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Rites of Passage: The Role of Induction in the Enculturation of Beginning Teachers

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RITES OF PASSAGE: THE ROLE OF INDUCTION IN THE ENCULTURATION OF
BEGINNING TEACHERS

A Dissertation

Submitted to the Graduate Faculty of the
University of New Orleans
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy
in
Curriculum and Instruction

by

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May 2006

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ABSTRACT

Researchers have reported that by the year 2010, two million teachers will be needed in classrooms across the country. The shortage has been attributed to population increases and a rise in the number of teacher retirements. Other researchers contend that the shortage is due to rising attrition rates among new teachers. They claim that new teachers become dissatisfied with teaching due to poor working conditions. As a result, new teachers have prematurely departed the teaching profession in alarming numbers which has placed the educational system at large in a state of crisis.

This dissertation examined the factors which impacted the working conditions of beginning teachers and their enculturation into teaching and school cultures. Novices' experiences before and after teacher education training included the influence of significant individuals prior to entry into teaching and their interactions with the principal, veteran teachers and students. The process of induction served as a means to facilitate or impede the enculturation process.

Data gathered and generated for this qualitative study included survey, interview and observation. Through participants' shared experiences, both positive and negative factors influenced their enculturation into teaching and the school culture. As prospective teachers, significant individuals were a positive influence on new teachers' decisions to enter teaching and their educational perspectives. As new teachers, findings revealed four negative factors which hindered their enculturation process.

First, the veteran-oriented school culture was unsupportive and prevented the school community from adequately addressing new teachers' needs during induction. Second, although new teachers expressed concerns about classroom management, discipline and student

achievement in their interactions with students, these concerns did not have a significant negative impact on their enculturation. Third, new teachers' interactions with veteran teachers lacked collegiality and prevented the types of collaborative exchanges necessary to promote professional growth. Fourth, the empathy expressed for the new principal restricted opportunities for interactions and subsequently lowered new teachers' expectations of the principal's ability to provide support. The principal's inexperience and novice-status sanctioned the negative veteran-oriented culture which dominated the school environment, thus, limiting the impact of new teacher induction and impeding the enculturation of beginning teachers.

Mary is an idealistic new teacher. Coupled with her optimism is an expectation that one day she will gain the support and respect of more experienced members at Decatur Secondary School (DSS) where she is now teaching and possibly step into a leadership position as veteran teachers in the school retire. Mary began her teaching career excited about working at DSS. She eagerly anticipated her enculturation into the profession and the school culture.

Mary entered the DSS environment ready to establish herself in the school. She made every effort to showcase her capabilities both inside and outside of the classroom in order to project the image of a committed and involved new teacher. This goal led Mary to forge relationships and interact with veteran teachers in the school and in one instance, her collaboration with an experienced colleague was successful—at least in Mary's viewpoint. Mary believed her accomplishments on the school initiative would place her in high esteem with all members of the DSS community and she excitedly awaited recognition for her deeds. Alas, the acknowledgments Mary desired did not materialize; even so, she carried on with her goal to assimilate into the school culture.

Mary, like most of her new teacher peers at the school, found herself in the midst of a school culture that by all practical purposes was indifferent towards new teachers. The support and assistance traditionally given to new members of an organization was practically non-existent at DSS. Although Mary was ambitious enough to seek out assistance, she too was discouraged by her limited interactions with both the principal and veteran teachers. Thus, Mary's questions about teaching for the most part went unanswered and her concerns as a new teacher unaddressed. Mary's hopeful visions of tenure soon transitioned into thoughts of leaving the school and possibly the teaching profession.

CHAPTER 1

INTRODUCTION

Nationwide Teacher Shortage

Educational researchers have reported the likelihood of a critical shortage in the number of new teachers that will be needed throughout the nation's public schools (Halford, 1998; National Commission on Teaching and America's Future, 1996). The shortage has been primarily attributed to the merging of two demographic factors: increasing student enrollments and a rise in the number of retiring teachers (Broughman, 2000; National Center for Educational Statistics, 2000). Other factors impacting the shortfall include: class size reductions (Henke, Zahn, & Carroll, 2001), a decrease in the number of college graduates with education degrees (Henke et al., 2001), and the premature departure of new teachers from the profession (Karge, 1993). It is the early exodus of beginning teachers which has some researchers questioning if the teacher shortage as reported is a myth or reality.

There is a growing consensus that the number of qualified teachers produced out-numbers the actual amount that is hired in public schools (Darling-Hammond, 2003; Ingersoll, 2001). Thus, the challenge facing schools and school districts is not a matter of implementing well-organized recruitment strategies. It is however, an issue of how best to retain new teachers beyond their initial induction into teaching. Ingersoll (2001) contends that the teacher shortage is due primarily to the early departure of beginning teachers from the profession and the overall failure of schools to effectively support and retain them.

Darling-Hammond (2003) reports that since the 1990s, the annual number of exits from teaching has surpassed the number of entrants by an increasing amount and as a result, the costs

associated with teacher turnover can be felt at national and local levels. High teacher attrition

further contributes to the nationwide teacher shortage by increasing the demand for new teachers.

It also places a substantial financial burden on school districts because funds targeted for

improvements must be reallocated in order to recruit and train teacher replacements (Darling-

Hammond, 2003; Theobald & Michael, 2001). Academically, teacher attrition results in a decline

in the quality of education in public schools which translates into lower academic performance

and decreases in overall student achievement (Darling-Hammond, 2003). Finally, teacher

attrition lessens the chance that all students will have qualified and capable teachers (Theobald &

Michael, 2001).

<div align="center">Research on Teacher Shortages and Teacher Attrition</div>

In the 1980s, the teacher shortage dilemma was highly publicized and it became a

national focus of educational policymakers. In an effort to understand issues impacting the

shortage, research studies on teacher supply and demand were commissioned (Karge, 1993).

Overall, findings from these studies reveal that teacher turnover was strongly affected by two

factors: (1) academic field, which includes math, science and special education and (2) age

(Ingersoll, 2001; Theobald & Michael, 2001). Age was typically analyzed at three phases (Henke

& Carroll, 2001): younger teachers had very high rates of departure, while those who remained,

simply adjusted and were less likely to leave the school. However older teachers, who

significantly outnumbered younger teachers, were far more likely to leave due to retirement

(Ingersoll, 2001). In summary, these studies conclude that the teacher shortage was primarily due

to a rapid "graying" of the teaching workforce (Ingersoll, 2001; Karge, 1993).

A possible explanation for high attrition or turnover rates found in younger teachers is the

potential impact of an unsuitable career choice. Will younger teachers leave the profession

earlier than peers in other occupations? On this issue, Henke, Zahn and Carroll's (2001) analysis of new college graduates' entry into the labor market reports that new teachers were as likely as those in other occupations to continue working in the same occupation. Thus, young professionals who chose teaching were not more prone to leave their jobs when compared to other professionals. This finding suggests that high attrition rates with new college graduates could be a matter of spending more time on the selection, planning and preparation of their careers (Henke, Zahn & Carroll, 2001).

Other researchers attribute new teacher turnover to various organizational dynamics within the school environment (Henke, Zahn & Carroll, 2001; Ingersoll, 2001; Karge, 1993). However, only a limited body of research exists on what factors within the school may influence new teachers' decisions to leave, move or stay in teaching (Ingersoll, 2001). In particular, studies on teacher turnover in urban high poverty schools are seriously underrepresented in the literature (Ingersoll, 1995). Only a small number of national studies address the disproportionate levels of teacher turnover in high poverty public schools or the specific organizational aspects that foster high turnover in urban school environments. Theobald and Michael's (2001) examination of minority teacher turnover rates in four Midwest states (IL, IN, MN, WI) reveal that minority and younger teachers have much higher turnover rates during their first five years in teaching. Also significant in their findings were the rates at which minority teachers were movers – transferring to other schools (51%) and leavers – leaving teaching (21%). Researchers in this study conclude that SES background was a factor impacting the rate of leavers because minority teachers were less likely to leave the profession altogether due to a lack of occupational mobility (Kemple, 1989). Yet, the high rate of movers (51%) implies that minority teachers were willing to leave less desirable situations for improved working conditions. Although the findings in this study are

significant, geographic limitations during data collection further supports Ingersoll's (2001)

position that in order to fully understand the problem of teacher attrition, national data on the

extent of, type of and specific reasons for teacher turnover are needed. He claims that the best

known teacher attrition studies use either single-city or single-state data which significantly

limits generalizability of findings in those studies.

In the late 1980s, the United States Department of Education, National Center for

Educational Statistics set out to address the limitations of past research on the teacher shortage

and teacher turnover. The Schools and Staffing Survey (SASS) and its supplement questionnaire

the Teacher Followup Survey (TFS) were conducted to yield substantive data on the state of

teacher turnovers from a national perspective (Ingersoll, 2001; Karge, 1993). The SASS and the

TFS represent the most widespread data sources available on school staffing, and the

occupational and organizational aspects of public schools (Ingersoll, 2001). Combined, they

comprise the most comprehensive data on teacher turnover in the United States.

The SASS questionnaire is administered to a random sample of about 55,000 teachers

from a variety of school types in all fifty states. The TFS is administered a year later to all the

teachers in the original sample who either moved from or left their teaching jobs (Ingersoll,

1995, 2001; National Center for Educational Statistics, 2000). The TFS is designed to collect

information pertaining to departures from public schools or the teaching profession altogether.

To complete the TFS data sources, a representative sample of teachers who stayed in their

teaching jobs is selected from the original SASS data set (Ingersoll, 2001).

The TFS, unlike previous data sources on teacher turnover, includes teachers' across-

school migration, teacher attrition from the occupation, the reasons teachers themselves give for

their departures, and school characteristics and conditions (Ingersoll, 2001). Both SASS and TFS

have been used as the data sources for a number of studies examining teacher attrition in recent years (Ingersoll, 2001; Karge, 1993). One such study was conducted by Ingersoll (2001). He examines the phenomenon of teacher attrition from an organizational stance. Ingersoll's study analyzes the link between teacher turnover and various organizational factors encountered within the school environment. In essence, the study examines the role of teacher turnover in school staffing problems and it analyzes the role of school characteristics and organizational conditions impacting teacher attrition (Ingersoll, 2001). Ingersoll's data suggest that the staffing difficulties experienced by schools were not due to a deficit pool of qualified candidates driven by increases in enrollment and/or retirements (Ingersoll, 2001). The factor primarily influencing the teacher shortage was high teacher turnover. According to Ingersoll, approximately 29% and 39% of beginning teachers left the profession during their third and fifth year respectively, due primarily to organizational problems experienced at the school.

Other significant results from the study include the sources of teacher turnover. Ingersoll (2001) reports that organizational factors linked to job dissatisfaction were the leading cause of beginning teacher attrition with family/personal reasons and school cutbacks also contributing to turnover at much lower rates. Interestingly, teacher retirement, a significant factor influencing teacher turnovers in earlier studies, only accounted for a small percentage of total teacher turnovers (Ingersoll, 2001).

Ingersoll's (2001) findings suggest that the teacher shortage is not exclusively or significantly caused by rising enrollments or retiring teachers as reported in earlier studies on teacher supply and demand (Ingersoll, 2001). It is high teacher turnover that proved to be a dominant factor driving the demand for new teachers (Ingersoll, 2001). Recruiting more teachers without addressing factors that influence retention will not solve school staffing problems

(Ingersoll, 2001). School districts and schools must comprehensively examine various organizational factors impacting the socialization of beginning teachers in order to reduce teacher turnover, thereby reducing the demand for new teachers and eliminating teacher shortages.

<center>Factors Influencing Beginning Teacher Attrition</center>

The establishment of a teacher-identity and understanding the role of a teacher are critical factors in the development of novice teachers. Impacting these socializing agents are new teachers' encounters before, during and after their teacher education training. The situational or self-oriented issues and the organizational or contextual issues faced by beginning teachers can significantly impact their early experiences and professional outlooks on teaching. The possible outcomes of such powerful socialization influences could be a successful assimilation into the teaching profession and school culture or one in which novices become disenchanted because of their negative experiences and are therefore left questioning their decision in becoming and ultimately remaining a teacher.

The influence of situational and organizational factors on teacher enculturation is well documented in the literature (Nimmo & Smith, 1995; Veenman, 1984). Zeichner & Gore (1990) describe how the actions and decision making of new teachers are based on the constraints, opportunities and dilemmas posed by the context of the classroom and the school environment. The situational concerns of new teachers most commonly cited in the literature include reality shock and feelings of being overwhelmed (Foster & Bromley, 2000; Veenman, 1984). Organizational factors impacting the enculturation process include an understanding of how new teachers interact with the principal and veteran teachers within the school environment.

<center>7</center>

Reality Shock (Situational Factor)

The pre-service expectations of beginning teachers are often in conflict with their actual first year teaching experiences (Huling-Austin, 1992; Rust, 1994). The reality of a simultaneous socialization into teaching and into a new school environment (Brock & Grady, 1998) is sometimes shocking (Veenman, 1984) and as a result, many novice teachers find themselves isolated, overwhelmed and with little to no support from school administrators (Weiss & Weiss, 1999). In Veenman's (1984) analysis of a teacher's transition from student teacher to classroom teacher, he describes the "reality shock" experience as a breakdown of the foundation principles taught during teacher training by the harsh reality of the "real-world or everyday classroom" (p. 143). An unfamiliar school environment, adjusting to the complex nature of teaching, challenging assignments and responsibilities and an overall lack of experience are all contributing factors to "reality shock" (Bullough, 1989; Gordon & Maxey, 2000).

The phenomenon of reality shock is experienced by most beginning teachers during their induction into teaching and many of the situational factors associated with it can be traumatic (McGinnis & Parker, 2000). However, managing the "shock" is possible under the condition that it is viewed as a continual process of assimilation (Veenman, 1984) and not a condition that will quickly pass. The induction process will provide through its mechanism of enculturating novices, an ideal supportive environment to reduce and effectively manage "reality shock" issues while aiding in the personal and professional development of beginning teachers.

Feeling Overwhelmed (Situational Factor)

The "trial-by-fire" (Moir & Gless, 2001) or "sink-or-swim" (Weiss & Weiss, 1999) informal methods of induction are characteristically non-supportive by design and stem from a broad assumption within school cultures that new teachers have been adequately prepared in

their teacher education programs (Moir & Gless, 2001). However, regardless of their preparation, novices are often faced with overwhelming problems without the proper advice or support from more experienced colleagues within the school environment (Moir & Gless, 2001). On this issue, Kaughman, Johnson Kardos, Liu and Peske (2002) report that new teachers were unprepared and overwhelmed during their induction process. In this study, fifty first and second year teachers struggled to figure out what and how to teach with very little guidance from school administrators, thereby impeding the successful induction of new teachers.

Decades of haphazard induction practices have driven many bright and promising new teachers out of the teaching profession (Moir & Gless, 2001; National Commission on Teaching and America's Future, 1996) and with the ongoing shortage of teachers, the quality of education in public schools remains a controversial topic of debate. Improving the early or induction experiences of beginning teacher is an important step towards improving the overall quality of education in public schools (Darling-Hammond, 1996). By viewing the induction process as an effective way to acclimate new teachers to the profession, schools can then create a collaborative workplace where engaging interactions between beginning teachers and their more experienced colleagues can take place. In this dynamic, new teachers are less likely to feel overwhelmed and isolated and much more likely to become vested members of the profession.

Lack of Support (Organizational Factor)

The attrition of beginning teachers is considerably impacted by the lack of support from school administrators and veteran teachers in the school. In studies on the perceived problems of new teachers (Veenman, 1984; Karge, 1993), a lack of support continues to head the list of factors negatively impacting the socialization process of new teachers. Further, studies by

Runyan (1999) and Slaybaugh (2000) conclude that non-supportive environments tend to have a negative affect on the attitudes and retention rates of new teachers.

Establishing a supportive environment for beginning teachers is the primary responsibility of the principal (Karge, 1993), and it is through her example and actions that other members of the school setting will acknowledge the needs of novices and become willing participants in their socialization process (Edey & Huston, 2004). The principal is instrumental in creating and maintaining a school climate in which supporting new teachers is an integral part of the school culture (Cole, 1993; Karge, 1993). In particular, the role of veteran teachers during the induction of new teachers is vital as novices struggle to establish a teacher identity (Karge, 1993; Theobald & Michael, 2001) and as they adjust to both teaching and school cultures.

Through the induction process, new teachers are provided with the necessary interactions and collaborations with key members of the school culture to aid in their overall development into teaching professionals (Haun & Martin, 2004). Changes in how new teachers are inducted into teaching and school cultures are desperately needed in order to reverse rising new teacher attrition rates. With research linking the success and retention of beginning teachers to their early teaching experiences (Feaster, 2002; Moir & Gless, 2001; Wong, 1999), it is vital that their initiation into the profession includes a well-planned induction process implemented in reflective stages (Feiman-Nemser, Schwille, Carver, & Yusko, 1999). Induction should not only support new teachers, but also promote their professional growth as learners. (Feiman-Nemser et al., 1999; Moir & Gless, 2001).

PURPOSE OF STUDY

With new teacher retention rates steadily declining, school districts are now forced to recognize the utility in establishing supportive school environments during the first three years or

the induction phase of beginning teachers (Feiman-Nemser, 1999). Gold (1996) maintains that the type of support given to novices is a key factor in determining early classroom success and in facilitating professional growth. On this issue, Darling-Hammond (1996) suggests that investments in new teacher support and preparation are among the most productive means for promoting retention, improving the quality of teaching and ultimately, increasing student achievement.

Nationwide, school districts are investing in the training of novice teachers. With the development and implementation of beginning teacher preparation and assessment programs (Serpell, 2000) and the initiation of induction programs (Darling-Hammond, 1996), school administrators are attempting to target and address the special needs and concerns of new teachers. School districts are also relying on the use of educational research on the career cycle of teachers to understand the developmental stages of new teachers. Insight on how beginning teachers mature and transition could assist administrators and experienced teachers in better preparing new teachers for the classroom (Martin, Chiodo, & Chang, 2001).

Rising beginning teacher attrition rates, which adversely affect the quality of educational services delivered in the classroom (Halford, 1998), have educational policymakers and school administrators concerned about why teachers leave the profession. With research reporting that the first year teaching experience is the single most important factor influencing retention (Feaster, 2002; Odell & Ferraro, 1992), administrators must analyze school-level support for novices in an effort to improve their early experiences by reducing their struggles and easing their way to becoming enculturated members of the profession.

The distinct needs and concerns of beginning teachers are well documented (Gilles, Cramer, & Hwang, 2001; Gordon & Maxey, 2000; Martin et al., 2001; Veenman, 1984) as are

strategies to improve how novices are inducted into teaching (Darling-Hammond, 2003). By implementing an induction process for new teachers that takes into consideration beginning teachers' "novice status" and also provides sustained support throughout the induction period, school administrators will, in effect, reduce attrition rates, improve student achievement, and enrich the overall quality of education in the school (Darling-Hammond, 1996).

As school districts search for resourceful means to address the teacher shortage dilemma, the implementation of new teacher support initiatives signify an awareness that the early school and classroom experiences could have a formidable impact on the professional maturation of beginning teachers (Darling-Hammond, 1996; Steffy & Wolfe, 2001); therefore, investments in the effective induction of new teachers are not only valuable to teachers, but also to schools. Essentially, "we cannot have better schools until we have better teachers" (Theobald & Michael, 2001, p. 3).

On the other hand, school districts without such specialized efforts to address the unique needs of beginning teachers during induction could find their districts in a position where the "at-risk" label applies not only to disadvantaged students, but also to the number of beginning teachers who remain in the classroom. With this premise in mind, the current study will explore factors which impact how beginning teachers are enculturated into the profession and the school culture and it will disclose the complex nature of how new teachers develop as teaching professionals within the school culture.

<center>The Development of Beginning Teachers</center>

How do teachers develop? What drives an individual's decision to pursue teaching? How do new teachers transform into caring teaching professionals? Unfortunately, simple, clear-cut answers to these questions do not exist. On the contrary, teacher development is complex and

individualistic and no two teachers will have the same experiences or mature in a similar manner. Personal and educational histories and the encounters of new teachers during their induction into teaching all play significant roles (at various times and at various levels) in the socialization or enculturation of beginning teachers. Upon completion of these events, new teachers often experience a level of professional growth and to some degree a "passage" from one phase to another as they transition from novice teachers to experienced educators.

In general, life could be described as or depicted by a series of rites of passage. As human beings, we begin the life continuum as infants and toddlers who are new to the world, unconditionally ready to absorb and engage in all society has to offer. Next, we face adolescence and young adulthood. These years are often filled with incredible experiences (positive and negative) which tend to have a dramatic impact on who we are and who we will become as adults. With the completion of each phase, crisis and adversity is often encountered. Yet, it is our conquest of life's challenges that makes personal growth inevitable. Similar to human development, Figure 1 graphically depicts the growth and development process of new teachers and the rites of passage associated with each phase of their journey towards complete enculturation into the teaching profession.

Figure 1. Rites of Passage in the Development of Beginning Teachers

Caring & Committed Teaching Professional

High Retention

Quality Instruction

Rites of Passage
Experienced, confident & vested new teacher

Challenges & Crisis
Establishing a teacher identity

Enculturated New Teacher *(through induction)*
Better prepared member of profession & school culture

Rites of Passage
Completion of induction process

Challenges & Crisis
Reality shock and new teacher concerns

Beginning Teacher
Influence of induction on the enculturation process into teaching and the school culture

Rites of Passage
Graduation & completion of teacher education training

Challenges & Crisis
Adjusting to college life

Student of Teaching
Influence of Teacher Education Program

Rites of Passage
Graduate High School & off to College

Challenges & Crisis
Life choices & decisions

Prospective Teacher
Biography/ Personal & Education Histories

RATIONALE FOR THE STUDY

The decision to study teacher socialization and the process of induction as a means to enculturate new teachers into the profession was not an obvious first choice for this researcher. My interest in the topic did not derive from a traumatic induction, although my initiation into teaching, like most new teachers in a new environment, was a sink-or-swim scenario. Research areas which caught and held my interest were related to improving the academic achievement of disadvantaged or at-risk students in urban school settings. Having worked with several after-school and enrichment programs targeting this group, I witnessed first-hand the possibilities of academic success for these students given their social, economic and environmental hardships. Thus, it seemed only appropriate that my research focus should, in some way, address issues that would improve the quality of education for disadvantaged students.

With this goal in mind, I set out to familiarize myself with the literature on education and at-risk and/or disadvantaged students. From my literature searches, Title I of the Elementary and Secondary Education Act (ESEA) presented a broad framework of the issues on educating disadvantaged students. In particular, the reauthorization of the ESEA in 2001 and the No Child Left Behind (NCLB) Act which resulted from the legislation was significant and provided me with a focus: quality teachers. The NCLB Act requires that all teachers be "highly qualified" as defined by each state. My reason for focusing on teacher quality was based on a personal belief that if teachers are highly qualified teaching professionals, then all students should benefit from their knowledge and expertise, thereby improving students' academic achievement and performance in schools.

At this point, I had only a general-knowledge understanding of teacher shortages and was not aware of the complex issues associated with the nationwide shortage of teachers. Research

in this area led me to specific factors which either caused or contributed to the scarcity in new teacher ranks. According to some researchers, various organizational and situational issues within the school have prompted the premature departure of an increasing number of bright new teachers and indirectly contributed to many of the problems we now face in education. My research interest was now narrow enough to investigate and I set off to explore the impact of specific factors that cause new teachers to leave the profession only after a few years of service.

With a more defined focus, I wanted to understand the nature of new teachers' experiences and what happens to them during their induction phase of teaching that either builds the agency needed to become the "highly qualified" teachers demanded in legislation and desperately needed in schools, or disenchants and discourages novices who are destined to leave the profession.

RESEARCH QUESTIONS

How do biographical (e.g. beliefs, influences), organizational (e.g. interactions with the principal and veteran teachers) and situational (e.g. concerns of new teachers) factors facilitate the process of enculturation for beginning teachers? Secondary questions of interest include:

1. What is the impact of teachers' biographies on their teaching perspectives?

2. What are the roles of the principal and veteran teachers in the induction process of beginning teachers?

3. What is the role of beginning teachers' concerns in the induction process?

Answers to these questions may contribute to a better understanding of the early or induction years of new teachers and what new teachers need in order to become enculturated members of the teaching profession and school culture.

LIMITATIONS AND DELIMITATIONS OF THE STUDY

This study was limited to research participants' ability to recall specific experiences during their first three years teaching and to assess the impact of those experiences on their development as teachers. All participants selected for this study work at the same urban high school within the Decatur County School District (DCSD). In addition, only informal induction processes were explored within the school environment. Based on the qualitative methods used, generalizability is not an expectation of this study.

This study was delimited to the concerns and perceptions of a group of beginning teachers within the DCSD. Participants' perceptions were further delimited to address specific concerns and experiences during their induction phase which includes the first three years of classroom teaching.

DEFINITION OF TERMS

- **Anticipatory socialization** – The process of socialization in which a person "rehearses" for future positions, occupations, and social relationships.

- **Beginning teacher** (new teacher, novice, novice teacher) – A teacher with one to three years teaching experience.

- **Biography** – The personal experiences and accounts of beginning teachers throughout their lives.

- **Enculturation** – The process by which individuals acquire knowledge, skills, attitudes and values that enable them to become functioning member of their societies.

- **Induction phase/period** – The initial stage a new teacher undergoes as a teaching professional. This phase typically includes the first three (3) years of teacher training and it occurs whether or not there is a formal induction process/program in place.

- **Induction process** – Those practices used to help beginning teachers become competent and effective professionals in the classroom.

- **Mentor** – Individual who plays a significant role in offering guidance and assistance to a beginning teacher.

- **Organizational factors influencing enculturation** – Factors within the school context that impact enculturation (i.e. interactions between beginning teachers and the principal and veteran teachers as well as within the school environment).

- **Rites of passage** – According to Van Gennep (1960), rites of passage include a series of identifiable phases with predictable challenges or crises. Each crisis is accompanied by specified rituals and ceremonies which facilitate the individual's movement (passage) along life's path.

- **School culture** – The historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions and myths understood, maybe in varying degrees, by members of the school community. This system shapes what people think and how they act.

- **Situational factors influencing enculturation** – Includes personal or self-oriented factors affecting new teachers (i.e. efficacy, survival as a teacher).

- **Teacher turnover** – Describes the departure of teachers from their teaching jobs. Also known as teacher attrition.

- **Teacher attrition** – Describes the turnover of teachers from schools; those teachers who leave the teaching occupations. Also known as teacher turnover.

The next chapter provides a rationale for the research conducted in the present study. This section explains and illustrates the conceptual framework utilized by the researcher in order to

understand new teachers' enculturation into teaching and school cultures. Also included is

pertinent and related literature on the process of induction and the enculturation of beginning

teachers.

CHAPTER 2

REVIEW OF THE LITERATURE

The beginning teacher enculturation process presented in the current study evolved from an initial interest in research on new teacher development and subsequent conclusions drawn from my pilot study on the concerns and perceptions of beginning teachers during induction. The pilot study utilizes Fuller (1969) and Fuller and Bown's (1975) stage theory model as a conceptual framework to explain the maturation of new teachers. In stage theory models, new teachers grow as they enter and complete a series of developmental stages. Findings in the pilot study reveal that Fuller and Bown's (1975) concerns construct did not sufficiently explain how beginning teachers developed. Also, new teachers' concerns did not coincide with the sequential pattern implied by stage theories. This finding led me to consider other factors that could possibly influence the development of beginning teachers into teaching professionals.

In a search of the literature on factors influencing teacher development, I encountered research which describes new teachers' transition into the profession as a socialization process (Corley, 1998; Lacey, 1977; Lortie, 1975; Veenman, 1984). In these investigations, socialization takes place at various developmental periods: (a) prior to teacher education training, (b) during teacher education training, and (c) within the school culture, which involves the interaction of new teachers with administrators, veteran teachers and students in the school environment (Corley, 1998; Staton & Hunt, 1992).

In this review of the literature, an examination of influences on the enculturation process of beginning teachers will be discussed. Experiences prior to formal teacher education training, which include the biography of new teachers and the impact of their former teachers (apprenticeship of observation) will be presented as factors which influence (positively or

negatively) the enculturation of prospective teachers. These socialization factors are suggested in the present study as potential influences on how new teachers approach learning to teach and their adjustment to teaching (anticipatory teacher socialization).

Early in-service teaching experiences are also examined within the context of induction. Both situational and organizational factors impacting the enculturation of beginning teachers are discussed as potential influences on novices' enculturation into teaching and school cultures. Specific aspects of school culture explored in the present study include: beginning teachers' concerns and the relationships and interactions of new teachers with administrators and veteran teachers within the school environment.

CONCEPTUAL FRAMEWORK

Figure 2 graphically describes the enculturation process of beginning teachers into the teaching profession and the school culture. Socialization influences occur at two major levels: (a) as a prospective member of the teaching profession before any formal teacher education training and (b) as a new member of the teaching profession and school culture.

As a prospective member of the teaching profession, personal and education histories factor into how new teachers develop and adjust to becoming teachers. Personal history factors such as inherent biographical characteristics and social background individualize the socialization process for prospective teachers (Staton & Hunt, 1992). Education histories involve the internalization of teaching models during the time prospective novices spend as a pupil in close contact with teachers (Hansen, 1995). According to Lortie (1975), these experiences could also impact how teacher socialization will occur. When pre-service teachers return to the classroom in the role of teacher, the latent culture of their former classroom experiences is

activated; thereby initiating anticipatory teacher socialization (Lortie, 1975; Nimmo & Smith, 1994).

As a new member of the teaching profession and the school culture, induction is viewed in the current study as a mechanism which facilitates the enculturation of beginning teachers (see Figure 2). Induction, as a socialization process, could dynamically assist novices within the school culture as they struggle to adjust to teaching and the school environment. Professional growth occurs through the amelioration of novices' early school and classroom experiences. By providing new teachers with opportunities to communicate and interact with other members (i.e. administrators, veteran teachers) in the school culture, they are better prepared to deal with the challenges typically faced during their induction into teaching. Through this collaborative and interactive process, new teachers can then become enculturated members of the profession and the school culture. Thus, a successful induction process could significantly contribute to the growth of neophyte teachers into well-adjusted teaching professionals.

Induction: A Rite of Passage for Beginning Teachers

Using the anthropological phrase *"rites of passage"* to describe the role of induction in the enculturation of beginning teachers is a functional and metaphorical way to think about their all-important transition from pre-service training to in-service teaching. Van Gennep (1960) defines *rite of passage* as "ceremonies whose essential purpose is to enable the individual to pass from one defined position to another which is equally well defined" (p. 3). In the case of new teachers, this involves the completion of their pre-service teacher education training to the initiation of their teaching careers. Van Gennep lists three distinct functions that rites of passage provide: (1) Separation, (2) Transition, and (3) Incorporation. First, new teachers must separate from old social networks and influences; second, they must prepare to transition their behaviors

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and thinking in line with the norms of the institution; and finally, the institution confers the label and credential of the new teacher (Van Gennep, 1960).

The acceptance of a teaching position is symbolic of beginning teachers' transformation from students to teachers. The period which follows, commonly known as the teacher induction phase, is considered a time in which novices learn the art of teaching and their role as classroom teachers (Feiman-Nemser, 1983). Although few districts publicly or formally acknowledge the completion of the induction phase, it is however, indicative of a beginning teacher's strides toward enculturation into the teaching profession.

Past and current research clearly documents the importance of the first three years in the classroom for beginning teachers and the critical impact of this period on their growth and development (Brock & Grady, 1998; Feiman-Nemser et al., 1999). With escalating attrition among new teachers ranging from 30 to 50 percent in some urban school districts, and with a national focus to improve teacher quality, induction as both a formal and informal process has been hailed a cure-all for nationwide teacher shortages (Darling-Hammond, 1996). Ingersoll (2003) contends that the current shortage is not due to an insufficient pool of teachers who enter the profession. He asserts that public schools are failing to retain new teachers and the high turnover is in part due to the inadequate induction of beginning teachers into both teaching and school cultures. With research linking teacher quality to student achievement (Darling-Hammond, 2003), how new teachers are inducted and socialized into the profession is central to both student and school success. With this premise in mind, induction can be viewed as a process that promotes the enculturation of beginning teachers and a natural rite of passage in their transformation into teaching professionals.

Figure 2. Conceptual Framework: Beginning Teacher Enculturation Process

Influences as a prospective member of the teaching profession
(before formal teacher education)

Prospective Teacher's Biography

(a) Personal History
□ Inherent characteristics
□ Influence of significant individuals

(b) Education History
□ Apprenticeship of Observation

Influence of Prospective Teacher's Experiences

Novice teacher experiences Anticipatory Teacher Socialization

Influences as a new member of the teaching profession

Induction as a Socialization Process
(Rites of Passage)

School Culture

Beginning Teacher Concerns

Relationship with Administrators

Relationship with Veteran Teachers

Self↔ Task ↔ Impact

State Goals & Expectations – Establish supportive school culture

Support, Guidance, Collaboration & Mentorship

School Culture= Interaction of Members, Situational and Organizational Factors

Teacher identity influenced by Interactions with others in school culture

Effective Induction

Rites of Passage BETTER PREPARED NEW TEACHER

Enculturated member into the Teaching Profession and School Culture

TEACHER ENCULTURATION: SOCIALIZATION OR DEVELOPMENTAL PROCESS

Teacher enculturation is often viewed or defined in two broad perspectives: (1) as a socialization process and (2) as a developmental process. From the socialization perspective, the role of colleagues and the workplace culture significantly factors into the enculturation of beginning teachers (Kardos, Johnson, Peske, Kauffman, & Liu, 2001). In the developmental perspective, the emphasis is placed on the completion of sequentially progressive stages that lead to a level of professional growth for new teachers (Berlinger, 1988). Although each socialization method presents a different conceptualization of how teachers become acclimated to the profession, both underscore the importance of formal and/or informal induction processes and the working conditions of new teachers as they initiate careers in teaching.

Teacher Enculturation as a Socialization Process Before Teacher Education Training

Teacher enculturation takes place before and during pre-service teacher education as well as throughout the early or induction years of teaching (Zeichner & Gore, 1990). The biography of prospective teachers, which includes both personal and education histories, is well documented in the literature as a powerful influence on a novice teacher's socialization into the profession (Nimmo, 1995; Staton & Hunt, 1992; Zeichner & Gore, 1990). Stephens (1967) explains teacher socialization in terms of its evolutionary tendencies, which accounts for the varying pre-dispositions found during teacher education, and therefore innately transferred into the classroom. According to this developmental stance:

Human beings have survived because of their deeply ingrained habits of correcting one another, telling each other what they know, pointing out the moral, and supplying the answer. These tendencies have been acquired over the centuries and are lived out in families and classrooms. Thus, children not only learn what

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they are told by parents and teachers, they also learn to be teachers." (Feiman-

Nemser, 1983, p.152)

According to Zeichner and Gore (1990), Stephen's work in teacher socialization has been largely

overlooked; however his assumptions have brought attention to the role of the individual and the

environment in the teacher socialization process.

Stanton and Hunt (1992) define socialization as a complicated process of acquiring the

values, attitudes, interests, skills and knowledge of an organization. They describe biography as

an important facet of teacher socialization that is the result of inherent personal characteristics of

beginning teachers and their social and institutional experiences (Staton & Hunt, 1992).

Similarly, Zeichner and Gore (1990) explain the teacher socialization process as one in which

individuals seek to understand the processes involved in becoming a participating member of the

society of teachers.

Prior to 1975, limited empirical data were available on the role of biography in the

teacher socialization process (Nimmo & Smith, 1994; Staton & Hunt, 1992); however, related

research on the contributions of teacher identification was conducted by Wright (1959). Wright

utilized personal anecdotes to draw conclusions about the choices and decisions made by

teachers. He purported that knowledge of self is critical if improvement as a teacher is desired.

On this issue, he states that:

> the real power of teaching lies in understanding why we teach.
>
> Only as we understand what bring us to the classroom can we hope
>
> to find ways of working and courses of action that are not only in
>
> harmony with our highest ideals but also make the most of what is
>
> personally gratifying in teaching for us (p. 361).

Similarly, Wright and Tuska (1967) explored the role of personality in the decision to become and remain a teacher. Self-concept, role conceptions, childhood relationships and first-year teaching experiences were all explored in order to determine who or what is most likely to influence the professional identity of teachers. Researchers found that parents were a strong influence on prospective teachers at both lower and secondary grade levels. Former teachers were also influential, although prospective teachers' views of their teachers at the lower grade levels differed from those at the secondary grade level. In the lower grade levels, the teacher is both rival and enemy, while at the high school level, the teacher is beloved and heroic. Wright and Tuska (1967) claim that the early relationships of prospective teachers are prototypes of subsequent relationships throughout their lives.

Research by Goodson (1994) also promotes the importance of recognizing the biographical aspects of teachers' lives. He contends that the practice of teaching is "a good deal more than the technical things we do in the classrooms – it relates to who we are, to our whole approach to life" (p. 29). Goodson claims that educational researchers have a narrow, technician-like view of teachers and consequently, they are often viewed as "interchangeable types unchanged by circumstance or time" (p.31). Research by Casey (1992) reports the value in studying teachers' lives to address factors relating to teacher attrition. She suggests that a managerial stance has been taken on the issue, which takes for granted certain assumptions when defining the problem of teacher attrition. Casey provides examples of this posture in the language which refers to "teacher defection," "teacher turnover" and "supply and demand." Goodson (1994) further explains how managerialism has been used by the research community with the assertion that "former members of the teaching profession have often been traced statistically, rather than in person" (p.32). Casey (1992) states:

The particular configuration of selectivities and omission which has been built

into this research frame slants the shape of its findings. By systematically failing

to record the voices of ordinary teachers, the literature on educators' careers

actually silences them. Methodologically, this means that even while investigating

an issue where decision-making is paramount, researchers speculate on teachers'

motivations, or at best, survey them with a set of force-choice options.

Theoretically, what emerges is an instrumental view of teachers, one in which

they are reduced to objects which can be manipulated for particular ends.

Politically, the results are educational policies constructed around institutionally

convenient systems of rewards and punishments rather than in congruence with

teachers' desires to create significance in their lives. (Casey, 1992, p.188)

Casey provides a critical and convincing argument on the quantitative research studies

that report trends on educators, but lacks the voice of "ordinary teachers" in these investigations.

While acknowledging the importance of studies which comprehensively looks at teachers and

their issues beyond a set of pre-defined survey options, I can also see the utility in research

conducted by Ingersoll (2001) which utilizes the types of national data sets denounced by Casey.

Ingersoll's studies serve a broader function by reporting national trends instead of regional or

local inclinations. Ideally, both quantitatively and qualitatively driven research should be used to

inform education policies and ultimately, teachers' practice.

Lortie's (1975) influential study on teacher socialization provides a basis for considering

the role of biography in the enculturation of new teachers. He contends that teacher socialization

is a subjective process that "happens to people as they move through a series of structured

experiences and internalize the subculture of the group" (p. 61). Stanton and Hunt (1992) characterize Lortie's socialization perspective as a distinctly individualistic process that is not only influenced by personal histories (biography), but also by the interactions of unique individuals in unique environments. Lortie's focus on individuals and their pre-disposition is, according to Zeichner and Gore (1990), central to becoming a teacher and far more influential than pre-service training or later socialization in the school environment.

Lortie (1975) reports that the manner in which general schooling prepares public school teachers is seriously overlooked. He states on the issue that:

> There are ways in which being a student is like serving an apprenticeship in
>
> teaching; students have protracted face-to-face and consequential interactions
>
> with established teachers. (p.61)

Prospective teachers undergo an "apprenticeship of observation" when they internalize a model of teaching experienced during their early schooling. According to Stanton and Hunt (1992), this latent culture is activated when pre-service teachers return to the classroom as instructors. During the apprenticeship, what students learn about teaching is imitative rather than analytical (Lortie, 1975). "It [learning to teach] is based on individual personalities rather than pedagogical principles" (p. 62). Lortie claims that in this preparation, the diverse histories of teachers will play a significant role in determining how they learn to teach. Therefore, novices' "apprenticeship of observation" is "an ally of continuity rather than of change" (p. 67). Goodson (1994) recommends that a life-long examination of the socializing influences relevant to forming the identity of teachers offers a way to follow up on the true impact of teachers' "apprenticeship of observation."

Contrary to Lortie's beliefs about new teachers' "apprenticeship of observation" is the argument presented by Schempp (1987) who asserts that new teachers interpret these early observations and use them in conjunction with experience and their educational background in the workplace. He purports that the "apprenticeship of observation" influences professional practice rather than determines it. Stanton and Hunt (1992) also caution that prospective teachers are likely to experience both positive and negative role models during the "apprenticeship of observation." Zeichner and Gore (1990) cite several cases where previous teachers served as negative role models for teacher education students in their study.

The impact of biography in teacher socialization is significant (Lortie, 1975; Nimmo & Smith, 1994; Staton & Hunt, 1992; Zeichner & Gore, 1990) in its overall capacity to influence how new teachers' will be enculturated into teaching. Individual differences as well as prior experiences are powerful socialization agents as novices learn to teach. Stanton and Hunt (1992) present implications of teacher biography research for educators, administrators, policymakers and others who have a vested interest in teacher development. A summary of their suppositions on teacher socialization included first recognizing the unique and individual perspectives of new teachers and second, exploring how teacher biographies interact with and or influence (positively or negatively) practice and learning to teach.

Teacher Enculturation as a Socialization Process Within the School Culture

School Culture Defined

The prevailing norms and values that exist within a school culture will often determine the success or failure of students in the school (Roach & Kratochwill, 2004), whether interactions among members of the school are collegial or unwelcoming (Kardos et al., 2001), and in the case of new teachers, whether support during induction is an anticipated part of

novices' assimilation process or systemically overlooked by administrators and veteran faculty members in the school. With either circumstance, the multifaceted nature of school culture is the driving force behind how new teachers are perceived and eventually, how they will be inducted into teaching and enculturated into both school and teaching cultures. The conceptual complexity of school culture stems from the lack of a clear and concise definition for the term, thus, a positive and supportive school culture for one environment could be perceived somewhat differently in another school and culture.

Research on school culture reflects a multitude of diverse definitions (Angelides & Ainscow, 2000; A. Roach, Kratochwill, T, 2004). School culture has also been used interchangeably with the term school climate (McBrien & Brandt, 1997). McBrien and Brandt (1997) define school culture/climate as "the sum of the values, cultures, safety practices and organizational structures with a school that causes it to function and react in particular ways" (p. 89). They report teaching practices, diversity, and the relationships among administrators, teachers, parents and students as factors contributing to school culture/climate. This integrated view of school culture which merges the quality of experiences and interactions of members within established norms and values in the school is the context in which school culture is viewed in the current study.

Other outlooks view school culture and school climate as separate entities. Roach and Kratochwill (2004) explain school culture and school climate as two distinct aspects found within a school environment and they present theoretical underpinnings for both terms. In their analysis, school culture and climate are presented as contrasting constructs. School climate is defined as "the pervasive quality of a school environment experienced by students and staff, which affects their behaviors" (Hoy & Sabo, 1998). With a similar focus on the condition of the

school environment, Hayes, Emmons, and Ben-Avie (1997) define school climate in terms of the

quality and consistency of interpersonal interactions within the school community. On the other

hand, school culture is defined by Deal (1982) as "the way we do things around here" (p. 14).

Their view also focuses on the organization's shared beliefs, rituals and ceremonies, and patterns

of communication. Similar views on school culture are presented by Angelides and Ainscow

(2000) who define school culture as the underlying assumptions and beliefs within an

organization. Finally, in an attempt to consolidate the various definitions of school culture, Hoy,

Tarter and Kottkamp (1991, as cited in Roach & Kratochwill, 2004) suggest that school culture

is "a system of shared orientations (norms, values and tacit assumptions) held by members which

holds the unit together and gives it a distinct identity" (p.5). They also contend that school

culture focuses less on individuals' behavior and more on the assumptions, interpretations and

expectations that drive individuals' behaviors within the school context.

In support of Hoy, Tarter and Kottkamp's amalgamated view of school culture, I contend

that school culture and school climate are not reciprocal as some researchers imply. The terms

are connected, but not exchangeable. An understanding of both is needed to accurately identify

factors within the school culture that have a positive or negative impact on the development of

beginning teachers.

Understanding school culture is paramount if administrators hope to create positive

school cultures or change the dynamics found in negative ones. With studies linking school

culture to achievement (Edey & Huston, 2004) and to new teacher retention rates (Ingersoll,

2001), a failure to recognize the impact of school culture is detrimental to the school, teachers

and ultimately, students. Owens and Steinhoff (1988) suggest that an organization's culture

describes not only what the organization is like, but the essence of the organization itself. They present six dimensions that define school culture:

- the history of the organization,

- values and beliefs of the organization,

- myths and stories that explain the organization,

- cultural norms of the organization,

- traditions, rituals and ceremonies, and

- heroes and heroines of the organization.

In their study on understanding organizational culture, data were collected from forty-seven individual schools with a total of 56 responses from participants ranging from elementary and secondary school teachers, building administrators and district personnel. Study participants were asked to convey their perceptions (through stories) about the school using the dimensions of school culture defined above. Participants were then asked to summarize their views using a metaphor to describe the school community and the principal.

The initial analysis of data produced four distinctive cultures found in school environments: (1) Family, (2) Machine, (3) Cabaret, and (4) Little Shop of Horrors. Of these school culture types, the Family culture and the Machine culture reveal interesting dynamics relevant to the current study.

First, the family culture describes the school as a team. Although the principal is viewed as a parent, nurturer, friend, sibling or coach, this relationship dynamic is complex and includes a range of both strong and weak characterizations. Concern for other members in the school is highly valued and there is a strong commitment to maintaining a supportive culture within the school (Owens & Steinhoff, 1988). The family culture presents an ideal setting for new teacher

induction with its built-in support systems and nurturing environment. Many of the aspects of Owens and Steinhoff's family culture parallel features in Kardos's (2003) integrated school culture, which also promotes care and concern and encourages interactions among all members of the school community. Kardos (2003) purports that in an integrated school culture the needs of new teachers are anticipated and effectively handled through meaningful collaborations between new and experienced members of the school. In her study, such positive interactions led to increases in student learning, novice teacher development and retention and a renewed sense of purpose for veteran teachers.

Research by Rosenholtz (1989) also embraces a more communal approach to relationships in the school, which according to Rosenholtz, are highly influential on school culture. She describes a work culture of a "moving" school as a collaborative environment where learning is meaningful, encouraging, and continually seeking refinement in response to ongoing challenges faced in the school (Rosenholtz, 1989).

Second, the machine culture implies that the school is (is not) efficiently managed. The focus in this culture is on the precision of tasks as opposed to nurturing staff and students (Owens & Steinhoff, 1988). The principal in this culture is viewed as a workaholic and keeper of regulations and order in the school. Veteran teachers in this culture are dominant and often exert pressure on new members if they "deviate from expected norms" (p. 11). As stated earlier, the machine metaphor does not necessarily translate into efficiency. In this culture, some administrators are decisively strong, while others are ineffective school leaders. In this mechanical imagery, both the school and administrators are described in terms of their abilities to maintain existing structures in the school (Owens & Steinhoff, 1988). Unlike the family

culture, which is warm and welcoming, the machine culture lacks interactions and is extremely guarded.

Comparable to the machine culture is the veteran-oriented school culture suggested by Kardos et al (2001). The norms and values in the veteran-oriented culture are established by and for experienced members of the school community. The culture is one of independence and autonomy. This culture is typically not warm to new teachers and often leaves novices on the outskirts without adequate support and interactions with senior faculty in the school. Kardos et al. (2001) warn of the potential harm of veteran-oriented cultures on the development and retention of new teachers. In this culture, interactions and opportunities for collaborations between new and veteran teachers are limited if not non-existent. In a similar vein, Rosenholtz (1989) describes a work culture in a "stuck" school as a culture based on the relationships of experienced or existing teachers rather than new members of the school. Learning in a "stuck" school is impoverished, uncertain and isolating (Rosenholtz, 1989). The "stuck" school culture is non-supportive by nature and resists changes to the culture.

The complex nature of school culture can be attributed to the various conceptualizations and interpretations found in research literature (Angelides & Ainscow, 2000). As such, each school's environment has within its structure the ability to create and control dynamics within the school culture. As presented in this review of school culture literature, there exist both positive and negative factors which can influence various aspects of a new teacher's induction and full enculturation into the profession. The next section describes how the process of induction can either facilitate or impede the socialization of new teachers into the profession. The success or failure of induction to do so relies on the school culture, its climate, its members

and its ability to safeguard novices against the early threats to their enculturation into teaching and school cultures.

Induction as a Mechanism to Facilitate Enculturation

In the current study, induction is viewed as an informal socialization process. It is the milieu in which new teacher enculturation will take place within the school environment. In this naturalistic setting, beginning teachers interact with administrators, peers and their more experienced colleagues. The school culture is defined by the interactions which take place within this cooperative environment. Therefore, induction can be viewed as an informal process that facilitates (or not) the enculturation of beginning teachers.

How an induction program or process is conceptualized can determine if it will either function as a bridge for beginning teachers as they journey toward becoming career teachers or a short-term support to help them survive their first year. Weiss and Weiss (1999) state that teacher induction programs and the underlying conceptualizations they are based upon differ from district to district. Many programs use as a basis in establishing a conceptualization framework the literature on effective teaching, the reliance of a broad base of knowledge to inform teachers' behavior and the use of constructivist approaches that require reflective practice in order to respond to student needs (Sclan & Darling-Hammond, 1992; Weiss & Weiss, 1999).

Feiman-Nemser et al. (1999) suggest that many induction conceptualizations emphasize the self-defined problems and concerns of novice teachers instead of focusing on learning to teach. She also introduces the concept of socialization as a way of placing attention on the occupational setting and professional community new teachers are entering, what it means to be a teacher and how these messages influence new teachers' emerging practice.

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Lawson (1992) describes the concept of "professional socialization" as the process of learning and interacting where recruits are "induced" to take on the dominant language, values, norms, mission, knowledge, ideology and technology of their field. He rejects the minimization of the recruit in this definition by embracing a more dynamic conception of teacher induction as a "continuous development and display of professional norms and competencies" (p. 170). Recognizing the importance of a socialization process for beginning teachers, Lawson (1992) also points out that some advocates of induction view the process as an end because of the assistance and support given to new teachers to aid in their transition. He suggests that induction is a means to an end with a focus on improving the teaching and learning of novice teachers.

The conceptualization of induction has significant implications and consequences on the design and impact, respectively, of induction programs for novice teachers. Recognizing the importance of both "learning the ropes" (Feiman-Nemser et al., 1999) as a new teacher and the ability to grow as a teacher and a learner within a professionally socialized environment would be the ideal process for new teacher induction. Feiman-Nemser et al. (1999) state that bringing the two processes together would establish for novices a community of practice where teachers, working together, could improve their teaching and learning by establishing environments that would promote professional development.

Induction Defined

Induction signifies a unique period of time for a new teacher. It involves the process of initiating teachers into their new role (Feiman-Nemser et al., 1999). In concurrence with this definition, Schlecty (1984) suggests that the aim of induction is "to create conditions that cause new members to internalize the norms of the occupation to the point that the primary means of social control (e.g. control over performance) is self control" (p.1). Therefore, through induction,

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new teachers would acquire skills, forms of knowledge, and values that are necessary to effectively do the job (Schlechty, 1984).

Induction is viewed as an opportunity to "learn the ropes" (Feiman-Nemser et al., 1999) by understanding the norms associated with the profession. Serpell (2000) describes it as a managerial perspective in which the primary role of induction is to help teachers cope. With minimal concern regarding the teacher's socialization, this definition does not take into consideration how teachers can grow and mature over time from the induction process. Feiman-Nemser et al (1999) also point out that the teaching profession, unlike other professions, does not have a set of shared standards and norms and "learning the ropes" will vary greatly from district to district and from school to school.

According to Barnett, Hopkins and Hoke (2002), induction refers to a structured process of teacher learning, conducted on-the-job, where novices are prepared in stages over the first few years of teaching. Implications of stage theory methods are included in this definition as well as the recognition of the teacher as a learner. Both factors play an active part in the induction process. Stage theorists view induction as a series of stages from novice to expert where new teachers experience concerns ranging from survival, tasks and finally impact on students (Berlinger, 1988; Fuller & Bown, 1975). Although viewing new teacher induction in developmental stages has some appeal, the sequential manner in which novices are supposed to progress in these models is somewhat problematic. Stage theories fail to accurately account for a new teachers' dispositions that are simultaneously concerned about survival as a new teacher and their impact on students.

Induction happens for beginning teachers whether there is a formal process in place or not (Feiman-Nemser et al., 1999). However, using induction as a mechanism to support new

teachers is one of the most productive means to improve retention and teaching quality (Darling-Hammond, 1996; Feiman-Nemser et al., 1999; Gordon & Maxey, 2000). Since their inception, new teacher induction programs have proven their value in preparing and retaining teachers in school districts across the country. However, depending on how induction is viewed or conceptualized, program components, implementation methods and the overall purpose, as well as the impact on new teachers in terms of their professional development and maturation will greatly vary.

History of Induction

The evolution of induction programs for new teachers can be traced back to the early 1960s with the publication of the Conant Report (1963), which outlined several recommendations specifically addressing the needs of beginning teachers (Serpell, 2000). Recommendations include:

- A reduction in teaching load,

- Assistance in gathering instructional materials,

- Mentorship in which mentors have reduced work loads,

- Giving new teachers less challenging classrooms and

- Preparing teachers to avoid culture shock.

These practices were suggested by Conant (1963) as key issues of support for new teachers in light of the failure of school boards to address new teacher concerns formally. Having been credited for bringing national attention to the topic of induction and for initiating the development of formal programs of induction for beginning teachers (Serpell, 2000), Conant's recommendations (in part) can be seen in many contemporary induction models throughout the country.

Despite the national recognition given to the Conant Report in the early 1960s, a constant and consistent interest in supporting beginning teachers did not evolve until the mid to late 1980s (Feiman-Nemser et al, 1999; Serpell, 2000). Feiman-Nemser et al. (1999) reports the use of a "wave" metaphor to describe the adoption and or implementation of induction programs in the United States. The first wave was prior to 1986, the second wave extended from 1986-1989, and the third wave was from 1990-1996 (Feiman-Nemser et al., 1999). A dramatic increase in the number of induction programs during the second wave was due to the educational reform movement in the 1980s. (Sclan & Darling-Hammond, 1992). However, budget cuts during this period led to a significant reduction in the number of beginning teacher induction programs across the country (Fideler & Haselkorn, 1999). Between 1984 and 1992, even successful inductions programs (e.g. state supported programs in Kansas, Missouri, Wisconsin) did not receive state funding for induction-related activities(Furtwengler, 1995).

By 1992 (third wave), 46 states had instituted beginning teacher induction based on school reform efforts, which often mandated the structure of the induction programs (Sclan & Darling-Hammond, 1992; Serpell, 2000). Although there was a renewed interest in new teacher induction during this wave, the numbers did not parallel the initial frenzy experienced during the 1980s (Serpell, 2000). Reform efforts combined with the publication of several national reports (e.g. Holmes Group, 1986; Carnegie Commission on Education and the Economy, 1986) led to the implementation of new induction programs and the revitalization of old programs that were casualties of the 1980s budget cuts (Serpell, 2000).

With concerns regarding teacher recruitment, retention and teacher quality, there is renewed interest in beginning teacher induction as educational policy makers struggle to raise student achievement (National Commission on Teaching for America's Future, 1996). However

the number and structure of induction programs implemented across the country are primarily dependent on the availability of funding and the reform agenda of the day (Feiman-Nemser et al., 1999; Serpell, 2000).

Characteristics of Effective Induction

The signs of an effective induction program can be observed in the behaviors and attitudes of the faculty and administrators operating within well-established school norms (Schlechty, 1985). In general, all induction programs share some basic characteristics (Wong, 2002). According to Wong (1998), they all:

- help new teachers establish effective classroom management procedures, routines and instructional practices,

- help develop teachers' sensitivity to and understanding of the community,

- help to promote lifelong learning and professional growth and,

- help to establish a team-oriented work environment.

In addition, Serpell (2000) reports that induction research indicates that planned programs of induction with clear goals and systematic observation yield better outcomes than unstructured programs. Therefore, despite the advantages of informal induction programs, she contends that formal ones are more effective. Serpell also lists elements found in successful induction programs:

- A coherent structure to the program that encompasses well designed activities,

- A structured mentoring component that focuses on improving practice and provides mentors with adequate training, reduced workloads ad release time.

- A means of formative assessment that emphasizes the assistance of beginning teachers on a continuum of professional growth

- Adequate fiscal resources and political support.

In a recent review of the literature on beginning teacher induction, Whisnant, Elliott and Pynchon (2005) discuss the potential benefits of induction programs. They list a reduction in attrition among new teachers, increased teacher satisfaction, and enhanced professional growth of novices, as direct outcomes of effective beginning teacher induction. Researcher in this report also presents the case for induction models based on a tiered professional career model. In this design, the needs of new teachers are addressed over time as new teachers develop (Whisnant, Elliott & Pynchon, 2005). Examples of the professional levels in the tired career model used by The Career in Teaching Program of Rochester, NY include: (a) Intern Teachers–completed training with a practicum and in their first full year of teaching; (b) Resident Teachers–completed their intern year and throughout the residency these teachers are evaluated by peer review and supervisor. These teachers move to the next level within five years in residence; (c) Professional Teachers–received tenure after performance appraisal which includes interviews, observation and review of student data; and (d) Lead Teachers–a voluntary leadership opportunity open to highly qualified teachers with at least five years in the system.

While promising to see induction efforts that take into consideration the development levels of new teachers, research in the area of career ladders is outdated and inconclusive.

Teacher Enculturation as a Developmental Process: Stage Theory

In addition to the view of teacher enculturation as a socialization process (Lortie, 1975; Lacey, 1977), an alternative conceptualization that examines the concerns of new teachers in stages has also been used to describe how novices develop. Stage theories view the enculturation process as an invariant sequence of orientation toward teaching as new practitioners gain

experience (Nimo & Smith, 1995). Stage theory models often vary in the number of stages and the amount of time necessary to complete each stage; however they all hold a common perspective that growth occurs after the completion of each developmental phase.

Fuller's (1969) initial conceptualization of stage theory is the basis for more refined models developed by Fuller and Bown (1975), and Berlinger (1988). Fuller and Bown (1975) examined the maturation patterns of new teachers in three distinguishable stages: The first stage involves survival concerns; e.g. class control, being observed, being liked by students, and supervisor's opinion (Fuller & Bown, 1975; Martin et al., 2001). The second stage includes task concerns, which involve having to work with too many students, the lack of materials, not knowing the appropriate teaching strategies and the lack of time to finish what they want to teach (Fuller & Bown, 1975; Martin et al., 2001). The third stage focuses on impact. This stage is concerned with suitability of materials for certain students, being fair to students, and designing content to suit individual student needs (Fuller & Bown, 1975; Martin et al., 2001). Similarly, Berlinger's (1988) stages of development include: novice, advanced beginner, competent teacher, proficient teacher and expert teacher.

In general, stage theorists maintain that the initial or early concerns of beginning teachers will focus on their survival as a new teacher. Once survival issues have been resolved, concerns about tasks and finally, the teacher's impact on students will materialize. Studies in support of Fuller's developmental progression include: Burden (1982), Kagan (1992), and Karge (1993). These studies are not uniform in their stages or phases of development, but they each tend to exhibit a level of consistency in the overall process of how beginning teachers mature into teaching professionals.

Although researchers have and continue to utilize developmental stages to explain how teachers grow, critics of this conceptualization question the nature of these stages. Kagan's (1992) rebuttal to criticism that stage theories are idiosyncratic in nature focuses on the consistent developmental themes found in studies by Fuller (1969) and Berlinger (1988) which refute claims that generalizations cannot be made about the process of teacher development (Nimo & Smith, 1994). Nimo and Smith (1994) report the contention of some researchers that developmental stages are not completely observable and they lack concrete boundaries. They also explain the difficulties experienced in practice when the development of new teachers is viewed within the confines of pre-defined stages.

Other researchers have expressed concerns about how new teachers progress across developmental stages. Huberman's (1989) progressive life cycle review claims that although reasonable trends have been displayed in stage theory studies, the empirical literature identifying and supporting the stages and phases in teaching is inconclusive. Also, studies conducted by Giles (2001), Marson and Pigge (1994), Martin, Chiodo and Chang (2001), and Watzke (2002) contradict the linear or sequential nature of teacher development implied by stage theories. These studies convey the difficulties and uncertainties involved in teacher development and the notion that very few teachers will conveniently fit within the organized phases presented in stage theory models.

The induction of new teachers into the profession happens under the best and worst circumstances in a school environment. In the former situation, induction is viewed by all members of the school as a necessary part of new teachers' enculturation into teaching and school cultures. Thus, novices are granted the time and attention needed to adjust to teaching. In the latter case, support is non-existent and new teachers' acclimation into teaching is difficult,

isolating and overwhelming. The current study explores specific parameters which either promote or discourage the enculturation of new teachers. Although limited to one particular school environment, the current study presents an opportunity to further explore the potential influence of biographical histories combined with aspects of school culture on the development of neophyte teachers into professional teachers.

CHAPTER 3

RESEARCH DESIGN

Research Paradigm

The purpose of the current study was to gain an understanding of how beginning teachers were enculturated into teaching and school cultures at Decatur Secondary School (DSS). I selected a qualitative research design because through its strategies and methods, a rich descriptive analysis of participant experiences within the school context is possible (Merriam, 2002). The qualitative methods used in the current study consider the personal characteristics of each beginning teacher and the possible impact of their biographies and induction experiences on their enculturation into the profession.

Creswell (2003) lists several qualitative research characteristics that will allow meaningful interpretations based on the distinct or individualistic nature of new teacher experiences during the induction phase. They include:

- Qualitative research takes place in natural settings.

- Qualitative research uses multiple methods that are interactive and humanistic.

- Qualitative research is emergent rather than tightly prefigured.

- Qualitative research is fundamentally interpretive.

- The qualitative researcher views social phenomena holistically.

- The qualitative researcher systematically reflects on who he or she is in the inquiry and is sensitive to his or her personal biography and how it shapes the study.

- The qualitative researcher uses complex reasoning that is multifaceted, iterative and simultaneous.

The decision to utilize a qualitative research design was based on several factors. First, qualitative designs are consistently and traditionally used in teacher induction studies (Fideler & Haselkorn, 1999; Gold, 1996; Serpell, 2000). Second, the interpretative nature of qualitative research is inductive, emerging, and more likely to yield a better understanding of the intrinsic factors that affect the socialization of beginning teachers (Glesne, 1999). Finally, qualitative research methods effectively accommodate the complex dynamics of beginning teacher enculturation (Glesne, 1999) found in the present study while acknowledging the notion of subjectivity, which was critical in both data collection and analysis (Douglas, 2000).

The use of an interpretivist framework (Glesne, 1999), which Creswell (2003) refers to as social constructivism, allows participants to develop multiple subjective meanings. The process of enculturation (through induction) requires new teachers to actively communicate on various levels with others in the school setting. This interactive milieu, according to Creswell (2003), enables participants to construct meanings of situations that are "negotiated socially and historically" (p.8). Based on this assumption, the meaning-making process, which is not instantaneous, occurs when new teachers collaborate with others in the school (social constructivism) and when they acknowledge personal histories and cultural norms in the school environment.

With a focus on participants constructing meaning in their social worlds (Locke, Silverman, & Spirduso, 1989), and with an overall purpose to understand how people make sense of their lives and experiences by interpreting meanings (Merriam, 2002), qualitative and interpretative research respectively, provide in concert, a suitable naturalistic context for my study.

Viewing induction as a *"rite of passage"* and using it as a basis for understanding the enculturation of beginning teachers is consistent with Peshkin's (2000) view of interpretative qualitative research as a journey which shows how the researcher's identity is intertwined with his or her understanding of the research subject. Similarly, Lincoln and Guba (1994) acknowledge a definitive link between the researcher and the researched. They assert that the values of the researcher will shape and determine how interpretations are made in the study. The interpretative researcher's aim is to make sense of (or interpret) the meanings of others (Creswell, 2003) while acknowledging the possible impact of one's own personal experiences in the interpretation. This role and ultimate responsibility is critical because the link between researcher and participants in the current study was unavoidable (Miles & Huberman, 1994). The next section describes in greater detail the role of the researcher.

<div align="center">Researcher's Role: Addressing Subjectivity</div>

The interpretative nature of the current study results in a rich, descriptive glimpse into the world of beginning teachers as they struggle to become enculturated members of both teaching and school cultures. The researcher's belief system is intuitively woven into every facet of the study, therefore "inevitably influencing the inquiry" (Guba & Lincoln, 1994, p.110). As an active participant in the research process, I openly acknowledged my subjectivity as a teacher and the potential influence of this fact on the current study (Douglas, 2000; Peshkin, 2000). Efforts to monitor bias and subjectivity included a log of my personal reactions to facets observed within the school culture (Mehra, 2002). According to Mehra (2002) a regular review of these notes will put me more in touch with my reality, beliefs and biases and to some degree, force me to be more "objective" in my approach to data collection and data analysis.

Identifying with and sharing an understanding of new teacher concerns helped to forge a partnership with participants which ultimately impacted how I collected, analyzed and interpreted data in the study (Douglas, 2000). This alliance during data collection provided a constructive environment that enabled meaning making, facilitated the generation of findings and the development of meaningful conclusions about the role of induction during the enculturation of beginning teachers.

The researcher-participant relationship that I developed was not an empathetic one. It was however, centered on the concept of v*erstehen* (Lincoln & Guba, 1985), which implies a deep interpretive understanding of a phenomenon. Paccagnella (1994) reports that *verstehen* is sometimes naively practiced in qualitative research when researchers' empathetic identification with subjects leads to understandings that are based on intuitive mechanisms instead of the conceptual reconstruction of meaning. In an effort to avoid instinct-based interpretations possibly constructed from my identity as a teacher, I deeply explored my feelings in conjunction with views expressed by participants, thereby reaching a level of self awareness and *verstenhen* (Lincoln & Guba, 1985) on new teacher enculturation without compromising data integrity (Douglas, 2000; Glesne, 1998; Peshkin, 2000).

Ultimately, being conscious of my subjectivity revealed ways in which I could have somehow prejudiced my interpretations or on the positive side, enriched findings to possibly extend results to populations beyond the current study. According to Douglas (2000), this should be the aim of a subjective researcher. Therefore, the present study hopes to inform readers and impact the educational agenda on beginning teachers by clearly defining new teachers as "novices" in a veritable sense of what they are capable of handling early in their careers. This

recognition will most likely influence the perceptions of new teachers, how they are enculturated, and ultimately, how long they will stay in schools and in the teaching profession.

Research Setting

School District

Public schooling in Decatur County (pseudonym) was launched in 1841 through an alliance of dedicated city and civic leaders, national proponents of public schools and educational philanthropists. As a result of their efforts, a public school system was founded to address the educational needs of the city's racially mixed youth population. After the Civil War, the Decatur County School District (DCSD) was considered a model for school districts throughout the segregated Deep South and it was also widely acknowledged for successful experiments with classroom integration. However, detractors used violence to restore segregation in the district and with the onset of the Civil Rights Movement, the battle for educational equity persisted in Decatur County. Unlike any urban public school system in existence, the district's historical basis of racial disparity has led to a struggling educational system that is currently in a state of crisis.

The DCSD is located in Decatur County where 68% of the population is Black with a median household income of $27,133. Approximately 40% of the children in Decatur County live below the poverty level. In addition, the teenage birth rate and the number of single family households exceed both state and national levels at 17.4% and 17.9% respectively. The DCSD is an urban district with a student enrollment of 67,922 of which, 75% of students qualify for free or reduced lunch. The district has 128 schools and a faculty roster with 4,857 teachers. The mission of the DCSD states:

The DCSD, with the support of the entire community, commits to ensuring that every child in every grade in every public school will achieve the maximum potential of his/her ability. Children come first. They must be educated to graduate with mastery of essential subjects and to be technologically proficient to compete as productive citizens in the challenging 21st Century.

The once acclaimed educational system is now considered one of the nation's lowest achieving school districts. However, The DCSD is not without it successes. There are schools within the district where students are excelling and in some cases, performing well above the national average. Such schools are designated as Magnet or City-Wide Access Schools (CWAS). A CWAS, by definition, provides specialized education in areas such as: math, science, music, or art. These schools can also focus on vocational training and preparing students for college with specialized curriculums designed to attract a particular type of student. In the DCSD, there are twenty-two CWASs. Of this number, thirteen are elementary schools and nine are middle and high schools. Unfortunately, CWASs represent only 18% of the schools within the DCSD.

A significant number of schools in the district are both structurally (physical condition) and academically unstable. Table 1 compares DCSD Louisiana Educational Assessment Program (LEAP) results for the 1998-99 and the 2003-04 school years. The table includes data in the areas of Mathematics and Language Arts for grade levels four and eight. Student performance on state-mandated tests reveals that academic achievement in the DCSD has improved over the years. Gains were attained in both Mathematics and Language Arts. Most significant were the percent differences from 1998-99 to 2003-04 in students with Unsatisfactory scores in both subjects. The average difference in Mathematics and Language Arts achievement was 22.5% and 7% respectively and although gains realized in Math and Language Arts are respectable, student

performance in the district continues to fall short when compared with state and national student

achievement data.

Table 1

DCSD LEAP Results

Indicator	Mathematics		Language Arts	
	1998-1999	2003-04	1998-1999	2003-04
Grade 4 – Approaching Basic	14.8%	26.6%	24.8%	29.4%
Grade 4 – UnSatisfactory	62.4%	42.9%	43.0%	35.3%
Grade 8 – Approaching Basic	14.4%	30.7%	17.5%	19.6%
Grade 8 – UnSatisfactory	68.1%	42.6%	43.5%	36.5%

Table 2 compares DCSD student participation data for the 1998-99 and the 2003-04 school

years. Indicators include: attendance, suspension and expulsions, student retention, and dropout

rate. Both student attendance and retention indicators increased slightly in the DCSD. Although

suspension and expulsion rates increased by 4.8%, the student dropout rate declined by 1.5%.

Table 2

DCSD Student Participation Data

Indicator	1998-99	2003-04
Attendance	90.8%	92.8%
Suspensions & Expulsions	14.9%	19.7%
Retention	9.7%	13.4%
Dropouts	12.5%	11.0%

Decatur Secondary School (DSS) was established in 1930 as a new high school for girls. Over the next forty seven years, the educational format of the school changed three times: In 1952, it was converted into a co-educational junior high school; in 1974, a magnet senior high school was added to provide students with a college preparatory curriculum; and in 1977, a magnet junior high school unit was added. Following the last school change, the neighborhood district was eliminated and the school served only junior and senior level students who were admitted into the magnet program. DSS applicants were selected based on their county residency, grade level, academic average, attendance record and standardized test scores. As a Magnet or CWAS, DSS has the following characteristics:

- DSS is open to all qualified applicants regardless of neighborhood residence;

- DSS has something special about their program designed to "magnetize" or attract students;

- DSS has a racially balanced enrollment.

With a mission to provide students with a rigorous, university-directed program of study, DSS offers its students meaningful, enjoyable learning experiences which encourage self-actualization and determination. With an enrollment of 1,242 students, the school has a student population with the following demographic makeup: 85% Black, 11% Asian, 3% White 3% and 1% Hispanic. Approximately 48% of students at DSS are eligible for free or reduced lunch. Student attendance and dropout rates at the school are 98% and 0% respectively and the attendance rate exceeds the State by a margin of five percent.

Academically, DSS achieved a performance label of four out of five stars. During the 2004-05 school year, DSS obtained "Exemplary Academic Growth" status with a School

Performance Score (SPS) of 124, which exceeded the State by 4.3 points. Student performance on the Louisiana Educational Assessment Program (LEAP) is summarized on Table 3. With approximately 79% of DSS students who attained an Advanced, Mastery or Basic level of achievement in Mathematics and Language Arts, the school has obtained recognizable growth academically.

Table 3

DSS LEAP Results

Achievement Levels	Mathematics	Language Arts
Advanced, Mastery and Basic	76.2%	81.2%
Approaching Basic	20.3%	18.8*
Unsatisfactory	3.5%	0

Decatur County School District (DCSD) was selected for this study based on the criteria established by Marshall and Rossmans (1995). They contend that the appropriateness of a research site should be based on the following: (1) entry is possible; (2) there is high probability that a rich mix of the processes, people, programs, interactions and structures of interest are present; (3) the researcher is able to build trust with participants; (4) data quality and credibility of the study can be reasonably assured.

<div align="center">Ethical Issues and Negotiating Research Relationships</div>

Glesne's (1998) recommendations regarding how to approach a meeting with the gatekeeper were used in the current study and initial communications to the principal were made in writing and via the telephone. Glesne suggests that the researcher should:

- be prepared to negotiate your access–Present a lay summary of the study, clarify issues, and respond to concerns and demands,

- clearly state what you will deliver–The researcher's responsibility to meet respondents' expectations, and

- clearly explain and defend the emergent possibilities of qualitative research–Convey an understanding that during the course of research new issues may surface and require additional discussion.

Establishing a mutually beneficial and trusting relationship with the gatekeeper was critical in order to effectively launch my study. The gatekeeper played a key role in identifying potential participants, disseminating information to participants and reserving space on campus for interviews. A detailed letter was mailed to the principal (gatekeeper) at DSS. The letter introduced the researcher and outlined the purpose of the study (See Appendix A). The correspondence incorporated topics suggested by Bogdan and Biklen (1992), including the purpose of the study and how findings may be used to conduct further research in the areas of supporting new teachers. Bogdan and Biklen's (1992) list of advance topics to address in a brief proposal to the gatekeeper include:

- Why was the site chosen for study?

- What activities will occur at the site during the research study?

- Will the study be disruptive?

- How will the results be reported?

- What will the gatekeeper gain from the study? (p. 184).

The written correspondence was followed up with a telephone call to the principal in which I explained my plans for the study. After receiving a verbal commitment to participate

from the principal, I followed up with a face to face meeting to discuss specific aspects of the study which included: recruiting and selecting participants, scheduling participant interviews and observations, and the informed consent process (see Appendix B). Creswell's (2003) guidelines on the ethical issues involved in establishing and initiating data collection were applied to ensure that both the research site and participants were respected as I negotiated appropriate relationships. Ethical issues I considered before and during data collection in my study included:

- Voluntary participation and withdrawal at any time during the study

- Do not put participants at risk;

- Gaining permission of individuals in authority (i.e. gatekeepers);

- Respect the research site;

- Establish a reciprocal relationship between researcher and participants;

- Protect confidentiality of data (p.64-65).

In my initial communications with the new teachers in this study, the nature of the study and their roles as participants as well as the processes for ensuring the confidentiality of their identities were discussed. Confidentiality of participants' identities was maintained through the use of pseudonyms throughout the course of the study. In addition, all questionnaires which contained information identifying participants were kept in a locked cabinet in the researcher's office.

<div align="center">Recruiting Participants</div>

The literature on beginning teachers concentrates on the first three years of teaching (Corley, 1998; Gordon & Maxey, 2000; Veenman, 1984). In order to recruit an appropriate participant population, I approached the gatekeeper (principal) to assist in identifying teachers for the study. I requested from the principal a list of all teachers at the school site with one to

three years of teaching experience. The list provided by the principal included the names, number of years teaching and the contact numbers of ten new teachers within the specified range of teaching experience. Once potential participants were identified, an announcement flyer (see Appendix C) and an invitation letter (see Appendix D) requesting participation in the study were placed in the mailboxes of all ten new teachers. The gatekeeper at the research site was essential in identifying a potential pool of participants and her limited involvement in the recruiting process did not place any undo pressure on new teachers at DSS to participate in the study (Glesne, 1998). The invitation letter to new teachers described the research study and clearly stated the confidential nature of both participant identity and data to be collected for the study. Out of the ten potential new teachers suitable to participate in this study, seven new teachers responded to the correspondences. Based on the responses, I contacted (via telephone) each participant to further explain the importance of their participation and to reiterate the confidential nature of their perceptions in my study.

Both verbal and written contact with participants presented an opportunity to establish researcher-participant rapport. Glesne (1998) asserts that the nature of relationships in qualitative inquiry depends on the quality of the researcher's interactions to support his/her research. Other efforts to build rapport included a thank you email that was sent to each new teacher who agreed to participate in my study. These relationship building strategies were used to build a level of comfort and trust between the researcher and participants. Glesne (1999) purports that rapport primarily serves the researcher's interest in that it encourages participants to freely talk about their perceptions, and it is "essential in maintaining access while you are conducting the study" (p. 96-97).

Data Collection Procedures

Data collection occurred during the spring of 2005. The sources of data for this study were varied and multi-dimensional because of the complex nature of teacher enculturation. Data collection methods included:

- School Culture Questionnaire (SCQ) (See Appendix E)

- Participant Observation

- Participant Interview

With these distinct methods of gathering data (questionnaires, interviews and observations), the combination of data sources provided triangulation for research findings "by examining evidence from the sources and using it to build a coherent justification for themes" (p. 196). Triangulation of data sources in my study had a scaffold effect in terms of how I considered various phases of my research project. Each data collection method provided insight into how I collected data from other data sources and in how I approached data analysis which enhanced the credibility of both processes.

School Culture Questionnaire (SCQ)

The SCQ designed for the current study was based on a compilation of survey instruments on teachers and school culture (NCES Teacher Follow-Up Survey, 2000-01; NCES Principal Questionnaire, 2003; Kardos, 2003). In addition, several literature sources were used to aid in the organization, strategy of inquiry (Creswell, 2003) and the overall design of the instrument (Creswell, 2003; Marshall and Rossman, 1999; NCES Statistical Standards, 2003).

The SCQ includes five sections: Section 1 collected demographic information from the principal, beginning and veteran teachers at the school site. Section 2 of the SCQ included several open-ended questions (Marshall & Rossman, 1999) in order to elicit a deeper

understanding of beginning teacher induction at DSS. Sections 3, 4 and 5 included items specifically addressing the school culture and the enculturation process, which included new teacher concerns, their interactions with the principal and their interactions with veteran teachers in the school. A 5-point Likert scale ranging from "strongly agree" to "strongly disagree" was used to measure item responses.

The SCQ was administered early in the data collection process at the research site. Questionnaires were placed in the mailboxes of all teachers (new and veteran) in the school. School administrators (principal and assistant principal) were also encouraged to complete the SCQ, however they did not respond to the questionnaire. A survey collection box was placed in the faculty lounge for completed questionnaires. The collection box was checked on a daily basis for a period of two weeks. A total of fourteen questionnaires were retrieved from the research site. Of this number, fifty percent of respondents were new teachers and fifty percent of respondents were veteran teachers. Data from the SCQ revealed specific areas of concentration for participant interviews described in the next section.

Participant Interview

Interviews were utilized in the current study to obtain the "here and now constructions and reconstructions of persons, events, activities, organizations, feelings, motivations, claims, concerns and other entities" (Lincoln & Guba, 1985, p. 268). Correspondingly, the interaction of various organizational and situational factors predestined to impact the enculturation of beginning teachers were explicitly examined during participant interviews. In the present study, interviews provided a better understanding of induction and its importance as a socialization process in the development of novice teachers.

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To compliment the emergent nature of qualitative research and its methods, a semi-structured (Merriam, 2002) interview guide, which broadly covered topics related to the research question, was used (See Appendix F). The interview guide addressed factors (organizational and situational) influencing the enculturation of beginning teachers in two phases: (1) As a prospective member of the teaching profession (before formal teacher education) and (2) As a new member of the teaching profession and school culture.

A short list of open-ended questions was also generated to elicit multiple perspectives and to readily accommodate other topics that might evolve during the interview (Patton, 1990). Glesne (1998) cautions that the planned logical order of interview questions may be "sundered by the psychological order that emerges from your respondents' answers" (p. 74), therefore, the researcher should be prepared to learn new ways that questions could possibly connect. Probing was necessary for certain questions in order to effectively pursue unexpected leads that arose during the interview. Probes also evolved from questionnaire results in an effort to understand to the fullest (Glesne, 1998) the complex interaction of factors which influence how new teachers are enculturated into the profession.

Interviews in this study were emergent and conducted over a two week period of time at the research site. Interview questions explored new teachers' experiences and perceptions (Patton, 1990) about their enculturation into the teaching profession. Although an interview guide was used, the open-ended questions were designed to elicit additional responses from participants within the one-hour interview sessions. Within the interview questions, I presented a framework for the conversation between researcher and participant (Marshall & Rossman, 1999) while allowing the participant's perspective to take precedence. Interviews were taped using a digital recorder and later downloaded to a portable storage device. The interviews were

transcribed using transcription software and then coded in order to understand the nature of new teachers' induction experiences within the school culture at DSS. Most follow-up questions to the initial interviews were conducted via telephone within a close time frame to the original interview in order to ensure that participants' perspectives were interpreted and coded accurately.

Observation of Setting and Participants

Observations were used in this study to capture a direct and immediate (Merriam, 2002) perspective of the school culture. Through participant observations, the researcher learned firsthand "how the actions of research participants correspond to their words" (Glesne, 1998, p. 43). Participant observations also provided an opportunity to witness patterns of behavior and experience both expected and unexpected events within the research setting (Glesne, 1998). Observations provided an opportunity to compare and contrast what new teachers' perceived about the school culture at DSS to what I actually witnessed in my direct observations.

Observations were utilized at various stages in this study. Initially, observations were used to inform the researcher about appropriate areas of investigation (Glesne, 1998) and to aid in establishing solid research relationships within the school context. Bogdan and Biklen (1992) suggest that the initial visit to the site should include limited and detached involvement, which allows participants a period to acclimate to the researcher's presence. Areas under consideration for initial observations included: school hallways, cafeteria, and the school's administrative offices. To further explore aspects of school culture, subsequent observation areas included: faculty lounge, teachers' workroom, and faculty meetings. This data also provided me with insight on the interactions within the school culture. Particularly, observations in the faculty lounge, workroom and faculty meetings revealed aspects of the veteran-oriented culture that existed at the school. Other observational areas listed in this study did not provide additional

insight on new teachers' interactions within the school culture. Additionally, observation notes were used to create participant profiles and in the description of the research site.

A total of twenty-two onsite observations occurred at the research site. Of this number, two were within the initial observation phase and twenty site observations occurred to gain insight on various aspects of school culture at the research site. Observation field notes were taken during each visit to the site noting specific behaviors and actions of various members of the school community (i.e. principal, veteran teachers, and students). When possible, observation notes were taped using a digital tape recorder and later transcribed. Later observations in this study focused on new teachers' interactions within the school culture. Through observations, I was able to document the complex interactions which occurred within the DSS school culture (Marshall & Rossman, 1999).

Glesne (1998) states that the main outcome of observation is "to understand the research setting, its participants and their behavior (p. 45). With these goals in mind, I was able to obtain specific realizations that evolved from the observation of beginning teachers within the school context. This new awareness provided me with additional insight on how beginning teachers developed into enculturated members of both teaching and school cultures at DSS.

The union of observation and participant interviews in this study presented a clearer understanding of how novices' perceived their induction into teaching (Marshall & Rossman, 1999) and the specific factors within the school culture which either promote or impede their enculturation into the profession.

Data Analysis Procedures

Preliminary Data Analysis

A preliminary examination of data was an essential component in the analysis process for the present study. An initial evaluation of data contributed to the overall manageability of study data and it afforded the researcher an opportunity to collect new data to fill in gaps or test emerging hypotheses (Miles & Huberman, 1994). The preliminary data analysis included the use of coding. A provisional "start list" of codes based on the theoretical framework and the interview guide was developed before the data collection was initiated (Miles & Huberman, 1994 p. 58). Coffey and Atkinson (1996) describe coding as a means to aid in the organization, retrieval and interpretation of data. Strauss (1987) reports that coding is an integral part of the interpretation and analysis process. He contends that from the initial coding more refined categories should develop. Although Strauss's methods have been criticized for their similarities to grounded theory approaches, the larger issue is to encourage researchers to think in terms of broader ideas and conceptual frameworks.

The preliminary code list generated from the theoretical framework and the interview guide included: teacher's biography which included and personal and education history influences, beginning teacher concerns, support from veteran teachers, support from the principal, and school culture. The transcript was manually coded with each code assigned to a specific color block and as Coffey and Atkinson (1996) suggest, a word processor was used to make the coding and retrieval process more efficient and manageable. As fieldwork progressed, codes were revised, added and/or removed based on the themes which emerged from the data (Miles & Huberman, 1994, p. 61).

Full Data Analysis

The complete data analysis for the present study maintained the use of codes to further interpret data (Coffey & Atkinson, 1996; Strauss, 1987). Pseudonyms were also upheld to confirm the confidential nature of participants and their responses. Coded data were organized and displayed conceptually based on the themes that emerged from the preliminary data analysis. Miles and Huberman (1994) suggest that creating a data display by organizing all the data under participant codes in the same place is a key element of the analytical process. A more detailed analysis of data included several sub-categories of enculturation influences: (1) As a prospective member of the teaching profession—sub-categories included: the influences of personal histories and education histories and (2) As a new member of the teaching profession—sub-categories included: the influences of beginning teacher concerns, new teachers' relationships with veteran teachers and the principal, and their interactions within the school culture.

Coffey and Atkinson (1996) encourages the practice of developing codes and subcategories of codes which may overlap one another. They suggest that, "codes and their segments can be nested or embedded within one another, can overlap and can intersect (p.36). With a goal of creating pathways to the data, the codes and categories were deleted or modified if they were no longer applicable. Assessments of codes and data across codes, which included a review of data that both fit or did not fit into codes, ultimately led to an interpretation and a transformation of coded data into meaningful data (Coffey & Atkinson, 1996).

In the full analysis of data in this study, all data collection methods were analyzed, defined and sorted in an effort to create an organization framework (Glesne, 1999) in which data was thematically grouped and/or categorized. Through this process, I gained insight, and made new connections from the triangulated data sources used in this study.

Methods to Address Trustworthiness

There is an ongoing debate in the literature and with qualitative researchers about how validity should be interpreted (Merriam, 2002). However, despite opposing views and perspectives, there is a consensus on its value to the credibility of a qualitative research study. According to Lincoln and Guba (1985), there are four basic criteria for evaluating the validity or trustworthiness of a qualitative research study: credibility, transferability, dependability and confirmability.

Credibility

Credibility involves the researcher's ability to accurately represent the views of participants in the study (Lincoln & Guba, 1985). In order to demonstrate credibility in the current study, interview questions (see Appendix F) probed for rich, meaningful descriptions that were accurately coded and classified (Miles & Hubberman, 1994). Credibility was ensured by consistent observation of participants in the school environment (Guba & Lincoln, 1994) and through a triangulation of data collected (Creswell, 2003; Glesne, 1998; Miles & Huberman, 1994). Triangulation, according to Glesne (1998), is an attempt to relate data sources in a manner that will counteract any potential threats to validity. Triangulation during data collection involved the use of multiple data sources (Glesne, 1998; Miles & Huberman, 1994) in order to examine and justify emerging themes (Creswell, 2003).

Transferability

Transferability refers to the concerns regarding generalizability or whether the results of the study can be transferred to other contexts (Lincoln and Guba, 1985). Based on the limited number of participants in the current study and the specific criteria that ensured external validity,

this study is not generalizable to larger settings. However, the much greater issue here is the extent to which these findings could be applied to similar situations (Merriam, 2002).

The rich descriptive insights provided in my study presented a vivid portrait of how organizational and situational factors within the school culture influenced the enculturation of beginning teachers. Coffey and Atkins (1996) describe the context in which the relevancy of qualitative data extends or transcends some particular setting. The development of theoretical ideas about social processes and cultural norms are listed as possible uses of the data beyond a local context (p. 162).

Data generated from this study although limited in a quantitative sense, had broader implications for schools with similar contexts. Findings may be used to guide administrators as they consider how best to support and facilitate the maturation of beginning teachers.

Dependability

The main issue with dependability is whether the processes of a study are consistent and stable over time (Miles & Hubberman, 1994). I used a peer debriefer, which helped to ensure the reliability of research methods (Miles & Hubberman, 1994). The peer debriefer also verified that relationships existed between the research design, research methods used and the overall theoretical framework for the study.

Confirmability

Confirmability refers to whether or not a study is free from research biases (Miles & Hubberman, 1994). To address confirmability, the following measures were implemented. First, I clearly defined my role as researcher and openly disclosed subjectivity issues regarding the research topic. Second, I ensured that coding was clear, concise and in line with the theoretical

framework (Miles & Hubberman, 1994). Third, I made study data available for re-analysis by other researchers (Miles & Hubberman, 1994).

The methods used in the current study ensures that the selection of the research site and participants are done in a manner which adheres to the ethical standards established for negotiating research relationships (Glesne, 1998). Concerns regarding validity are also a priority (Merriam, 2002) and measures to assure credibility of findings are implemented at data collection and data analysis phases of the current study (Lincoln & Guba, 1985).

The next section displays findings for the current study. A description of the DSS environment and DSS new teacher participants precedes the analysis. Findings from the School Culture Questionnaire (SCQ) are presented as well as findings from participant interviews. Interview findings are based on the conceptual framework, which divides the enculturation process into two sections: (1) as a prospective member of the teaching profession and (2) as a new member of the teaching profession.

CHAPTER 4

FINDINGS

RESULTS

School Environment

Decatur Secondary School (DSS) is situated on the south side of a city street that is rich in its own history and considered one of the boundaries of the Uptown district of Decatur County. The exterior front of the building has an impressive number of windows and plaster facade which accent the wooden main entrance doors. The building is surrounded in the front by a steel black fence with several gate openings that are visibly chained and padlocked. Access to the building from the main entrance is prohibited. A semi-circle sidewalk extends from the main entrance to the fence borders. The school sign is positioned inside the fence but near the street. The grounds are manicured with some trees and shrubs near the building. The back of the building consists of a small parking lot, which is divided into two reserved sections. Parking is limited on the campus, and teachers, students and visitors typically park on the streets adjacent to the building. A recreation area which includes a basketball court and a small play field is located in the back of the school.

DSS sits between two streets: Jackson Street (pseudonym) and Nevada Street (pseudonym). Each street has a separate entrance area into the school and the building is organized based on the street designations. Signs posted above entrance doors to the left and right of the main office read Jackson Street and Nevada Street respectively. The main office is of course accessible from both street entrances. Although closed, the main entrance door reveals an impressive statue of Laocoon from Greek mythology. The statue is positioned between two staircases that lead to the main office. Visitors will initially encounter a long reception desk that

separates the room. Two secretaries are positioned on each end of the reception desk and a total of four offices (two on each side) are aligned on the left and right sides of the area with a large window that functions primarily as the back wall. The principal's office is located on the left-side near the window-wall. The main office is very bright due to the considerable amount of light entering from the window. The office is also well-organized with general office equipment (i.e. copier, computers, printers) and other paperwork that is strategically placed throughout the area.

The interior of the building is brightly painted with pastel colors. Beige, pink and light blue are used on doors and walls throughout the building. The signs of an aged building are evident with peeling and missing paint, water damaged areas and discolored floors, but the floors are clean and free of trash. The walls and stairways are blanketed with colorful signs and drawings either directing a visitor to a specific area in the building and/or advertising a class event or activity. The environment at DSS is warm and welcoming. Class murals and signs promoting school spirit are also placed near the entrances. In addition, the cafeteria and its surrounding area are filled with both informational and encouraging messages to and from all members (faculty, staff and students) of the DSS community.

The DSS building is organized based on the two street entrances: Jackson Street side and the Nevada Street side. Both sides are structurally identical with the same layout and number of staircases and access points to hallways and classrooms on the second and third floors. The entrances differ only in the signs and murals presented on each side. For example, on the second floor staircase, a mural promoting the Class of 2000 is exhibited; whereas the third floor staircase displays a banner for the senior class of 2002. Both sides are colorful and include several bulletin boards advertising current events in the school. The hallways, staircases, cafeteria area and other

student gathering places in the building are litter-free areas, which is surprising given the size of the student body.

<div align="center">Observations of School Culture</div>

DSS is a decidedly veteran-oriented school culture. In this setting, the norms, values, practices and modes of interactions accommodate more experienced teachers (Kardos, 2001). Evidence of the veteran-oriented school culture was observed in faculty meetings, in the faculty lounge area and in the teacher workroom.

Faculty meetings

Two faculty meetings were observed at the research site. Meetings were held in the library which is a long horizontal room with two distinct sides. Each side contains work tables placed throughout the area and book shelves. During both meetings, new teachers typically sat on one side of the room while veteran teachers sat on the other side. An occasional greeting was exchanged between new and veteran teachers, but no real interactions occurred between the two groups of teachers before, during or after the meetings. The meetings were facilitated by the principal and new teachers rarely participated with comments and/or suggestions.

Faculty lounge

A total of twenty observations (different days and times) occurred in the faculty lounge at the research site. Observations of this area revealed that the interactions between veteran and new teachers were limited in this common social area of the school. New teachers in this study did not use the faculty lounge as a way to socialize or interact with other members of the school community. Novices who frequented the area retrieved their lunches and typically ate in their classrooms. A few new teachers in this study ate lunch in the faculty lounge; however, their interactions with others including other new teachers were limited in the lounge area. Veteran

teachers dominated this area especially during lunch time. Lively conversations between veteran teachers were common; however, new teachers did not and would not engage more experienced teachers in this informal setting. During my observations in the faculty lounge, veteran teachers made no gestures to welcome new teachers into the area or into their conversations.

Teacher workroom

A total of twenty observations (different days and times) occurred in the teacher workroom at the research site. Observations of this area revealed that veteran teachers were characteristically not willing to initiate dialogues or provide assistance to new teachers unless approached. For example, an incident which occurred in the teacher workroom during my observations of school culture underscored the reluctance of veteran teachers to offer novices assistance in advance of their requests. A new teacher in the study was struggling to operate a duplicating machine in the workroom. In addition to the researcher, a veteran teacher was also in the room working at a nearby table. The new teacher was verbally communicating her frustration with the equipment and both the researcher and the veteran teacher were aware of her problem. However, the veteran teacher did not provide assistance to the new teacher until the novice teacher finally asked for help. Other observation occasions also confirmed the lack of interactions between new and veteran teachers.

All three observation areas (faculty meetings, faculty lounge and the teacher workroom) in this study revealed elements of the veteran-oriented school culture at DSS. New teachers were repeatedly disregarded and isolated from more experienced members within the school. Veteran teachers were rarely observed initiating substantive interactions with novice teachers; in fact, few interactions between the two groups of teachers were observed at all.

Participants

To explore the enculturation process of beginning teachers, seven new teachers

participated in this study. Table 4 provides a demographic profile for each participant.

Table 4

Participants' Demographic Profiles

Teacher	Race	Sex	Age	Certified?/Method of Teacher Trng.	No. Yrs. Teaching	Subject	Degree Area
Mary	White	Female	29	Yes – Traditional Teacher Training	2	English: 11-12 grade	B.S. English
Doug	White	Male	33	Yes – Traditional Teacher Training	2.5	Social Studies: 8-12 grade	M.S. Education
Larry	Black	Male	55	No – No Teacher Training	.5	Spanish: 9-12 grade	B.S. Spanish
Linda	White	Female	23	Yes – Alternative Teach for America	2	Math: 7-8 grade	B.S. Political Science
Danny	White	Male	24	Yes – Traditional Teacher Training	2	Mathematics: 7-12 grade	B.S. Mathematics
Susan	White	Female	48	No – No Teacher Training	1.5	Science: 7th grade	MBA MPA
Claude	Black	Male	28	No – Traditional Teacher Training	.6	Social Studies: 7th grade	B.S. English

Mary's youthful appearance will lead you to believe that she is one of the youngest new

teachers in this study. In fact, she is a twenty-nine year old certified teacher with two years of

teaching experience during the study period. Mary is petite in stature, but her voice is both

distinct and authoritative. Her interactions with certain faculty and administrators and her

involvement with specific projects are somewhat calculated and factor into the image she wants

to project in the school: a committed, involved and conscious new teacher. Mary made it known

to faculty and students that she is dedicated to the school and therefore deserving of recognition

for her deeds. Because her student teaching was done at DSS, Mary feels an advantage over her

new teacher counterparts. She definitely uses her familiarity with the school's environment to

improve her status with veteran faculty members and the principal. Mary describes the faculty as aging with a significant number of veteran teachers who are close to retirement. If endorsed by these faculty members and key administrators, she could position herself for a future leadership role in the school. With perceived favor, Mary's primary goal is to secure tenure at DSS, and she views her role in a major school project as a positive step toward attaining her objective. Mary is devoted to her students and she genuinely cares about their academic welfare and providing them with meaningful education; however she is equally committed to making the right impressions in an effort to advance her teaching career at the school.

Doug is a thirty-three year old certified teacher with two and a half years of teaching experience during the study period. He is tall man with a soft-spoken voice. Doug is articulate and well-informed on educational issues at both national and local levels. Before entering into the teaching profession, Doug worked seven years in marketing. His decision to become a teacher was methodically researched and planned. Doug ultimately pictures himself working in an administrative capacity in the school district; however, he realizes that it is necessary to gain the classroom teacher perspective before embarking in the administrative realm of education. Doug is the only new teacher in this study with a Masters degree in Education which explains the basis for his concerns and perspectives on education. In particular, he takes issue with the lack of attention placed on the foundational aspects (i.e. mission statement) within the school environment. He believes that administrators and teachers need to communicate more effectively and spend more time establishing clear educational goals and objectives for the school. Doug is equally passionate about incorporating dialogue in the classroom. He uses it as a means to facilitate learning. Doug is an advocate for students and he works hard to find new and

innovative ways in which to teach. He is however, very discouraged by the decisions and actions of both school and district administrators.

Larry's entry into teaching occurred after he was laid off from a technology company. He is fifty-five years old with approximately six months of teaching experience during the study period. He is not certified although he expressed an interest in obtaining certification. Larry is totally unprepared for teaching in terms of his expectations and the harsh realities of life as a classroom teacher. He feels overwhelmed as a new teacher, but his strong work ethic prevents him from quitting. Larry, a self-declared loner, interacts with only a few veteran teachers on his hall; he occasionally asks for assistance with administrative procedures or classroom management issues. He is the only new teacher on his hall and he does not make a serious effort to communicate with his new teacher counterparts. His inexperience in the classroom is also evident to students and he initially struggled with classroom management. He aspires to make an impact on his students. Larry views teaching as an opportunity to re-invent himself while making an important contribution to the school.

Linda is a twenty-three year old certified new teacher with two years of teaching experience during the study period. She is soft-spoken and very polite. Her cheerful personality is clearly visible and seems to attract both students and teachers to her classroom. Linda is the youngest participant in this study; however her first year teaching at a low performing school has prepared her for some of the challenges she faces as a new teacher. She appreciates the school environment at DSS and is the teacher that students can most identify with because of her demeanor and youthful appearance. She has an idealistic view about teaching and her role in addressing school and district problems. Because Linda received an excellent public school

education, she aims to provide her students with a similar experience that would motivate them in the classroom.

Danny is a twenty-four year old certified new teacher with two years of teaching experience during the study period. Danny has a youthful appearance with a slender build. He can easily be mistaken as a student. Danny, a public high school graduate from the Decatur School District(DSD), is definitely impacted by his public school experiences in the district. His desire to teach developed as a result of the educational disparities he witnessed first-hand in the school system. Danny's first year teaching was in a low-performing school, which awakened him to the reality that not all students had a desire to learn. With a personal objective to change the educational outlook of low-performing students, he challenges himself by devoting a significant amount of time to students in and outside of class. Although Danny's views of administration are mostly supportive, he disagrees with and ignores some of the school's mandates and administrative protocols which caused some confrontational interactions with the principal. Like most new teachers at some point during their induction phase, he questions whether teaching is a good professional fit despite his aspirations to assist low-performing students.

Susan is a forty-eight year old new teacher with one and a half years of experience during the study period. She is not a certified teacher; however she holds two Masters' degrees in non-education fields and an extensive work history in business. Susan entered into the teaching profession in an effort to obtain job security. Susan is confident in her decision to change careers given her age, experiences and disposition. She has mostly negative comments about the school's administration and the lack of support for new teachers. Susan's passion about wanting to make a positive contribution to the school is often overshadowed by her disdain for school administrators. Her views about school administrators isolate her from other faculty members,

and her assimilation into the school has been difficult. Feeling misunderstood and ostracized by administrators, Susan worries about whether or not she will be retained at the school, going so far as saying "I don't understand the fact that teachers are so interchangeable because I think that destroys the culture at the school. We are not interchangeable – replaceable but not interchangeable."

Claude is a twenty-eight year old new teacher with six months of teaching experience during the study period. Claude is small in stature and physique. Although he lacks experience in the classroom, he is very confident in his ability to function without much support from more experienced teachers. He states, "Some teachers may want to shadow a veteran teacher or something, [but] I don't need those things." He takes a similar stance with administrators insisting that if he had resources and discipline support, he "could handle the rest." Claude's self-sufficiency contributes to his self-imposed isolation from peers and veteran teachers. He takes issue with procedures and rules in the school and the inconsistent manner in which students are not held accountable versus the strict level of accountability for teachers. The next section presents findings from the School Culture Questionnaire (SCQ). Results from the SCQ include perspectives on the DSS culture from new and veteran teachers in the school.

SCHOOL CULTURE QUESTIONNAIRE RESULTS

For this study, enculturation is defined in terms of the natural interactions which occur between beginning teachers and their school colleagues. It is through these associations that new teachers become acclimated to both school and teaching cultures. By viewing induction as a socialization process, new teachers' concerns about students, their interactions with the principal and their relationships with veteran teachers combined make up the tripartite socio-cultural dynamic explored in the current study.

Three data collection methods (surveys, observations, and interviews) were used to gather data on the enculturation process of new teachers. The School Culture Questionnaire (SCQ) was placed in the mailboxes of all faculty members (new and veteran) at Decatur Secondary School (DSS). Mailboxes are located inside the faculty lounge where I also placed a survey collection box for completed surveys. A more detailed description of results from the individual interviews is presented in the participant interview section of these findings. This section focuses on findings from the questionnaire data.

The SCQ included questions in four areas which were gleaned from a review of literature and research that help to explain various aspects of new teachers' socialization into the school and teaching cultures. Survey areas included: (a) concerns of new teachers, (b) new teachers' interactions with veteran teachers, (c) new teachers' interactions with the principal and (d) the impact of educational training. A total of 14 questionnaires were returned. Of this number, 7 or 50% of respondents were new teachers and 7 or 50% of respondents were veteran teachers. For each subset of survey questions, the response rate for individual questions varied. The last row in each table represents the number of participant(s) who did not respond to the corresponding survey question.

<div align="center">Concerns of New Teachers</div>

SCQ questions relating to the concerns of new teachers addressed the following issues: (a) feeling isolated, (b) teaching workload, (c) lack of support, and (d) effectiveness or impact on students.

a. feeling isolated

CQ1: New teachers usually plan and teach alone	# of Respondents	
	New Teacher	Veteran Teacher
12 participants or 93% of respondents either agree or strongly agree	7	5
1 participant or 7% of respondents neither agree or disagree (neutral)		1
1 No Response		

CQ2: New teachers feel isolated in their work as a teacher	# of Respondents	
	New Teacher	Veteran Teacher
5 participants or 45% of respondents either agree or strongly agree	2	3
4 participants or 36% of respondents neither agree or disagree (neutral)	3	1
2 participants or 18% of respondents either disagree or strongly disagree	2	
3 No Response		

A majority of new teachers planned and taught their lessons alone and as a result, their work was perceived as isolated and detached from other teachers in the school. The isolation expressed by new teachers could have resulted from new teachers' perceptions that veteran teachers were either too busy to offer help and/or not interested in assisting new teachers. Also, new teachers' feelings of isolation could have been self-imposed or deliberate and based on their beliefs that assistance was not required from veteran teachers.

b. substantial teaching workload

CQ3: New teachers are expected to be as effective as veteran teachers.	# of Respondents	
	New Teacher	Veteran Teacher
9 participants or 75% of respondents either agree or strongly agree	6	3
3 participants or 25% of respondents neither agree or disagree (neutral)	1	2
2 No Response		

CQ6: The workload for new teachers is too heavy	# of Respondents	
	New Teacher	Veteran Teacher
6 participants or 50% of respondents either agree or strongly agree	3	3
3 participants or 25% of respondents neither agree or disagree (neutral)	1	2
3 participants or 25% of respondents disagree or strongly disagree	3	
2 No Response		

CQ7: New teachers have fewer responsibilities than veteran teachers.	# of Respondents	
	New Teacher	Veteran Teacher
2 participants or 17% of respondents strongly agree	1	1
3 participants or 25% of respondents neither agree or disagree (neutral)	2	1
7 participants or 58% of respondents either disagree or strongly disagree	4	3
2 No Response		

The 75% of respondents who either agreed or strongly agreed that new teachers were expected to be as effective as veteran teachers recognized the pressure placed on novices in terms of their workload, responsibility and accountability. Specifically, new teachers were assigned the more challenging tasks, activities and students in the school because veteran teachers believed their seniority had earned them the right to pass on undesirable assignments to new teachers.

Particularly noteworthy is the fact that 3 of the 6 new teachers who responded believed their workload was too heavy and 3 new teachers did not. Given the pressures placed on new teachers from administrators and veteran teachers, some participants were possibly not willing to admit their workloads were too heavy because such an acknowledgement implied either weakness or ineffectiveness on their part.

7 or 58% of respondents disagreed or strongly disagreed that new teachers had fewer responsibilities than veteran teachers. 3 out of the 7 were veteran teachers, which implied that veteran teachers believed that the amount and/or degree of responsibilities assigned to new teachers paralleled those of more experienced teachers.

c. lack of support

CQ4: New teachers are encouraged to seek help from others.	# of Respondents	
	New Teacher	Veteran Teacher
5 participants or 42% of respondents either agree or strongly agree	4	1
4 participants or 33% of respondents neither agree or disagree (neutral)	3	1
3 participants or 25% of respondents disagree or strongly disagree		3
2 No Response		

CQ5: New teachers have extra assistance available to them.	# of Respondents	
	New Teacher	Veteran Teacher
4 participants or 33% of respondents agree or strongly agree	4	
3 participants or 25% of respondents neither agree or disagree (neutral)	2	1
5 participants or 42% of respondents disagree or strongly disagree	1	4
2 No Response		

	# of Respondents	
CQ8: New teachers do not have enough time for planning and preparation.	New Teacher	Veteran Teacher
4 participants or 33% of respondents agree or strongly agree	2	2
4 participants or 33% of respondents neither agree or disagree (neutral)	2	2
4 participants or 33% of respondents either disagree or strongly disagree	3	1
2 No Response		

4 or 33% of new teachers believed that others (i.e. principal, veteran teachers) in the school would help them if requested. However, three or 25% of veteran teachers disagreed with this statement. Can it be assumed by these percentages that new teachers' perceptions of requested support from others in the school were unrealistic? In a similar manner, 4 or 33% of new teachers perceived that they had extra assistance available to them. However, 4 or 33% of veteran teachers disagreed with this statement. In addressing the perceived differences of support available to new teachers, veteran teachers could have viewed both requested support and extra assistance as functions or responsibilities of administrators. Or, was it possible that veteran teachers were not that enthusiastic about supporting new teachers because of their own demanding work duties?

d. effectiveness

	# of Respondents	
CQ9: New teachers are primarily concerned about student achievement.	New Teacher	Veteran Teacher
4 participants or 33% of respondents agree or strongly agree	3	1
4 participants or 33% of respondents neither agree or disagree (neutral)	2	2
4 participants or 33% of respondents either disagree or strongly disagree	2	2
2 No Response		

Only 33% of teachers denoted a primary concern for student achievement. Of these, 75% of respondents were new teachers. Concerns about their overall effectiveness in the classroom often materialize after new teachers have adjusted to teaching and their school environment. New teacher concerns in this study tend to follow this pattern as indicated by their survey responses on issues relating to their interactions and support from others in the school.

New Teachers' Interactions with the Principal

SCQ questions relating to how new teachers interact with the principal addressed the following issues: (a) establishing a supportive culture for new teachers and (b) assisting and supporting new teachers.

a. established a supportive environment or culture for new teachers

	# of Respondents	
PI1: The principal established a supportive environment for new teachers	New Teacher	Veteran Teacher
4 participants or 33% of respondents agree or strongly agree	4	
3 participants or 25% of respondents neither agree or disagree (neutral)	2	1
5 participants or 42% of respondents either disagree or strongly disagree	1	4
2 No Response		

	# of Respondents	
PI4 New teachers are granted "Novice Status" by the principal *(novice status is defined as a recognition that new teachers need sustained support to improve and they are expected to seek help)*	New Teacher	Veteran Teacher
5 participants or 42% of respondents agree or strongly agree	3	2
3 participants or 25% of respondents neither agree or disagree (neutral)	2	1
4 participants or 33% of respondents either disagree or strongly disagree	2	2
2 No Response		

42% of respondents either disagreed or strongly disagreed that the principal established a supportive environment for new teachers. Of this percentage, 4 or 75% were veteran teachers. However, 33% of respondents agreed or strongly agreed that the principal established a supportive environment for new teachers. Of this percentage, 4 or 100% of the respondents were new teachers. The granting of "novice status" by definition implies that the principal recognized the special needs of a new teacher during the induction phase. New teachers appeared to believe this was the case, whether it was true or not. Veteran teachers, on the other hand, disagreed with this assumption. While it is worthy of note to concede that veteran teachers had a more detailed and experienced perspective on support issues for new teachers, given they too were once novices, it is also possible that the veteran teachers' perspective presented an opportunity for them to be critical of the principal. The veteran teachers' perspective on this issue could have

been influenced by their personal experiences with the principal instead of an objective

viewpoint based on the experiences of new teachers in this study.

b. assisted and supported new teachers

	# of Respondents	
PI2: New teachers feel comfortable going to the principal with issues and concerns	New Teacher	Veteran Teacher
5 participants or 42% of respondents agree or strongly agree	5	
3 participants or 25% of respondents neither agree or disagree (neutral)	1	2
4 participants or 33% of respondents either disagree or strongly disagree	1	3
2 No Response		

	# of Respondents	
PI3: The principal enforces discipline rules on behalf of new teachers	New Teacher	Veteran Teacher
6 participants or 50% of respondents agree or strongly agree	5	1
2 participants or 17% of respondents neither agree or disagree (neutral)	1	1
4 participants or 33% of respondents either disagree or strongly disagree	1	3
2 No Response		

Overall, new teachers responded positively concerning the support provided by the

principal. 42% and 50% of respondents agreed or strongly agreed that new teachers felt

comfortable going to the principal with issues and that the principal enforced discipline rules on

their behalf. Of these percentages, 100% and 83% respectively, were new teachers. Conversely,

Veteran teachers' responses on how effective the principal was in establishing a line of

communication with new teachers and the principal's competency as a disciplinary advocate for

new teachers was not favorable. Based on their responses, 75% of veteran teachers indicated that

the principal was not effective in supporting or assisting new teachers. Again, the veteran

perspective was critical of the principal although new teachers were satisfied with the principal's

actions. There could be other unrelated or undetermined factors which contributed to this

outlook.

New Teachers' Interactions with Veteran Teachers

SCQ questions relating to how new teachers interacted with veteran teachers addressed the following issues: (a) creating a supportive culture or environment for new teachers, (b) assisting and supporting new teachers and (c) interacting with new teachers.

a. established a supportive environment or culture for new teachers

	# of Respondents	
VQ6: Veteran teachers set the tone in the school	New Teacher	Veteran Teacher
8 participants or57% of respondents agree or strongly agree	4	4
4 participants or 29% of respondents neither agree or disagree (neutral)	1	3
2 participants or 14% of respondents disagree	2	

	# of Respondents	
VQ7: New teachers are granted "Novice Status" by veteran teachers *(novice status is defined as a recognition that new teachers need sustained support to improve and they are expected to seek help)*	New Teacher	Veteran Teacher
6 participants or 60% of respondents agree or strongly agree	3	3
3 participants or 30% of respondents neither agree or disagree (neutral)	2	1
1 participants or 10% of respondents either disagree or strongly disagree		1
4 No Response		

57% of respondents indicated that veteran teachers established the tone in the school. The significance of this statement was that many aspects of the school's culture were strongly influenced by veteran teachers in the school. Out of the 10 responses to this question, only 3 or 30% of veteran teachers indicated that new teachers should be granted "novice status" in the school. This fact was interesting and to some degree it provided insight on the veteran teachers' perspective stated earlier on this issue. Veteran teachers (as a group) did not support, on any significant level, the notion that new teachers deserved "novice status" recognition in the school. Without such recognition, new teachers' induction into teaching and the school culture could be problematic and ultimately lead to their premature departure from the profession.

b. assisted and supported new teachers

	# of Respondents	
VQ1: Veteran teachers discuss teaching strategies with new teachers	New Teacher	Veteran Teacher
8 participants or 57% of respondents agree or strongly agree	4	4
3 participants or 21% of respondents neither agree or disagree (neutral)	2	1
3 participants or 21% of respondents either disagree or strongly disagree	1	2

	# of Respondents	
VQ3: Veteran teachers provide advice and feedback to new teachers.	New Teacher	Veteran Teacher
9 participants or 69% of respondents agree or strongly agree	5	4
1 participant or 7% of respondents neither agree or disagree (neutral)	1	
3 participants or 23% of respondents either disagree or strongly disagree	1	2
1 No Response		

	# of Respondents	
VQ5: Veteran teachers offer support to new teachers	New Teacher	Veteran Teacher
9 participants or 69% of respondents strongly agree or strongly agree	5	4
2 participants or 15% of respondents neither agree or disagree (neutral)	2	
2 participants or 15% of respondents either disagree or strongly disagree		2
1 No Response		

A majority of respondents indicated that veteran teachers are very supportive of new teachers in terms of discussing teaching strategies and providing feedback. However, it is worthwhile to address at this point the feelings of isolation expressed by new teachers. During participant interviews, several respondents indicated that veteran teachers were supportive and helpful to new teachers; however the assistance was predicated on whether new teachers initiated the necessary dialogues and asked for assistance. Therefore, new teacher concerns about feeling detached and planning alone could have evolved from a self-imposed isolation and a lack of communication with their veteran colleagues.

c. interacting with new teachers

	# of Respondents	
VQ2: Veteran teachers do not interact with new teachers.	New Teacher	Veteran Teacher
2 participants or 14% of respondents strongly agree or strongly agree	1	1
2 participants or 14% of respondents neither agree or disagree (neutral)	1	1
10 participants or 72% of respondents either disagree or strongly disagree	4	6

	# of Respondents	
VQ4: Veteran teachers allow new teachers to observe their classrooms	New Teacher	Veteran Teacher
10 participants or 72% of respondents strongly agree or strongly agree	6	4
1 participants or 7 % of respondents neither agree or disagree (neutral)	1	
2 participants or 21% of respondents either disagree or strongly disagree		2
1 No Response		

72% of respondents indicated that veteran teachers were willing to interact with new

teachers. Of this percentage, 40% of respondents were new teachers. In addition, 60% of new

teachers indicated that veteran teachers allowed novices to observe their classrooms.

Impact of Educational Training

SCQ questions relating to the impact of educational training during the new teacher

induction phase addressed the following issues: (a) Prepared new teachers to effectively interact

in the school environment, (b) Prepared new teachers in their adjustments to teaching and the

school environment.

a. prepared new teachers to interact effectively with others

	# of Respondents	
TET2: Teacher education training prepared me to effectively interact with veteran teachers.	New Teacher	Veteran Teacher
3 participants or 25% of respondents agree or strongly agree	1	2
2 participants or 17% of respondents neither agree or disagree (neutral)	1	1
7 participants or 58% of respondents either disagree or strongly disagree	5	2
2 No Response		

	# of Respondents	
TET3: Teacher education training prepared me to effectively interact with the principal.	New Teacher	Veteran Teacher
3 participants or 25% of respondents agree or strongly agree	1	2
2 participants or 17% of respondents neither agree or disagree (neutral)	1	1
7 participants or 58% of respondents either disagree or strongly disagree	5	2
2 No Response		

		# of Respondents	
TET4: Teacher education training prepared me to effectively interact with others in the school		New Teacher	Veteran Teacher
2 participants or 18% of respondents agree or strongly agree			2
2 participants or 9% of respondents neither agree or disagree (neutral)		1	
8 participants or 72% of respondents either disagree or strongly disagree		5	3
2 No Response			

An analysis of responses concerning whether teacher education training prepared new teachers to interact effectively with the principal, veteran teachers and others within the school environment revealed that teacher education training played a limited role in preparing new teachers to face socialization issues in the school.

b. prepared new teachers for challenges they faced as a new teacher

		% of Respondents	
TET1: Teacher education training prepared me for the challenges I faced as a new teacher		New Teacher	Veteran Teacher
2 participants 16% of respondents either agree or strongly agree			2
3 participant or 25% of respondents neither agree or disagree (neutral)		2	1
7 participants or 58% of respondents disagree or strongly disagree		5	2
2 No Response			

		% of Respondents	
TET5: Teacher education training prepared me to justify my instructional decisions to interested audiences (i.e. principal, veteran teachers, parents).		New Teacher	Veteran Teacher
5 participants or 45% of respondents agree or strongly agree		3	2
1 participant or 9% of respondents neither agree or disagree (neutral)		1	
5 participants or 45% of respondents either disagree or strongly disagree		3	2
3 No Response			

58% of total respondents (71% of new teachers) indicated that their teacher education training did not prepare them for the challenges they faced as new teachers. In addition, 45% of total respondents (60% of new teachers) felt that their teacher education training did prepare them to justify instructional decisions. At first glance, this finding appears conflicting; however, the first question deals with the reality of being a classroom teacher and the challenging adjustment new teachers have to make as they transition from pre-service to in-service.

PARTICIPANT INTERVIEW RESULTS

INFLUENCES AS A PROSPECTIVE MEMBER OF TEACHING PROFESSION

Influence of Personal and Education Histories

New teachers were the focus of individual interviews in this study. The interviews were scheduled in advance and conducted at the research site either during planning periods or after school. Open ended questions were used to explore new teachers' perceptions about their concerns, their interactions with the principal and their interactions with veteran teachers. The interview design allowed for a more comprehensive analysis of survey responses and it elicited a deeper understanding of how beginning teachers were enculturated into teaching and the school.

Enculturation experiences prior to teacher education training are presented in this section as agents which contribute to the anticipatory socialization of new teachers. These experiences include both the personal and education histories of beginning teachers. Personal histories encompass belief systems, biographical attributes and social factors impacting the maturation of new teachers. Education histories point to the potential influence of former teachers on novices' perspectives on teaching. In combination, these historical accounts establish a basis from which the enculturation process for new teachers commences.

Personal History: Decisions to Enter into Teaching

In addition to aiding the researcher in developing teacher profiles, personal histories provided information about why study participants entered into the teaching profession. Explanations given by novices included: (1) to improve conditions in public education, (2) to impact the academic achievement of students and (3) career changes.

Desire to improve conditions in public education

Four (out of seven) or 57% of participants expressed that a desire to improve the conditions of public education was a key factor in their decision to enter into teaching. Although initially interested in the administrative aspects of community development, Doug stressed that education was central in addressing community issues at-large:

> I wanted to address some community development issues and I thought education
> played a critical role in community development. I realized that I needed to be in
> the classroom and gain that perspective before I got into administration.

Linda and Danny's decision to enter teaching was in part based on their positive public school experiences. Linda enthusiastically stated: "I had an excellent experience in the public school system." As a product of the Decatur School District(DSD), Danny established a clear distinction between his former school and other schools in the district. His public school experience was not the norm in the school system: "I was a graduate of [premier public school in the DSD]; however it is very different than a lot of other public schools in the district." Linda and Danny took a personal stake in the troubled DSD, and both participants expressed a desire to support and or make a difference in the system. Linda underscored this sentiment: "I know the Decatur School District has so many challenges. I wanted to see what I could contribute in that sort of environment." Similarly, Danny expressed a desire to ameliorate conditions of public schools within the DSD:

> I wondered what it would be like to try to improve it [schools in the DSD] so, I
> thought I would. What drew me to teaching was the fact that I thought it would be
> a good goal to try to make some of the public schools a little bit better.

Danny's aim to make public schools better evolved from his exposure as a student athlete to school environments [within the DSD] that greatly contrasted with his public high school experience. He despairingly described visiting opposing teams' schools:

> We [sports team] would go to a lot of the other schools in our district and you
> could just feel right away when you walked inside the building that it [the school]
> is a totally different type of place. I mean the attitudes of students and the
> negative energy in the building. We would look on the board and see what they
> were learning. It seemed very basic or elementary. I was just curious because it
> seemed like it [the school] was a different world.

Desire to improve the academic achievement of students.

Three or 43% of participants expressed that a desire to improve the academic performance and/or achievement of students influenced their decision to enter into teaching. Doug frankly admitted: "It's really about the children and that sort of happened naturally [for me] and I wasn't aware of it when it was happening." The disconcerting reality of students performing significantly below their grade level was conveyed by Danny as a challenging lure into the teaching profession:

> Reading and math levels [for some students] were at a first grade level and the kid
> is sixteen years old. So, I would not say I was disillusioned, but it was a bit of an
> awakening…to what you think it's gonna be like beforehand. That is what drew
> me to teaching - the challenge of getting lower performing students to perform
> better.

Larry's personal identification with urban schools was a driving force in his desire to teach in an urban school environment. He wanted students to look at him as an example

of someone who (like them) also attended an inner city school and had achieved some measure of success:

> So I figured that in the inner city school, the kind of school I went to, I might have a special affinity to teach these folks some Spanish. So that was kind of my motivation.

Career changes

Four or 57% of study participants entered the teaching profession as a second career choice. Two participants entered teaching due to either a layoff or a search for secure employment. According to Larry, "I was a software engineer out of Silicon Valley when the bubble burst in 2001. I looked for [employment] three years…In the interim, I taught myself Spanish via the Internet and then applied for a position in the DSD." Interestingly, Susan's views about teaching when she entered the workforce appeared to undervalue the teaching profession:

> In the early 1970s, it was women's liberation and women finally had an opportunity to make it big in the workplace, so I thought that I should pursue a career because I have those strengths in business and management. I didn't think that [teaching] was what I should be doing because I had this opportunity to do more than just being a teacher.

However, because of personal situations, Susan opted for employment [teaching] opportunities that were less demanding and more secure:

> I was a city planner…I also started working in fund raising for a non-profit; however I was doing the job of four people, so I decided to do something with a little more security. I retired and heard the call to come teach public school.

In contrast to her earlier position on teaching, Susan conveyed that with her age and experience the teaching profession is now an ideal career choice because "for me, being middle aged, I think it's the perfect age to teach because I have a lot of life experiences." Doug and Claude re-evaluated their careers after working several years in marketing and law enforcement respectively. Ultimately, both participants decided to pursue careers in teaching.

Although the reasons and motivations provided by each participant differed in terms of why they entered the teaching profession, it is significant that four (out of seven) or 57% of new teachers in the study entered teaching after employment in other careers. This finding also demonstrated that the teaching profession was considered by participants as a viable career option despite the challenges faced by educators and national reports which place the educational system as a whole in a state of crisis.

Education History: Influences on Teaching Perspective

Personal and education histories were examined in this study to determine the significance of these accounts in new teachers' decisions to enter into the teaching profession. Education histories included: (1) the influence(s) of significant individuals (i.e. parent, relative, or any individual other than former teachers) and (2) the influence(s) of former teachers.

Influence of significant individuals

Four (out of seven) or 57% of participants stated that a parent or other significant individuals played a role in their decision to become a teacher. Doug's access to several friends and relatives who were teachers served as both a resource and motivation for him. "I know quite a few teachers and I have a few relatives in education on my mother's side. I talked to them to get a perspective on education. That's why I got into it." Mary's gymnastics coach was a key

figure in her decision to purse teaching, and she implied that her confidence and positive self-image were a direct result of her relationship with him.

> I grew up in a small town in Mississippi. I was a gymnast who started training very young. I didn't have a lot of self confidence and I had a lot of insecurities. My coach thought I was the best and I always idolized him. He gave me self-confidence because he thought so much of me.

Although Mary was opposed to a career in teaching, she expressed that it was her coach who would always encourage her to become a teacher. "Whenever I would return to the school from college, he would always say, 'You got to be a teacher.' I said, 'There is no way.'" Because of Mary's admiration for her coach and his role in her self-development, Mary's consideration of and ultimate decision to pursue teaching was heavily influenced by her coach.

> In college, the kinds of courses I enjoyed were geared to prepare me to be a teacher, not business or whatever. I think he definitely influenced me and my decision. I link it back to him.

Mary's interactions with her parents and coach shaped how she would later interact with her students. "He [the coach] never treated me like a kid. My parents didn't treat me like a kid either, and I don't treat my students like kids." Doug paralleled his interactions with his mother to how he interacts with students. "It's interesting to see how similar I am with my mother and how that influence played a big role with how I am with children."

Susan maintained that her mother and her former teachers believed that she was well-suited for a career in teaching. "My mother always said I would be a good teacher and my teachers said I would have been a good teacher." In retrospect, Susan admitted that she should have considered teaching earlier in her career; however, she pursued business careers because of

the Women's Liberation Movement, which according to Susan paved the way for women to enter the workplace in less traditional roles.

> I probably should have always been a teacher, but in the early 1970s, it was women's liberation and women finally had an opportunity to make it big in the workplace. So I thought that I should pursue it [career outside of teaching] because I have those strengths in business and management.

Claude reluctantly admitted the influence of family members on his decision to become a teacher in the Decatur County School District. "They influenced me a little. They gave me some insight into the school system before I came into it, but they didn't impact me a great deal."

Influence of former teachers

Five or 71% of participants indicated that their perspectives, styles and/or approaches to teaching were influenced in some way by former teachers. Many of these former teachers were well-liked by students and several participants expressed a sense of admiration and esteem when describing past teachers. Mary recalled two memorable teachers that she connected with academically in school.

> The high level math teacher was outstanding. Everybody loved her. She took this high-level subject and made it understandable. I would say, "Oh, ok – I got it!" Everybody loved her.

Mary also praised the abilities of her senior English teacher. "My senior English teacher was fabulous. I feel like English was the only thing I was prepared for in college." Larry described one of his sophomore level teachers as a self-esteem booster who was a constant source of encouragement for him.

She introduced me to some Black writers. I started to read and she kept

encouraging me. I used to sit in the back of the classroom and she told me to sit in

the front. She dealt with self-esteem issues indirectly by pointing me to Black

folks that did things significantly.

Linda described how her language arts teacher created an enriching classroom

environment. "I had an excellent language arts teacher who made her class a welcoming place to

be. [It was] some place to share your ideas."

Teaching styles and approaches of former teachers were often emulated by the new

teachers in this study. Several participants revealed that some of the classroom and instructional

techniques they used were modeled from former teachers.

Mary stated, "I would think, 'What did she [former teacher] do for a situation? Did that

work when I [as a student] went through it?'" Because of her small stature, Mary also related to

her senior English teacher on a physical level. Lightheartedly, Mary stated, "My senior English

teacher was small, only 4'11", but she was very intimidating. So I try to recapture that."

Danny described how his former teacher has impacted his style of instruction.

One of my best teachers was my European history teacher at [high school]. He

has been there teaching AP European history for about thirty years now and he

never sits down. So that has also impacted my style. So I rarely sit down in front

of the class.

Although Danny acknowledged the influences of his past education which emphasized more

direct instruction, he expressed that his priority was to adjust his teaching style to more

effectively accommodate the needs of his students.

I am used to a more traditional direct instruction type of thing. It did take a little

bit of getting used to when kids don't have the attention span to sit there and

listen. [So I am] trying to do some more hands-on type of things. That has

changed my teaching style a little bit. Adapting to the needs of the students—but

initially it was more modeled after teachers that I had a lot of respect for that were

more direct instruction: the stand-and-deliver type.

As a middle school teacher, Linda related a great deal with her former middle school

teachers. She recalled one particular teacher she emulated in her classroom.

Because I teach middle school I often think of my middle school teachers. I had

the same math teacher for both seventh and eighth grades which happened to be

the grades that I teach. My class is very similar to her class although I've tried to

incorporate projects and more interactive things than just lecture. I find that my

expectations are similar to what her [former math teacher] expectations were

although the school systems are completely different. I can definitely see the

influence there.

Two participants did not believe their former school teachers influenced their educational

perspectives. Doug stated on the issue: "I've had some great teachers; however I am not sure if

they have influenced my take on education." After an initial downplay on the influence of former

teachers, Doug acknowledged a limited influence of his former teachers.

I guess if I look back I did have some social studies teachers. . . I'm in social

studies–that had a bit of an influence in terms of critical thinking. Let's think

about the larger picture–for the most part, I was doing my own thing.

Doug also expressed that he did not make a connection with education until he enrolled in a master's program. During this period, he recalled that former professors were a considerable influence on his instructional methods. Doug stated:

> At [university] during my masters program, I really had some great professors. I bring a lot of what I learned at [university]. One professor in particular is non-traditional, open and encourages discussion. My take is similar to his and it's a lot of dialogue and I need to fine tune it a little and get the dialogue to produce something else except the dialogue itself, so I am working on that. I really believe in the power of dialogue.

Claude was the only participant who overtly conveyed that he was not influenced by nor was his teaching style based on the methods of former teachers. His rationale for rejecting techniques used by former teachers was in part due to generational changes in student characteristics.

> I did not model myself after any teachers because the techniques and skills they had in the classroom would not work today. These are different times and different students and a different breed of students. Students are more aggressive and disrespectful.

Claude elaborated further on how generational dynamics affected how he interacted with students in the classroom.

> It is a whole different class of students and the techniques and skills of the past would not work today like it worked in my generation. I came out [of high school] in 1993 and so that would put about 10-12 years between me and my students.

They [older techniques] wouldn't work today. You have to be more aggressive.

You can't be as nurturing and that's the approach I take.

New teachers' decisions to enter into the teaching profession were influenced by their desires to improve conditions in the school, academically impact low performing students and change careers. Other personal history accounts included novices' interactions with important individuals (e.g. parent, relative, friend), which also factored into their decisions to enter into teaching. In addition, most new teachers in this study were influenced by the approaches and methods used by former school teachers. Novices' education histories resulted from years of "observing" former teachers in their classroom. New teachers' recollections of these formative experiences revealed a significant influence on their perspectives on education, classroom techniques and instructional methods.

Based on findings presented in this section, both personal and education histories played a considerable role in the developing perspectives of new teachers and their socialization into the teaching profession. The next section provides a discussion of the experiences and perspectives of new teachers as new members of both the teaching profession and their school culture. It is within this period of novices' socialization process that the induction process is viewed as a mechanism to facilitate the enculturation of new teachers.

INFLUENCES AS A NEW MEMBER OF TEACHING PROFESSION

As a new member of the teaching profession and the school culture, the enculturation of new teachers in this study occurred within the process of induction. School culture is defined as the interactions of members in the school with various situational and organizational factors. Within this setting, dynamics of the induction process are explored to determine factors that either contributed to or hindered the enculturation of new teachers. In this study, factors analyzed

within the induction process included: (1) the interactions of new teachers with students, (2) the interactions of new teachers with the principal and (3) the interactions of new teachers with veteran teachers.

<div align="center">**SCHOOL CULTURE/CLIMATE**</div>

<div align="center">Interactions Within the School Community</div>

<div align="center">*Interactions of New Teachers with Students*</div>

The primary concerns expressed by new teachers in this study were in regard to their interactions with students; these included: (1) concerns about discipline and or classroom management and (2) concerns about student achievement.

Concerns About Discipline and Classroom Management

Four (out of 7) or 57% of participants expressed serious concerns about discipline and classroom management issues. Linda stated, "My first concerns were of classroom management." Similarly, Larry commented, "My biggest concern after being here for a week or two was how to make these students shut-up and learn. Discipline was definitely a big concern." Claude viewed discipline as a higher priority than having resources for his classroom.

> Discipline is the biggest thing because you spend so much time correcting
> students that it takes away from instruction. I can do without the resources before
> I can do without some type of discipline. Because you can have some beat-up
> textbooks and a chalkboard and still learn.

Several participants devised strategies in order to deal with their classroom management issues in lieu of any concrete teacher preparation to assist them with discipline problems. Linda described her classroom management instruction in her teacher education program as unrealistic.

The classroom management techniques are taught sort of in a bubble. It is sort of based on a perfect situation of a child who takes direction and doesn't argue or is not violent. So, that was my first concern last year.

Discipline problems were a major issue at the school where Linda taught during her first year. She felt ill-prepared in managing her students and quickly realized the importance of having effective classroom management skills.

Because I was thrown in with a bunch of students who although they were eighth graders, I had an age range from 13–16 years old. And so, learning how to manage a class of 30-32 students who really didn't want to be there was really difficult and I was not prepared for it.

However, after a school change, Linda credited parental involvement and motivated students as factors which made disciplinary issues more manageable.

This year, it is a little bit different because it is a completely different kind of school. The children here are here for a reason. You couldn't get in without parental involvement. You have a whole different foundation. For the most part, the kids here recognize that this is a great school and they want to stay and the attitudes are much better and that makes [classroom] management a whole lot easier.

Larry's self-proclaimed "laid-back" personality caused him to reconsider how he interacted with students:

Students are very astute at sizing you up. I have kind of a quiet personality. I don't think if I get a position next year, next August, that I will be the same kind of person. I have always been a very laidback person and my assumption when I

99

came in was that these are ninth grade students and they are basically adults. I had

every intention of treating them [students] as adults.

Larry's classroom management strategy was based on establishing and maintaining his authority

and control of the classroom throughout the school year:

You have to somehow get leverage over these students and be able to hold that

leverage all the way until the last day of class. Because there is a certain inflection

point when if you lose that leverage, they will over-run you.

Danny's classroom management strategies were provided by veteran teachers in the

school. On the issue he stated:

So what I tried to do as a new teacher is take some of the practical things that

these veteran teachers had to offer from all their years of experience, especially

with classroom management because in order to survive for that many years you

have to develop some kind of way to deal with people setting things on fire and

beating each other up in the classroom.

New teachers in this study viewed classroom management as an important part to

establishing a sense of control in their classrooms. Some participants in this study were not

adequately prepared by their teacher education program or the school to handle disciplinary

issues in their classrooms. In these cases, novices struggled with discipline issues in their

classrooms. However, some new teachers relied on the experience of veteran teachers to assist

them with disciplinary problems in their classrooms. Overall, discipline issues were perceived as

an obstacle that took time aware from instruction. In the school that was the site for this study,

only a limited amount of support was available to assist with classroom management issues.

Concerns About Student Achievement

Student performance was stated as a concern by four or 57% of participants. New teachers expressed a need to instructionally measure-up to their more experienced colleagues and they also linked their overall effectiveness to whether or not students were academically inspired and or prepared for college.

Linda described the importance of making sure her students were excelling at levels equal to the students of veteran teachers: "So I think the major challenges have been more academics and focusing on achievement and making sure that the kids I teach are at the same level as the kids veteran teachers teach."

Danny expressed a sense of satisfaction that his skills as a new teacher have improved, although not at the level of veteran teachers. "I feel like I am not as good as a tenth year teacher, but I don't feel new like I need to ask for help from other teachers." Teaching was more difficult during Danny's first year because of the school environment and his remedial math teaching assignment. "Teaching 8.5 [level] math at [former school] is more like teaching social interaction skills. I was trying to get math across but having to stop constantly for disciplinary issues and problems." Danny implied that changes in his school and teaching assignment improved his effectiveness in the classroom and confidence as a new teacher. "Teaching gifted math at [Decatur Secondary School] is more academic. . . I don't really have too many concerns as far as me being effective. I don't feel like I am a new teacher. I feel like I have a few years of experience within that one year."

Two (out of four) participants linked their effectiveness as new teachers to the academic performance of their students. On this issue, Doug stated:

Currently, I feel like I am growing and changing but I do need time to step back

and rethink things and as long as I have that and that's what the summer gives me.

I can step back and say, did I do things like I wanted to? And did I reach all the

students I wanted to reach?

Mary felt a strong sense of responsibility about preparing her students for college. She

worriedly stated:

Am I giving the students what they need for college? I want to get them through

freshman composition. Did we write enough? Talk enough? I worry about that.

What if these kids fail because of me? There is a lot of anxiety teaching seniors. I

am their last shot in getting what they need.

New teachers in this study were concerned about the academic achievement of their

students. Some participants connected their overall effectiveness to students' academic

performance. Novices were also very conscious of whether or not their students were achieving

at the same level as veteran teachers. In general, new teachers in this study connected their

efficacy in the classroom directly to the academic achievement of their students.

New teachers in this study expressed concerns about their interactions with students

regarding classroom management and instructional competency. New teachers appeared to

connect their ability to maintain discipline and improve student performance to their overall

effectiveness as new teachers.

Interactions with the Principal

Beginning teachers' perceptions about their interactions with the principal included: (1)

feelings of empathy towards the principal, and (2) the principal's ability to establish a positive

school climate for new teachers.

Four or 57% of beginning teachers in this study expressed a sense of empathy towards the principal. Novices attributed the principal's lack of responsiveness to her inexperience, overwhelming work schedule and her allegiance to district polices. These factors contributed to the sympathetic manner in which some participants viewed the principal and ultimately her ability to effectively assist them in the school. Participants seemed tentative about discussing their concerns with the principal as Mary stated:

> We have a new principal and it's her first year as a principal, so she had a big learning curve. I feel for her and the things she has to do. There are days when I have issues that I needed to talk to her about, but I say "*no way*" because of all the things she has going on.

In a similar vein, other participants echoed empathic sentiments toward the principal. Larry admitted, "I haven't had too much interaction with the principal because I think she is a very busy person in this environment." And Doug shared, "It's her first year as a principal, so she is dealing with a lot of things."

Danny expressed an interesting viewpoint on teacher-principal interactions and the school policies which often divide them. Danny appeared to understand the dilemma faced by the principal, and despite expressions of concern, he rather indifferently maintained the principal's accountability for matters beyond her control.

> A lot of times it seems that the system is kind of set up to place the principal and teachers at odds. The principals are given the job of enforcing. . . I mean, in that sense every district initiative the principal has to enforce it. Yes, teachers fault the

principal about the district policies that have to be enforced. That's not fair. I

would try not to do that [fault the principal], but it just happens.

Likewise, Doug commented on the problematic situation which developed due to divergent

views held by teachers and the principal on district policies "We [principal and teachers]

discussed a program that not all of us [teachers] are committed to and part of the problem is that

it is a district mandate."

Concerns expressed by beginning teachers about the principal's unavailability due to her

heavy workload appeared to either undervalue novices' need for administrative support or caused

them to avoid seeking assistance from the principal altogether. On this issue, Doug stated:

They [administrators] are very open. You can go to them at any time—that's their

open door policy. People are always trying to get into the office, so time is an

issue. The main problem I see is that the principal is always being taken away

from the school. She is always going to a meeting at the district office. . . [there

are] so many things she could do if she wasn't pulled out of the school.

By accepting the principal's lack of availability, Mary minimized the importance of addressing

her issues and she also chose to view the situation in a constructive manner:

She [the principal] would have a lot on her plate and at the time I thought my

issue was important, but in the grand scheme, my issue was not that important.

This is not necessarily a bad thing because it has taught me restraint [and to]

figure out things on my own.

New teachers were very empathetic towards the principal because of her heavy workload

in the school. As a result of this situation, most of the new teachers in this study would not go to

the principal with their problems or concerns, therefore significantly limiting the interactions

between new teachers and the principal. Novices in this study accepted the principal's lack of availability even at their own expense.

Principal's Ability to Establish a Positive School Climate for New Teachers

Aspects within the school environment and culture that were impacted by the principal included: (1) interpersonal interactions through shared values and rituals; (2) perceptions of support provided by the principal and (3) perceptions of the principal's role in the induction process.

Interpersonal interactions through shared values and rituals.

One participant in this study directly stated the importance of creating a school climate which supports new teachers. According to Doug, the principal did a good job with the interpersonal aspects of the school's climate.

> I think she has done an amazing job to foster a warm culture. There are monthly
> birthday parties, and we have a retreat in a couple of weeks. She goes out of her
> way with the warm-fuzzies side of the culture which is very important.

Doug accepted the necessary role of the genial aspects within the school's culture; however, he also pointed out that not enough time and effort was taken to establish a clear vision and direction for the school.

> [Decatur Secondary School] is also in a period of transition, so she [the principal]
> is dealing with a lot of issues and I think she has done a fantastic job with the
> school and where it is going; however I think that we need a vision of where we
> want the school to go. In our meetings, we seem to not address the real things
> going on. For example, we discussed the mission of our school in a meeting and
> it's kind of hard because we needed to discuss it and get to another group quickly.

We were addressing issues within the foundation of the school and we did it in ten

minutes.

Doug frustratingly conveyed a need for more attention on the foundational aspects of the

school's culture.

It would be better if we discussed the foundation of what we thought about

education. A lot of things in the culture are not discussed like the values of the

school, the mission and things that connect us. If we discussed those things we

could say this culture is for me or not.

Because the principal spent a great deal of time off-campus at district meetings, Doug also felt

that her time could have been better spent cultivating relationships within the school and the

community. "She could have used that time to work on instruction or develop relationships with

students and faculty and community involvement."

It is interesting to note that only one participant in this study discussed issues relating to

the principal's role in establishing a positive school culture. Although the principal's attempts to

create a warm climate were acknowledged by the teacher, he also recognized that more attention

should be given to establishing the foundational aspects of the school culture.

Perceptions of support provided by the principal.

Perceptions of support provided by the principal were essential in establishing a school

climate where new teachers could mature and develop professionally. Six (out of seven) or 86%

of participants expressed that the principal at DSS was supportive of new teachers. Doug stated:

They [administrators] are very open to us as far as us coming to them with

problems. She [principal] is very open in bringing things up in meetings and

getting feedback, for instance "let's try this." She [principal] is open to ideas.

When asked if the principal provided assistance to new teachers, Larry and Linda expressed that the principal would often intervene on their behalf to resolve issues. Linda also indicated that the principal gave her constructive comments on her lesson plans.

> It [support] has definitely gotten better. Last year, it was much more observation of the teaching technique and improving classroom management. This year it has been more positive remarks about how the lessons are structured. I've found administrators to be very supportive.

Claude and Danny also believed that administration in the school was supportive of new teachers; however they implied that administrative support was sometimes controlled by or dependent on specific circumstance(s). When asked about receiving support from the principal, Claude responded: "Supported, [pause] at times I do [get support] and at times I don't [get support]. It is hit and miss days. It depends on when the administrators want to implement things and carry out and enforce certain rules I guess." Danny asserted: "As far as support from the principal, it just depends on how much work she has to do and who she is as an individual." Elaborating on the issue, Danny explained that support was primarily given in order to retain new teachers.

> I really do think they [administrators] are supportive of new teachers. I think for the most part, people make an effort to reach out to new teachers because the turnover is so high. It's so hard to keep a new teacher, so people try to help you out to keep you.

Mary also suggested that administrative support was provided within certain conditions. She confidently expressed that any support received from the principal on her behalf was due to her participation in an important school activity that she co-coordinated.

I was part of a project this year, Senior Project. I was one of the coordinators.
[Veteran teacher] and I created it. So if I had something [a problem], she [the
principal] was helpful because it [Senior Project] was a school project. So, I never
really had an issue with her.

One participant in this study stated that administrators were not supportive of new
teachers. Susan, visibly distressed, declared:

So you see, I don't think there is very much support from our administration.
Administration didn't support me when I tried to get text books. She didn't
support me when I tried to write a grant application. Administration criticized me
instead of supporting me. My department chair did the same thing and they were
together in the lack of support for me and that has me upset. They haven't been on
my team and it's hard to be a team player if your coach doesn't want you in the
game.

Given the challenges associated with hiring science teachers, Susan expressed a sense of
confusion and irritation about the principal's lack of support and the uncertainty of her job status
for the next school year.

Nobody in America wants to teach science. So you have someone who wants to
teach science and be on the team. I don't get it and what her issues are except
maybe a lack of time to nurture relationships. They should be trying to encourage
science teachers. I am a known quantity and entity here. They know what they are
gonna get from me. At least if they want to change me up for someone else, which
is the impression that they don't want me around next year, they don't know what
they are going to get. I don't understand that philosophy at all—at least you know

how to begin a relationship with someone who is already on staff. So I don't

understand the fact that teachers are so interchangeable because that destroys the

culture at the school.

An analysis of new teachers' perceptions of administrative support revealed that while

novices were approving of the principal, there appeared to be an empathetic undertone from

which their views were based. Both the principal and beginning teachers in this study were new

to their respective positions in DSS. This commonality could have impacted new teachers'

expectations of the principal and her ability as an inexperienced principal to effectively assist

new teachers during their induction into teaching.

Perceptions of the principal's role in the induction process.

The culture that existed in the DSS played a major role in how new teachers were

inducted into teaching and the school. Collectively, six or 86% of participants were concerned

about their induction process. New teachers indicated that administrators either did not provide a

formal induction process at all or the induction process was inadequate and failed to address their

needs.

Two (out of six) or 33% of these participants indicated that administrators did not provide

an organized induction process at all. Claude asserted, "There isn't a process for new teachers.

They [new teachers] are just put into the classroom and you kinda have to feel your way through

it." Likewise, Larry implied that he did not have a proper induction and as a result, he was

prepared to document his experience in an effort to improve the induction process at the school.

In the environment, in terms of how to get to that place [comfort level with school

processes and procedures] the fastest—there is no formalized process for that and

having gone through it, I could write some document that could facilitate that and be a part of the induction process here because I've gone through the bumps.

Four out of six participants commented on how unprepared they were to handle administrative issues and paperwork at the school. On this issue Mary excitedly stated:

My concerns were the policies. I didn't know what a bus ticket was and that we [teachers] were responsible for them. Handing out books—I am just thinking about first week things and, "Oh my God!" I didn't know how to do that. Filling out paperwork—if you have a disruptive kid, what do you do? If you have to remove that student from the classroom, what do you do? What is the OSA? I didn't know that was our disciplinary office. I didn't know how to fill out a detention form. The biggest thing is how to deal. I didn't have a lot of coping strategies.

Linda admitted that even with her lack of experience as a new teacher, she recognized that her induction was lacking in terms of the "procedural things you would expect in any job you enter—sort of a training period." "I didn't really have a lot of induction, so my definition is coming out of inexperience." She also conveyed that her orientation and preparation on school procedures were inadequate and incomplete. She indicated her confusion by the following statement:

There is a disconnect between what a new person just coming into the job should know and what is explained to them. No one sat down with me to say these are all the forms you need to keep up with and this is how you do it. I would find out about a form 44 and have to be like, what am I supposed to put on this and why do I have to keep these?

Susan openly blamed administrators for not putting guidelines in place for new teachers. "I fault the administrators. If you are going to have new teachers, give them a standard or model to use." Administrators were also responsible for the last minute notice Doug was given about his teaching schedule, which added to the pressure he already felt as a new teacher.

> I think that part of the whole problem of being a new teacher is that you don't
> know what you are going to teach until the last minute. Everyone's emphasis is on
> planning and this is connected to results. I didn't know the subjects I was going to
> teach until two weeks before the school year started. I am a new teacher to begin
> with, so all that on top of everything is a bit overwhelming.

New teachers in this study were extremely critical of their induction process. Concerns included: a lack of induction, inadequate orientation to required procedural functions in the school, and insufficient administrative participation in the induction process. These issues contributed to the negative perceptions of new teacher induction at DSS. Clearly, the school's culture, which is determined to a large degree by the position taken and actions of the principal, failed to effectively acknowledge and address the special needs of new teachers in this study. With such a glaring omission of induction support, it is interesting to reconsider participants' perceptions of support from the principal. In general, novices believed the principal to be supportive of them; however their experiences during induction revealed a more outspoken stance independent of any germane facts and or feelings which could have influenced their previous views about the principal.

Interactions with Veteran Teachers

Beginning teachers' perceptions about their interactions with veteran teachers included: (1) Veteran teachers were supportive of new teachers and (2) Veteran teachers were not

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supportive of new teachers. As indicated in these findings, participants perceived that veteran teachers were supportive of novices in some areas and unsupportive in others.

Veteran Teachers Were Supportive of New Teachers

7 or 100 % of novices' indicated that veteran teachers in the school were, at various levels and or conditions, supportive of new teachers. In a general sense of the assistance provided by veteran teachers, Larry stated: "They [veteran teachers] are very helpful because they have seen everything and just small suggestions on how to handle certain situations help a lot. I've had countless teachers offer to help me out." Likewise, Claude declared, "The ones [veteran teachers] I can speak for near my classroom have always helped me out since the first day I have been here." Doug also conveyed a similar sentiment by stating: "Veteran teachers here are quite good and open as far as new teachers [by] discussing and giving advice." Larry implied that veteran teachers were both accessible and amenable when addressing new teacher concerns.

> In a real-time environment, you need a real-time answer and you can open your
> door and walk across during break and get everything you need. I kinda walk in
> and out through the teacher's lounge and they [veteran teachers] are always
> supporting [new teachers] and talking about issues. They are not just talking about
> what happened last year; they are talking in real-time and solving problems in this
> environment.

Mary described the support she received from veterans in terms of how they interacted with her: "[Veteran Teacher] and I have worked together [on Senior Project] and she has been very nurturing and she has helped me out a lot." And "I attended a conference with the [school's] disciplinarian. We have a great relationship." Although Larry indicated that his interactions with

veteran teachers in the school were limited because of his introverted demeanor, he found ways to benefit from their suggestions.

I would overhear things they say and get some of my information that way as opposed to going directly [to veterans]. Because of my default behavior, I am not too much an outgoing person. . . but in an environment where high performance is a norm, there are a few questions that everybody knows the answer and the first one is what do I do when I need help? And typically, that means go to someone who has the expertise.

Larry recognized that veteran teachers were a valuable resource in the school and he relied on several of them for support and guidance. He admitted:

When I had problems, I went to the union person. When I had issues—academic or any kind of problem, I wanted to know what he thought of an idea I had. I always brought it to the union guy first. So when I needed something in my specific subject matter, I went to [veteran teacher] or [veteran teacher]. . . I found out that the head disciplinarian in the school is the coach. I started going to the coach and he immediately said send them to me and so I had that escape valve, so I didn't say, "Go to the library." I said, "Go to the discipline center."

As a new teacher, Larry experienced difficulties managing his classroom and students. His reverence for the coach-disciplinarian was based on the respect this man garnered from students.

As the coach, that's a unique kind of position, they [students] implicitly [obey him] and he categorically has credibility with them. He can tell them to stand up

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straight and they immediately respond. I have to tell them three times to stand up straight, so that was kind of the key for me.

Danny viewed the knowledge and experience conveyed in the veteran teacher's perspective as a way for new teachers to equalize their idealistic views about teaching. He stressed that as a new teacher, acceptance of an experienced-based "reality-check" from veteran teachers would ultimately aid novices in their physical and mental stability and in their adjustment as teachers. On this issue, Danny stated:

I saw some first year teachers kind of being loners in a way. They would struggle just like any first year teacher, but I guess the older teachers speak to you from a teacher's perspective: how do you protect yourself? And how do you make your life easier? So a first year teacher is more idealistic trying to think about the students but from a practical standpoint, you have to think about your own health and sanity as well. So they [veteran teachers] kind of give you a balance. You [new teacher] have your own ideas you want to try out but you also kind of take from them the practical experience of protecting yourself and your sanity.

Mary also commented on the significance of having access to the veteran teacher's perspective.

Meetings with people in your department are important because they have great experience. They [veteran teachers] take themselves for granted. Veteran teachers say, "You don't want to know that." But then I say, "I can learn from their experience."

Linda's first year teaching was in a much smaller school setting, and she felt very supported by veteran faculty members; however she indicated that in the larger school environment of Decatur, support from veteran teachers was not always direct and openly offered.

> The school I worked in last year was very small. The faculty was under twenty-five teachers. I got to know a lot of the teachers pretty well and they were very cognizant of the fact that this was my first year teaching and gave me a lot of helpful information. Because the school was small, I never felt uneasy about approaching anyone with my questions. Here [at DSS], if you were to go to them [veteran teachers], they would be very forthcoming with information, but sometimes approachability is an issue. Veteran teachers are not always willing to help upfront.

Susan implied that support and assistance from veteran teachers was provided only after veteran teachers had accepted her into the culture. "Now that I eat lunch with them every day, I guess I am in the clique and now they will share information with me." Once Susan's membership in the veteran teacher's clique was confirmed, opportunities to interact and share information with them presented itself.

> Teachers that I teach with in 7th grade—because we share students, we can share strategies, behavior issues and [discuss] students who have accommodations and I can ask specific questions cause they know the students. It's something we call small learning communities. Earlier in the year, we met every week. That has been very helpful—having the small learning communities and I guess I have paid my dues and put my time in.

Perceptions of support from veteran teachers in this study were twofold. Most new teachers in this study perceived veteran teachers to be supportive in some aspects of their induction process and unsupportive in others. New teachers perceived veteran teachers as a resource and a source of guidance for them. Therefore, new teachers were willing to approach some veteran teachers for assistance. Usually, these veteran colleagues had classrooms near new teachers. Interestingly, the assistance provided by veteran teachers was always initiated by new teachers. Once approached, veteran teachers provided the necessary help to novices. However, veteran teachers did not initiate or approach new teachers in advance of their requests to offer assistance. One participant implied that she received support only after veteran teachers had accepted her into the school culture. The next section analyzes new teachers' perceptions that veteran teachers were unsupportive during the induction process.

Veteran Teachers Were Not Supportive of New Teachers

Four or 57% of participants indicated that certain actions of veteran teachers were not supportive of new teachers. Veteran teachers in the school were perceived in some ways as isolated from the school's culture. Mary explained it as:

> I think a lot of our teachers because they are older and detached just don't want to
> be bothered. Uh, it's very frustrating. I am still young and have good intentions
> and am not jaded. I get dumped on [by veteran teachers] because I see teachers
> who never have to cover a class and I don't get a break.

Although Mary perceived the daily task of covering classrooms as being disproportionately assigned to her, it could also be perceived as an aspect of her induction into teaching and a stage in her rites of passage into Decatur's school culture. However, Mary indicated that because of the detached mindset of veteran teachers in the school, she took advantage of a professional

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development opportunity that would ordinarily be reserved for more senior faculty members. She stated:

> I was able to attend a conference last summer. You [new teachers] are never quite sure if you are thinking according to the literature because you have your own ideas about education. Because I am new and nobody [veteran teachers] wanted to do the conference, this was a good thing.

Linda also noted a significant number of the faculty had been employed at the school for decades and as a result, the veteran teacher culture was apprehensive of new teachers. On this issue, she asserted:

> Sometimes I get the feeling that this faculty [in which] some of them have been here for thirty years, it's kind of a trial period [for new teachers]. I feel like they [veterans] kinda want to see who is going to stick it out. They are always very helpful, but they are a little bit more established in their connections because a lot of the veterans are interacting with each other more than with the newer teachers.

> Danny presented an interesting perspective on the long tenure of veteran teachers in Decatur County. Although he perceived the veterans as somewhat jaded and detached, he dissected their diatribes about students and took from them practical suggestions that would improve his practice.

> I guess the greatest impact of a first year teacher which shapes their opinions about teaching is what people that have been doing it 25 years say about it [the profession]. In Decatur County, my experience has been that anyone who has been in the job for that duration of time, well, for the most part [they] are working until they can retire and they resent going to work. So, in the faculty lounge you

hear quite a bit of negativity about students. So what I tried to do as a new teacher

is take some of the practical things these veterans had to offer from all their years

of experience, especially with classroom management because in order to survive

for that many years, you have to develop some kind of way to deal.

Susan expressed that veteran teachers "feel that because they had to learn it the hard way

you [new teachers] do too. I think that is a pile of crap and it just contributes to the dysfunction

that goes on here." She exclaimed:

If you have to write a student contract, couldn't someone give me theirs to copy?

It's not rocket science. I didn't know what one was. I never had to do one.

Couldn't someone just give me a disk with it [student contract] on it for the first

year? But no, they would not help me. I don't get it.

Susan claimed that veteran teachers went beyond the point of not supporting new teachers. "It

was the opening of school and I was stressed out to the max because I had never opened a

school. They [veteran teachers] just add to the torment for first year teachers."

New teachers in this study indicated that veteran teachers appeared detached from the

school environment and were not willing to initiate support or assistance on novices' behalf.

Veteran teachers isolated themselves from new teachers only interacting with them upon request.

New teachers recognized the relatively cynical attitudes of some veteran teachers in the school

and their overall lack of interest in supporting new teachers during their induction into teaching.

The less than supportive culture which existed at DSS left several new teachers in the

present study discouraged and disenchanted with the school and teaching. Members of the school

community who were in a position to assist new teachers were remiss in acknowledging and

addressing their needs. Through their actions or lack thereof, the principal and veteran teachers

inadvertently placed all of these new teachers at risk for leaving the school and possibly the

profession. As a result of the indifferent treatment novices received during their induction, the

next section analyzes their perceptions about leaving the teaching profession.

Exodus from Teaching

With more than fifty percent of new teachers in urban schools leaving the profession by

the end of their induction period, participants in this study were asked if they had ever

contemplated leaving their teaching careers. Predictably, six (out of seven) or 86% of new

teachers stated they had considered leaving the teaching profession. Mary's rationale for possibly

leaving the district derived from the challenges she faced as a new teacher and problems

associated with the instability of school district finances.

> The whole two years have been rough. My workload keeps increasing but I am
>
> not sure if the district has the money to pay me bi-weekly. I would be making a
>
> fortune in the business world for the number of hours I put into school.

Doug's motivation to leave teaching, on the other hand, was prompted by the school

district's apathy towards students:

> The system in place seems to discourage one from entering or staying. Much time
>
> is wasted in meaningless meetings while we are already extremely limited in time
>
> (preparation, grading, etc.). Children seem not be the priority.

Danny realized that teaching was not a good match for his temperament. "I don't enjoy

the elementary level of mathematics and I also dislike the disciplinary/policeman aspect of

teaching. My personality is not suited to teaching." Both Larry and Linda indicated that they had

considered leaving the profession to continue their education. Larry mentioned, "I would like to

get certified in the DSD before returning." And Linda stated, "I have considered leaving teaching

due to the instability of the district and my personal desire to further my education." Claude stated that his time as a classroom teacher would last only a few more years; however he contended that a career in other areas of education was probable. "I am not going to be in the classroom for twenty-five years. I will still be in education, but in other areas."

Collectively, findings revealed a somewhat challenging environment for new teachers in their quest to become enculturated member of the profession. In this study, new teacher enculturation was analyzed in two distinct phases. As a prospective member of the teaching profession, new teachers were significantly influenced by their personal and education histories. These predispositions informed not only their decisions and perspectives in education, but also positively influenced their practice. Thus, new teachers in this study experienced "anticipatory teacher socialization" as they transitioned from prospective members to new members of the teaching profession.

The process of induction in the current study functioned as a way to facilitate the enculturation of new teachers into both teaching and school cultures. Within the induction process, new teachers' concerns and interactions with students, the principal and veteran teachers were examined as factors impacting their enculturation into teaching and school cultures. The concerns of new teachers were typical of novices during their induction phase and included concerns about discipline, student achievement and efficacy. All three concerns were interrelated in this study. Novices perceived that effective classroom management was essential in order to provide meaningful instruction, ultimately resulting in student achievement gains. Novices linked their efficacy to the academic performance of their students.

New teachers' interactions with the principal and veteran teachers in this study were complex and in both cases, novices perceived various levels of support and non-support. In

general, study participants perceived both the principal and veteran teachers to be supportive of new teachers. However, a deeper analysis of support issues, particularly during the new teacher induction phase, revealed that the principal and veteran teachers did not provide adequate support to new teachers during induction. In essence, the principal and veteran teachers failed to interact with new teachers on any significant level, they failed to initiate and address novices' needs during induction and they also failed to effectively establish and embrace a climate of support during induction which granted new teachers "novice status" as they struggled to become enculturated members of the profession.

The next chapter provides a discussion of these findings within the context of participants' enculturation into teaching and school cultures. This discourse includes a discussion of new teachers' biographies, which comprises both personal and educational influences and how such experiences factor into their development as teachers. In addition, new teachers' interactions within the school culture are considered in terms of how these associations impact novices' induction into teaching and enculturation into the school culture.

<center>Interview versus SCQ Data: Contradictions in Data Sources</center>

A comprehensive analysis of both SCQ and participant interview data revealed a contradiction in new teachers' perceptions of support from the principal and veteran teachers in the school. Novices perceived both professionals at DSS to be supportive of them and data from the SCQ and a segment of the interview data reflected this notion. Through a deeper exploration of support in general, this section analyzes the paradoxical views of new teachers and the factors which impacted new teachers' perceptions of support during their induction into teaching.

SCQ data indicated that new teachers perceived the principal to be supportive of them and that she created a climate of support in the school which granted new teachers "novice

status." In addition, a portion of the interview data on support from the principal echoed this sentiment. However, when questioned about induction-related support from the principal, most new teachers responded that induction support was either inadequate or did not exist at DSS. I believe the contradictory accounts were primarily due to the empathy felt and conveyed by new teachers as it relates to their new principal who was described as being overwhelmed by her role as top administrator in the school.

In a similar vein, veteran teachers were perceived as supportive of new teachers and based on SCQ data, veteran teachers also granted new teachers "novice status." However veteran teachers' responses about the acknowledgment of "novice status" did not support new teachers' assertions. In addition, interview data revealed that the support provided by veteran teachers was conditional and only offered if new teachers initiated or requested assistance first. In actuality, veteran teachers were isolated from novices and projected an attitude of indifference regarding their needs during induction. I believe that new teachers' admiration and respect for veteran teachers and their perspectives on teaching could partially account for their contradictory statements about support from veteran teachers. Also, the fact that veteran teachers were willing to assist new teachers upon request could have contributed to novices' misunderstanding about the type of support due to them during their initiation into teaching.

Like Mary, the teacher introduced in the opening vignette of this study, Susan was also seeking tenure at DSS. However, unlike her eager new teacher counterpart, Susan did very little to establish a connection with members of the DSS school culture. Susan became a teacher after years spent in other careers because she was attracted to the stability of a teaching position, and she felt that her position as a science teacher should have given her immunity from the impending layoffs due at the end of the school year. However, she was visibly and vocally

dissatisfied with the principal and her disparaging attitude about the school, administration, and veteran teachers alienated both new and veteran teachers in the school, which isolated her from many aspects of the school culture. Lacking support from most members of the school community, Susan, an uncertified new teacher, was now worried about her position at the school. Her concerns centered on a belief that teachers were not interchangeable and that believing they are destroys a school culture. Although anxious about her position at DSS, Susan remained hopeful of returning the next year.

Susan's overall disposition about the school, members of its community and her position were intriguing and somewhat puzzling. Like Mary, her expectations were to continue working at DSS in spite of her feelings and opinions of others in the school. Susan was completely unaware that her negative disposition about the school community could be the primary factor which determines if she will be allowed to stay at DSS, notwithstanding the school's possible need for science teachers.

Susan and Mary do have one thing in common. Both new teachers felt they deserved a position at DSS, albeit for different reasons. Ironically, all of Mary's efforts to interact and connect with members of the school community provided her with no more of a guarantee or security than Susan, who made no effort to assimilate into the school culture. Both new teachers' enculturation was somewhat hindered by a school culture that appeared to be uninterested, unresponsive and unavailable to new teachers.

CHAPTER 5

DISCUSSION

The purpose of this chapter is to look beyond induction experiences in order to understand the larger issue of new teacher enculturation at Decatur Secondary School (DSS). In addition, factors which influence how socialization occurs in the school are discussed. The conceptual framework presented in chapter two depicts new teacher enculturation at two distinct phases: (1) As a Prospective Member of the Teaching Profession and (2) As a New Member of the Teaching Profession and School Culture. The following sections of this chapter discuss how novices in this study were enculturated into school and teaching cultures at DSS.

One of the research questions that this study set out to explore is the impact of teachers' biographies on their attitudes about teaching as prospective members of the profession. As it relates to this study, new teachers' personal and education histories are discussed in terms of the potential influence of biographies on the enculturation of new teachers into the teaching profession.

NEW TEACHER ENCULTURATION: AS AN ASPIRING MEMBER OF THE

PROFESSIONAL TEACHING CULTURE

Enculturation Influences Before Practice

Influence of Personal Histories: Teacher Socialization Conceptualized

The socialization process for new teachers in this study was initiated long before they enrolled in teacher education programs or entered their classrooms for the first time. Zeichner and Gore (1990) maintain that students enter learning situations with "previously constructed ideas, knowledge and beliefs and with certain capabilities acquired through prior experience" (p.8). Likewise, Feiman-Nemser et al. (1999) assert that new teachers enter into the profession

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with a range of preconceptions which may or may not impact their professional practice. Most of the new teachers in the current study recognized the important role their beliefs and experiences played in their socialization into the teaching profession. Danny's decision to enter the teaching profession was based on his desire to improve conditions in the school and the overall educational system in Decatur County which possibly stemmed from the fact that he was a former student in the DSD.

Researchers in teacher socialization (Lortie, 1975; Zeichner & Gore, 1990) have extensively explored the influences on teacher development prior to formal education training. Three of the most prevalent views include: evolutionary (Stephens, 1967), psychoanalytic (Wright & Tuska, 1967), and the "apprenticeship of observation" (Lortie, 1975).

Stephens (1967) proposes an evolutionary theory to explain new teacher socialization (Zeichner & Gore, 1990). He contends that our daily interactions with others involve an exchange of our primitive spontaneous pedagogical tendencies which help to explain why teachers act as they do. Thus, teachers bring to teacher education a set of predispositions that are common to all individuals in varying degrees (Hansen, 1995; Staton & Hunt, 1992). Although data in the current study do not support the evolutionary perspective of teacher socialization presented by Stephens, his theory brings to light another dimension of teacher development that may contribute to the body of research on pre-training influences on teacher socialization. Zeichner and Gore (1990) claim that while Stephen's research is not commonly cited, he presents a convincing argument that at least some aspects of teaching overlap individuals and contexts.

Evidence of both the psychoanalytic and the "apprenticeship of observation" views on new teacher socialization are apparent in my findings. In the psychoanalytic view, Wright and

Tuska (1967) suggest that teacher socialization is affected to a large degree by the quality of relationships teachers had with significant others (e.g. mother, father, teacher). Thus, becoming a teacher is, to some extent, a process (not always conscious) of trying to become like significant others in one's childhood (Hansen, 1995; Zeichner & Gore, 1990). This view is consistent with findings in the present study. Most new teachers I studied were convinced that individuals who were important in their lives influenced (in some way) their development as teachers. Mary and Susan were encouraged by relatives to become teachers. In each case, both new teachers reported that their significant individuals observed certain characteristics in them that corresponded well with the teaching profession. In the current study, new teachers did not express a desire to replicate the interactions which occurred between former teachers as Wright and Tuska (1967) also imply. Novices in my study were more prone to just utilize the methods and practices they observed from significant individuals instead of mimicking aspects of their former classroom encounters.

New teachers in the current study also experienced what Lortie (1975) referred to as an "apprenticeship of observation." This view of socialization suggests that teacher socialization occurs through the internalization of teaching models during the time spent as pupils in close contact with teachers (Zeichner & Gore, 1990). New teachers in my study also described a definite influence of former teachers on their teaching practice. As Lortie (1975) suggests, novices I interviewed not only adopted instructional methods used by former teachers, but they also took from them classroom management techniques and aspects of former teachers' dispositions. For example, Mary reported that in addition to the teaching techniques used by her former English teacher, she also related to her former teacher on a physical level because she too was small in stature and had a commanding presence in the classroom.

Research by Ross (1987) challenges the "apprenticeship of observation" view on teacher socialization. He claims that the internalization of early models of teaching found in the "apprenticeship of observation" process is much more selective and deliberate and does not account for the subtle influences that former teachers may have on individuals. In my study, it can be reasonably assumed that new teachers were selective in the former classroom experiences they claimed to have influenced their practice. Certainly, these new teachers could have also encountered teachers who were not particularly skilled practitioners during their formative education years. Vitra (2002) addresses the intuitive and imitative aspects of "apprenticeship of observation." In his study of pre-service history teachers' beliefs, study participants' images of an "ideal" teacher from their formative school years evolved from the personal characteristics of former teachers instead of their instructional methods. Vitra (2002) cautions that the idealistic views held by these teachers are not consistent with the realities they will face as beginning teachers. Vitra presents a valid concern about Lortie's socialization theory. In a worst case scenario, an "apprenticeship of observation" could prolong novices' idealized views of teaching, thus, facilitating "reality shock" (Veenman, 1984) and hindering their enculturation into the profession. Mary is a case in point; her disillusionment with the school and its culture, while not as severe as most "reality shock" occurrences in new teachers' development, led to a more realistic viewpoint of members in the school community and her expectations of them.

As findings in the present study suggest, novices' predispositions were a dominant factor in their development as teachers and in their overall enculturation into the teaching profession. Participants received a great deal of support, encouragement and confidence from significant individuals (e.g. parent, relatives, and friends). Through direct interactions with these important

individuals, novices drew upon these experiences in order to determine how they would interact with students in their classrooms.

The next section explores the impact of education histories, as opposed to personal histories, on new teachers' decisions to enter teaching and on their developing teaching perspectives.

Education Histories: Influence on Teaching Perspectives

    Decisions to enter teaching.

Novices in my study were optimistic about the prospect of making a difference in the educational system in Decatur County. These feelings evolved from participants' personal experiences in both successful and failing public schools. Danny actually attended a public school in the Decatur County School District (DCSD) and as a result was deeply affected by conditions in the district. Like Danny, new teachers typically approach their teaching position with aims to positively contribute to the school system (Gordon & Maxey, 2000). The idealistic viewpoints expressed by new teachers in my study are characteristic of beginning teachers during their induction phase of teaching (Corley, 1998; Gordon & Maxey, 2000; Martin et al., 2001; Veenman, 1984). Mary, Linda and Danny expressed such optimistic views about their role in improving aspects of the failing school system. My findings indicate that participants entered the teaching profession based on a desire to improve conditions in the troubled DSD and to positively impact the academic achievement of students within the district.

In the current study, intrinsic desires to make a difference and achieve some measure of success in the school were evident in new teachers' educational outlooks. With such aims, teacher efficacy was an important factor in these individuals' decisions to enter into teaching. Linda and Danny reported concerns about their overall effectiveness and how it connects to

student achievement. New teachers' innate desires to make a difference were a guiding factor in their decisions to enter teaching in this study. This is similar to findings by Johnson and Birkeland (2002) who report that by choosing careers in teaching, new teachers look for intrinsic rewards for their instructional efforts. Johnson and Birkeland's (2002) respondents expressed expectations to be effective in the classroom and to achieve discernible academic success with their students just as the participants in my study did.

Significant in the current study was the number of participants who entered teaching as a second career. Research by Freidus (1994) indicates that second career teachers bring to the school culture a "repertoire of professional skill and knowledge, a sense of commitment and an articulated sense of agency" (p. 1). Characteristics of second career teachers in my study were consistent with Freidus' statement regarding the personality of second career teachers.

The reasons and/or motivations for participants to initiate a career change could be divided into two categories: (1) desire for job stability or security and (2) desire for advanced careers in education (outside of teaching). Half of the new teachers in this group were middle-aged and wanted the stability and consistency that comes along with a career in teaching. Susan's motivation to enter teaching as a second career was based on her preconceptions that teaching would be less demanding than her previous career and that it would provide her with more job security. Interestingly, Susan was probably the most likely new teacher to not be retained at DSS because of her negative disposition. Her dissatisfaction with the principal and others in the school was known throughout the school and this fact alone, despite her abilities, could jeopardize her employment at DSS. The other half in this group of career changers were ambitious and expressed desires to work in other areas of education. Both Claude and Doug envisioned their careers in education going beyond the classroom. However, these new teachers

understood the necessity of getting the classroom teacher perspective and in essence, paying their dues in the classroom before moving to the more administrative roles in education.

Developing perspectives in teaching.

The educational perspectives, instructional strategies and approaches to teaching used by new teachers in the current study were based on methods used by their former teachers. Linda reported that she often utilized instructional methods presented by her former middle school teachers. Linda reflected on the enriching and engaging environment one of her former teachers established in the classroom and how she tried to incorporate activities in her classroom that would appeal to students in a manner similar to her former teacher. Danny also conveyed an influence of former teachers' instructional methods on his practice. He recognized that the direct instructional methods he received as a student did not adequately accommodate the needs of his students and it was his priority to adjust his teaching methods accordingly. This finding supports Zeichner and Gore's (1990) research by suggesting a link between teacher socialization and the quality of relationships new teachers have with significant adult figures. In describing the origins of these influences, some new teachers in my study remarked about former teachers' personalities, character and mannerisms.

Vitra (2002) asserts that novices' characterization of the "ideal" teacher in their observations of former teachers is the controlling factor in their "apprenticeship of observation" rather than accounts of instructional methods used by these former teachers. Contrary to Vitra's findings, new teachers in my study also recalled instructional techniques used by former teachers. In addition to comments about former teachers' personalities, novices were equally engaged by their pedagogic abilities. Thus, in the present study, most novices' "apprenticeship of

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observation" of former teachers better prepared them for the classroom and their enculturation into the profession.

It is interesting to note that one new teacher in my study conveyed that his teaching style and methods were not and could not be based on the methods used by former teachers due to the aggressive and disrespectful demeanor of today's students. Claude was the self-sufficient new teacher in my study who did not look to the principal or veteran teachers for guidance during his induction. He insisted that if he had the appropriate resources (i.e. books, supplies), he "could handle the rest." Claude also adamantly insisted that he was not influenced by his former teachers because today's generation of students is much more aggressive and disrespectful than students during his formative school years. This finding corroborates research by Public Agenda (2004) with the claims that parents are failing to teach their children restraint and that only about one third of parents have succeeded in teaching their children to have self-control and discipline. Public Agenda (2004) also cites the excessive degree of disrespect that is widespread in everyday culture as a contributing factor to the lack of respect common with today's students. Researchers assert that students today absorb these disrespectful behaviors and transfer them into the school and into their classrooms.

In the current study, new teachers' education histories, like personal histories, were also important influences on their professional practice. The influence of former teachers was significant and positively factored into novices' socialization process. It was during these interactions with former teachers that new teachers gained teaching perspectives, approaches to classroom interactions and instructional methods. Through an indirect observation of former teachers, several participants acknowledged the direct impact of these formative experiences on their current teaching practice. The merging of both histories contributed to anticipatory

socialization of novices in the present study (Lortie, 1975; Zeichner & Gore, 1990) and provided greater insight into the relationship between teacher preconceptions about teaching and their socialization into the profession (Hansen, 1995).

Evidence of new teachers' inclination to teach materialized in both personal and education histories. Whether it was a desire to improve the conditions of public schools, impact the achievement levels of students, or a career change, I found that personal beliefs and the influence of significant individuals in my study ultimately played a positive role in the maturation and enculturation of new teachers into the profession.

Positive Influence of Teacher Biographies on New Teacher Enculturation

The personal predispositions of new teachers in my study positively impacted their enculturation into teaching. The beliefs of new teachers and the influences of significant individuals were important factors in novices' overall dispositions toward teaching (Zeichner & Gore, 1990). New teachers' interactions with important individuals not only provided them with support and encouragement but also insight on how best to approach teacher-student relationships in their classrooms. Likewise, the education histories of new teachers, which involved the time they spent observing the classroom methods and strategies of former teachers, also influenced the teaching practices of novices and aided in their adjustment to teaching (Zeichner & Gore, 1990).

During the enculturation phase as a prospective teacher, both personal and education histories worked in concert to initiate the socialization process of new teachers. By nature, this phase is the most idealistic period of the enculturation process. It is a time when prospective teachers, through their personal and education histories, formulate ideals about teaching and initiate their teacher identity in anticipation of becoming a teacher.

Pre-Service Training: Influence of Formal Teacher Education

The present study's primary focus included the factors and experiences before and after teacher education training, which impact the socialization of new teachers into the teaching profession. However, a section of the School Culture Questionnaire (SCQ) utilized in this study captures new teachers' perceptions on the impact of their teacher education training on their current practice. The limited amount of data collected in this area relates to the: (1) impact of teacher education training on novices' ability to interact effectively with others in the school environment. This section of the SCQ includes questions dealing with new teachers' ability to interact with the principal, veteran teachers and other members of the school community, and (2) impact of teacher education training on novices' adjustment to the teaching profession. This section of the SCQ includes questions relating to how teacher education training prepared new teachers for the challenges they would face as novices to the profession and how prepared they were to justify their instructional decision to community members.

Based on survey results in these two areas, new teachers' perceptions in the current study revealed that they were not adequately prepared to interact with others in the school or to handle the pressures and challenges typically faced by new teachers, although a significant number of new teachers expressed confidence in their abilities to justify instructional decisions. Results from the SCQ are limited in scope. Data do not capture a full and complete analysis of teacher education training components and the individual impact of these programmatic elements on new teachers' development. Hence, SCQ survey questions provide only a small glimpse into the perceptions of participants in the current study and even within this context; results are only germane to the specific areas being assessed.

Research in teacher socialization reports that teacher education training has a limited impact on new teachers' socialization into teaching and their school cultures (Hansen, 1995; Pinnegar, 1996; Staton & Hunt, 1992; Veenman, 1984; Zeichner & Gore, 1990). The extreme language of some researchers even indicates that teacher education training has little impact or fails to provide new teachers with the appropriate tools to manage their transition into teaching (Corley, 1998; Lortie, 1975). However, these overstated claims have been challenged by researchers who purport that the socialization of new teachers could possibly occur during academic courses outside of the colleges of education, in methods and foundation courses and in field-based experiences in elementary and secondary schools (Zeichner & Gore, 1990). The degree or impact of these components on the socialization of new teachers will vary depending on the institutional environment. According to Zeichner and Gore (1990) the character and quality of institutions in which teacher education programs exist are not typically considered in research on teacher socialization.

In a study of seven teacher education programs that prepare teachers of diverse learners, The National Commission on Teaching and America's Future (1997) reports that based on external evaluations and observation of teaching practices, graduates of these programs have developed pedagogical skills that enable them to teach challenging material required for new subject matter standards. The Commission lists several features the study institutions had in common to address some of the limitations of traditional teacher education programs:

- a common, clear vision of good teaching that is apparent in all coursework and clinical experiences;

- a curriculum grounded in substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and subject matter pedagogy, taught in the context of practice;

- extended clinical experiences (at least 30 weeks) which are carefully chosen to support the ideas and practices presented in simultaneous, closely interwoven coursework;

- well-defined standards of practice and performance that are used to guide and evaluate coursework and clinical work';

- strong relationships, common knowledge, and shared beliefs among school- and university-based faculty; and

- extensive use of case study methods, teacher research, performance assessments, and portfolio evaluation to ensure that learning is applied to real problems of practice (p. 30).

With the current climate of skepticism concerning the role and impact of teacher education in teachers' practice, research to address this issue was conducted by Darling-Hammond (2002). Her study examines data from a 1998 survey of nearly 3,000 new teachers in New York City. New teachers were asked their perceptions on their preparation for teaching, their beliefs and practice and whether they would remain in teaching. The sample was demographically diverse (e.g. race, age, method of acquiring teaching credential), although 80% of respondents were female. Findings suggest that teachers who were prepared in teacher education programs felt significantly more prepared across most dimensions of teaching than those teachers who entered teaching through alternative programs or without preparation. Also, a

significant correlation existed between new teachers who felt well prepared when they entered teaching and their overall efficacy and plans to remain in teaching.

There is an ongoing debate between supporters of traditional teacher preparation and proponents of the open-market approaches to teacher certification (L. Darling-Hammond, 2002; V. Roach & Cohen, 2002). Findings from Darling-Hammond (2002) and the National Commission on Teaching and America's Future (1997) strongly advocate the importance of teacher education programs in the training and development of beginning teachers. Darling-Hammond (2002) cautions that any measures to improve teacher education programs, thereby improving teacher quality are minimized when states allow teachers to teach without preparation. Because the new teachers who participated in my study came from a variety of teacher preparation programs and/or no formal teacher education training, I was more interested in studying the experiences before and after formal teacher training that helped them make the transition to professional educators.

NEW TEACHER ENCULTURATION: AS A NEW MEMBER OF THE PROFESSIONAL TEACHING CULTURE

Induction as a Means to Facilitate New Teacher Enculturation

Enculturation for new teachers in the current study occurred within the process of induction, which provided a context in which new teachers could engage in meaningful interactions with key individuals within the school environment. Feiman-Nemser et al. (1999) explain the process of induction as an opportunity to induct new teachers into a community of practice where teachers and administrators can work together to improve both teaching and learning within the school culture. In my study, the DSS community (administrators and faculty)

failed to acknowledge the importance of new teacher induction which limited the opportunities for new teachers to productively engage and interact in a professional learning environment.

Administrators at DSS did not recognize the potential of induction to help new teachers in their adjustments to teaching and school cultures (Feiman-Nemser et al, 1999; Whisnant et al., 2005). Hence, little to no effort was made to determine how induction should be conceptualized to best meet the needs of beginning teachers within the DSS school culture (Edey & Huston, 2004). These factors have serious implications for the type(s) of support that should be made available to new teachers during induction.

Feiman-Nemser et al. (1999) describe three different conceptualizations of induction. First, induction is described as a unique phase or stage in teacher development. In this view, the induction phase tends to emphasize the self-defined problems and concerns of beginning teachers rather than the central task of learning to teach (Feiman-Nemser et al., 1999). Although the concerns and problems of beginning teachers in the current study were important, a singular focus on these issues alone would not dramatically improve novices' induction into teaching nor would it have necessarily facilitated their enculturation into the profession. Second, induction is presented as a formal program for beginning teachers. Induction programs tend to vary greatly from state to state, including planned systems of support, mentorship, and/or assessment (Feiman-Nemser et al., 1999). Unfortunately, DSS did not have a formal induction program in place nor did the school have any consistently practiced informal induction activities within the school culture. Third, induction is understood to be a transitional period when teachers move from pre-service preparation to practice. In this outlook of induction, new teachers' socialization into the profession takes place through the informal processes that occur within the school environment (Feiman-Nemser et al., 1999). In my study, induction was conceptualized as a

socialization or enculturation process to aid new teachers in their transition into teaching professionals.

This section of the discussion addresses research questions related to how the process of induction affected new teachers' enculturation into the profession and school culture. The following elements of the induction process are discussed: role of novices' concerns about their interactions with students and novices' interactions with both the principal and veteran teachers.

By viewing induction as a socialization process (Feiman-Nemser et al., 1999), new teachers in this milieu are encouraged to interact with members of the school community in an effort to teach effectively while learning to teach (Wildman, Niles, Magliaro, & McLaughin, 1989). Wildman, Niles, Magliaro and McLaughin (1989) believe that helping new teachers learn to teach will ultimately lead novices to a better understanding of students, the school and its culture. Thus, the induction process would function as a socialization agent promoting new teachers' enculturation into the profession and the school culture. In contrast to the supportive environment recommended by Wildman, the DSS community did not completely adopt the notion of helping new teachers learn to teach. Novices lacked the support necessary during their induction phase to aid their transition into teaching. With inadequate assistance, new teachers' collaborations and interactions with key members within the school culture were significantly limited if not non-existent. Most of the new teachers in this study reported a lack of interactions with more experienced members of the school and a general lack of support within the school for new teachers.

The next section discusses both situational and organizational factors that influenced new teacher induction at DSS and the overall impact of these factors on the enculturation of new teachers into the profession.

New Teacher Interactions with Students

      Concerns about classroom management.

New teachers' interactions with students in the DSS environment revealed concerns primarily about classroom management and discipline. Linda and Larry reported that their initial concerns were about managing their classrooms and controlling discipline problems. Even Claude, the self-sufficient new teacher in my study, stated that maintaining discipline was important because of the time wasted correcting students' behaviors. This finding is consistent with research on the perceived problems or concerns of new teachers (Fuller & Bown, 1975; Veenman, 1984). Other researchers report that early concerns about discipline are typical for new teachers as they struggle to gain a sense of control in the classroom (Staton & Hunt, 1992). More recent research on teacher concerns downplays concerns relating to students by focusing on time management and administrative issues raised by new teachers (Ganser, 1999). Ganser (1999) reevaluated the usefulness of Veenman's (1984) earlier study determining that his findings, while important, are not current and therefore require careful treatment and application. Contrary to Ganser's argument, the concerns of new teachers in my study were consistent with Veenman's rank order of perceived problems which placed discipline/classroom management issues and efficacy concerns in the number one and number two positions respectively (Veenman, 1984). In my study, Danny approached veteran teachers on his hall and asked them for tried and tested strategies on effective classroom management to handle his discipline problems. Danny's willingness to approach veteran teachers in the school was not a common practice among new teachers. Danny recognized the value in the more experienced views of

veteran teachers and in those instances when he approached his seasoned colleagues, he was provided with assistance.

Concerns about student achievement.

Teacher efficacy was directly linked to student achievement in the present study. Similar to findings by Gilles et al. (2001), novices I studied also connected effective classroom management to their overall abilities to provide students with instruction that promoted learning in the classroom. Several new teachers including Danny and Mary linked their efficacy with student achievement. On this issue, Mary was very concerned about her ability to prepare students academically for college level English. New teachers in my study were concerned about meeting the educational needs of students and ensuring that their students were excelling at the same level as students of veteran teachers, as were the new teachers studied by Johnson and Birkeland (2002). Linda was particularly concerned that her students were academically comparable to the students of veteran teachers. Mary also expressed concerns that she could academically inspire her students with her instructional abilities. To effectively address student achievement, novices in my study utilized instructional methods that were student-centered, interactive and meaningful. This finding is comparable to findings by Barnes (2002), who found that new teachers implemented innovative instructional techniques and adjusted didactic methods to better accommodate student learning styles. Research by Valli et al. (2001) also suggest that beginning teachers were amenable to utilizing various instructional strategies to accommodate the diverse learning styles in their classrooms. Participants in this study who were concerned about efficacy and impacting student learning were also more successful in teaching mathematics. A participant in my study, Doug, was especially concerned about making learning

more meaningful in his classroom. He stressed the use of discourse as a way to excite and captivate students.

Concerns of classroom management and discipline appear to be key components in establishing classroom environments in which learning might take place (Gold, 1996). New teachers in the current study perceived that quickly mastering classroom management and establishing authority were important aspects in their survival as new teachers. The beginning teachers in my study were hampered to some degree by their inexperience in teaching. Certainly, maintaining discipline and control were important factors in the daily operation of their classrooms. However, as survival concerns are resolved, it is feasible to believe that new teachers will achieve a measure of professional growth with each year of teaching experience during their induction process. A better understanding of elements within the school culture including administrators, faculty, students, curriculum and instruction will improve new teachers' opportunities for meaningful collaborations, professional development and the likelihood of becoming enculturated members of the profession and school culture.

The concerns of new teachers, as well as their interactions with students, represented one third of the induction process and a component within the new teacher enculturation dynamic. In my study, novices expressed some challenges with classroom management and student achievement. New teachers also associated their overall efficacy with their ability to provide effective instruction by maintaining control of their classroom. Although both concerns were significant, they did not pose a serious threat to the enculturation of new teachers.

New Teacher Interactions with the Principal

    Compassion for the principal.

At the core of novices' initial perceptions of administrative support in the current study was a propensity for them to empathize or identify with the principal who was also new to her position and by participant accounts, overwhelmed with her duties and responsibilities in a new school. When asked about approaching the principal for support or guidance, Mary exclaimed, "no way, because of all the things she has going on." Similarly, Larry and Doug reported the hectic schedule of the principal and her lack of visibility and availability in the school. These new teachers described their new principal as completely inundated with duties relating to the school and with district meetings about school initiatives and mandates. Lashway (2003) reports similarities between the induction experiences of new teachers and new principals. He asserts that like novices, new principals often encounter the same sink-or-swim induction into the school. Reality shock, stress, feelings of being overwhelmed and isolation were listed as factors impacting new principals' assimilation into school cultures (Lashway, 2003).

Although conjecture at this point, I contend that novices were somehow affected by similarities in their induction experiences to those of the principal. This kinship (of sorts) led to inconsistencies in new teachers' accounts of support provided by the principal. On one hand, when asked if the principal was supportive of new teachers, a significant number of novices responded positively. On the other hand, when asked about induction-related support, which is typically established, guided, endorsed, and/or maintained by the principal (Johnson & Birkeland, 2002), a significant number of new teachers I studied responded negatively.

It is my assertion that novices' connection to the principal, while not specifically verbally acknowledged in this study, was instinctive and resulted from their affective dispositions

regarding their own assimilation into the school culture. Their outlooks allowed them to understand the principal's situation from the principal's perspective (Huitt, 2005). Huitt (2005) explores the relationship of affective and emotional dispositions on academic success. Particular to my study is his examination of empathy and his contention that "empathy may go beyond understanding of the other person to include emotional responsiveness or resonance such that an individual comes to experience the same or compatible emotions of the other person"(p. 2). Even at their own expense, several new teachers in the current study used the principal's inexperience and demanding workload to explain her lack of availability. By doing so, novices sacrificed the time and attention customarily due to beginning teachers during their induction into teaching and the school environment. Mary certainly sacrificed her needs by not approaching the principal with her concerns. She was also very concerned about how others perceived her and was careful not to project an image of an overwhelmed new teacher in desperate need of assistance from the principal.

The empathetic viewpoint adopted by new teachers camouflaged (to some degree) their true perceptions of how limited participation and interactions with the principal factored into new teachers' overall enculturation into teaching and the school in which I conducted my study. Their posture on this issue also led to a disconnection from the school's top administrator which restricted or prevented interactions with the principal. Several new teachers reported a reluctance to approach the principal due to her demanding schedule and general lack of availability. Doug commented on the principal's lack of availability due to the off-campus district meetings she was required to attend. He viewed her lack of interactions within the school as an unfortunate situation both for teachers and the principal. Compounding the division between the principal and new teachers was the juxtaposition of opposing views (new teachers versus principal) on

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district initiatives. In these situations, the principal's administrative obligation to put forward

district mandates, which often conflicted with new teachers' instructional practices, further

contributed to their reluctance to interact with the principal who by default, appeared to be

unavailable and/or unapproachable. Danny expressed that district policies are often divisive and

disconnect new teachers from the principal. He recognized that the principal is often put in a

position to promote the latest mandate; however, he was more concerned about how the directive

would impact his classroom practice. Typically, such initiatives increase the amount of

paperwork new teachers' must generate and manage, thus limiting the time and attention they

have to focus on classroom and instructional issues.

New teachers believed the principal to be supportive of them and a portion of the findings

in my study reflect this notion. However, a deeper analysis and discussion of support provided

by the principal presented in the next two sections reveal a much different picture from earlier

claims that the principal was supportive of new teachers.

Conditional support from the principal.

In the present study, efforts were made by the principal to incorporate supportive

activities for all teachers in the school. New teachers were receptive to these genial measures,

which somewhat encouraged faculty interactions among the DSS community during these

occasions. However, the focus on just the "warm-fuzzy" side of the culture alone was not enough

to assist novices during their induction into teaching. For example, Doug praised the principal for

her efforts to try to foster a warm culture with activities such as: birthday parties, teacher

appreciation day and a faculty retreat. However, he also remarked about the absence of

discussion and concentration on the foundational aspects within the school culture such as:

establishing a clear vision and direction for the school and establishing a school mission

statement. Noticeably missing on the principal's agenda of support was a strategy on how to best anticipate and address the needs of new teachers during their induction into teaching. Unfortunately, no such action plan to address the anticipated and/or actual needs of new teachers at DSS existed in the school. As the school's academic and administrative leader, it was the principal's responsibility to establish an environment in which unconditional support was readily available to new teachers (Edey & Huston, 2004). Cole (1993) declares that the key role of the principal is to establish and maintain a climate in which support is encouraged and valued as an integral part of the culture. In such a caring school culture, support is automatic and provided in anticipation of novices' needs during induction. Weasmer and Woods (2000) suggest that a supportive principal should anticipate and protect against threats to beginning teachers' success. In a similar vein, research by Johnson and Birkeland (2002) states that if the principal is fully engaged in the aspects of the professional culture within the school, she will automatically know what is required to make new teachers feel supported. It is my contention that the new principal at DSS was far too busy worrying about her own survival to focus on the needs of new teachers and ensure that their transition into the profession was met with sustained support from all members of the school community.

The anticipated needs of new teachers play a vital role not only during their induction, but also in their enculturation into professional teaching and school cultures (Edey & Huston, 2004). As findings suggest in my study, novices were not always willing to ask for help fearing admissions of inadequacy and/or "they may not know what to ask for to help address their issues and problems" (Edey & Huston, 2004, p.13). Larry was so reluctant to ask veteran teachers for help that he would occasionally visit the faculty lounge and listen unobtrusively to veteran teachers to gain insight on his issues and problems.

In the current study, support from the principal was not anticipated and when provided, it was conditional at best. Only after new teachers brought their concerns to the principal's attention did she attempt to provide the requisite support to address their problems. Thus, a willingness to address new teachers' concerns when approached does not constitute adequate induction support according to prior research which focuses on providing novices with anticipated support. It is the principal's primary role during induction to foresee the needs of new teachers (Kardos et al., 2001; Feiman-Nemser et al., 1999), and the principal of the school that I studied did not fulfill that role. The conditional support provided by the principal and suggested in earlier claims by participants in my study also does not signify a supportive principal. Prior to being questioned about support from the principal during induction, only one participant explicitly stated that the principal was unsupportive of new teachers. Susan cited several instances in which she claimed that the principal as well as veteran teachers in the school failed to support her efforts to improve the academic environment in her classroom.

Lack of support from the principal during induction.

Novices' specific views about their induction process at DSS revealed an overt pattern of non-support by the head administrator in the school. In the current study, the process of induction, which occurred within the school culture, was predisposed to conditions that impeded new teachers' assimilation into the profession. Research by Kardos, et al. (2001) support this statement and further claims that within the school culture, the quality of the environment and the nature of interactions between school-based colleagues are essential facets influencing new teacher enculturation.

Within the school culture at DSS, new teacher induction was perceived as either non-existent in the school or haphazardly orchestrated, placing novices in a "sink or swim" induction

mode with little to no guidance from the principal. Claude asserted that there was not an induction process in the school and as a new teacher in the DSS culture "you have to feel your way through it." Moir (2003) describes such a practice as "baptism by fire" induction which, by definition, implies that novices are initiated into the school culture without an orientation to the school, its policies, procedures, and protocols governing the school and students. Linda reported that although she was inexperienced as a teacher, she recognized that her induction was seriously lacking in the "procedural things you would expect in any job you enter." Likewise, Mary was overwhelmed by the administrative procedures and paperwork and the fact that she did not have an orientation on school procedures and policies. The induction process at DSS was disjointed and instead of assisting new teachers, novices were overwhelmed and discouraged by the lack of organization, support, guidance and structure in the school.

Support for new teachers is a broad concept with multiple meanings, interpretations and implications. Specifically, induction support for new teachers according to Feiman-Nemser et al. (1999) could be viewed as a Janis-figure which represents "looking backward toward pre-service education and forward toward in-service education" (p. 3). Looking ahead requires the principal to engage in thoughtful consideration of induction practices that work best within the school culture. Whether a formal program or informal induction processes, the principal must first accept the notion that "novice status" is essential in establishing a climate in which new teachers can mature and develop professionally in a caring, collaborative and supportive school community.

Although new teachers in the present study received some measure of support from the principal, they were not granted "novice status," thereby forfeiting a range of anticipated support to specifically address their organizational, situational and/or emotional needs during their

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induction into teaching. Gold (1996) describes the necessity for such support in the following way: "teachers cannot create a learning environment without classroom management skills, cannot teach without instructional skills and cannot use their instructional or management skills unless psychological needs are met" (p. 548). In contrast to Gold's declaration, support from the principal in my study failed to adequately address novices' needs and occurred only when requested or initiated by new teachers.

In light of the limited support new teachers actually received, and in the absence of any novice-centered assistance customarily due to new teachers, one could presume that novices in this study were unaware of the type(s) of support associated with their induction into teaching. If these new teachers were in fact, incognizant of this situation, then support of any caliber would have been perceived as acceptable and appreciated by new teachers in my study. This presumption could also provide some insight on the inconsistency in new teachers' accounts regarding support from the principal. The next section discusses new teachers' interactions or lack thereof, with veteran teachers at DSS.

New Teacher Interactions with Veteran Teachers: The Absence of Collegiality

The successful enculturation of new members into the teaching profession requires not only the knowledge and skills necessary to provide effective instruction, but also direct interactions with experienced members of the school community (Kardos et al., 2001). During these exchanges, novices are encouraged to interact and collaborate with veteran teachers in an effort to gain the necessary insight and assistance to ease their transition into the teaching profession. For new teachers in the current study, opportunities to interact with veteran teachers were limited. New teachers in this study perceived veteran teachers as supportive because they were willing to assist novices upon request; however, effective induction support should be

anticipated as well as solicited and veteran teachers in this study made no efforts to foresee the needs of new teachers nor did they interact and/or collaborate with novices on any substantive level. When these interactions occurred, new teachers, as Kardos (2001) suggests, initiated discussions with veteran teachers in order to learn the dynamics of the DSS school culture. Danny reported that veteran teachers could provide idealistic new teachers, through their experience and knowledge, with a balanced perspective on teaching. Larry also admired the veteran teachers' perspective as a source of guidance. Although new teachers in this study appeared to value the knowledge and experience of veteran teachers, their admiration did not garner the type of support, interaction and collaboration needed to facilitate their enculturation into teaching and school cultures. Schein (1992) notes that "one of the major activities of any new member when she enters a new group is to decipher the norms and assumptions that are operating" (p. 13). Danny's strategy on interpreting the norms and assumptions within the culture involved him taking from the veteran teacher's perspective the practical suggestions that would improve his practice and disregarding the negative assumptions which appeared to accompany their outlooks on the school.

Equally important are the efforts made by veteran teachers to welcome new members into the school culture. Specifically, veteran teachers must be willing to approach and initiate dialogues with new teachers in order to assist them during induction (Brewster & Railsback, 2001). If embraced by veteran teachers, this gesture sets a supportive tone in the school and grants new teachers the "novice status" required to survive their induction into the profession and begin their transition into becoming teaching professionals. Veteran teachers in the DSS environment were not willing to initiate dialogues with new teachers. Mary described an incident in which a veteran teacher was reluctant to give her advice and/or insight even when she initiated

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the dialogue. In my study, veteran teachers failed to fully acknowledge new teachers' "novice status" during their induction process. At best, support from veteran teachers was conditionally provided and occurred when initiated by new teachers. Brewster and Railsback (2001) encourage veterans to stimulate opportunities to engage and assist new teachers who are often worried about perceptions if they ask for assistance.

Most new teachers in the current study revered the veteran teacher's perspective. In general, novices viewed veteran colleagues as well-informed resources because of their extensive careers in teaching and their long-standing work histories at DSS. Berlinger (1988) affirms the value of veteran teachers' experience levels. He comments: "what looks to be so easy for the expert and so clumsy for the novice is the result of thousands of hours of experience and reflection" (p. 15). DSS was a distinctly veteran-oriented school culture, and in this environment, the concerns and habits of experienced teachers determined how professional interactions would or would not occur (Kardos et al, 2001). With its large population of veteran teachers and a new principal, the dominant culture that existed in the school presented a challenging environment for new teachers' acclimation into teaching. Kardos et al. (2001) report how difficult it is for new teachers to adjust within the well established confines of a veteran-oriented professional culture. They list three factors influencing whether or how assimilation into the culture will occur.

First, the quality of new teachers' encounters and interactions with experienced colleagues and whether they welcome novices into the culture and pay attention to their needs and concerns will affect novices' adjustment into the culture (Kardos et al., 2001). In my study, interactions with veteran teachers were limited in quantity and quality. Novices' reception into the school culture by veteran teachers was indifferent and veteran teachers, although willing to

help new teachers, did not take a direct interest in their needs and/or concerns nor were they willing to engage new teachers and offer assistance to them.

Second, the nature of the school environment will determine how new teachers acclimate into a school culture (Kardos, et al., 2001). Most new teachers in my study perceived veteran teachers as jaded and isolated, and indifferent towards new teachers in the school. The veteran-oriented culture at DSS was situated within established norms, values and modes of interaction which created some difficulties for new teachers entering into the school environment. This finding is consistent with research by Roach and Kratochwill (2004). They suggest that the quality of collaborative interactions between new and experienced teachers is determined by the norms, values and shared experiences within the school environment. In the present study, the concerns and needs of new teachers during induction were largely ignored by veteran teachers and left unresolved. On this issue, research by Kardos et al. (2001) suggests that when entering into a mature school, "a new teacher's views and contributions may be excluded, his or her concerns and needs ignored" (p.256). Susan claimed that veteran teachers were not willing to initiate help for new teachers because they "feel that because they had to learn it the hard way, you [novices] do too." The DSS school culture, which included the conditions that existed within the building, was not conducive to new teachers' receiving an effective induction nor did the culture positively contribute to novices' enculturation into teaching and the school.

Third, the presence or absence of formal and informal structures that provide new teachers with opportunities for interaction, reflection and exchange will affect how new teachers are introduced to the school's culture (Kardos et al., 2001). In this discussion of findings, the principal's failure to adequately establish a supportive school culture during new teacher induction has been acknowledged and as a result, the school culture lacked both formal and

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informal supportive structures for new teachers. Without these support mechanisms, collegial interactions between new and veteran teachers were not encouraged and restricted novices' opportunities for meaningful dialogue with experienced members of the school environment.

Although veteran teachers did not overtly deny new teachers' access to the culture, novices in the current study were not openly welcomed by their more experienced colleagues either. I believe this quasi or pseudo-support milieu was the source of new teachers' contradictory statements about support from veteran teachers. Support from veteran teachers was conditionally provided and twofold in nature. On one hand, veteran teachers were willing to support new teachers, and the long standing tenure of these experienced educators allowed novices access to a wealth of knowledge and experiences to aid in their adjustments to teaching. In these cases, veteran teachers were agreeable to at least temporarily acknowledging new teachers with a "novice status." However, access to this essential induction support required new teachers to initiate the necessary discourse to request assistance because like the principal, veteran teachers in my study also failed to anticipate the problems or concerns of novices during induction. Thus, only the new teachers who were eager enough, ambitious enough and/or confused enough to approach veteran teachers benefited from direct interactions with veteran colleagues in the school. It is interesting to note that Mary was the new teacher in this study who willingly approached veteran teachers for assistance and in some cases, she received assistance. However, Mary was not embraced by the veteran members of the school culture despite her sincere efforts to assimilate into teaching and school cultures at DSS. Her enculturation as well as that of other new teachers in this study was somewhat impeded and resulted in disenchanted and discouraged new teachers.

On the other hand, veteran teachers, while outwardly friendly, conveyed a sentiment of indifference towards new teachers at DSS. It is possible that since many of the veteran teachers were close to retirement, they could have harbored unaccommodating attitudes toward new teachers and their overall disposition toward the school (Kardos et al., 2001), which sometimes seemed jaded and cynical. Attitudes of indifference conveyed by veteran teachers appeared to disregard any acknowledgement of "novice status" for new teachers and as a result, several participants experienced difficulties as they struggled to adjust to the school and teaching. Kardos et al. (2001) assert that in a veteran-oriented culture, new teachers have no special role or status to ensure that their duties and responsibilities are manageable and that their needs are met. This statement is consistent with findings in my study.

In the current study, failure to grant new teachers "novice status" ensured that these new teachers would be treated in the same manner as the most seasoned veteran teacher in the school (Johnson & Birkeland, 2002; Kardos et al., 2001; Veenman, 1984). Under different circumstances, such equitable treatment is typically desired; yet, for new teachers during their induction into the profession and enculturation into the school culture, such treatment can be detrimental to new teachers' dispositions, sense of agency towards teaching and ultimately their commitment and desire to remain in teaching.

Influence of School Culture on New Teacher Enculturation

The primary research question in this study set out to explore the factors (i.e., biographical, situational and organizational) that facilitated or impeded the enculturation of beginning teachers into the teaching profession and school culture. The enculturation of new teachers in the present study was a complex process that included the experiences of new teachers before they entered into the teaching profession and experiences of new teachers at the

start of their professional practice. Both phases were highly influential with positive and negative implications for new teachers' enculturation into teaching and the school culture. The next section discusses specific factors which impacted the enculturation of new teachers at DSS.

Negative School Culture: Influences as a New Teacher

The process of induction in this study was presented as a means to facilitate the enculturation of new teachers into the teaching profession and the DSS school culture. The veteran-oriented culture that existed in the school was a powerful dynamic which determined and controlled the modes of practice and the methods of interactions (Johnson & Birkeland, 2002). The principal in this environment was a first-time principal and new to DSS. She entered into a well-established school culture, although, as principal, she could have influenced the existing culture to better accommodate new teachers. With an emphasis on autonomy and privacy, the DSS culture was designed to serve experienced faculty members who were already accustomed to the preset norms and values established in the school.

In the veteran-oriented culture at DSS, new teachers were expected to perform at a level equal to their more experienced colleagues (Kardos et al., 2001) and without any special acknowledgement that would balance their responsibilities with their level of inexperience. The failure to recognize new teachers' "novice status" provided a clear indication of the less than supportive culture that existed in the school and as a result, the enculturation of new teachers was definitely hindered. Within the DSS school culture, the needs and concerns of new teachers were secondary and without the principal advocating on their behalf, novices were forced to learn how to teach while teaching (Feiman-Nemser et al., 1999) and without adequate support or assistance from the DSS community.

Negative School Culture and the Concerns of New Teachers

The unsupportive, veteran-oriented culture that existed at DSS implied that new teacher concerns were not a priority. Discipline and student achievement, which novices linked together, were the major concerns of new teachers at DSS (Veenman, 1984). New teachers also equated their instructional efficacy with how well they managed discipline issues in their classrooms. Previous research on the perceived problems of new teachers confirms this view in keeping with the concerns of a majority of new teachers (Gilles et al., 2001).

Discipline-related support from the principal was for the most part, inconsistently administered. New teachers could not always count on the principal to assist them with discipline issues. In the DSS school culture, veteran teachers were not likely to approach new teachers and offer assistance with their problems and unless novices requested their help, their difficulties went unresolved or were addressed by new teachers themselves who had limited knowledge on such issues (Edey & Huston, 2004). In addition, administrators in the school did not provide new teachers with clear-cut guidelines on disciplinary procedures for the school.

In lieu of support from the principal or veteran teachers regarding discipline, an orientation on classroom management, which should have been provided as a component of new teacher induction, would have greatly assisted new teachers in addressing their concerns about discipline as some new teachers suggested in my study. This finding supports research on this issue by Feiman-Nemser et al. (1999) and Serpell (2000). Researchers in both these studies contend that like other professions, novices need organized and comprehensive support within the school's professional culture in order to effectively orient and induct them into the school culture. Researchers also recommend that the nature of the support for new teachers is vitally important (Feiman-Nemser, 2003). Feiman-Nemser (2003) contends that induction support is

often short-term and only address the emotional support new teachers need during their induction into teaching. While important, Feiman-Nemser claims that emotional support alone "stops short of realizing what powerful induction programs can accomplish" (p. 25). Instead, she recommends that the induction phase of teaching should be viewed as a time when novices are learning to teach in a school culture where all members are willing to support both the emotional and developmental needs of beginning teachers. This culture will likely look different from school to school; therefore, successful induction programs should be designed to meet the specific needs of new teachers within particular school settings.

Negative School Culture and the Principal

The veteran-oriented school culture at DSS was indifferent towards new teachers and did not provide novices with sufficient levels of support during their induction. As the academic and administrative leader of the school, the new principal at DSS could have focused attention on the plight of new teachers in the school by prioritizing their need for sustained support during induction (Halford, 1999).

The principal could have also implemented and endorsed a number of supportive measures to transform the unsupportive school culture at DSS in an effort to better assist new teachers. First, the principal had the authority to ensure that new teachers were not assigned challenging classes or given their class assignments at the last minute (Depaul, 2000), which new teachers stated as an issue in the current study. Second, the principal could have ensured that novices had access to information about the school, its policies and students (Huling-Austin, 1992). New teachers in my study complained about the lack of information provided to them before school started and during their practice on managing the procedural aspects of teaching. Third and most importantly, was the time devoted to interacting with new teachers. Depaul

(2000) suggests that by interacting with new teachers during induction, the principal can reduce the feelings of isolation that are typical of new teachers during this phase and such interaction will demonstrate the principal's commitment to supporting new teachers.

In the current study, opportunities to interact with the principal were minimal. Within the DSS school culture, the principal was often off-campus attending district meetings. During the occasions she was at the school, novices were not willing to initiate interactions with her, which can be directly tied back to the isolating nature of veteran cultures (Kardos, 2003). It is unfortunate that the principal elected to govern the school within the existing veteran-oriented culture which disregarded any notion of "novice status" for new teachers and severely limited their access to support during their induction into teaching.

Negative School Culture and Veteran Teachers

The veteran-oriented culture at DSS played a major role in both new and veteran teachers' isolation. New teachers' feelings of isolation in the current study were due to the lack of support available to them within the school's culture (Edey & Huston, 2004). Veteran teachers' isolation, although self-imposed, resulted from predefined norms that existed within the culture and an environment that fosters independence instead of collaboration. These experienced teachers saw no real need or advantage to discussing their work with new teachers, except when asked specifically by novices to do so. In addition, veteran teachers who were close to retirement appeared to be detached from all aspects of the school environment and performed their jobs with the least amount of interactions from others in the school (Kardos et al., 2001).

New teachers were guardedly kept at the boundaries of the veteran-oriented school culture at DSS—gaining access by request with provisional admittance to a wealth of knowledge and experience once inside. Within the DSS environment, some new teachers genuinely wanted

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full access to the veteran-oriented culture and its members. For these new teachers, even with persistence, permanent entry into the dominant school culture was not guaranteed. On the other side of this issue were the new teachers who were not persistent and who also wanted to be welcomed into the school culture. For these new teachers at DSS, the seemingly impenetrable nature of the veteran-oriented school culture was too overwhelming and their exodus from the school and possibly the teaching profession was highly probable as indicated in their interviews. The next section discusses the impact of a negatively perceived school culture on new teacher attrition.

Negative School Culture and New Teacher Attrition

A negative school culture could potentially destroy school-initiated efforts to improve new teacher retention. On this issue, Ingersoll (2001) declares that the problem is not in the supply of teachers, but in improving working conditions and school cultures. Findings in the current study support Ingersoll's contention and as he suggests, working conditions, which occur within the school culture, caused a significant number of new teachers to contemplate leaving the school and possibly the teaching profession.

Six out of the seven new teachers in this study contemplated leaving DSS. This finding is not unusual as Ingersoll (2003) reports that the rate of turnover is higher in teaching than in many other occupations. He also reports the effects of school characteristics and organizational conditions on new teacher attrition. This statement is consistent with findings in my study where four out of six new teachers who contemplated leaving cited issues relating to school culture as their primary motivation for leaving the school. The remaining two new teachers cited a pursuit of certification and a career in education administration as possible reasons for leaving.

The negative school culture that existed within the veteran-oriented culture at DSS was definitely a factor in novices' decisions to leave or stay at the school. Unless issues specific to the school culture are addressed, the demand for new teachers will result, according to Ingersoll (2001), in a "revolving door" where significant numbers of teachers leave the profession due to poor work conditions and negatively perceived school cultures.

IMPLICATIONS OF THIS STUDY

The first three years of professional practice for beginning teachers can shape their outlooks in teaching and significantly influence their teacher identify. The professional, social and emotional connections new teachers make during this induction phase work in unison to cultivate and clearly define their roles as new members who are learning to teach (Feiman-Nemser et al., 1999) while simultaneously adjusting to the school. The school, its members and its culture are essential components in this maturation effort and the nature of experiences with each, will in essence, determine the fate of new teachers—as either inspired new teachers eagerly approaching enculturation into the profession or as discouraged novices eagerly awaiting departure from the school and possibly the teaching profession.

With the destiny of new teachers held in the balance of school culture and the quality of interactions that occur within the school's milieu, it is imperative to expand research initiatives in the area of school culture, the role of its members during induction, and the overall impact of school culture on the attrition of new teachers.

Novices' Need for a Supportive School Culture

This study supports the contention that a positive school culture is needed to ease the difficult and stressful transition new teachers' face when entering the teaching profession. At the school site level, greater attention from administrators and veteran teachers is needed during the

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induction phase of beginning teachers (Brewster & Railsback, 2001; Johnson & Birkeland, 2002). As my study suggests, and other research confirms (Kardos et.al., 2001), schools are failing to create supportive school cultures for beginning teachers resulting in new teachers who are discouraged and disenchanted with teaching and are more prone to leave the profession. This premature departure is primarily caused by unsatisfactory work conditions (Ingersoll, 2001) and inadequate induction support (Feiman-Nemser, 2001) due to negative or unsupportive school cultures.

New teacher induction, whether formal or informal, is now widely advocated for beginning teachers (Gordon & Maxey, 2000). However, the diverse conceptualizations of induction ranging from views of induction as a unique phase, a socialization process or a program (Feiman-Nemser et al., 1999; Serpell, 2000) can possibly manipulate the intended focus and by doing so, unwittingly marginalize its impact on developing new teachers. Clearly, no organized program for induction existed at my research site. School districts and schools must carefully consider in their planning of induction activities, the nature of the school environment and how new teachers are viewed within the school culture (Flores, 2003). My study revealed no evidence that such planning had occurred at DSS. Research confirms the assertion that induction processes that are not supported within the school culture can severely limit or impede the professional development of new teachers (Edey & Huston, 2004; Kardos, et al., 2001), and my study supported this finding.

Among the impediments to effective induction are various organizational factors within school culture that negatively impact the development (Staton & Hunt, 1992) and retention (Ingersoll, 2001) of new teachers. Implications of these negative factors are far reaching within the school context. At risk are not only teacher efficacy, students' academic achievement (Edey

& Huston, 2004) and the costs associated with ineffective induction (Whisnant, Elliott, & Pynchon, 2005), but also the deteriorating commitment of new teachers to remain in the school or stay in teaching. There is a concentrated need for school administrators to analyze the working conditions and school site cultures of new teachers in order to address specific organizational factors elevating attrition rates among novices (Ingersoll, 2001). By exploring these facets of school culture, school administrators can anticipate the issues of new teachers during induction and then plan the appropriate formal or informal support necessary to assist them (Johnson & Birkeland, 2002). Yet, at the core of any support system for new teachers during their initiation into the profession is the school culture from which the support derives.

A school culture that is responsive to the professional growth of new teachers will ensure strategies for developing and sustaining constructive norms and practices, as well as focusing on instructional improvements (Bryk, Camburn, & Louis, 1999). In this endeavor, the needs of new teachers are highly considered as they begin their enculturation into teaching and school cultures. In addition, a positive or supportive school culture can aid in establishing and/or strengthening support systems for new teachers by acknowledging their "novice status" in the school. This recognition provides new teachers' with a "unique standing in the school…because of their inexperience" (Kardos, 2003, p. 20). Although researchers have established parameters which define "novice status" (Kardos, 2003), attitudes, beliefs and practices recognized by individual members within the community can alter the designation based on existing dynamics within the school culture. However, schools administrators must ensure that within the school culture, "novice status," at a minimum, implies a need to provide new teachers with sustained support to address their concerns as beginning teachers (Johnson & Birkeland, 2002).

The Principal: A Cultural Change Agent

The challenge for school principals during the induction and enculturation of new teachers is to develop a deep understanding of school culture so that they can adjust the school climate (if necessary) to better prepare novices and to promote their professional development. (Stolp, 1994). Unfortunately, there was no indication that the principal attempted to understand the veteran-oriented school culture that existed at DSS in order to better prepare new teachers in my study. Stolp suggests that school leaders who are interested in changing school culture must first fully understand the existing culture and its characteristics. He also contends that any efforts by the principal to transform the school culture should be approached with dialogue and some degree of concern as to how environment changes will affect both new and old members in the school community.

Fullan (2002) recommends that the principal must be willing to transform negative cultures by changing what people in the organization value and altering how members work together to bring about change in the culture, thus, yielding a deep lasting change in the school's cultural dynamics. In my study, the principal's lack of involvement and interactions with teachers in the school hindered opportunities for cultural changes to the existing school culture. This situation has implications for the training and development of new principals which includes viewing their role in the school as not only academic and administrative leaders, but also as agents of cultural change (Kowalski, 1997; McGrevin, 2004; Stolp, 1994) who can adeptly create and/or adjust the school culture to promote learning and professional development among members of the school community.

Fullan (2002) describes five essential characteristics of a principal who is capable of leading cultural change within a school culture: (1) Moral Purpose, the principal displays a social

responsibility to others in the school environment. (2) Understanding Change, the principal must be willing to see change through difficult times while effectively addressing the concerns of members. (3) Improving Relationships, the principal should focus on establishing, enhancing and rebuilding relationships within the school culture. In my study, some veteran teachers in the school were disconnected from the culture. The cultural change principal, as suggested by Fullan, recognizes the importance of energizing disaffected teachers and the potential impact of their negative attitudes on new members of the school culture; however, the principal of the school in my study did not display such recognition. (4) Knowledge Creation and Sharing, the principal understands that creating and sharing knowledge is central to effective leadership. The principal must be able to influence norms in the school culture that relate to sharing knowledge. (5) Coherence Making, the principal helps to forge coherence through the checks and balances embedded through interactions. These characteristics combined with adopting a holistic view of the school (Stolp, 1994), will allow the principal to create and/or adapt the school culture to meet the needs of all members of the school (Fullan, 2002). Unfortunately, the principal in my study did not interact on any substantive level with new teachers and as a result, opportunities to build and share knowledge and forge productive relationships and did not exist. Thus, any potential to either create or change norms within the school culture was not possible.

With the actions of the principal on display and determining what is considered important in the school, it is vital that she conveys through leadership, a sense of care and concern for members of the school community. Only then, can effective cultural changes occur that will meaningfully influence the development of new teachers. Stolp (1994) asserts on this issue:

A principal who acts with care and concern for other is more likely to develop a

school culture with similar values. Likewise the principal who has little time for

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others places an implicit stamp of approval on selfish behaviors and attitudes.

(p.3)

Promoting Collegiality

In the present study, the experiences of beginning teachers during induction were influenced by three factors within the school environment: their interactions with students, the principal and with veteran teachers. Of particular importance in this section are new teachers' interactions with their more experienced colleagues, and how these encounters should encourage the types of collegial exchanges which positively impact their learning and overall development as teachers. School culture often dictates how members of a school community will interact and to what degree connections are established and meaningful exchanges occur. This situation has serious implications on school cultures that either promote or discourage novices in their early years as teachers.

Kardos (2001) describes three professional school cultures that exist within a school context. First, the novice-oriented professional culture consists of a large majority of young and inexperienced teachers who have "no special status and no sheltered opportunities to master their craft under expert supervision" (p. 269). In this environment, veteran teachers or colleagues either do not exist or they work in isolation with no connection to new teachers in the school.

Second, in the veteran-oriented professional culture, the concerns of experienced teachers determine how and when interactions with new members will occur (Kardos, 2001). In this environment, veteran teachers see no real benefit to interact with novices because the norms of the culture dictate autonomy and independence (Johnson & Birkeland, 2002). As my study suggests, the veteran-oriented environment hindered meaningful opportunities for new teachers to interact with their more experience colleagues. New teachers working in veteran-oriented

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cultures lack the appropriate support needed during induction and they "have no special role or status to ensure that their responsibilities are manageable" (Kardos, 2001, p. 264).

Both novice- and veteran- oriented school cultures can have a negative impact on the development of new teachers because both environments lack meaningful structural systems that will effectively orient, induct and provide sustained support to new teachers (Kardos, 2001). To effectively address negative school culture, administrators must first acknowledge the existence of non-supportive elements within the culture in order to actively promote and encourage changes in attitudes and behaviors.

The third professional culture described by Kardos (2001) is the integrated professional culture. Within this school culture, collegiality is the norm within a professional culture that collectively shares the responsibility for educating all students (Kardos, 2001). In this environment, the needs and concerns of new teachers are recognized and addressed by experienced members of the school through dialogue, observation and continued instructional and emotional support. In addition, there is an "open and reciprocal exchange between the fresh perspectives of the novice teachers and the wisdom of their experienced colleagues" (p. 274). The openness and spirit of collaboration within integrated professional culture enables all members (new and veteran teachers) within the culture to grow professionally and succeed in their work as teachers (Kardos, 2001). In order for the DSS veteran-oriented culture to evolve into a more integrated professional culture, strong leadership has to be at the helm of the school with a goal to lead by example. The principal must possess the qualities of a cultural change leader discussed in the previous section. She must also set an agenda for change in the school environment early during her administration and by doing so, prepare for opposition while effectively addressing the concerns of members of the community (Fullan, 2002).

All three professional cultures have implications for how school culture, whether positive or negative, will inevitably impact novices' opportunities for professional development in the school. The existence of these school culture types raises serious concerns for administrators regarding the planning and development of induction support for new teachers. Sustained efforts of support must be sensitive to the needs of new teachers, while carefully considering the impact of such assistance on existing norms within the school culture. With new teacher attrition rising due to inadequate induction experiences (Ingersoll, 2001), school administrators must embrace the more collaborative school cultures which often yield positive affects on student learning, continued growth and development among novices, and a renewed sense of purpose for experienced teachers (Kardos, 2001).

As suggested, further research on the impact of school culture is essential if school administrators are to effectively address the needs of new teachers. In particular, novices' views of key members within the school are instrumental in their process of learning to teach. In this study, new teachers' perceptions of support from the principal were both positive and negative and an examination of these diametric views exposed the possible influence of novices' affective dispositions. Thus, new teachers were inclined to identify with their new principal as she struggled (like them) during her induction as a new administrator. This phenomenon appears not to exist in the literature; however, it is worthy of additional consideration and further study.

The empathy expressed by new teachers unquestionably impacted their views on the principal's ability to provide suitable induction support. Novices' feelings appeared to go beyond the normal honeymoon period (McGrevin, 2004) new administrators are typically granted by their faculty; it is the extension of this empathetic stance that requires comprehensive study in order to understand the true nature of the new principal-new teacher relationship dynamic and

ultimately, identify the type(s) of support necessary from school administrators to best assist new teachers entering into the profession.

Recommendations for Future Research

Educational leaders and policymakers have recognized the importance of better preparing new teachers for the challenges they face in today's classroom. The significance of this issue has direct implications for improving the quality of education in schools and the academic achievement of students. However, more research on how best to ameliorate the early experiences of new teachers and ease their induction and enculturation into school and teaching cultures is needed.

The most obvious suggestion is to replicate this study in different schools and possibly other school environments (i.e. suburban, rural). With each school and its culture, induction and new teachers' enculturation will vary depending on the school context. Studying more schools within a school district and other demographically diverse settings will provide a more in-depth look at how school culture impacts new teachers during the induction phase of teaching. Ideally, a formally planned and executed process of initiating new teachers into the profession is recommended. However, in light of schools similar to my research site, where such intended means to support new teachers do not exist, additional research is needed to explore how schools can adjust the informal dynamics and interactions within the school to maximize support efforts and better accommodate the needs of new teachers.

Another possibility is a follow-up study on new teachers in the present study and whether or not they remained in teaching. A significant number of my participants contemplated leaving the school and possibly leaving teaching. It would be interesting to know if these new teachers

continued their careers in teaching, but desired a more collegial work environment or if they left the profession all together.

While the current study included the influences on new teacher induction of their interactions with former teachers and significant others prior to teaching, students, administrators, and veteran teachers, the support these novice teachers received from colleagues also new to the teaching profession was not examined. Perhaps the support that new teachers might offer one another could help ease the transition into teaching. Certainly, this is an avenue that could be explored in further research.

Finally, a study examining the interactions between a new school principal and new teachers could explore the dynamic of a simultaneous induction of both education professionals within a well-established school culture. In the current study, novices were extremely empathetic towards their new principal, even at their own expense. An inquiry into the induction experiences of both professional groups could provide some insights on their enculturation into the school environment. This research could also inform educators on how the concurrent induction of a new principal and new teachers within a school can effectively accommodate both parties' need to learn the norms of the school and their respective roles while considerately acknowledging the limitation of each group's experience.

SUMMARY

The enculturation process in the present study was an amalgamation of experiences before and after that very first day new teachers stood before a classroom of students as "the teacher." These personal and education biographies recount the influence of significant individuals such as family, friends and former teachers on novices' desires to pursue teaching careers, their educational perspectives, and instructional practices that were later emulated in their own classrooms. These experiences, in effect, facilitated the anticipatory socialization of new teachers into the profession. As prospective teachers, novices in this study were positively impacted by their pre-teaching biographical histories. However, as new members of the teaching profession, enculturation into teaching and school cultures proved to be challenging and disconcerting.

New teachers entering into the profession are inducted into teaching with or without an induction process (formal or informal). Thus, the primary issue of concern is how and within what context induction will occur. The school culture at DSS was instrumental in the induction process for new teachers and the dominant veteran-oriented culture that existed in the school proved to be a less than supportive environment for new teachers. Within this culture, the concerns of beginning teachers and their opportunities for support and positive interactions with members of the school community were severely limited.

In the current study, I viewed the process of induction as intended to facilitate novices' enculturation into both teaching and school cultures, thus, yielding a better prepared new teacher. If successful, novices would have received the level of induction support necessary to address their concerns as new teachers. Novices would have also been granted special consideration in light of their inexperience and provided opportunities to collaborate with more experienced

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members of the school in order to gain invaluable insight on teaching and the school. Unfortunately, the overwhelming lack of support found in the DSS culture prevented occasions for meaningful interactions and true collegiality. Interactions with both the principal and veteran teachers in the school were infrequent and only occurred when new teachers initiated these discussions. In essence, the negative, veteran-oriented culture prevented opportunities for learning which should have occurred through meaningful dialogues and exchanges between new and veteran teachers. The school culture at DSS obstructed sincere efforts by new teachers to become enculturated members of the profession and as a result, feelings of isolation, disenchantment and powerlessness to the dominating culture eventually gave way and left these new teachers contemplating their departure from the school and possibly the profession.

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APPENDIX A

LETTER TO GATEKEEPER

January __, 2005

_____
Principal
Name of School
Address
City State Zip code

Dear _____:

      As a doctoral student at the University of New Orleans in Curriculum and Instruction, I have targeted my research in the area of beginning teachers. With the current teacher shortage and rising attrition rates among novice teachers, it is paramount that we improve the experiences of new teachers in order to increase retention and assist in their transition into career teachers.

I am interested in your school site for dissertation study I am conducting this spring. The study will focus on the process of induction as an informal means of socializing beginning teachers into the teaching profession and the school culture. Areas of interest will include: new teacher concerns, their relationships with the principal and veteran teachers and the impact of the school environment on their socialization.

      I will utilize qualitative research methods to obtain participant data. Individual interviews will be used in the study. Lunch will be provided to all research participants on the date(s) of the scheduled interviews. If your school can participate in this study, I would like to meet with you no later than _____ to determine eligible participants.

      The names of the participants and the school will be kept <u>confidential</u> and all respondents will remain anonymous. The information obtained in the interviews will be analyzed and summarized in a final report. This report will be available to you and the research participants upon request.

      If you need any additional information regarding this project, please contact me at _____ (daytime); _____ (home); or email at email@address.eam. You may also contact _____ at _____. _____is the supervising faculty instructor for this research project.

Thank you in advance for your consideration of this research project.

Sincerely:

_____

CONSENT FORM

1.   **Title of Research Study:**   Rites of Passage: The Role of Induction in the
Enculturation of Beginning Teachers.

2.   **Project Director:**   _____
University of New Orleans – 2000 Lakeshore Drive 70048
504-280-6607

    Linda Blakley is currently enrolled in the doctoral program
in Education-Curriculum and Instruction at the University
of New Orleans

    This research is in partial fulfillment of course
requirements under the supervision of
_____, University of
_____

3.   **Purpose of this Research Study**

    The purpose of this study is to understand the role of induction as a process of

socialization for beginning teachers.

4.   **Procedures for this Research Study**

    In this study, I will be conducting individual interviews that will be taped and transcribed.
The discussion will focus on the induction experiences of new teachers within the school
environment. Each interview will last approximately one hour.

5.   **Potential risks or discomforts**

    This project poses no risk to the participant. However, if you wish to discuss these or any

other discomforts you may experience, you may call the Project Director listed above on this

form.

6.   **Potential benefits to you or others**

This project will serve to study the impact of beginning teacher induction as a process of socialization or enculturation.

7. **<u>Alternative Procedures</u>**

Your participation is entirely voluntary, and you may withdraw consent and terminate participation at any time without consequence.

8. **<u>Protection of Confidentiality</u>**

Your name will be kept confidential for this project. Only the Project Director will hear the tapes and transcribe the tapes. Names and any identifying information will be disguised and the tapes and the consent form will be placed in a secured location.

9. **Signatures**

I have been fully informed of the above-described procedure with its possible benefits and risks, and I have given my permission to participate in the study

Signature of Participant	Name of Participant (print)	Date

Signature of Project Director	Name of Project Director (print)	Date

New Teachers!
Come and Share Your Experiences

Can you remember your first day teaching? Do you remember how you were introduced or orientated to teaching and the school environment? Did you have a formal or informal induction to your school?

Well, these questions and more like them address the issue of new teacher induction and whether or not new teachers are receiving the support they need to facilitate their socialization into teaching and their school.

Beginning teachers include classroom teachers with <u>one</u> (1) to <u>three</u> (3) years teaching experience.

If you would like to share your experiences as a new teacher,

Please contact Linda Blakley at 504-_____ before <u>Date</u>. You may also email me at _____

This is your opportunity to help inform the education community about your concerns as a new

teacher.

APPENDIX D

INVITATION LETTER

January __, 2005

(Name of Teacher)
Name of School
Address
City State Zip code

Dear Ms./Mr._____:

Thank you for taking time out of your busy schedule to participate in my study on new teachers. I look forward to meeting you in person. Please arrive to the interview one half hour prior to the interview session. Lunch will be provided.

You will receive another letter providing you with details about the interview date and time.

Please feel assured that the names of all participants and the school will be kept <u>confidential</u> and all respondents will remain anonymous. The information obtained in the interview will be analyzed and summarized in a final report. This report will be available to you upon request.

If you need any additional information regarding this project, please contact me at _____ .

Thank you in advance for your participation.

Sincerely,

Linda Blakley

SCHOOL CULTURE QUESTIONNAIRE (SCQ)

SCHOOL CULTURE QUESTIONNAIRE

(Spring 2005)

The information you provide by responding to this questionnaire contributes important insight concerning how beginning teachers are socialized into the profession. Your individual perspective is greatly valued and you are encouraged to participate in this voluntary survey.

<u>Directions:</u> Please complete the information requested. Names are not required and the information obtained from this questionnaire will be used for research purposes only. **Please complete and return to the administrative office at your school no later then <u>February 28, 2005</u>.**

PURPOSE OF THE QUESTIONNAIRE

The school culture, which includes the norms, behaviors, and interactions which take place among teachers, administrators and students can profoundly shape how **new teachers** approach and conduct their work. The following areas identify various aspects of school culture. **This questionnaire is designed to capture your perceptions of school culture and how it impacts the socialization of new teachers into teaching and the school.**

Demographic Information:		
☐ New Teacher (1-3 yrs. teaching) # yrs._____ Grade Level:_____	☐ Veteran Teacher # yrs._____ Grade Level:_____	☐ Principal/Asst. Principal # yrs._____ Grade Level:_____

Certified? __Yes __No Area:_____ Age:_____
Sex:_____   Race:_____

Education
Level: ☐ B.S. - Area:_____ ☐ M.S./M.A.
           Area:_____

           ☐ Ph.D. - Area:_____ Other -
           _____

Teacher Perspectives:

1. What are the greatest concerns of new teacher at your school ?
_____
_____
_____
_____

2. Describe the interaction between new teachers and the principal at your school.
_____
_____
_____
_____

3. Describe the interaction between new and veteran teachers at your school.
_____
_____
_____
_____

4. As a new teacher (1-3 years teaching) have you ever contemplated leaving the school or leaving the teaching profession? If yes, explain why.
_____
_____
_____
_____

5. What do you believe new teachers need to grow and develop?
_____
_____
_____
_____

School Culture Area: Concerns of New Teachers:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
New teachers usually plan and teach alone	5	4	3	2	1
New teachers feel isolated in my work as a teacher.	5	4	3	2	1
New teachers are expected to be as effective as veteran teachers.	5	4	3	2	1
New teachers are encouraged to seek help from others.	5	4	3	2	1
New teachers have extra assistance available to them.	5	4	3	2	1
The workload for new teachers is too heavy	5	4	3	2	1
New teachers have fewer responsibilities than veteran teachers.	5	4	3	2	1
New teachers do not have enough time for planning and preparation.	5	4	3	2	1
New teachers are primarily concerned about student achievement	5	4	3	2	1
School Culture: Interactions with the Principal:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The principal established a supportive environment for new teachers	5	4	3	2	1
New teachers feel comfortable going to the principal with issues and concerns	5	4	3	2	1
The principal enforces discipline rules on the behalf of new teachers	5	4	3	2	1
New teachers are granted "Novice Status" by the principal *(novice status is defined as a recognition that new teachers need sustained support to improve and they are expected to seek help)*	5	4	3	2	1
School Culture : Interactions with Veteran Teachers	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Veteran teachers discuss teaching strategies with new teachers	5	4	3	2	1
Veteran teachers do not interact with new teachers.	5	4	3	2	1
Veteran teachers provide advice and feedback to new teachers.	5	4	3	2	1
Veteran teachers allow new teachers to observe their classrooms	5	4	3	2	1
Veteran teachers offer support to new teachers	5	4	3	2	1
Veteran teachers set the tone in the school	5	4	3	2	1
New teachers are granted "Novice Status" by veteran teachers *(novice status is defined as a recognition that new teachers need sustained support to improve and they are expected to seek help)*	5	4	3	2	1

APPENDIX F

INTERVIEW GUIDE

Dissertation Title:
  Rites of Passage: The Role of Induction in the Enculturation of Beginning Teachers

Research Question(s):
Primary Research Question:
  How do organizational and situational induction factors (i.e. concerns, relationships with principal & veteran teachers, school culture) facilitate the process of enculturation for beginning teachers

Secondary Questions:
  1. What are the roles of the principal and veteran teachers in the enculturation process of beginning teachers?
  2. What is the role of beginning teachers' concerns in the enculturation process?
  3. What is the impact of a teachers' biography on their attitudes about teaching?
  4. What changes in teaching perspective (if any) do beginning teachers exhibit throughout the induction phase of teaching (from year 1 through year 3)?

Interview Questions: Influence of Biography:
  1. Who or what experience has contributed most to your personal and professional identity? When? (adapted from Wright (1967). (Apprenticeship of Observation)

Teacher Induction: As a New Member to Teaching and School Cultures
  1. What are you most concerned about as a new teacher? (Concerns)
  2. Tell me about your relationship with the principal? (Enculturation: relationships)
  3. Tell me about your relationship with veteran teachers? (Enculturation: relationships)
  4. Who has made your adjustment to teaching & the school easier? Difficult? And Why? (Enculturation: relationships)
  5. What is it like to be a teacher at _____ (name of school)? (school culture/climate)

VITA

Linda Darnell Blakley received her Bachelor of Science in Computer Information Systems and a Master of Arts in Counseling with a concentration in Business and Industry from Xavier University of Louisiana. In addition, Linda earned a Master of Education in Curriculum and Instruction from the University of New Orleans.

Linda is currently employed at Xavier University of Louisiana College of Pharmacy (COP). As the Manager of Computer Services, she is course coordinator for the Pharmacy Technology Skills Lab and responsible for all technology training for COP faculty and staff. In addition, she serves as the liaison between the COP and the University Information Technology Center. She has maintained her full-time position with Xavier University throughout the doctoral process.