, and final write-up in the dissertation. Schools and individual participants may choose at any time during the data collection process not to participate without penalty. The school will be referred to as a letter (for example, School *A*) and each participant will be assigned a participant number (for example, participant *1*, participant *2*, etc.) throughout the entirety of the study. All electronic data collected will be confidentially stored on the researcher's flash drive, and all written data collected will be stored and locked in the researcher's personal filing cabinet at home with electronic copies of the original documents stored in the same way as electronic files. In alignment with Seton Hall University's Institutional Review Board (IRB) of Human Subjects Research, the data will be destroyed after the required 3 years. The researcher will be analyzing

the data herself, with the help of transcription services for the in-person interviews. The transcription services also ensure confidentiality.

There are no known risks in this research or monetary benefits for participation in this study. However, the researcher believes that the collaboration together can produce a mutually beneficial partnership- the researcher will collect administrator and faculty stories to develop a deeper understanding of the school's induction program and the faculty members' perceptions of the program, while the school benefits from enhancing its understanding of how the program influences, if at all, the faculty members' satisfaction in the organization. Understanding the faculty members' experiences within the program can help the school to continue to develop and offer a meaningful onboarding program. The researcher will be sure to share an overall summary of her findings from the school with the school upon the completion of the analysis. Participating schools and individuals may view a copy of the dissertation upon completion. The dissertation will be available in the Walsh Library at Seton Hall University's main campus.

At this time, the researcher is required to request written permission from the school (on school letterhead) to complete this study. Sample language has been provided in a separate document (also attached to this communication) for the school's convenience. Upon receipt of IRB approval for this study (late Winter/early Spring), the researcher will send a copy of the *Recruitment Flyer*, *Faculty Solicitation Letter*, and the *Informed Consent Form* prior to recruiting faculty members.

Thank you in advance for your professional support in agreeing to participate in this study.

Most sincerely,

Ms. Jamie N. Segraves
Researcher

SCHOOL PERMISSION TO CONDUCT RESEARCH

Date

Dear Institutional Review Board:

The purpose of this letter is to inform you that I give Jamie Segraves permission to conduct the research titled "Organizational Induction: A Qualitative Study on Institutional Induction Programs for New Faculty in Independent School Communities" at Seton Hall University. Jamie Segraves has permission to collect induction program documents and to recruit administrators and faculty members to voluntarily complete questionnaires and participate in tape-recorded interviews.

Sincerely,

Name
Head of School

Administrator Recruitment Flyer

April 2018

Dear Administrator:

My name is Jamie Segraves and I am currently an educator in an independent school in the greater Washington, D.C. area and a doctoral student at Seton Hall University in South Orange, New Jersey, embarking on my doctoral dissertation study. I have received permission from your school to conduct this research.

My dissertation topic is *Organizational Induction: A Qualitative Study on Institutional Induction Programs for New Faculty in Independent School Communities.* The purpose of the study is to determine what influence, if any, organizational induction programs have on newly-hired faculty job satisfaction in independent schools in the greater Washington, D.C. area. The study focuses on the components of each participating school's induction program as well as perceptions of the induction program for participating administrators and faculty members in their first year of service to the school.

I will be seeking administrators overseeing the induction program to *volunteer* to participate in a one-on-one interview with me. I will be asking all administrator volunteers questions to describe the development and implementation of the school's induction program. If you decide at any time that you no longer wish to participate, your refusal to participate holds no penalty.

Administrator participants should anticipate spending approximately 60 to 90 minutes of their time speaking with me in an interview. Attached to this letter is an Informed Consent Form. Should you choose to participate, you must sign and return it to me to participate in an interview.

By taking part in the interview, you are consenting to become part of this study. All interviews will be anonymous, and if you decide at any time that you no longer wish to participate, your refusal to participate holds no penalty. Please be assured your answers are confidential. Names of participants will not be disclosed in the work product, or the completed dissertation.

The data will be stored on a USB memory drive and located in a cabinet in my home. The data will be destroyed after a three-year period of time. There are no risks in this research or monetary benefits to this study.

Thank you for your generosity of time and spirit, and anticipated participation in my endeavors. If you are willing to participate in this study, please sign the attached Informed Consent Form and return it to schedule an interview. If there are any questions or concerns, please feel free to contact me at: segravja@shu.edu or (XXX) XXX-XXXX. If you would like to speak to someone other than me, please contact my Dissertation Advisor, Martin Finkelstein, Ph.D., at his office at Seton Hall University (973) 275-2056 or Mary F. Ruzicka, Ph.D., at the Seton Hall University Office of the Institutional Review Board (973) 313-6314.

In Partnership,

Ms. Jamie Segraves

<u>Faculty Recruitment Flyer</u>

April 2018

Dear Faculty Member:

My name is Jamie Segraves and I am currently an educator in an independent school in the greater .Washington, D.C. area and a doctoral student at Seton Hall University in South Orange, New Jersey, embarking on my doctoral dissertation study. I have received permission from your school to conduct this research.

My dissertation topic is *Organizational Induction: A Qualitative Study on Institutional Induction Programs for New Faculty in Independent School Communities*. The purpose of the study is to determine what influence, if any, organizational induction programs have on newly-hired faculty job satisfaction in independent schools in the greater Washington, D.C. area. The study focuses on the components of each participating school's induction program as well as perceptions of the induction program for each participating individual faculty member in his/her first year of service to the school.

I will be seeking *volunteers* in their first year of service to the school to participate in a one-on-one interview with me. I will be asking all volunteers questions to describe their experiences in the school's induction program. If you decide at any time that you no longer wish to participate, your refusal to participate holds no penalty.

Participants in their first year of service should anticipate spending approximately 30 to 60 minutes of their time speaking with me in an interview. An Informed Consent Form will be provided to you at the time of the interview. Should you choose to participate, you must sign and return it to me prior to engaging in an interview.

By taking part in the interview, you are consenting to become part of this study. All interviews will be anonymous, and if you decide at any time that you no longer wish to participate, your refusal to participate holds no penalty. Please be assured your answers are confidential. Names of participants, including schools, will not be disclosed in the work product, or the completed dissertation.

The data will be stored on a USB memory drive and located in a cabinet in my home. The data will be destroyed after a three-year period of time. There are no risks in this research or monetary benefits to this study.

Thank you for your generosity of time and spirit, and anticipated participation in my endeavors. If you are willing to participate in this study, please let me know your availability to meet in person on campus in the coming weeks. If there are any questions or concerns, please feel free to contact me at: segravja@shu.edu or (XXX) XXX-XXXX. If you would like to speak to someone other than me, please contact my Dissertation Advisor, Martin Finkelstein, Ph.D., at his office at Seton Hall University (973) 275-2056 or Mary F. Ruzicka, Ph.D., at the Seton Hall University Office of the Institutional Review Board (973) 313-6314.

In Partnership,

Ms. Jamie Segraves

Appendix B:

Informed Consent Forms:
Administrator Interviews
Faculty Interviews

SETON HALL UNIVERSITY
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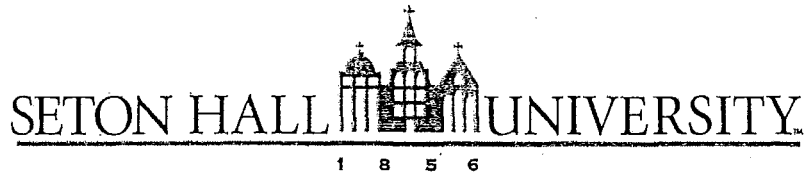
Informed Consent Form – Administrator

Researcher's Affiliation:

The researcher for this study is Jamie Segraves. Jamie Segraves is a doctoral student at Seton Hall University, in the College of Education and Human Services' Executive Ed.D. program.

Purpose of the Study:

The title of the study is: *Organizational Induction: A Qualitative Study on Institutional Induction Programs for New Faculty in Independent School Communities.* The purpose of the study is to determine what influence, if any, organizational induction programs have on newly-hired faculty job satisfaction in independent schools in the greater Washington, D.C. area. The study focuses on the components of each participating school's induction program as well as each new individual faculty member's perception of the induction program.

The researcher will be recruiting faculty members in their first year of service, in addition to speaking with administrators charged with the development and implementation of the induction program at their school. These administrators are being asked to participate in a one-on-one interview with the researcher. Administrators should anticipate spending between approximately 60 and 90 minutes of their time completing the interview.

Procedure:

Data collection days and times for interviews will be agreed upon between the school, administrator, and researcher directly given the school's schedule and each administrator's schedule. Interviews will take place on campus either during the school day or after school hours. In order to participate in the interview, administrators should sign and return the Informed Consent Form to the researcher and schedule an interview with the researcher.

Voluntary Participation:

Participation in this study is voluntary; any school or individual may decline to participate without penalty. Any school or participant may withdraw from the study at any time without penalty. By signing the Informed Consent Form, the administrator participant will consent to participate by providing the researcher with induction program documents and completing a one-on-one interview with the researcher. At any point in time, a participant may choose to not submit any of solicited materials and end his or her participation in the study, including if the participant feels uncomfortable during the interview session. The participant has the right to decline to answer any question or to end the interview without penalty or loss of any kind.

A   H O M E   F O R   T H E   M I N D ,   T H E   H E A R T   A N D   T H E   S P I R I T

Anonymity and Confidentiality:

School and individual participant identities will be kept completely confidential: only the researcher will know the identity of the participating schools and individuals. All participating schools will be given a code letter and all participating administrators will be assigned an "Admin" label to reference "administrator" along with being given a code number, dependent upon the number administrators involved in the induction program. Only the researcher can identify actual participants' responses to interview questions. The researcher will not disclose who participated in the study or who made individual responses at any time. The researcher will be working with a transcription service to help in transcribing interviews. The transcription service also guarantees anonymity and confidentiality.

Security of Confidential Data:

To keep each participant's information and data secure, the researcher will store all electronic data collected (document materials, audio recordings of interviews, and transcriptions) on her personal USB memory key, and all written data (document materials and printed transcriptions) will be stored and locked in the researcher's personal filing cabinet at home with electronic copies of the original documents stored in the same way as electronic files, on a USB memory key. All files will only be identified and stored by the school letter and participant codes. The code key identifying the participant's name will be stored separately from the data to protect all participants' privacy. The data will be secured and then destroyed after the required 3 years.

Access to Confidential Records:

Only the researcher and members of the dissertation committee will have access to the letter/number coded data. No one will have access to the names of the participants volunteering for this research other than the researcher. The dissertation committee is obligated to protect the data from disclosure outside of the research.

Risk or Discomfort:

There are no foreseeable risks involved in taking part in this study. Answering questions and talking with the researcher about administrator experiences with induction programs may cause some stress. Participants have the right to refuse to answer any question that makes them feel uncomfortable.

Direct Benefit from the Research:

There will be no direct benefit to participants for taking part in the study. However, the information learned from this study will be added to the research on induction programs. The research could influence the school or other independent schools contemplating how to best support, design, develop, and implement an effective induction program.

Remuneration:

There is no monetary compensation for participation in this study.

Seton Hall University
Institutional Review Board

APR 0 9 2018

Approval Date

College of Education and Human Services
Executive Ed.D. Program
Tel: 973.275.2306 • Fax: 973.275.2434
400 South Orange Avenue • South Orange, New Jersey 07079-2685

Expiration Date

APR 0 9 2019

Alternatives to Research Study:

If any participants are unable to complete their interview at the originally scheduled time, participants may contact the researcher to reschedule the interview at a mutually convenient time.

Contact Information:

Participants should contact Jamie Segraves, the researcher, at 973-932-9797 for any questions or concerns. If there are questions about participants' research rights, or a wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher, participants may contact the dissertation advisor, Martin Finkelstein, Ph.D., at his office at Seton Hall University (973) 275-2056 or Mary F. Ruzicka, Ph.D., at the Seton Hall University Office of the Institutional Review Board (973) 313-6314.

Participating schools and individuals may view a copy of the researcher's dissertation upon completion. The dissertation will be available in the Walsh Library at Seton Hall University's main campus and electronically online.

Permission to Use Audio Tape Recorders:

All interviews will be audiotaped and only identified with the participating school and individual codes. The researcher will be using the assistance of ATLAS.ti as a transcription service to transcribe interviews. All recordings and transcriptions will be secured on the researcher's personal USB memory key. Only the researcher will have access to the recordings and transcriptions. The recordings and transcriptions will be kept for three years beyond the end of the study and then destroyed.

Acknowledgement of Informed Consent Forms:

Each participant will be given a copy of this document for his/her records and one copy will be kept with the study records.

I have read, understood, and had the opportunity to ask questions regarding this consent form. I fully understand the nature and character of my involvement in this research program as a participant. In addition to agreeing to participate, I also consent to having the interview tape-recorded.

_____   _____
Participant Signature   Date

_____
Participant Name

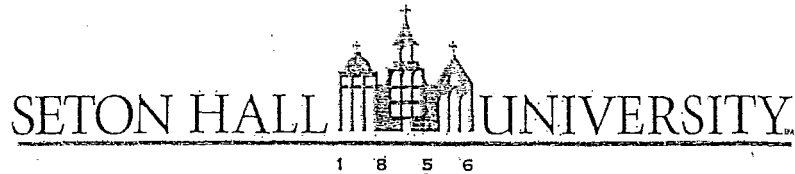Seton Hall University
Institutional Review Board

APR 0 9 2018

Approval Date

College of Education and Human Services
Executive Ed.D. Program
Tel: 973.275.2306 • Fax: 973.275.2484
400 South Orange Avenue • South Orange, New Jersey 07079-2635

Expiration Date

APR 0 9 2019

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SETON HALL UNIVERSITY.

1 8 5 6

Informed Consent Form – Faculty

Researcher's Affiliation:

The researcher for this study is Jamie Segraves. Jamie Segraves is a doctoral student at Seton Hall University, in the College of Education and Human Services' Executive Ed.D. program.

Purpose of the Study:

The title of the study is: *Organizational Induction: A Qualitative Study on Institutional Induction Programs for New Faculty in Independent School Communities*. The purpose of the study is to determine what influence, if any, organizational induction programs have on newly-hired faculty job satisfaction in independent schools in the greater Washington, D.C. area. The study focuses on the components of each participating school's induction program as well as each new individual faculty member's perception of the induction program.

The researcher will be recruiting faculty members in their first year of service. Faculty members in their first year of service are being asked to participate in a one-on-one interview with the researcher. First-year participants should anticipate spending between approximately 30 and 60 minutes of their time completing the interview.

Procedure:

Data collection days and times for interviews will be agreed upon between the school, faculty member, and researcher directly given the school's schedule and each faculty member's schedule. Interviews will take place on campus either during the school day or after school hours. In order to participate in the interview, faculty in their first year of service to the school should read the solicitation letter, sign and return the Informed Consent Form in the security-lined envelope provided with the forms to the collection envelope in the Administrative Assistant's office, and schedule an interview with the researcher via the sign-up sheet in the Administrative Assistant's office.

Voluntary Participation:

Participation in this study is voluntary; any individual faculty member may decline to participate without penalty. Any participant may withdraw from the study at any time without penalty. By signing the Informed Consent Form, the faculty participant will consent to participate by participating in a one-on-one tape-recorded interview with the researcher. At any point in time, a participant may choose to not submit any of solicited materials and end his or her participation in the study, including if the participant feels uncomfortable during the interview session. The participant has the right to decline to answer any question or to end the interview without penalty or loss of any kind.

A HOME FOR THE MIND, THE HEART AND THE SPIRIT

Anonymity and Confidentiality:

School and individual participant identities will be kept completely confidential: only the researcher will know the identity of the participating schools and individuals. All participating schools will be given a code letter and all participating individuals will be assigned an "I" to reference "interview" along with being given a code number. Only the researcher can identify actual participants' responses to interview questions. The researcher will not disclose who participated in the study or who made individual responses at any time. The researcher will be working with a transcription service to help in transcribing interviews. The transcription service also guarantees anonymity and confidentiality.

Security of Confidential Data:

To keep each participant's information and data secure, the researcher will store all electronic data collected (audio recordings of interviews and transcriptions) on her personal USB memory key, and all written data (printed transcriptions) will be stored and locked in the researcher's personal filing cabinet at home with electronic copies of the original documents stored in the same way as electronic files, on a USB memory key. All files will only be identified and stored by the school letter and participant letter and number codes. The code key identifying the participant's name will be stored separately from the data to protect all participants' privacy. The data will be secured and then destroyed after the required 3 years.

Access to Confidential Records:

Only the researcher and members of the dissertation committee will have access to the letter/number coded data. No one will have access to the names of the participants volunteering for this research other than the researcher. The dissertation committee is obligated to protect the data from disclosure outside of the research.

Risk or Discomfort:

There are no foreseeable risks involved in taking part in this study. Answering questions and talking with the researcher about participant experiences with induction programs may cause some stress. Participants have the right to refuse to answer any question that makes them feel uncomfortable.

Direct Benefit from the Research:

There will be no direct benefit to participants for taking part in the study. However, the information learned from this study will be added to the research on induction programs. The research could influence the school or other independent schools contemplating how to best support, design, develop, and implement an effective induction program.

Remuneration:

There is no monetary compensation for participation in this study.

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Alternatives to Research Study:

If any participants are unable to complete their interview at the originally scheduled time, participants may contact the researcher to reschedule the interview at a mutually convenient time.

Contact Information:

Participants should contact Jamie Segraves, the researcher, at 973-932-9797 for any questions or concerns. If there are questions about participants' research rights, or a wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher, participants may contact the dissertation advisor, Martin Finkelstein, Ph.D., at his office at Seton Hall University (973) 275-2056 or Mary F. Ruzicka, Ph.D., at the Seton Hall University Office of the Institutional Review Board (973) 313-6314.

Participating schools and individuals may view a copy of the researcher's dissertation upon completion. The dissertation will be available in the Walsh Library at Seton Hall University's main campus and electronically online.

Permission to Use Audio Tape Recorders:

All interviews will be audiotaped and only identified with the participating school and individual codes. The researcher will be using the assistance of ATLAS.ti as a transcription service to transcribe interviews. All recordings and transcriptions will be secured on the researcher's personal USB memory key. Only the researcher will have access to the recordings and transcriptions. The recordings and transcriptions will be kept for three years beyond the end of the study and then destroyed.

Acknowledgement of Informed Consent Forms:

Each participant will be given a copy of this document for his/her records and one copy will be kept with the study records.

I have read, understood, and had the opportunity to ask questions regarding this consent form. I fully understand the nature and character of my involvement in this research program as a participant. In addition to agreeing to participate, I also consent to having the interview tape-recorded.

_____   _____
Participant Signature   Date

_____
Participant Name

Seton Hall University
Institutional Review Board

APR 0 9 2018

Approval Date

Expiration Date

APR 0 9 2019

College of Education and Human Services
Executive Ed.D. Program
Tel: 973.275.2306 • Fax: 973.275.2484
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Appendix C:

Administrator Semi- Structured Interview Protocol
Faculty Demographic Information Questionnaire
Faculty Semi-Structured Interview Protocol

<u>Administrator Semi-Structured Interview Protocol</u>

Today's date is: _____

Opening: *Thank you for your time. I am interested in knowing more about the organizational induction program offered at your school. We will be discussing questions specific to the orientation and induction programs. Please answer the following questions to the best of your ability. There are no right or wrong answers. I am interested in you and your administration of the organizational induction program.*

Here is a copy (participants will receive a printed copy of these definitions) of some definitions that I will be using in my questions. I want to make sure that we have the same understanding of "induction" and "orientation" before we begin.

Induction: A planned, needs-based, comprehensive, professional development support program for the retention and improvement of new teachers that address teacher effectiveness, growth, and job satisfaction. This support program usually lasts for a duration of time in a newly-hired teacher's first year, if not beyond. (Definition adapted from Shockley, Watlington, & Felsher, 2013; Wong, 2004).

Orientation: A professional practice designed to facilitate the entry of new recruits to an organization and to equip them to operate effectively within it. While the orientation program often forms part of the induction program, it is often required during in-service days prior to the school year and is intended for all new hires to the community, not just teachers. (Definition adapted from Fenton-Smith & Torpey, 2013; Trowler & Knight, 1999).

Do you have any questions about these definitions?

Please answer the following questions to the best of your ability. We will begin with specific questions about the orientation program first, followed by questions on the overall induction program. There are no right or wrong answers. I am interested in you and your administration of the organizational induction program.

<u>Orientation Questions:</u>

1) Does your school offer a faculty orientation program as part of the induction program at the beginning of the school year?

    a. Possible probes:

        i. What are the differences, in the school's opinion, between an orientation program and an induction program?

        ii. What are the components of the orientation program?

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1. Can you elaborate on the types of written materials the school provides to newly-hired faculty?

iii. How long is the length of the orientation program?

iv. Is there anything that you felt was necessary to this orientation program that was not included in this year's program? Please elaborate.

2) Have you received feedback about the orientation program from faculty who have experienced it?

    a. Positive. Negative.
    b. How have you responded to the feedback provided?
    c. Tell me more about that.
    d. Why do you say that?

Induction Questions:

3) In what year, to the best of your knowledge, did your school initiate a formal induction program for newly-hired faculty?

    a. Can you describe any existing evolution to the program over the years? To what extent, and in what ways, has the induction program changed since its inception?

4) When did you assume responsibility for the program? How did that happen?

5) What is the school's intended purpose of the induction program? Is there a statement of purpose?

    a. Why do you say that?

6) What are the specific components of the induction program?

    a. Possible probes:

        i. When, where, what, how?

        ii. How are faculty informed about the induction program?

        iii. Are there materials that are distributed to faculty?

        iv. Are faculty paired with mentors?

            1. How are faculty members paired with mentors?

        v. Are there aspects of the induction program specific to your school environment (for example, religious training)?

        vi. Is there anything additional provided to teachers that are in their first year of teaching?

7) What aspects of the induction program are distinctive to the culture of the school?

   a. Stages?
   b. Particular challenges?
   c. Tell me more about that.
   d. Why do you say that?

8) Have you received feedback about the induction program from faculty who have experienced it?

   a. Positive. Negative.
   b. How have you responded to the feedback provided?
   c. Tell me more about that.
   d. Why do you say that?

9) What is your opinion of the school's induction program?
   a. Do you believe the program is effective in accomplishing its goal/overall purpose?
   b. What is your opinion on the effectiveness of the structure of the program and the administrative structure of it?
   c. Is there anything that the school is planning to change or keep in the program for next year's newly-hired cohort?
   d. Tell me more about that.

10) Can you describe teacher turnover over the past three years in the school?

11) Is there anything else that I didn't ask you that you think I should know about your induction program?

Thank you very much for your time. If there is anything else that you would like to share with me at a later date, please do not hesitate to contact me.

<u>Faculty Demographic Information Questionnaire</u>

Thank you for your time. I am interested in your experience in the organizational induction program as you are experiencing it in your first year at the school. The questions on this page are specific to demographic information, while questions in the interview are specific to your experience in the orientation/induction programs. Demographic information will only be used for comparisons in trends. There are no right or wrong answers. I am interested in you and your personal experience.

Demographic Information:

12) **What is your gender?**   _____

13) **What is your race and ethnicity?**   _____

14) **What is your age (in years)?**   _____

15) **What is the highest degree you have obtained?** *Please circle.*

         Bachelor's   Master's   Doctorate

   If you are currently working on completing an additional degree, please describe the degree and field below:

   _____

16) **How many years of total teaching experience do you have, including this current year?**

         _____

   A) **In what type of school settings (independent day/boarding, public, K-12, university, religious affiliation, single-sex, co-educational, etc.) have you obtained this teaching experience? Please list all previous experience, including grade level(s) taught and length of time for those levels.**

   _____

   _____

   _____

   B) **What grade level(s) and subject(s) do you teach currently?**

   _____

<u>Faculty Semi-Structured Interview Protocol</u>

Today's date is: _____

Opening: *Thank you for your time. I am interested in your experience in the organizational induction program as you are experiencing it currently in your first year at the school. The first set of questions are specific to demographic information, while later questions are specific to your experience in the induction program. There are no right or wrong answers. I am interested in you and your personal experience.*

Here is a copy (participants will receive a printed copy of these definitions) of some definitions that I will be using in my questions. I want to make sure that we have the same understanding of "induction" and "orientation" before we begin.

Induction: A planned, needs-based, comprehensive, professional development support program for the retention and improvement of new teachers that address teacher effectiveness, growth, and job satisfaction. This support program usually lasts for a duration of time in a newly-hired teacher's first year, if not beyond. (Definition adapted from Shockley, Watlington, & Felsher, 2013; Wong, 2004).

Orientation: A professional practice designed to facilitate the entry of new recruits to an organization and to equip them to operate effectively within it. While the orientation program often forms part of the induction program, it is often required during in-service days prior to the school year and is intended for all new hires to the community, not just teachers. (Definition adapted from Fenton-Smith & Torpey, 2013; Trowler & Knight, 1999).

Do you have any questions about these definitions?

(Demographic Information is distributed as a sheet of paper to be filled out before the interview begins)

Specific Orientation/Induction Program Questions:

We will now transition to the program-specific questions. Please answer the following questions to the best of your ability. We will begin with specific questions about the orientation program first, followed by questions on the overall induction program. There are no right or wrong answers. I am interested in you and your personal experience in the organizational induction program.

1) Does your school offer a faculty orientation program at the beginning of the school year as part of the induction program?
    a. Possible probes:
        i. What are the components of the orientation program?
            1. Can you elaborate on the types of written materials the school provided to you at the orientation?

    ii. How long is the length of the orientation program?
    iii. What did you like/dislike about this orientation program? Please elaborate.
    iv. Is there anything that you felt was necessary to this orientation program that was not included in your experience? Please elaborate. How did this make you feel?

2) What did you find helpful/unhelpful about this *orientation* program? In what ways? Please elaborate.

3) Is there anything that you felt was necessary to this *orientation* program that was not included in your experience? Were there issues you needed help with that were not addressed by the *orientation* program?

    a. Possible probes:
        i. How did this make you feel?

We will now move to induction-program specific questions.

4) How were you informed of your school's *induction* program?

    a. Possible probes:

        i. Employment agreement?

        ii. Offer of employment?

        iii. Materials sent in welcome package?

5) What do you believe is your school's intended purpose of the *induction* program?

    a. Why do you say that?

6) What kind of activities were involved in the *induction* program? With what frequency did you experience these activities? If there was a specific schedule, please describe it.
    a. Possible probes: You mentioned that you were paired with a mentor. Can you elaborate on that partnership?
        i. Is your mentor a department member?
        ii. Geographically close to you in the building?
        iii. How often do you meet with your mentor?
        iv. Is there anything that you like or dislike about this program?
        v. Is this program beneficial to you?

7) What aspects of the *induction* program were helpful to you as you transitioned to the school and its culture?

    a. Tell me more about that.
    b. Why do you say that?

8) What aspects of the *induction* program were unhelpful to you as you transitioned to the school and its culture?

    a. Tell me more about that.
    b. Why do you say that?

9) Do you believe that your experience in the induction program matches the school's intended purpose? If so, why? If not, why not?

10) Is there any type of additional support you wish the school offered to help you navigate your transition to the school that was not offered in your experience?

    a. Tell me more about that.
    b. Why do you say that?

11) How, if at all, has your experience in the induction program contributed to your overall job satisfaction in your first year at your current school?

General:

12) What advice would you give to new teachers?

13) What suggestions do you have for department chairs/coordinators/team leaders?

14) Have you experienced any other induction programs in other locations? If so, how does this one differ?

15) What initially attracted you to seek employment at this school?

16) Is there anything else that I didn't ask you that you think I should know about your experience as a new faculty member here?

17) Are you returning to the school for the 2018 – 2019 academic year? If yes, why? If not, why not?

Thank you very much for your time. If there is anything else that you would like to share with me at a later date, please do not hesitate to contact me.

Appendix D:

Codes Applied

Codes Applied:

The following lists of codes are divided out by School: codes applied to the induction program and then codes applied to the aggregate faculty summaries. Codes are ordered by highest number of application first, then by alphabetical order within the same application number.

School A Program:

- Induction program components (11)
- Mentorship (6)
- Individualized (5)
- Orientation program components (5)
- Support (3)
- Evaluation (2)
- Intended purpose (2)
- Openness (2)
- Professional development (2)
- Trust (2)
- Turnover (2)
- Weekly meeting (2)
- Classroom visits (1)
- Previous year closing meetings (1)
- Orientation to area (1)
- Orientation to school (1)
- Summer meetings (1)
- Writing tutorial (1)

School A Faculty:

- Induction Program Components (9)
- Orientation Program Components (8)
- Support (8)
- Mentorship (7)
- Frequency (5)
- Helpful (4)
- Autonomy (3)
- Community (3)
- Faculty meetings (3)
- Grade level meetings (3)
- Intended purpose (3)
- Previous teacher materials (3)
- Collaboration time (2)
- Curriculum (2)
- How we do things here (2)
- Meeting with previous teacher (2)
- Satisfaction (2)
- Attraction (1)
- Classroom visits (1)
- Collaboration (1)
- Comment writing (1)
- Dinners (1)
- Effectiveness (1)
- Flexibility (1)
- Materials provided (1)
- Professional Development (1)
- Responsive classroom training (1)
- School culture (1)
- Summer meetings (1)
- Technology (1)
- Trust (1)
- Weekly administrator meetings (1)
- Weekly meeting (1)

School B Program:

- Induction program components (19)
- Orientation program components (11)
- Frequency (5)
- Evaluation (4)
- Mentorship (4)
- Retreat (4)
- Professional development (4)
- Progressive education course (3)
- Turnover (3)
- Admin meetings (1)
- Diversity (1)
- Folio (1)
- Informed on programs (1)
- Intended purpose (1)
- Paid collaborative time (1)
- Responsive classroom (1)
- Trust (1)

School B Faculty:

- Orientation Program Components (29)
- Suggestions for future (27)
- Mentorship (26)
- Induction program components (25)
- Helpful (24)
- Progressive education course (17)
- Frequency (16)
- Intended purpose (10)
- Administrator meetings (9)
- Observations (9)
- Summer (8)
- Biweekly (7)
- Decision-making process (7)
- Voice (6)
- Reading assignments (5)
- School culture (5)
- Administration (4)
- Cohort (4)
- Department meetings (4)
- Lack of (4)
- Professional development (4)
- Satisfaction (4)
- Time needed (4)
- Building relationships (3)
- Parents as faculty (3)
- Responsive classroom training (3)
- Weekly administrator meetings (3)
- Weekly meeting (3)
- Community (2)
- Evaluation (2)
- Excited (2)
- Grade level meetings (2)
- How we do things here (2)
- Informal mentorship (2)
- Interactions with parents (2)
- Lack of transparency (2)
- Negativity amongst faculty (2)
- New teacher meetings (2)
- Paid collaborative time (2)
- Participation decline (2)
- Peer (2)
- Personal activism (2)
- Reasons for not returning (2)
- Report template (2)
- Terminology (2)
- Unhelpful (2)
- Bottom-up approach (1)
- Challenging (1)
- Classroom visits (1)
- Collaboration time (1)
- Comment writing (1)
- Commute (1)
- Conference (1)
- Ex-faculty member visit (1)
- Faculty meetings (1)
- Feedback (1)
- Fit (1)
- Folio (1)
- Frontloading (1)
- Grade level expectations (1)
- Grade submission (1)
- Lack of input (1)
- Least helpful (1)

- Meetings (1)
- Negative feeling- not welcome (1)
- Orientation to school (1)
- Ownership (1)
- Progressive education (1)
- Refer to mission/philosophy (1)
- Stress (1)

- Summer meetings (1)
- Time wasted (1)
- Timing (1)
- Valued (1)
- Work-life balance (1)
- Writing tutorial (1)

School C Program:

- Orientation program components (21)
- Mentorship (20)
- Mentor training (10)
- Frequency (9)
- Professional development (9)
- Weekly meeting (7)
- Induction program components (6)
- Lead mentor (6)

- Evaluation (3)
- Intended purpose (3)
- Informed on programs (2)
- Bottom-up approach (1)
- Categories of years of experience (1)
- Cohort (1)
- Curriculum (1)
- Individualized (1)
- Retention (1)

School C Faculty:

- Mentorship (33)
- Cohort (27)
- Suggestions for future (23)
- Weekly meeting (23)
- Support (16)
- Building relationships (14)
- Orientation program components (14)
- Helpful (13)
- Informal mentorship (12)
- Administration (11)
- Frequency (10)
- Observations (10)
- School culture (10)
- Evaluation (7)
- Office area (7)
- Satisfaction (7)
- Intended purpose (6)
- Lack of communication (6)
- Professional development (5)
- Shared experience (5)
- As needed (4)
- Community (4)

- Lead mentor (4)
- Peer (4)
- Alumni (3)
- Bottom-up approach (3)
- Curriculum (3)
- Needs (3)
- Responsibilities (3)
- Time wasted (3)
- Department meetings (2)
- Faculty meetings (2)
- Feedback (2)
- Frontloading (2)
- Induction program components (2)
- Orientation to school (2)
- Personal activism (2)
- Stipend (2)
- Unhelpful (2)
- Attraction (1)
- Comfortable (1)
- Indifferent (1)
- Informal meetings (1)
- Interactions with parents (1)
- Lack of (1)

- Meetings (1)
- Most helpful (1)
- Orientation to area (1)
- Retention (1)

- Terminology (1)
- Transparent (1)
- Voice (1)

School D Program:

- Mentorship (16)
- Induction program components (11)
- Orientation program components (8)
- Lead mentor (6)
- Frequency (4)
- Monthly meetings (4)
- Teacher turnover (4)
- Professional development (3)
- Academic life (2)
- Evaluation of program (2)
- Happy hour (2)
- Intended purpose (2)
- Job description (2)

- No stipend (2)
- Student life (2)
- Admin meetings (1)
- Benefit (1)
- Informal gatherings (1)
- Informal meetings (1)
- Mentor recruitment (1)
- Mentor training (1)
- No job description (1)
- No mentor training (1)
- No reduction (1)
- Retention (1)
- Summer (1)

School D Faculty:

- Suggestions for future (11)
- Mentorship (8)
- School culture (7)
- Informal mentorship (6)
- Support (6)
- Community (5)
- Residential life (5)
- Building relationships (4)
- Helpful (4)
- Intended purpose (4)
- Lead mentor (4)
- Orientation program components (4)
- Structure (4)
- Summer (4)
- Informal gatherings (3)
- Lack of (3)
- Personal activism (3)
- Student life (3)
- Department meetings (2)

- Frequency (2)
- Happy hour (2)
- Orientation to school (2)
- Professional development (2)
- Reading assignments (2)
- Academic life (1)
- Effectiveness (1)
- Events (1)
- Frontloading (1)
- Hands off (1)
- Indifferent (1)
- Induction program components (1)
- Interactions with parents (1)
- Most helpful (1)
- Office area (1)
- Reasons for not returning (1)
- Satisfaction (1)
- Weekly meeting (1)

Appendix E:

Within-Case Analysis: Emerged Themes

School A Emerged Themes:

The following themes emerged through the interviews conducted with the two faculty members at School A:

1) Belief that the intended purpose of the program is to become a part of the community

2) Faculty are attracted to working here because they want to be a part of an inclusive school culture and community

3) Each faculty member received what s/he needed – individualized approach to support

4) Mentorship was helpful in becoming a part of the community as faculty members were paired with mentors they would naturally see on a daily basis

School B Emerged Themes:

The following themes emerged through the interviews conducted with the seven faculty members at School B:

1) Belief that the intended purpose of the program is for new faculty to become a part of the school's community

2) Being a part of a new cohort is meaningful and builds relationships

3) Mentorship, whether formal or informal, is the most helpful aspect of this program regardless of amount of contact time/frequency/duration between mentor and mentee

4) Previous connections to the School (parents of current students) brought new perspectives to the new faculty perspective

5) Having other faculty members not in their first year at the school present in the progressive education course was helpful

6) Faculty want a bottom-up approach to content covered in the progressive education course

7) Observing others was beneficial to professional growth

8) There is a need for collaboration time across all groups during the paid day (faculty meetings, grade level meetings, department meetings, new faculty cohort meetings, etc.)

9) Prior teaching experiences (sectors) did not play a role in their current experience

10) People sought out information on their own

11) The school culture is one where newly-hired faculty members felt they could ask multiple resources questions about information they were seeking

12) Some faculty were attracted to working here to have a part in the decision-making process

13) The relationships new faculty members built contributed to their overall job satisfaction, not the induction program itself

14) Work-life balance is important to faculty – so consider how their time outside of the paid day will be used productively

School C Emerged Themes:

The following themes emerged through the interviews conducted with the six faculty members at School C:

1) Belief that the intended purpose of the program is for teachers to feel like a part of the community

2) The school culture is supportive – new faculty felt like they could ask anyone for help

3) Faculty benefitted most from department members – formal mentorship was most effective when faculty were formally paired with department members, when they were not, they developed their own "informal" mentorship

4) Weekly cohort meetings were helpful at the beginning of the year, but became less so as the year progressed; consider a bottom-up approach to developing the agenda

5) Some faculty described the induction program as having more aspects than administrators described

6) Observations, both peer and formal, were beneficial to professional growth

7) Mentorship should be seen as professional growth for the mentor

8) Communication across supports within induction program is needed

9) School culture, supervision program, and building relationships as a cohort and with administration contributed to job satisfaction

10) Previous connections to the School (alumni) brought new perspectives to the new faculty perspective

11) Faculty were attracted to working here for different reasons, but several mentioned the religion affiliated with the School and their own religious beliefs overlapping

School D Emerged Themes:

The following themes emerged through the interviews conducted with the two faculty members at School D:

1) Belief that the intended purpose of the induction program is to provide faculty with the information they need to become a part of the community

2) A supportive school culture is important – although faculty had to seek out information on their own

3) Informal mentorships developed with department members and proved to be more effective in faculty induction than formal mentorship

4) Formal mentorship program needs structure

5) Building relationships within the school community has contributed to job satisfaction

6) Although there is a religious identity to the school, there does not seem to be a concentrated focus on it