AN EVALUATION OF THE PRIMARY SCHOOL TEACHER INDUCTION TRAINING PROGRAM IN BELIZE

By

SHELDON JAMES SAMUELS

Bachelor of Arts in English Education
University of Belize
Belize City, Belize
2001

Master of Arts in Education Leadership
University of North Florida
Jacksonville, Florida
2004

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
December, 2011

AN EVALUATION OF THE PRIMARY

SCHOOL TEACHER INDUCTION TRAINING

PROGRAM IN BELIZE

Dissertation Approved:

Dr. Edward Harris

Committee Chair

Dr. Kathleen D. Kelsey

Dissertation Adviser

Dr. Jesse Mendez

Dr. Shane Robinson

Dr. Sheryl A. Tucker

Dean of the Graduate College

TABLE OF CONTENTS

LIST OF TABLES

Table Page

CHAPTER I

INTRODUCTION TO THE STUDY

Background and Setting

The Belize education system for teacher education has gone through an evolution. It was not until the early 1980's that new teachers were completing some form of pre-service training to learn pedagogy. Historically, teachers entered the profession with as little as a primary school education. According to Wong, Britton, and Ganser (2005), "An effective teacher is perhaps the most important factor in producing consistently high levels of student achievement" (p. 379). Fresko & Nasser-Abu Alijija (2009) stated, "Beginning teachers who receive support from multiple sources are less likely to move to other schools or leave teaching" (p. 278-279). Effective preparation of teachers is essential, especially when it comes to educating the nation's poorest children who are disadvantaged by the demographics of the community and who are assigned typically to the most inexperienced teachers. It is, therefore, essential for all children to have qualified teachers.

The evaluation reported here is situated in Belize, a small nation in Central America. Currently, there are recognized teacher training institutions; however, the quality of teacher performance has not improved significantly over the last 10 years ("Ministry of Education", 2008/2009). The complaint of most primary school principals and administrators is that teachers are not as prepared as they need to be. Unfortunately, many of the primary school principals are of the belief that the teaching profession

attracts some of the weakest individuals in terms of academic performance. If this trend continues, those students who are at the greatest risk of failure are hurt the most by having weak teachers. Consequently, they are helped the most by having proficient teachers (Grant & Secada, 1990).

Teacher Training in Belize

The Belize Teachers College (BTC) was establishment in 1965. Since then, the development of teacher education in Belize has been an undulating ride; from exhilaration, to crisis, to reform (Bennett, 2008). The recent spotlight placed on the performance of teachers in the classroom and students on standardized tests by the media has increased the efforts of the Ministry of Education to implement programs to improve the quality of teacher education. The increased dissatisfaction of stakeholders with the state of the quality of education supported the push for further improvements and reforms, and the call on higher education institutions to increase support to improve the quality of education in Belize.

Prior to 2004, access to teacher education was available only at the Belize Teachers' College (BTC). In 2005, the Government of Belize, through the Teacher Education Development Services (TEDS) of the Ministry of Education and Youth, extended the task of training primary level teachers to four junior colleges throughout the country: Stann Creek Ecumenical Junior College, Sacred Heart Junior College, Corozal Junior College, and St. John's College Junior College ("Ministry of Education", April 2008). Presently, the Teacher Education Development Services of the Ministry of Education is working collaboratively with educators from the Association of Tertiary Level Institutions of Belize (ATLIB), the Consortium of Belize Educational Cooperation

(COBEC), UB, and the University of the West Indies School of Continuing Studies (UWI) to develop the teacher education program in Belize.

The Ministry of Education and Youth recently strengthened the reach of TEDS by developing a Belize Board of Teacher Education (BBTE), with an active task force guided by an agreed upon monitoring instrument and associated regional bodies (Coordinacion Cultural Y Educativa Centramericana, Latin America and the OAS Hemespheric Project on Teacher Education – Caribbean), to ensure the achievement of quality and competitive teacher training.

Over the years, Belize has increased significantly the number of teacher training institutions country-wide. The goal is that such institutions will help to improve teacher delivery and performance in the classroom. However, by completing a series of National Teachers Examinations (First Teachers, Second Class, and First Class respectively) successfully, these teachers were able to upgrade their qualification to that of a high school certificate. In the mid-1970s and 1980s, with the increase in high school graduates, the majority of new teachers were hired with a minimum of a high school diploma. In the last ten years, the minimum requirement has changed to an associate degree preferably in teacher education. However, only one out of 10 applicants is likely to possess this degree (World Bank, 1991). The secondary level also requires a minimum of an associate of arts degree. Usually teachers with this qualification have a good knowledge of the subject to be taught, but lack pedagogical skills.

The national university in Belize (UB) offers associates of arts degrees in education with specializations in four subject areas: Biology, Chemistry, Education, and English. The program duration is two years full time, or 97 credits. The curriculum

includes courses such as Classroom Management, Psychology of Learning, Physical Education, Arts Education, Music Education, Fundamental of Literacy Development, Child Development, Introduction to Primary Curriculum, Teaching Methods, Managing the Regular and Multi-grade Classroom, Reading Strategies for Multi-Lingual Classrooms, and Introduction to Special Classroom.

According to the World Bank (1991):

> "As part of the 97 credit- hour program, students complete a field experience before graduation. Despite the availability of teachers has improved in Biology, Education and English, there is still much work to be done in providing training for Chemistry and Physics teachers. Secondary level teacher education still needed restructuring although the University College became a part of the national university," (p. 19).

Due to the numerous initiatives that have occurred over the last two decades, teacher education in Belize has experienced many changes. For example, the initiation of the Belize Primary Education Project (BPED) in 1992, led the Belize Teachers' Training College (BTTC), to offer a three-year training program known as the three plus one (*3 plus 1*) program (Bennett, 1999). This program consisted of two years of training and one year practicum. The program goal was to improved teachers' pedagogical skills.

According to Bennett (1999):

> "In 1992, the BTTC program experienced major changes under BPED. The National Teachers examinations were discontinued and *3 plus 1* was replaced with a new program. In 1998, BTTC introduced a two tier Level 1and Level 2 program. Level 1was a distance-delivered program and was

> completed by teachers while on the job, while level 2 was a face-to-face program. The two tier Level 1 and Level 2 program was replaced by the current two and one-half years associate degree program requirement" (p.17).

Due to a World Bank Sector Report (World Bank, 1989) and World Bank staff appraisal report (1991), teacher education has encountered several additional reforms. These reforms have initiated the implementation of new projects. The World Bank Report (1989) indicated that teacher education in Belize was fragmented, inefficient, and did not provided opportunities to increase the number of trained teachers. Only 45% of teachers were trained in 1995 (Bennett, 1999). Among the trained teachers, there was a huge disparity between those teachers who were trained from rural and urban communities (Bennett, 1999).

The World Bank Report also noted the training program was not successful and only a small percentage of teachers taking both the First Teachers and the First Class Teachers examinations were successful. The *2 plus 1* program did not increase the number of trained teachers. Teacher growth was almost stagnant in rural communities. This was worth mentioning as teacher replacement in rural communities was difficult to achieve. Overall, there was a high teacher turnover rate in primary education; the World Bank Report (1991) concluded poor structure and access to teacher training did not encouraged new teachers to seek training.

The World Bank Report (1991) supported changes in the way teachers are trained. The new changes would "improved the competence of teachers, reinforce their professional identities and attain more efficiently a fully trained teacher workforce"

(p.19). The World Bank (1991) proposed strengthening BTTC and the Curriculum Development Unit (CDU) to provide teacher training and support to teachers in the districts. The findings of the World Bank Report initiated the Belize Primary Education Development Project (BPED). The purpose of the project were a) improve the efficiency of teacher training, b) improve the quality and relevance of teacher training, and c) increase the percentage of trained teachers in primary to 80% (Bennett, 1999).

Primary School Induction Program for Newly Qualified Teachers

The Primary School Induction Program for NQTs was designed to provide support for new teachers in the teaching profession. The first cohort of the Primary School Induction Program for newly qualified teachers started in 2006. The overall goal of the induction program was to contribute to the improvement of the quality of primary education in Belize by providing newly qualified teachers with sufficient support and structure to enable them to apply what they learned during their college-based study and refine it in the specific context of their school and classroom. An early study in the United States suggested that good induction programs improved teacher retention, influenced teaching practices, increased teacher satisfaction, and promoted strong professional development and collegial relationships (National Commission on Teaching and America's Future, 2003).

Furthermore, Fresko & Nasser-Abu Alhija (2009) indicated, "effective induction programs offered teachers varying opportunities to expand their practical knowledge, improve their instructional skills, and apply effective teaching practices, all this must occur within a supportive environment" (p. 282).

Statement of the Problem

More than 50% of the primary school teachers in Belize are untrained (Ministry of Education, 2009). Several reform efforts have been implemented to address this issue, including the Belize Primary Education Project 1999. However, the percentage of untrained teachers has not decreased significantly. In order to attract and keep new teachers in the system MoEY needed to create opportunities for teachers to access quality initial teacher preparation programs. The effects of untrained teachers in the classroom have a direct effect on students learning. The results of the 2011Primary School Examination showed that students' performance has not improved. Policy makers believed the implementation of a teacher induction program should help to improve teachers' performance in the classroom. In 2006, the Ministry of Education implemented the primary school teacher induction training program to improve the performance of entry-level teachers. This program has been operating for over four years; therefore, there is a need to evaluate the induction program to determine its effectiveness and the impact it has on students' learning. According to Ingersoll and Kralick (2004), there has been little research done on the effectiveness of new teacher induction programs regarding either rigor or comprehension.

One way to decrease the high percentage of untrained teachers and to improve students' performance on national examinations is to implement an effective teacher induction training program (Moir, 2009). Further Moir (2009) stated, "induction programs were most effective when all stakeholder groups were represented in the program design and when new teacher induction was part of a district-wide initiative to improve teaching and learning" (p. 16).

Purpose of the Study

The purpose of this study was to evaluate the effectiveness of the Belize Teacher Induction Training Program in terms of sustaining improvement of primary school teachers who have graduated from the initial programs.

Evaluation Questions

1. To what extent did the induction program supported mentoring activities?
2. To what extent did the induction program supported action research by the newly qualified teachers?
3. What factors impacted the Belize Teacher Induction Training Program?

Definition of Terms

The following terms and definitions were pertinent to the study:

- DEC: District Education Center, there are six DECs, one in every district of Belize.
- Evaluand: For the purpose of this evaluation, the evaluand is the program that is being evaluated (Fitzpatrick, Sanders, & Worthen, 2004).
- Induction Program: Is a one -year period of professional development for primary school teachers who have attained newly qualified teachers' status. According to Bickmore and Bickmore (2009), "effective induction is a systematic process embedded in a healthy school climate that meets new teachers' personal and professional needs" (p. 1007). The induction program is also referred to as a program of orientation to the profession of teaching and a period of time needed to guide and support new teachers in order to improve their performances to meet state standards (Huling-Austin,1986).

- Level Two Certificate: Post-Secondary certificate in Primary Education given to elementary/primary school teachers (Ministry of Education, 2000).
- MoEY: Ministry of Education and Youth – MoEY is a government of Belize ministry that is tasked with the responsibility for educational development in Belize (Ministry of Education, 2000).
- NQTs: Newly Qualified Teachers
- Pedagogy: Styles and methods of instruction used in the teaching profession.
- Pedagogical Skills: The art of or ability to use methods of instruction to teach.
- PSE: Primary School Examination, a national examination administered to elementary/primary school children during their final year in elementary/primary school (Ministry of Education, 2009).
- Professional Learning Communities: Educators committed to working collaboratively in ongoing process of inquiry and action research to achieve better results for the students they serve. These communities operate under the assumption that the key to improved learning for students is for continuous job-embedded learning for educators (DuFour, 2005).
- TEDS: Teacher Education Development Services. TEDS is a unit of the Ministry of Education that is responsible to monitor, evaluate and assess teacher education and training in Belize (Ministry of Education, 2009).

Basic Assumptions of the Study

This evaluation study made the following assumptions:

- The instruments and methods in this study provided accurate, reliable, and valid responses from the participants.

- The participants in this study answered the questions honestly and truthfully.

Summary

The purpose of this study was to evaluate the effectiveness of the Primary School Teacher Induction Training Program in Belize. This chapter reviewed the need for improved teachers' and students' performance. With pressure from its stakeholders, the Teacher Education Development Services, through collaboration with the University of Belize and the junior colleges, embarked on the implementation of the primary school teacher induction program. The goal of the evaluand was to give NQTs skills and knowledge to support them in becoming experienced teachers over time. The following chapter will present a review of the literature related to this study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The terms *reality shock* and *praxis shock* according to Fresko and Abu Ahija (2009) "have been used to describe the emotional reactions of new teachers when they confront the realities and responsibilities of being a teacher. This phase in the professional development of new teachers is not just about anxiety, stress, and frustration; rather, it is an important learning stage in which new teachers expand their content-specific repertoire of teaching strategies, acquire important practical knowledge related to students, curricula, workplace norms, and school policies, and test their beliefs and ideas about teaching" (p. 278). There is an abundance of literature on teacher induction programs for newly qualified teachers. The focus of chapter two is on the theoretical framework that will underpin the evaluation, the importance of mentoring, the importance of action research, trends in induction training programs, the future of induction training programs, teacher inductions training programs, and a chapter summary.

Theoretical Framework

This evaluation was built on the theory of *building schools as communities of learners;* this theory was explored in great length by Sergiovanni (1996). According to Egal (2007) this theory is based on five core components: inquiry, caring, respect, civic responsibility, and shared purposes. Building schools as communities of learners was ideal for this evaluation as it reinforced key elements in the Belize primary school teacher induction program.

Sergiovanni (1996) believed schools will grow into learning communities if they explore their understanding through questioning, collaboration and inclusion. If induction programs include a shared purpose, inquiry, caring, civic responsibility and mutual respect, then new teachers will feel a part of such a community. Induction programs should foster acceptance of new teachers into the community, inclusion helps to developed commitment to their school and feel accepted into the community. Furthermore, Egal (2007) believed if teachers are to be effective in working with students and adopt teaching strategies, they must be allowed to participate in a professional community. Moir (2009) added, "learning communities that bring together experienced and new teachers build teacher capacity while providing a structure for student learning" (p. 17).

According to the theory, if principals and leaders do not facilitate, nurture, share, model, and support learning, then new teachers will not feel accepted and valued and their perspectives and contributions will not be recognized. Therefore, it is essential that school leaders developed these skills if their schools are to embrace the attributes of

learning communities. Leaders in learning communities must allow all members in the community to participate in the development of the community are engaged and are actively involved in developing the community. In this way, new teachers are given opportunities to practice what they learned and are mentored when using new materials in their classroom. In addition, the theory extolled the virtues of mentors and tutors to form a "life-line" for new teachers as they build experience for the classroom.

If learning was to occur within these communities the theory suggested administrators should be deeply grounded in the development process of the community. School administrators should be able to meet the needs and interest of new teachers. The learning needs and the new teachers' interest form parts of the opportunity for development in the community. Learning needs should precede any learning program in the community. According to Sergiovanni (2005), "learning takes place in a community and learning is a perpetual movement of discovery and invention. The principle of a school as a learning community can be applied to design teacher development programs as well as the environment structures and resources necessary to help the new teacher" (p. 150-151). If the components of the schools as learning communities were embedded in any induction program, then it was expected the program would be successful. This theory is important to the research reported here as it was helpful in identifying variables that were used to develop the instruments used to collect data in this study.

The Importance of Mentoring in Teacher Induction Programs

The literature supported the inclusion of a strong mentoring component in teacher induction programs in order for programs to be successful. If teachers are going to be prepared to face the many challenges the learners bring to the classroom, mentors must

become an essential component in induction programs. Therefore, school administrators must identify mentors that are the most seasoned, well respected and those that have an effective track record in the classroom. Mentor training and release time are two essential components that must be included in any successful mentoring program (Berry, 2001). Many induction programs failed because the mentor component was not properly incorporated. In the induction program for Kansas and Missouri, mentor training was the key to their success (Johnson, 2009). The same holds true in the case of Connecticut. Experienced teachers and participating teachers in induction programs in the state of Connecticut indicated the mentoring process created an opportunity for them to self-reflect and to improve their teaching (Johnson, 2009).

Mentors addressed some of the reasons newly qualified teachers leave the profession. Mentors were able to advise and assist newly qualified teachers with valuable lessons. These lessons were essential to keeping newly qualified teachers in the system. Most programs have varying specifics, but most provided the newly qualified teacher with a veteran teacher in the school. Administrators in many of these programs provided release time so the new teacher could participate in mentor meetings or lesson planning (Gilbert, 2005). Induction programs should provide structured support and assistance to new teachers if they are to become effective teachers (Golrick, 2002).

According to Blair-Larsen and Bercik (1993), nurturing beginning teachers is essential for program effectiveness. Mentoring programs that are not teacher centered and collaborative in nature can create a negative image for the newly qualified teachers who see the profession as a mountain, difficult to climb. It is imperative that mentor and NQT's role should become symmetrical in purpose; one of co-learners and colleagues in

a more collaborative environment (Britzman, 1991; Clandinin, Davies, Hogan, & Kennard, 1993; Graham, Hudson-Ross, Adkinds, McWhorter, & Stewart, 1999; Smith, Herry, Levesque, & Marshall, 1993). New teachers are demanding mentors who go beyond and above program requirements to conquer the teaching profession shoulder to shoulder. Furthermore, Brannon, Fiene, Burke, & Wehman (2009) indicated, "they also want mentors who care about them and make them feel part of the team" (p. 8). Both mentors and new teachers should teach at the same grade level and should be given common planning time in order to enhance the new teachers' learning opportunities. Such provisions create an environment for mentors to provide the necessary support to the new teachers. Mentors must encourage the NQTs to team teach with them, team plan, or include the mentees in group observations of other teachers. All these activities are important in creating opportunities for the NQT constructive new learning experiences. New teachers can only construct new experiences when they interact with experienced teachers who are willing to work with them. Failing to provide time for mentors and NQTs to collaborate can affect the success of well thought out induction programs; hence, causing any efforts to be futile (Hollander & Scharff, 2002).

The demand was the same for the induction program in Belize. It was especially true in many of the rural communities. In many cases mentors are not clear of their responsibilities; therefore, they focus on providing support and solving immediate problems rather than on promoting teacher learning and development (Fresko & Abu Alhija, 2009). Another implementation difficulty compromising the role of mentor and NQTs as co-learners was the lack of adequate funding and resources. If induction programs were to be effective, the Ministry of Education has to contribute financially.

Induction programs not only help the newly qualified teachers, they also help mentors. A research study conducted with first year teachers from each district in the fourteen county RESA service area of Southern Atlanta Georgia revealed that mentor teachers reported that time spent in assistance and support of the newly qualified teachers was time spent in reflection of their own practices, eventually improving their own skill level, confidence, and classroom performance (Duquette, 1998). Moreover, as a result of the relationship, mentors experienced an improvement in their level of self-confidence and embraced the ideology of becoming mentors of future generations of teachers (McGee, 2001).

Mentors in McGee's (2001) study, indicated they were forced to be self-reflective in a manner far beyond that of a reflective journal. Self-reflection allowed mentors not only to reflect on the process, but be ready to explain and justify particular choices for their best practices. The process of reflection was perceived as largely beneficial by the mentor teachers participating in a study conducted by Lindgren (2005). In his study, he followed seven pairs of mentor-newly qualified teacher teams in the city of Umea, Sweden. Initially ten potential mentees were asked to volunteer to participate in the study. But only seven out of the ten committed to participate. By the end of the study, two NQTs still sought the help and guidance of other professionals as the school year passed. The newly qualified teacher stated that the newer colleagues were easier to schedule meetings with and easier to plan lessons with. Lindgren postulated that this relationship between assigned mentor and newly qualified teacher naturally declined as the newly acquired mentors and newly qualified teachers made personal or professional connections by desire, not design (Lindgren, 2005). Therefore, the relationship between

mentor-newly qualified teacher do not always have to be structured to be beneficial (Lindgren, 2005; Millinger, 2004).

Despite the improvements that have taken place in the mentoring component of the induction program in Belize over the past few years, Brannon, Fiene, Burke, & Wehman (2009) noted, "fewer than one percent of teachers got what the Alliance for Excellent Education (2004) called a comprehensive induction package: A reduced number of course preparations, a helpful mentor in the same field, a seminar tailored to the needs of beginning teachers, strong communication with administrators, and time for planning and collaboration with other teachers" (p. 11). They further stated, "more work needs to be done to address the needs of new teachers" (p. 11).

The Importance of Action Research in Teacher Induction Programs

The United States needs to develop and retain high qualified teachers in the system (Berry, 2004; Darling-Hammond & Sykes, 2003). The literature indicated many teachers are retiring while many school populations continue to grow. Many schools turn to teacher induction programs to ease teacher induction. Many educators used action research to develop their programs.

According to Brannon, Fiene, Burke, & Wehman (2009) action research is defined as "Systematic intentional inquiry by teachers" (p. 9). Teachers who pursued action research systematically went through a rigorous process of data collection to improve their practice. Over the past decade a multitude of research literature has accumulated on action research methods and implementation. According to Brannon, Fiene, Burke, & Wehman (2009), "More recently, inquiry has been closely tied to action research and has been explored. The awareness and reflection of issues that affect

learning and professionalism is achieved through collaborating on action research; action research opens the communication between teachers and the faculty" (p. 2). Furthermore, Brannon, Fiene, Burke, & Wehman (2009) claimed,

> **"**There are several researchers who believed action research to be a professional development tool; action research promotes inquiry and reflection to promote change in schools. They believed that action research helped with the growth of new teachers. They agreed that action research could "empower teachers to examine their own beliefs, explore their own understandings of practice, foster critical reflection, and develop decision making capabilities that would enhance their teaching, and help them assume control over their respective situation**"** (p. 2).

There are several benefits of action research; one worth mentioning is supporting professional learning communities (PLC). Brannon, Fiene, Burke, & Wehman (2009) suggested five characteristics of a PLC:

- shared norms, values, and vision;
- an emphasis on student learning;
- dialogue and reflection on practice;
- an increased awareness of others' practices; and
- collaboration.

The characteristic of professional learning communities are nurtured through its cycle. In many cases new learning communities were developed by professional talk among faculty members as such talks help to promote collegiality.

Trends in Teacher Induction Programs

According to the National Science Board (2004) “induction programs have two major goals: to improve the skills of beginning teachers and to reduce attrition” (p. 32). Portner (2005) claimed, “the lesson is quite clear and worth repeating: Unless and until induction and mentoring become part of the school’s everyday routine it runs the all-too-real risk of becoming just another fad of the month” (p. 89). “Current statistics revealed that beginning teachers are leaving the profession at an alarming rate” (Davis & Waite, 2006, p.1). Such statistics reminded policy makers and school leaders of the importance to provide support to new teachers (Davis & Waite, 2006).

In some educational settings, new teachers are placed in an environment where they cannot be successful. They are teaching, sitting on committees, performing non-instructional duties, sponsoring extracurricular activities, planning lessons, and were rarely observed for instructional feedback purposes. Bubb (2007) confirmed the impact that salary has on the recruitment and retention of new teachers. According to Conway (2006) “the wealth of the district correlated to the district’s ability to fund mentoring and induction programs that could ease the transition from pre-service to in-service teachers” (p. 25).

In spite of the alarming statistics, induction support has improved the retention rate of NQTs by the end of their initial year of training (Smith & Ingersoll, 2004). In addition, multiple induction components according to Ingersoll & Smith (2004) “have shown to have strong and statistically significant effects on reducing teacher turnover” (p. 2).

Darling Hammond (2005) strengthened the argument by stating:

> "Graduates of extended programs are not only satisfied with their preparation; they were viewed by their colleagues, principals, and cooperating teachers as better prepared; were as effective with students as much more experienced teachers; and are much more likely to enter and stay in teaching than their peers prepared in traditional undergraduate programs" (p. 9).

Levine (2006) reported, "there has been a rapid growth of teacher mentoring and induction programs in recent decades: more than 80% of new teachers participated in some kind of program, up from 40% in 1990-91" (p. 1). Furthermore, Levine (2006) indicated, "during the past two decades, new thinking about induction has emerged nationwide and there were several promising comprehensive induction models" (p. 1).

As these models emerge the positive impact on the new teacher and student learning was evident. Although induction programs seemed to be the panacea for improving teacher retention, several studies have found that the more qualified graduates the best and brightest, appeared to be those most likely to leave the profession in their first years of teaching (Davis & Waite, 2006). Many new teachers leave teaching because of a lack of a mentor-mentee relationship. Induction program designers needed to look beyond program effects to what actually happened between mentor-mentee pairs (Davis & Waite, 2006).

In spite of the many positive steps taken to improve teacher induction programs, there was reason for concern many of these teachers are leaving teaching. In the United States, as well as other countries, education stakeholders were trying to understand teacher quality and student learning with the use of test scores. Teaching should not be

confined to a pen and paper test; learning is much more than achieving high scores on a test. One of the major goals of teacher education was to train teachers who have the potential to develop our children into productive citizens who can participate in nation building.

If attrition in urban areas was alarming, the statistics for attrition in rural schools and district was even more frightening; the rural school districts faced attrition rates as high as 100% every three years (National Rural Education Association, 2004; William, Martin, & Hess, 2002). Factors supporting high attrition rates in rural settings included low salaries, social and cultural isolation, professional isolation, diverse case loads, lack of resources to serve students with low incidence disabilities, lack of pre-service training, significant travel requirements, lack of access to professional developments, and limited career opportunities (Beeson & Strange, 2000; NASDSE, 1996; Ludlow, Corner, & Schechter, 2005; Shwartzbeck & Prince, 2003). As a result of these factors, dissatisfaction in working conditions, the amount of time spent working, and a general sensation of inadequacy can lead a new teacher to follow 50% of his peers and leave the profession by their third year (Certo & Fox, 2002; Dove, 2004). Added to many challenges teachers faced, the literature indicated these factors combined together produced high levels of stress and burnout that fueled the increase in attrition rates (Brownell, Bishop, & Sindeler, 2005; Danielson, 1999; Gold, 1996).

According to figures from the Ministry of Education (2009), teachers in rural schools in Belize faced some of these same challenges. If the goal of education is to create opportunities for students to learn, then these frightening and alarming figures can only negatively impact the quality and continuity of services provided to students with

special needs. Formal induction programs with strong mentoring components and on-going professional development have been found effective in addressing many of the attrition factors for beginning educators. Many first year teachers were unaware of the challenges faced by other new teachers (Certo & Fox, 2002). Feeling of isolation, frustration, and anxiety related to performance and acceptance were common for many first year teachers. If those feelings of isolation, frustration, and anxiety are not adequately dealt with; education runs the risk of losing another set of teachers.

Teacher Induction Training Programs

Generally induction programs assisted teachers with improving their teaching. According to Gold (1996), there was some evidence that indicated new induction programs improved retention rates over time.

Comprehensive Teacher Induction Consortium

The consortium is a group of similar induction programs that have been in existence for over 15 years. While the consortium started with seven programs; currently, only three remain. According Gilles, Davis, & McGlamery (2009), "The three programs in the consortium have modified their programs to meet the specific needs of their state" (p. 43). The consortium supports cooperation and networking between similar programs. According to Giles, Davis, & McGlamery (2009) there are four components that all induction programs should share before they could network and collaborate**:**

- A full year of mentored support for first-year already certified teachers by full-time master teachers who have been released from their classroom duties. These

master teachers mentor new teachers one-third of their time, assist in their schools on special projects one-third, and work with the university one-third.

- Course work leading to a master's degree, while new teachers complete in 15 months.
- A cohort group of beginning teachers.
- Action research (classroom research) projects that form the cornerstone of each program.

The consortium programs were funded by the district and the university. The district paid for the training of the mentors while the university paid for the teachers in their program. The trade-off worked out as a win-win situation for both groups. The university received mentors paid for by the district for its training program, while the mentors received a free master's degree program tailored to their specific needs. The new teachers completed the program in one year and three months with a year of mentored teaching. It is also a win-win collaboration between the district and university since each program incurred no-additional-cost. There were several studies which indicated the new teachers trained by the consortium have longer staying power to teach than current statics indicated. Egal (2007) found 91% of 316 new teachers were still in education up to eight years after they left Missouri University. Egal (2007) also found 82% of 215 new teachers from Texas State program were still in education 10 years after they existed the program; and McGlamery and Edick (2004) found 89% new teachers from the University of Nebraska remained in teaching long after five years.

Common Characteristics of the Consortium Programs. Each of the three programs in the consortium provided two to three new teachers with a mentor. These

mentors were trained and considered experienced by their peers and were able to communicate and understand the needs of the new teachers. Mentors spent one-third of their time with the new teachers. Mentors were available to the new teacher to plan, conduct classroom observation, team-teach, and be available to answer any concerns the new teacher may have had, and listen to their ideas, etc. Mentors and new teachers were not accidentally brought together. Every month they participated in professional development training to solve problems they faced in the classroom every day.

Connecticut Beginning Educator Support and Training Program

According to Miller, Morley, & Westwater (2002) "the Connecticut's educational policy agenda focused on promoting high standards for students and professional educators" (p. 1). The Beginning Educator Support and Training program (BEST) was initiated in 1986. It evolved into a two-or-three year program of support and assessment for beginning teacher (p. 75). The comprehensive initiative of the Connecticut State Legislature saw improvement in students' academic performance across the state. According to Miller, Morley, & Westwater (2002) "The purpose of the BEST program was to provide support for new teachers; to support content-specific pedagogy that reflected state teaching standards; to emphasize the connections between effective planning, instruction, and student learning; to emphasize the importance of reflection for professional assessment with licensure mandates" (p. 75). Teaching portfolio was an important component of the BEST program. The District administrators provided support to the new teachers by identifying and recommending experienced teachers for mentor training.

California Beginning Teacher Support and Assessment Program

Findings from a pilot study by the State of California Commission on Teacher Credentialing and the California Department of Education (1988) initiated the Beginning Teacher Support and Assessment Program (BTSA). This program provided assistance and support to new teachers. The purpose of the program was to assist the new teachers with their professional needs with the end goal of improving student achievement. The purpose of BTSA was:

- to help California teachers to meet the state standards for teaching profession (CSTP);
- provide probationary teachers with an intense induction program that meets their professional goals and produces improved teaching practice;
- provide a successful transition into teaching;
- ensure individualized support;
- base individualized induction plan on continual assessment of teaching practice;
- ensure success and retention of new teachers; and
- improve academic achievement of all students.

These standards defined exemplary practice.

A report by the State of California Commission on Teacher Credentialing and California Department Education (1997) indicated a significant need of new teachers by 2004; less than 10, 000 teachers currently received credentials. Additionally, 25,000 teachers were needed to implement class size reduction. In 1998, the state department indicated there was a high teacher attrition rate; increased complexity of teachers; and that there was a need for systemic effort to analyze issues related to beginning teachers.

According to the State of California Commission on Teacher Credentialing and the California Department of Education (1997) there were several benefits of the BTSA program:

- Their support providers and students were researched since the inception of the program.
- Higher retention levels of beginning teachers.
- Teaching practice improved for a variety of reasons including:
    - Providing an effective transition to teaching;
    - Ensuring intensive individualized support and assistance;
    - Ensuring that individual induction plan (IIP) was based on an on-going assessment of performance.
- Student achievement increased because teachers were better prepared and supported to meet their needs. Beginning Teachers Support Assessment Program designed more complex lessons that engage all students.
- Experienced teachers benefitted from the exchange of professional ideas and research which led to their improved practice.

Below is a summary table of the major induction program models discussed in the literature review.

Table 1

Summary Table of Induction Training Programs

Title of Program	Program Components	Effects of Program on Retention and Other Positive Attributes
Induction Programs That Works (Gilles, Davis, & McGlamery, 2009)	Full year of mentored support for first-year teachers (Giles, Davis,	Retention rate of participants in the program far exceeds the national rate

	McGlamery, 2009); Course work leading to master's degree, which new teachers complete in 15 months (Gilles, Davis, & McGlamery, 2009); A cohort group of beginning teachers (Gilles, Davis, & McGlamery, 2009) Action research (classroom research) projects that forms the capstone of each program (Gilles, Davis, & McGlamery, 2009)	of retention (Gilles, Davis, & McGlamery, 2009) Assume leadership roles on committees and present at local, state, and national conferences within their first five years (Gilles, Davis, & McGlamery, 2009)
California Beginning Teacher Support and Assessment Program	Mentoring Formative assessment	Improve teacher retention Accelerate professional learning of new teacher Create learning communities of experienced and new teachers Change the professional culture of schools
Connecticut Beginning Educator Support and Training (Miller, Morley, &Westwater, 2002)	Mentoring Content portfolio assessment Content specific seminars	Improve students' academic performance

Summary

The literature on teacher induction training was vast. In every induction training program mentoring was an essential component. Effective teacher induction training program must incorporate planned one-on-one mentoring (Curan & Liam, 2002), released time for staff development and for mentor-NQT relationship (Britton, 2006), administrative support (Moskowitz & Stephen 1997), teacher involvement in decision making (Ahlstrand, 1994; Wei, Andrei, & Darling Hammond, 2009), formal mentor training ("Organization for Economic Cooperation and Development", 2004), training for novice teacher in curriculum as well as skills development to effectively implement it (Curan & Liam, 2002), initiation of the profession to the novice teacher (Moskowitz & Stephen, 1997), legislation to make induction training programs mandatory for novice teachers, (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009), and lastly financial support from the state, (The National Commission on Teaching and America's Future, 2003). The induction programs for new teachers varied across the states and furthermore, the programs were different from country to country. Successful induction programs incorporated the following components: (a) strong mentoring; (b) release time for mentor and NQTs to meet for planning; (c) training for mentors; (d) reflective practice group lead by experienced teachers; (e) portfolio assessment; and (f) action research. The next chapter will explain the methodology used to conduct the evaluation of the Belize Teacher Induction Training Program.

CHAPTER III

METHODOLOGY

Introduction

This chapter discusses the procedures and methods employed to evaluate the effectiveness of the Belize's Teacher Induction Training Program as perceived by newly qualified teachers, their mentors, and their principals. In addition, the support they received from their principals was also measured. The chapter is divided into the following sections: introduction, evaluation design, participant selection (newly qualified teachers, mentors, and school principals), protection of human subjects, survey instrument development procedures for newly qualified teachers survey instrument, mentors/tutors survey instrument, and school principal, survey administration procedures for newly qualified teacher, mentors/tutors, and school principal, data analysis, validity and reliability of survey instruments, criteria and standards for making evaluative judgments, limitation of the study and summary.

Evaluation Design

According to Fitzpatrick, Sanders, and Worthen (2004), evaluation is "the identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation to those criteria" (p. 5). Evaluation is not research in a classical sense as the focus was on gathering information to inform

decisions rather than to add to the knowledge-base. There were several important differences between evaluation and research that were reflected in this study (Table 2).

Table 2

Differences in Evaluation and Research

Evaluation	Research
Help those who have stake in whatever is being evaluated (stakeholders), often consisting of many different groups, make a judgment or decision.	Add to knowledge in a field, to contribute to the growth of theory.
Leads to judgment	Seeks conclusion
Seeks to describe a particular thing	To explore and establish causal relationships
The question to answered are not those of the evaluator, but rather, come from many sources, including those of significant stakeholders.	Research hypothesis to be investigated are chosen by the researcher and his assessment of the appropriate next steps in developing theory in the discipline or the field.
Describe a particular thing and is specific to the context in which the evaluation object rests.	Adds to the general knowledge, the methods are designed to maximize generalizability to many different setting.
Judged by their accuracy, utility, feasibility, and propriety.	Judged by its internal validity or causality, and external validity, or generalizability to other settings and other times.
Respond to the needs of clients and stakeholders with many different information needs of clients and stakeholders with many different information needs and operating in many different settings.	Trained in depth in a single discipline, their field of inquiry.
Establish personal working relationships with clients.	Do not necessary need to work with clients

This study was framed as a formative evaluation. Survey design was used to collect data. Survey design is versatile in addressing questions with many faucets such as those in this study. Dillman (2000) noted the strength of survey research as, "the ability to estimate with considerable precision the percentage of a population that has a particular attribute by obtaining data from only a small fraction of the total population is what distinguished surveys from all other research methods" (p. 9). Isaac and Michael (1981) noted that "a descriptive study describes systematically the facts and characteristics of a given population or area of interest, factually and accurately" (p. 50). For this evaluation, the evaluator used a modified version of Dillman's four phase survey design to collect data. The evaluator collected survey data regarding teachers, mentors, and principals' perception of the Primary School Teacher Induction Training Program in Belize for the evaluative purpose of improving the program.

Participant Selection

Participants for this evaluation study were selected from three participant groups, newly qualified teachers (NQTs), their mentors, and site principals.

Newly Qualified Teachers

Newly qualified teachers were selected from both government and church state managed schools (schools that are managed by the church but funded by the state). There were 71 NQTs on Teacher Education Development Services' master list. The breakdown of the total population that applied for the Belize Induction Program in the 2009-2010 training year is listed in Table 3.

Table3

Target Participants

District	Total Number of Population by District
Corozal	23
Orange Walk	9
Cayo	6
Belize	15
Stann Creek	15
Toledo	3
Total	71

Of the 71 NQTs that applied for the induction program only 54 completed the program. Twelve newly qualified teachers withdrew from the induction program. Two out of the 12 teachers withdrew for financial reasons. Eight of teachers withdrew for personal reasons. Two teachers withdrew for health reasons. Lastly, four teachers were exempted from the program. The total available population for the evaluation was 54. All 54 teachers participated in the study. Ten percent of the 54 teachers were teaching in public schools and 90% were teaching in church managed schools ("Ministry of Education", 2009/2010).

Mentors

There were a total of 48 mentors. All mentors participated in the study. All mentors were contacted by a representative of the district education center and asked to participate in the study.

There were 12 mentors in the Corozal District, six in the Orange Walk District, five in the Cayo District, 12 in the Belize District, 10 in the Stann Creek District, and three in the Toledo District.

School Principals

There were 44 school principals who participated in the study. Eleven of the principals represented schools in the Corozal District, six represented the Orange Walk District, five represented the Cayo District, 11 represented the Belize District, 10 represented the Stann Creek District, and one represented the Toledo District.

Protection of Human Subjects

The evaluator applied to Oklahoma State University Institutional Review Board for permission to conduct research with human subjects. Approval was granted to the evaluator by the review board (IRB Application No. AG 1116, Appendix A).

Survey Instruments Development Procedures

The evaluator developed three original survey instruments to collect data, one for each sample; newly qualified teachers, mentors, and school principals.

Newly Qualified Teacher's Instrument

The survey instrument filled out by the newly qualified teachers contained seven sections. Section one contained 11 statements requesting either a yes or no statements. The section consisted of statements addressing assigning of mentors to mentees, time allocation to meet with mentors, opportunity to socialize with colleagues during induction year, future plans of the mentee, shared planning time, observation of mentor, observation of other teachers, and mentor and mentee teaching at the same grade level. The participants were given an option to select either yes or no responses for each of the statements in section one.

Section two contained nine statements. The nine statements were rated on a five point Likert-type scale. The points on the scale were rated from strongly agree to

strongly disagree with the last point being the item does not apply to me. The statements in this section consisted of statements addressing support received from colleagues, participation in the decision making of the school, principal's expectation of the mentee, meeting time set aside for mentor and mentee, ability to write lesson plans, and organization of learning centers.

Section three contained 14 statements that dealt with the job satisfaction of the mentee. The statements were rated on a five point Likert-type scale. The points on the scale were rated from strongly agree to strongly disagree with the last point being the item does not apply to me. The statements in this section consisted of statements addressing support received from colleagues, positive and collegial school environment, being a part of an academic community, valuing of mentee's opinion, relationship among colleagues, innovation in the classroom, teaching hours, classroom physical conditions, opportunity for professional development, authority to deal with classroom problems, and recognition and appreciation by colleagues.

Section four contained 12 statements that dealt with knowledge gained during the induction program. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to *strongly disagree* with the last point being the item *does not apply to me*. The statements in this section addressed teaching culturally diverse students, teaching linguistically diverse students, teaching academically diverse students, improving consistency in students' assessment, improving self-confidence, job satisfaction, student commitment, school commitment, commitment to the teaching profession, building connections with the community, classroom support, and success and effectiveness in the classroom.

Section five contained 13 items that dealt with the relationship between the mentee and mentor during the induction program. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *very low* to *very high* with the last point being the item *does not apply to me*. The statements in this section addressed the relationship with mentor, assistance and support in school policy, time spent with mentor for planning, resolving classroom problems with mentor, after school meetings with mentor, assistance to complete professional portfolio, and assistance to complete research paper.

Section six contained 10 statements that dealt with statements about the induction program impact. The points on the scale were rated from *very low* to *very high* with the last point being the statement *does not apply to me*. The statements in this section consisted of statements addressing applying discipline measures in the classroom, transition into the classroom, developing classroom rules, carrying out action research for problems identified in the classroom, annual plan using the national primary school curriculum, unit plan using the national primary school curriculum, and lesson plan using the national primary school curriculum.

Section seven contained seven short answer questions that dealt with the overall thoughts about the induction program. The statements in this section consisted of topics addressing most beneficial part of the induction program, least beneficial part of the induction program, topics that should have been included in the induction program, accountability system to assess mentor's performance, and time spent developing mentor mentee relationship. The last section on the instrument asked for demographic information. A copy of this instrument is attached in Appendix B.

Mentor/Tutors Survey Instrument

The survey instrument filled out by the mentors and tutors contained nine sections. Section one contained seven statements. The statements addressed the assigning of NQTs to mentors, time allocation to meet with the NQTs, commitment to mentoring, common planning time for NQTs and mentors, classroom observation of NQTs. The participants were given an option to select either yes or no responses for each of the statements in section one.

Section two contained nine statements regarding the relationship between the mentor and the NQT. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to *strongly disagree* with the last point being the item *does not apply to me*. The statements in this section included statements such as: relationship with the NQT, responsibility of the mentor, assistance provided to the NQT, time spent on performing mentoring duties, student discipline, and lesson planning.

Section three contained 11 statements regarding the benefits of the induction training program. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to *strongly disagree* with the last point being the statement *does not apply to me*. The statements in this section included items such as: the effectiveness of the induction program, training for mentors, administrative support, reading teaching loads for NQTs, and opportunity for reflective writing, observation of NQTs.

Section four contained 11 statements regarding reasons why NQTs withdrew from teaching. The statements were rated on a five point Likert-type scale. The points on the

scale were rated from *strongly agree* to *strongly disagree* with the last point being the statement *does not apply to me*. The statements in this section included items such as: poor salary, student discipline, poor administrative support, poor student motivation, lack of staff influence, large class size, opportunity for advancement, classroom intrusion by principal, inadequate time to plan, to pursue other jobs, and family and personal issues.

Section five contained six statements regarding the support NQTs received during the induction program. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to *strongly disagree* with the last point being the item *does not apply to me*. The statements in the section included items such as: orientation and NQT's transition to classroom, the development workshop and the preparation of NQTs for the classroom, time allocation for planning with NQTs, reduced workload to meet with NQTs, and seminars to support NQTs.

Section six contained 10 statements regarding the impact of the induction program. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to *strongly disagree* with the last point being the item *does not apply to me*. The statements in the section included items such as: Application of discipline measures in the classroom, classroom management skills, delivered effective lessons, action research, students' learning, and students' grades.

Section seven contained eight statements regarding the professional competencies in teaching. The statements in the section were rated on a five point Likert-type scale. The points on the scale were rated from *daily* to *four or fewer times per year* with the last point being *never*. The statements in this section included items such as: classroom management and organization, curriculum and lesson planning, available resources,

communication with NQT, communication with parents, time management, and Ministry of Education and school level policies.

Section eight contained 14 statements regarding the frequency of mentors engaging with NQTs. The statements in the section were rated on a five point Likert-type scale. The points on the scale were rated from *daily* to *four or fewer times per year* with the last point being *never*. The statements in this section included items such as: observation of NQT and providing feedback, professional growth plan, modeling, coaching, students' performance trends, strengths and needs of NQTs' students, instruction issues, students' assessment data to make decisions, assessment used to provide diagnostic information, and assessment used to provide information regarding students' strengths and weaknesses.

Section nine contained seven short answer statements that dealt with the overall induction program. The topics in this section were: The most beneficial part of the induction program; least beneficial part of the induction program; what would you include in the induction program that was not included; accountability system in place to assist NQTs' performance; time per week spent with NQT; and recommendation of induction program to another NQT. The last section on the instrument asked for demographic information. A copy of the instrument is attached in Appendix C.

School Principals Survey Instrument

The principal survey instrument filled out by the school principals contained six sections regarding the planning and preparation of the teachers. There was also a section that asked questions regarding the demographic data. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to

strongly disagree with the last point being the statement *does not apply to me*. The statements in the section included items such as: Long and short term goals, knowledge and understanding of children's chronological age, maturity of children, background of children, children's prior knowledge, experience of children, learning styles of children, content appropriate to stated objectives, teaching strategies, teaching activities, and appropriate teaching resources.

The second section contained four statements regarding the learning classroom environment. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to *strongly disagree* with the last point being the item *does not apply to me*. The statements in the section included items such as: the management of instructional time, management of students' behavior, the promotion of positive classroom interactions, and encouraging a culture of learning in the classroom.

The third section contained six statements regarding the teacher instruction of the NQTs. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to *strongly disagree* with the last point being the item *does not apply to me*. The statements in the section included items such as: strategies to orient learners to lesson, communication with the students, lesson progression, and effective strategies to close lesson, sound knowledge of subject matter and pedagogy, and understanding of assessment principles, strategies and procedures.

The fourth section contained 10 statements regarding the professionalism of the NQTs. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to *strongly disagree* with the last point being the statement *does not apply to me*. The statements in the section included items such as:

professional development activities, professional development and student achievement, professional development goals and school long term plans, professional development and assessment process, teacher reflection, leadership roles, Ministry of Education and school policy document, professional relations with colleagues and wider community, and the promotions of teaching as a profession.

The fifth section contained seven statements regarding the impact of the induction program. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to *strongly disagree* with the last point being the statement *does not apply to me*. The statements in the section included items such as: effective discipline measures in the classroom, rules and classroom management skills, learning centers and classroom management skills, effective lesson plans, and action research.

The sixth section contained seven statements regarding the value of the induction training program. The statements were rated on a five point Likert-type scale. The points on the scale were rated from *strongly agree* to *strongly disagree* with the last point being the statement *does not apply to me*. The statements in the section included items such as: the strengths of the induction program, weaknesses of the induction program, long term effect of the induction program, what changes would you make to the induction program, and recommendations to TEDS regarding the implementation of the program in the school.

The last section contained information regarding demographic data of the school principal. This section looked at the sex, ethnicity, years of experience being a principal,

years working at the present school, age of the principal, location of the school, and size of the school. A copy of this instrument is attached in Appendix D.

Survey Administration Procedures

The data were collected using a survey instrument. The procedures for collecting data from all three groups are detailed below.

Newly Qualified Teachers

The Newly Qualified Teachers (NQTs) were given a letter by a representative from the district education center requesting their consent to participate in the study. After the teachers gave their consent, a survey instrument was given to each of them to complete. Upon completion of the questionnaire, they were collected by a representative from the district education center and forwarded to the evaluator. Of the 54 survey instruments sent out to NQTs, nine instruments were not returned to the evaluator. This accounted for an 85% return rate. In order to protect the identity of the teachers, their names were coded by the district education personnel.

Mentors

The mentors were given an information letter requesting their consent to participate in the study. After the mentors gave their consent, a questionnaire was given to each of them to complete. Upon completion of the questionnaire, it was collected by a representative from the district education center and forwarded to the evaluator. Of the 48 mentor survey instruments sent out, only 10 were not returned to the researcher. This accounted for a 79% return rate. In order to protect the identity of the mentors, their names were coded by district education personnel.

School Principals

The principals were given an information letter requesting their consent to participate in the study by a representative from the district education center. After they gave their consent, a questionnaire was given to each of them to complete. The questionnaire was collected and forwarded to the evaluator. Of the 44 survey instruments sent out to principals, only seven instruments were not returned to the evaluator. This accounted for an 84% return rate. In order to protect the identity of the primary school principals, their names were coded.

Data Analysis

The data analysis was presented in two sections. The first section presented data collected from the quantitative section of the survey questionnaires using the Likert-Scale and section two presented data collected from the open ended statements on the survey questionnaire. Kerlinger (1986) stated that Likert-type data was ordinal in nature, and it was acceptable and practical to treat it as interval data and subjected it to statistical analysis as long as care was taken in the interpretation of results. Responses to sections of the survey were scored and treated as interval data for the study. The survey data were analyzed using the Statistical Package of Social Sciences version17.

The analysis was guided by the evaluation questions listed in chapter one. Descriptive statistics such as frequency and percentage were computed for each item to determine the effectiveness of the induction program. Data collected from the open-ended questions were reviewed to identify patterns in responses of the participants. The open-ended data helped to clarify and or expand the participants' perceptions and attitudes concerning the effectiveness of the program and the need to strengthen it. The

survey instrument requested data from participants regarding the impact of the induction program.

Validity and Reliability of Survey Instruments

The instrument was assessed on three aspects: (a) face validity, (b) content validity, and (c) internal consistency and reliability. Since there was no pre-test conducted and the participants were subjected to the survey instruments at the same time frame, the threats of maturity and testing were overcome.

The instrument was referred to a panel of experts while in the development stage to check for face and content validity. A pilot test also benefited the soundness of the survey instrument. For internal consistency and reliability, a Cronbach's alpha test was run on all scaled items after administration. According to Ary, Jacobs, and Razavieh (1996) when the instrument results were to be used for deriving some conclusions about a group or for research purposes, a reliability coefficient of the range 0.5 to 0.6 was acceptable. The result for the Cronbach's Alpha test for the three instruments were: the newly qualified instrument (.91), the mentor instrument (.83), and the principal's instrument (.95) thus the instruments were deemed reliable.

Panel of Experts

After developing the draft surveys, they were sent to a panel of stakeholder experts for considerations and recommendations for improvement of the instruments. Recommendations from the stakeholder panel were taken into consideration and adjustments were made to the instruments. The list of the members on the panel of stakeholder experts included the coordinator of Primary School Induction Training

Program in Belize; primary school principals, primary school teachers; and personnel from the Ministry of Education.

Each member of the panel of experts (Appendix E) was given a copy of the draft survey instruments and was asked to give his or her recommendations for improvement of the instruments. The evaluator met with members of the panel of experts to listen to their concerns regarding the survey instruments. When a member of the panel of stakeholder expert was not able to meet with the evaluator, the evaluator communicated with that member by email.

Pilot Study

Since the population of the 2009-2010 induction training program was small, the evaluator identified the sample for the pilot testing from the 2008 teacher induction training program. A random number table was used to generate 15 names of teachers to pilot test the instruments. Participants reviewed the evaluation surveys and wrote comments on the document. They reviewed the survey based on several points: clarity, ease of understanding, face validity, and relevance of the items to the teacher induction program content. Comments and suggestions were considered before the final versions of the evaluation survey instruments were completed.

The draft survey instruments for pilot testing were administered using a modified Dillman's (2000) four phase mailing procedure in February 2011, which consisted of emailing of cover letter and a copy of the instrument, a reminder email, then a second email of the instrument, and finally a second reminder email. Information gathered from the completed survey was incorporated into the final drafts of the survey instruments.

External validity or generalizability referred to the extent in which findings of a study can be applied to other similar situations. Since the Primary School Teacher Induction Training Program in Belize was specific to a given group of teachers, mentors and principals, during a particular year, the evaluation made no attempt to secure external validity.

Types of Survey Error and How They were Addressed

The four sources of errors in survey design include (a) sample error, (b) non-coverage error, (c) non-response error, and (d) measurement error. Since the study used a census, there was no need to contend for sample error, non-response, and measurement error. The study relied heavily on quantitative data, therefore; the threats for measurement error were not factors. In order to improve the response rate of the participants, the evaluator got a copy of the teacher induction training master list from TEDs. The list included the names of the teachers, their school, their principals, their mentors, their phone number and their email addresses. After the week of distribution of the survey, there was a 64% return rate. A week after the first set of surveys were collected, the evaluator emailed all participants (43) who had emails and called all those who did not have an email address to remind them to complete and return the survey. Three weeks after the first email and telephone call to participants there was a 15% returned rate. The evaluator emailed the remaining participants who had emails and called those that did not. There were five participants that lost the survey. A second copy of the survey was given to the five participants by an education officer. One week after the final follow-up there was a five percent returned rate. The overall return rate of the survey was 84% (Table 4). Dillman (2000) had a precise methodology to collect

survey data, the evaluator deviated somewhat; nevertheless, the response rate yielded similar return rate. Overall, the TDM method proved to be very successful.

Table 4

Return Rate of Survey Questionnaire

Response Received	Frequency	Percentage
First week after survey was given out	79	64%
Second and third weeks email and telephone call reminder	33	15%
Fourth week a second reminder and resend survey only to those who requested a new copy	10	5%
Total	122	84%

Criteria and Standards for Making Evaluative Judgments

The evaluation research of the Primary School Teacher Induction Program was a formative evaluation; it provided information for the improvement of the program. It was assumed the program will continue regardless of the evaluation findings (Fitzpatrick, Sanders, & Worthen, 2004, p. 16). To achieve this goal, there were criteria and standards established to assist and identify ways to improve the delivery of the induction program (Table 5). In the divergent phase, there was a list of potential questions and concerns, the evaluator took into consideration all the views of the stakeholders. In the convergent phase, 13 questions were selected to be addressed and the criteria were developed for these questions (Fitzpatrick, Sanders, & Worthen, 2004). The 13 questions were did the induction program improved skills and knowledge of the NQTs; can NQTs competently

delivered effective, well-managed, engaging lessons; did the induction program enhanced the NQTs management skills; did the NQTs effectively used and documented a range of assessment strategies and procedures; can NQTs create and maintain attractive environment; did the induction program increased NQTs' satisfaction; did the NQTs' demonstrated reflective thinking and an emotional commitment to the profession; did the NQTs contributed to the overall development of the profession through the completion of action research; did the induction program allocated time for mentors and NQTs to meet; did the induction program provided NQTs with a mentor; did the NQTs demonstrated familiarity with the philosophy, goals, norms, values and expectations of their school, the wider education system, and the local community; did the induction program provided professional development for NQTs; and did the induction program provided alternative disciplinary measures for the NQTs to use?

Table5

Criteria and Standards for Making Evaluative Judgments

Evaluation questions	Criteria	Standards
Does the induction program improve skills and knowledge of the NQTs?	Improve skills and knowledge.	At least 75% of NQTs should improve their skills and knowledge.
Can NQTs competently deliver effective, well-managed, engaging lessons?	Effective and well managed and engaging lessons	85% of NQTs' lessons should be effective and well managed and engaging.
Does the induction program enhance the NQTs' classroom management skills?	Enhance NQTs' classroom management skills.	85% of the NQTs' classroom management skills should be enhanced.
Do NQTs effectively use and document a range of assessment strategies and procedures?	Range of assessment strategies and procedures.	At least 75% of the NQTs' plan book should be used and document a range of assessment strategies and

		procedures.
Can NQTs create and maintain and attractive learning environment?	Create and maintain an attractive learning environment.	NQTs should create and develop learning environment in the classroom 75% of the time.
Does the induction program increased NQTs job satisfaction?	Increase NQTs job satisfaction.	At least 85% of the NQTs' should increase their job satisfaction.
Do NQTs demonstrate reflective thinking and an emotional commitment to the vocation of teaching?	Reflective thinking and emotional commitment to vocation of teaching.	NQTs should demonstrate reflective thinking and emotional commitment to vocation of teaching 100% of the time.
Do NQTs contribute to the overall development of the profession through the completion of action research?	Carrying out action research.	NQTs should complete at least one action research for the school year.
Does the induction program allocate time for mentors and NQTs to meet?	Allocate time for mentor and NQTs to meet.	Time should be allocated to the mentor and NQTs by the induction program.
Does the induction program provide NQTs with a mentor?	Provide NQTs with a mentor during the induction program.	A mentor should be provided to each NQT.
Do the NQTs demonstrate familiarity with the philosophy, goals, norms, values and expectations of their school, the wider education system and the local community?	Demonstrate familiarity with the philosophy, goals, norms, values and expectations of their school, the wider education system and the local community.	NQTs are familiar with the philosophy, goals, norms, values and expectations of their school, the wider education system, and the local community.
Does the induction program provide professional development for the NQTs?	Provide professional development for NQTs.	The NQTs should be provided with professional development.
Does the induction program provided alternative discipline measures for the NQTs to use?	Provide alternative discipline measures for NQTs to use in the classroom.	The NQTs should be provided with alternative discipline measures to use in the classroom.

Limitations of the Study

When conducting the evaluation, there were several limitations the evaluator took into consideration. These limitations are listed below:

- The subjects of the study were humans and it was not possible to control all intervening variables while conducting the study. Therefore, the consistency and validity of the results could not be established without a margin of error.
- Since the Primary School Teacher Training Induction Program in Belize was an evolving program, the assessment and evaluation techniques and paradigms were subjected to change. In this sense, this study was not replicable, as every year the evaluation approach and agenda may change.
- This study focused on evaluating a particular program: Primary School Teacher Training Induction Program in Belize. Any conclusions drawn cannot be generalized beyond the scope of this program.

Summary

Chapter three described the methodology employed for the study. The researcher selected a descriptive survey design approach to conduct the evaluation (Dillman, 2000). The method consisted of quantitative data secured from survey instruments specially designed for the evaluation. The survey instruments were developed in stages and pilot tested to established validity and reliability. The data was collected by the district education personnel of the Ministry of Education and Youth's District Education Center from each participant and analyzed using descriptive statistics. The next chapter will provide the analyses of the data collected during this evaluation.

CHAPTER IV

FINDINGS

Introduction

The purpose of this study was to evaluate the effectiveness of the Belize Primary School Teacher Induction Training Program. The main research questions guiding the evaluation were if the program was able to provide mentoring support to NQTs and to provide opportunities for NQTs to develop action research skills as they develop experience over a one year period of time. Chapter three discussed data collection methodologies that were subjected to quantitative analysis. This chapter will discuss the demographic information and the findings of self-report surveys, open-ended data, and a summary.

The findings were presented according to the research questions stated in Chapter One. Each research question was answered on the basis of quantitative data and open-ended statements provided by the survey responses. The findings of the quantitative data were triangulated by the responses of the NQTs, the mentors, and the primary school principals.

Demographic Data

The total population was 146 participants who were given survey questionnaires to complete. Of the 146 participants 122 returned completed surveys to the education

office in their district. Of the 122 participants 95 were females and 27 were males. In total, there was an 84% response rate of the self-reported survey questionnaires (Tables 6 and 7).

Table 6

Participants Return Rate

Types of participants	No. of participants who received surveys	No. of participants who completed and returned surveys	Completion percentage
NQTs	54	46	85
Mentors	48	39	81
Principals	44	37	84
Total	146	122	84

Table7

Participants by Sex

Participants	Females	Males	Total
NQTs	39	7	46
Mentors	29	10	39
Principals	27	10	37
Total	95	27	122

The Mestizo ethnic group represented the largest percentage of the sampled population while the East Indian ethnic group represented the least (Table 8).

Table 8

Participants by Ethnicity

Participants	NQTs	Mentors	Principals	Total No. of Ethnicity
Mestizo	20	16	13	49
Creole	14	11	13	38
Garifuna	8	5	7	20
East Indian	1	2	2	5
Maya	3	5	2	10

Total	46	39	37	122

Of the total age group in the study, participants who were between the ages of 30-39 years represented the largest percentage of the participants in the study while those 50 years and older the smallest (Table 9).

Table 9

Participants by Age Group

Group	NQTs	Mentors	Principals	Total No. of Age group
18-29	20	4	1	25
30-39	20	17	10	47
40-49	4	10	17	31
50 plus	2	8	9	19
Total	46	39	37	122

When the NQTs in the study were questioned regarding their career transitioned, those who did not transitioned into the teaching career as a second career represented most of the total NQTs' population and returned to full time teaching job after a period of study leave (Table 10). Most of the NQTs said they had members of their immediate families in education (Table 11).

Table 10

Participants who Transitioned to Teaching as a Second Career

Second career	Frequency	Percent
Yes	7	15.2
No	39	84.8
Total	46	100.0

Table 11

Members of Immediate Family in Education

Immediate family in education	Frequency	Percent
Yes	33	71.7
No	13	28.3
Total	46	100.0

Mentors with a bachelor's degree in primary education represented the largest percentage of the population in the study, while mentors with a master's degree represented the lowest percentage (Table 12).

Table 12

Participants by Highest Qualifications

Qualifications	Frequency	Percent
Level One Teacher Certificate	2	5
Level two Teacher Certificate	2	5
Associate Degree	7	18
Primary Education Certificate in Education	2	5
Trained Teacher's Diploma	11	29
Bachelor's Degree in Primary Education	13	34
Master's Degree in Education	1	3
Total	38	100.0

Most of the mentors said they were first-time mentors; similarly most of them had no previous mentoring experience (Table 13). On the other hand, when principals were asked about their administrative experience less than half said they had previous administrative experience (Table 14).

Table 13

Participants with Mentoring Experience

Mentoring Experience	Frequency	Percent
Yes	25	66
No	13	34
Total	38	100.0

Table 14

Participants with Administrative Experience

Administrative Experience	Frequency	Percent
Yes	15	41
No	22	59
Total	37	100.0

There were three evaluation questions that guided the study:

1. To what extent did the induction program support mentoring activities?
2. To what extent did the induction program support NQTs developing action research skills?
3. What factors impacted the induction program?

Evaluation Question 1

To what extent did the induction program support mentoring activities for NQTs? There were several critical statements that were asked of the respondents regarding the objectives of the induction training program. These statements helped to determine if the program provided mentoring support for NQTs. When respondents were asked if learning how to develop learning centers enhanced their classroom management skills most of them agreed or strongly agreed (Table 15).

Table 15

NQTs Organized Learning Center during Their Induction Year

Category	Frequency	Percent
Strongly Disagree	1	2.2
Disagree	9	19.6
Agree	12	26.1
Strongly Agree	24	52.2
Total	46	100.0

When principals were asked if the program helped NQTs to select long range goals appropriate to the context of the learner and the content to be taught, most of them strongly agreed and agreed. Only a few disagreed (Table 16).

When mentors were asked if the NQTs were able to write effective lessons, most agreed or strongly agreed, only a few disagreed. Similarly, most principals agreed NQTs were able to write effective lessons, only a few disagreed.

Table 16

Teacher Selected Long-Range Goals Appropriate to the Context of the Learner and the Content to be Taught

Category	Frequency	Percent
Disagree	3	8.1
Agree	26	70.3
Strongly Agree	8	21.6
Total	37	100.0

When mentors were ask if they met frequently with the NQTs to discuss students' assessment strategies most disagreed, only a few mentors said they met with the NQTs four or less times per year. A few mentors met with their NQT once or twice a month. Lastly, a few mentors met with NQTs once or twice a week.

Furthermore, when mentors were asked about their frequency of meeting with the NQTs to provide help to use assessment to determine their students' achievement few did not answer this question. A few mentors never spend time with NQTs to provide help

using assessment to determine their students' achievement. A small number of mentors spent four or fewer times per year to assist NQTs using assessment to determine their students' achievement.

Only one third of the mentors provided help to NQTs once or twice a month using assessment to determine their students' achievement. Lastly, far less mentors provided assistance to the NQTs in this area once or twice a week (Table 17 and 18).

Table 17

Mentors Discussed Student Assessment Data Regarding Classroom Instructions with NQTs

Category	Frequency	Percent
Never	7	17.9
Four or fewer times per year	11	28.2
Once or twice a month	13	33.3
Once or twice a week	5	12.8
Don't Know/Not Stated	3	7.7
Total	39	100.0

Table 18

NQTs Used Assessment Data to Determine Students Performance

Category	Frequency	Percent
Never	10	25.6
Four or fewer times per year	4	10.3
Once or twice a month	15	38.5
Once or twice a week	5	12.8
Don't Know/Not Stated	5	12.8
Total	39	100.0

When NQTs were asked if they were assigned a mentor, the majority said yes while a few said no (Table 19). When the NQTs were asked if the time they spent with their mentors to talk about problems they faced during the induction period more than two-third met frequently with their mentors (Table 20).

Table 19

NQTs were Assigned a Mentor

Category	Frequency	Percent
Yes	35	76.1
No	11	23.9
Total	46	100.0

Table 20

Time NQT Spent with Mentor was Appropriate for Planning

Category	Frequency	Percent
Yes	26	56.5
No	20	43.5
Total	46	100.0

To validate the newly qualified teachers' perception, most mentors spent at least an hour with their NQTs a week in an advisory capacity, while a few did not (Table 21). More than half of the NQTs and their mentors felt the hour they met was appropriate for planning (Table 22).

Table 21

Mentor Spent at Least an Hour per Week with NQTs in an Advisory Capacity

Category	Frequency	Percent
Yes	29	74.4
No	10	25.6
Total	39	100.0

Table 22

Time NQT spent with Mentor was Appropriate for Planning

Category	Frequency	Percent
Yes	26	56.5
No	20	43.5
Total	46	100.0

When the NQTs were asked if the grade level they taught was similar to their mentors, a few said yes, while most said no (Table 23). When mentors were asked this same question, a little below half said they taught at the same grade level of their NQTs (Table 24).

Table 23

NQTs Taught at the Same Grade Level as Mentors

Category	Frequency	Percent
Yes	10	21.7
No	36	78.3
Total	46	100.0

Table 24

Mentors Taught at the Same Level as NQTs

Category	Frequency	Percent
Yes	18	46.2
No	21	53.8
Total	39	100.0

When mentors were asked if the induction training program provided them with reduced teaching load for NQTs, a few did not respond, half disagreed or strongly disagreed; similarly, half agreed or strongly agreed (Table 25).

Table 25

The Induction Program Provided Reduced Teaching Load for Mentors

Category	Frequency	Percent
Strongly Disagree	2	5.1
Disagree	18	46.2
Agree	9	23.1
Strongly Agree	7	17.9
Does Not Apply to me	3	7.7
Total	39	100.0

When NQTs were asked if there was a close relationship among colleagues at school a few disagreed, most agreed or strongly agreed (Table 26). Supporting this point half of the mentors agreed there was a close relationship among colleagues at school (Table 27).

Table 26

NQTs Reported Developing a Close Relationship among Colleagues

Category	Frequency	Percent
Disagree	6	13.0
Agree	22	47.8
Strongly Agree	18	39.1
Total	46	100.0

Table 27

Mentors Reported NQTs Developed a Close Relationship among Colleagues and Administration

Category	Frequency	Percent
Strongly Disagree	2	4.3
Disagree	10	21.7
Agree	23	50.0
Strongly Agree	11	23.9
Total	46	100.0

Furthermore, when NQTs were asked if they were recognized and appreciated by colleagues in their school, most agreed or strongly agreed while a few disagreed or strongly disagreed (Table 28).

Table 28

NQT was Recognized and Appreciated by Colleagues in their School

Category	Frequency	Percent
Strongly Disagree	1	2.2
Disagree	3	6.5
Agree	27	58.7
Strongly Agree	15	32.6
Total	46	100.0

When NQTs were asked if they felt a sense of autonomy to make decisions in their classroom, most agreed, while a few disagreed (Table 29). Furthermore, when NQTs were asked if they were given adequate authority to deal with classroom problems most agreed, while a couple disagreed (Table 30). This level of autonomy in the classroom allowed most NQTs to use their ability to be creative in their classroom, only couple disagreed (Table 31).

Table 29

NQT Felt a Sense of Autonomy to Make Decisions in their Classroom

Category	Frequency	Percent
Strongly Disagree	2	4.3
Disagree	2	4.3
Agree	20	43.5
Strongly Agree	21	45.7
Does Not Apply to me	1	2.2
Total	46	100.0

Table 30

NQT was given Adequate Authority to Deal with their Classroom Problems

Category	Frequency	Percent
Disagree	2	4.3
Agree	24	52.2
Strongly Agree	20	43.5
Total	46	100.0

Table 31

NQT was Creative in their Classroom

Category	Frequency	Percent
Disagree	2	4.3
Agree	17	37.0
Strongly Agree	27	58.7
Total	46	100.0

Evaluation Question 2

To what extent did the induction program assist NQTs to develop action research skills in the classroom? Assessment was an important component to assist NQTs to identify problems in their classroom. When NQTs were asked if the induction program assisted them to identify problems in their classroom and carry out action research to solve those problems, only one disagreed, while most NQT agreed (Table 32). When mentors were asked the same question, one did not respond, a couple disagreed strongly, while most agreed (Table 33).

When principals were asked if the induction program allowed NQTs to carry out action research to solve problems in their classrooms, several strongly disagreed while most agreed or strongly agreed (Table 34).

Table 32

NQTs Carry Out Action Research to Solve Problems in classroom

Category	Frequency	Percent
Very Low	1	2.2
Low	4	8.7
High	17	37.0
Very High	23	50.0
Does Not Apply to me	1	2.2
Total	46	100.0

Table 33

NQTs Carry Out Action Research to Solve Classroom Problems (Mentors' Response)

Category	Frequency	Percent
Strongly Disagree	2	5.1
Disagree	3	7.7
Agree	25	64.1
Strongly Agree	9	23.1
Total	39	100.0

Table 34

NQTs Carry Out Action Research to Solve Classroom Problems (Principals' Response)

Category	Frequency	Percent
Strongly Disagree	1	2.7
Disagree	9	24.3
Agree	20	54.1
Strongly Agree	7	18.9
Total	37	100.0

Mentors and principals were asked if the induction program allowed the NQTs to engage in reflective thinking to improve their practice. The majority agreed or strongly agreed, while a couple disagreed. One mentor did not respond (Table 35 and 36).

Table 35

Induction Program Provided Opportunities for Mentors and NQTs to Engage in Reflection to Improve Practice

Category	Frequency	Percent
Disagree	3	7.7
Agree	19	48.7
Strongly Agree	16	41.0
Does Not Apply to me	1	2.6
Total	39	100.0

Table 36

Opportunities were Given to NQTs to Reflect on Practice

Category	Frequency	Percent
Strongly Disagree	1	2.7
Disagree	2	5.4
Agree	20	54.1
Strongly Agree	13	35.1
Does Not Apply to me	1	2.7
Total	37	100.0

Evaluation Question 3

What factors impacted the effectiveness of the teacher induction program? The final question was to identify the factors that impacted the effectiveness of the induction program. When NQTs were asked if they were able to apply effective discipline measures in their classrooms, several agreed while most disagreed. A few said the statement did not apply to them (Table 37). When mentors were asked if the NQTs were able to apply effective disciplinary measures in their classroom, a few disagreed while most agreed (Table 38).

Table 37

NQT Used Effective Discipline Measures in their Classroom

Category	Frequency	Percent
Very Low	4	8.7
Low	4	8.7
High	19	41.3
Very High	16	34.8
Does Not Apply to me	3	6.5
Total	46	100.0

Table 38

NQTs Used Effective Discipline Measures in their Classroom (Mentors' Response)

Category	Frequency	Percent
Strongly Disagree	2	5.1

Disagree	5	12.8
Agree	18	46.2
Strongly Agree	14	35.9
Total	39	100.0

When school principals were asked if the NQTs in their schools were able to apply effective discipline measures, few disagreed while most agreed (Table 39). Most mentors agreed the induction program improved NQTs' skills and knowledge, only one disagreed. In fact, most mentors felt the program impacted students learning in the classroom. When they were asked if the program helped to improved students grades in the classroom most agreed (Table 40); similarly, most mentors agreed (Table 41).

Table 39

NQTs Used Effective Discipline Measures in their Classroom (Principals' Response)

Category	Frequency	Percent
Strongly Disagree	1	2.7
Disagree	5	13.5
Agree	22	59.5
Strongly Agree	9	24.3
Total	37	100.0

Table 40

NQT Used Assessment to Improve Students' Learning in their Classroom

Category	Frequency	Percent
Strongly Disagree	1	2.6
Disagree	3	7.7
Agree	25	64.1
Strongly Agree	9	23.1
Does Not Apply	1	2.6
Total	39	100.0

Table41

NQT Used Assessment to Improve Students' Grades in their Classroom

Category	Frequency	Percent
Strongly Disagree	2	5.1
Disagree	3	7.7
Agree	25	64.1
Strongly Agree	6	15.4
Does Not Apply to me	3	7.7
Total	39	100.0

Open-Ended Data

Open-ended data were collected and analyzed. The data were used to triangulate findings from the quantitative section of the study. When NQTs were asked what was the most beneficial part of the induction program most of them indicated action research, and meeting with mentor. When mentors were asked this same question, most of them said mentor assistance to NQTs, classroom management, and teaching strategies. Newly qualified teachers said portfolio writing and teacher seminars, while mentors said teacher seminars, teaching techniques, and learning how to set up learning centers using themes. Mentors said lesson planning was the least beneficial part of the program.

When principals were asked what were the strengths of the induction program they indicated teachers' planning have improved, and teachers were more prepared for the classroom. They also indicated weaknesses of the program, including poor supervisor support and no follow-up after the program ended leaving NQTs to stop practicing what they learned during the program.

When NQTs were asked what they would like to have seen in the induction program that was not present, most said more mentor assistance, and extra information for their research project. When NQTs were asked how much time per week they spent with their mentors, a few said once per week; the others said two hours per week and they spent no time with their mentors. When they were asked if they were any accountability

system in place to assess their mentors, most said none while a small percentage said they were not sure. When NQTs were asked if they would recommend the induction program to new teachers most said yes, only a few said no.

When mentors were asked what they would do differently if they were to be re-assigned a mentor most said spend lots more time with NQTs while a few said meet with NQTs prior to the start of the program.

When principals were asked if the induction program had a long term effect on the work of the new teacher most said yes because the new teachers improved and were still using the knowledge they learned. A few principals said the program did not have a long term effect on the new teachers because many of them reverted to pre-program behaviors after the program ended. When principals were asked if the NQTs discontinued effective practices after completing the program, most principals said no, it enhanced effective practices; while a few said yes, teachers did not put effort after the program ended. When they were asked what they would do differently if they were to implement the induction program in their school again most principals said provided more support for the NQTs, while a few said more communication with the NQTs and tutors.

When principals were asked what they would like to have seen in the induction program that was not included, several of them said more involvement of principals and more support from the supervisors. Lastly, when principals were asked what recommendations they would make to TEDS now that they have implemented the program in their school, most of them indicated the need to conduct program follow-up after the program ended, while a few said workshops for mentors and principals.

Summary

Chapter Four reported the findings of this study. There were three questions that guided the evaluation study:

1. To what extent did the induction program support mentoring activities?
2. To what extent did the induction program support NQTs developing action research skills?
3. What factors impacted the induction program?

The self-reported data identified key areas of the evaluation program that met the program objectives. The key areas that met the program objectives are:

- NQTs are able to develop learning centers;
- Mentors helped to develop long and short range goals appropriate to the context of the learner;
- NQTs were able to write effective lesson plans;
- NQTs were assigned a mentor;
- The NQTs shared close relationship with colleagues in their school;
- NQTs had autonomy to make decisions in the classroom;
- Mentors assisted NQTs to develop research skills;
- NQTs engaged in reflective thinking that improved their practice; and
- NQTs were able to apply effective disciplinary measures in the classroom.

The key areas that not meet the program objectives were:

- Mentors and NQTs did not meet regularly to discuss assessment strategies regarding classroom instructions;

- Mentors did not help NQTs to use assessment data to determine students' performance;
- Mentors and NQTs did not teach at the same grade level;
- Mentors and NQTs were not provided with reduced teaching load; and
- Mentors did not spend appropriate time with NQTs for planning.

The analysis indicated there were several factors that impacted the induction training program; attachment of qualified experienced mentors with NQTs, and NQTs carrying out action research. Finally, the analysis indicated teachers felt supported by their colleagues in their school. Most (91.3%) NQTs felt they were recognized and appreciated by their colleagues. The following chapter will draw conclusions, make recommendations, and provide evaluative judgments.

CHAPTER V

CONCLUSION, RECOMMENDATIONS, AND EVALUATIVE JUDGMENTS

Introduction

In many cases, new teachers are placed in the classroom on the basis of certification without knowing their readiness for such task. On the first day of class, they realized their certification and mastery of pedagogical theories is no match for the challenges that they face the first days in the classroom (D'Amato & Quinn, 2005). This evaluation was conducted to determine the effectiveness of the Primary School Teacher Induction Program in Belize based on the perceptions of the NQTs, the mentors and the school principals. This chapter gives an overview of the study, a summary of the findings, conclusion and evaluative judgments, significance of the study, recommendations to strengthen the induction program for first year teachers, and a summary.

Overview of the Study

The purpose of this study was to evaluate the primary school teacher induction training program in Belize. The evaluation study was conducted by collecting self-reporting data from NQTs, mentors and principals. The total number of participants was 122. After obtaining permission from the general managers of the schools, the participants were invited to participate in the evaluation study. The survey was divided into two major categories, demographic data section, quantitative section and an open-ended section. District Education Personnel of the Ministry of Education and Youth

collected the completed surveys from the participants and returned the surveys to the evaluator. The completed surveys were coded, recorded and analyzed.

Summary of Findings

The findings of the evaluation study were summarized under the three evaluation questions in Chapter One that guided this evaluation.

Evaluation Question 1

To what extent did the induction program provided mentoring support for NQTs? There were 13 criteria and standards used to judge the teacher induction training program (Table 5). The quantitative findings revealed NQTs in the induction training were very satisfied with the program. When NQTs were asked about their familiarity with the philosophy, goals, norms, values and expectations of their school, the wider education system and the local community, almost all NQTs indicated they adhered to the expectations of the teaching profession as outlined in the Ministry of Education and Youth and School Policy Document. Designers of the program indicated teachers attended orientation and workshops as a part of the program requirements. In these orientations and workshops NQTs were educated on the philosophy, goals, norms, values and expectations of their school, the wider education system and the local community. Several principals wrote on the survey questionnaire that they discussed the goals and mission of their school with the NQTs.

Despite the fact that emphasis was not placed on professional standards, 94.6% principals stated NQTs demonstrated positive professional relations with colleagues and the wider community. One principal indicated the parent teachers' association at his

school was responsible for the professional relations with colleagues and the wider community.

During the induction year, NQTs developed a commitment to the profession. One of the goals of the induction program was to improve teacher retention rate. Current statistics in the United States suggested NQTs were leaving the profession at an unsustainable rate. According to Ingersoll and Smith (2003), 14% of new teachers leave by the end of their first year, 33% leave within 3 years, and almost 50% leave in 5 years. Retention data was not available from the Project and Planning Unit or the Teacher Education Development Services in the Ministry of Education and Youth.

This program was designed to ensure that NQTs demonstrated reflective thinking and emotional commitment to the vocation of teaching. When NQTs were asked if they planned to leave the teaching profession in favor of another profession, 89.1% indicated they will not leave the profession. This result is very encouraging for designers and implementers of the program.

Furthermore, the high percentage of NQTs' commitment to the profession suggested the NQTs were satisfied with their choice of being a teacher. Most mentors (74.4%) revealed the induction program increased the NQTs' job satisfaction.

Evaluation Question 2

To what extent did the induction program help NQTs to developed action research skills in the classroom? The strength of the induction program was the skills developed by NQTs to carry out action research. As indicated by the designers of the program, it was essential that all NQTs complete a project identifying a problem in their classroom and carry out action research to solve that problem. There were 27 (73%) NQTs that suggested the induction program helped them to identify problems in their classroom and carry out action research. Ten (25%) NQTs felt the program did not help them to develop research skills in the classroom, they explained they had many projects to complete and they did not have sufficient time to complete these projects. Other teachers said it was difficult to identify the finance to purchase materials needed to carry out some of the research. Giles, Wilson, and Eaton (2009) suggested, "action research enriched the professional community and hold participants accountable as they engage the process" (p. 4).

When principals were asked about NQTs commitment to competently delivering effective, well-managed, engaging lessons, prepared and executed short-and long-range plans for teaching, and if NQTs were able to adjusted these plans as the context required, most principals said NQTs were able to achieve these objectives.

Quantitative findings revealed the induction program did enhance the NQTs' classroom management skills. The program assisted the NQTs to develop and apply effective disciplinary measures in the classroom. Many principals felt the disciplinary measures developed and implemented by the NQTs were consistent and fair. Furthermore, they believed the NQTs anticipated conditions in the classroom which led

to students' misbehaviors; as a result they were able to developed appropriate and effective classroom rules. According to the principals most NQTs developed appropriate and effective classroom rules. The induction program was able to achieve this goal.

Almost all principals believed quantitative findings revealed NQTs created and maintained attractive learning environment. Furthermore, they believed NQTs organized physical space attractively in their classrooms. Notably, most principals felt NQTs demonstrated sound knowledge of the subject matter and pedagogy.

Supporting NQTs should be a high priority of any strong induction program. Several studies (Allen, 2005; Darling-Hammond, 2003; Feiman-Nemser, 2003; Gold, 1996) suggested the research related to effective induction program was built around one-to-one mentoring; furthermore, these programs transitioned NQTs into professional practice.

When NQTs were asked if they were assigned a mentor during the induction year most indicated they were assigned a mentor. Several NQTs stated their vice principal or principal was assigned as their mentors during the program. For NQTs who were assigned a mentor, 32 (69.6%) revealed they often spent time with their mentor during the induction year to talk about problems they faced. One-half of the NQTs said they had common planning time with their mentors. A similar percentage of the NQTs said they benefitted from the common planning time they had with their mentors. Only one-third of the NQTs said they observed their mentors while they were teaching.

Induction programs that are not structured do not provide sufficient support for NQTs. For several new teachers they were left to figure out problems on their own. With national examinations and poor students' performance looming over the heads of

teachers, NQTs need as much support as they can get. Less than a third of the NQTs indicated they never spent time with their mentors to talk about problems faced in the classroom. A similar number of NQTs said they felt isolated and excluded by colleagues in their school. These concerns must be addressed at the school level.

Evaluation Question 3

What factors impacted the effectiveness of the induction program for newly qualified teachers? Extensive resources were devoted to the induction program. It was designed to assist and assess NQTs in recognition of the increasing importance of being a beginning teacher. In spite of the increased activities related to teacher induction in Belize, efforts to assess the impact of the particular educational reform were limited. The final goal of any induction program is to improve students' learning. Most mentors suggested the program improved learning in the NQTs' classroom. Additionally, more than three-quarters of the mentors stated the induction program increased students' achievement in the NQTs' classroom.

Furthermore, less than a third of the NQTs suggested the induction program developed their action research skills, allowing them to identify and solve problems in their classroom.

The literature suggested action research enriched the professional community and holds participants accountable as they engaged in the process (Giles, Wilson, & Eaton, 2009; Ingersoll & Smith, 2004). There were three factors that impacted the induction program, mentor assistance to NQTs (despite a few mentors suggested they did not have sufficient time to spend with their NQTs, about a third NQTs suggested mentor assistance an important component of the induction program), NQTs' classroom, and NQTs'

students' assessment. In spite of the many positive factors that impacted the program, a few mentors suggested pairing mentors and NQTs and allowing them to meet before the start of the induction process can improve the program. About two-third of the mentors said they were not given any mentor training. In fact, a few principals recommended that TEDS should plan a workshop for mentors and principals. This workshop should help to alleviate the poor communication between the tutors, the mentors, and principals. According to Berry (2001), mentors must receive training and have time released from regular teaching duties and mentor support system.

There were several key factors the principals indicated impacted the effectiveness of the program. More than a quarter of the principals suggested the program improved NQTs' planning. This was an area according to the principals that needed strengthening. They believed teacher planning made teachers more prepared for the classroom. Apart from positive factors that influenced the program, principals felt TEDS' supervisors did not provided sufficient support for the program. In fact, a quarter of the principals agreed. They said if they were to implement the program in their school again, they will become more involved with the NQTs. They believed more involvement of the supervisors was necessary. Less than a quarter of the principals and mentors believed that TEDS needed to include a follow-up component in the program design. They indicated some teachers did not continue to practice many of the skills they learned after the program ended.

Conclusions and Evaluative Judgments

If the mentoring and induction program in Belize is not redesigned to include training for mentors and clearly defined expectations for first-year teachers, the number

of NQTs fleeing the field will increase, rather than decrease (Hargrove, Walker, Huber, Corrigan, & Moore, 2004). This will leave our students with teachers who never developed into experienced teachers and lack the dedication and devotion of veteran teachers. The major findings of this evaluation suggested that NQTs adhered to the expectations of the teaching profession as outlined in the MoEY and school policy document. They were also knowledgeable of the goals and mission of their school. The NQTs had a positive professional relationship with their colleagues and the wider community.

The findings suggested a small number of NQTs were not satisfied with the teacher induction training program; nevertheless, majority of the NQTs were committed to the teaching profession. Their commitment was seen in their willingness and ability to identify problems in their classroom and to carry out action research to those problems. The NQTs also showed their commitment in the delivery of effective well-managed engaging lessons; in their preparation and execution of short and long range plans for teaching; and were able to adjust these plans as the context required.

The data suggested the induction program did not only assisted NQTs to develop appropriate and effective classroom rules, but it also assisted them to become observant and to anticipate conditions in their classroom that led to students' misbehaviors. Furthermore, they were consistent and fair when using disciplinary measures in the classroom.

As a result of the induction program, NQTs were able to create and maintain attractive learning environment in their classrooms. These teachers were also able to organized physical space attractively. The data suggested NQTs demonstrated sound

knowledge of the subject matter they taught and the use of appropriate pedagogy in the classroom. Overall, the induction program achieved its objectives.

One of the purposes of any induction program is to support NQTs. The findings suggested the organizers of the program tried to assign a mentor to each NQT. Unfortunately, that goal was not achieved. There were several NQTs that were not assigned an experienced teacher as a mentor. In some cases, some of these NQTs were assign their vice principals or their principals as their mentor. A small percentage of the NQTs felt the least productive part of the induction program was the assistance they received from their mentors. A smaller percent suggested they wanted more time with their mentors. They also indicated the time spent with their mentors was limited. As a result of the mentors' limited time with NQTs, the NQTs did not get the type of support they needed. Thirty point four percent NQTs said they did not spend time with their mentors. The overall data suggested that while there was some support for the NQTs during their transition to the classroom, majority of NQTs were not satisfied with the support they received. The induction program did not sufficiently supported NQTs during their transition to the classroom. Many induction programs failed because the mentor component was not properly incorporated (Johnson, 2009).

Lastly, the evaluator identified several factors that impacted the effectiveness of the program. The first factor that had an impact on the program was the improvement in teachers' performance in the classroom. The second factor that had a major positive impact on the program was the skills and knowledge developed by NQTs to carry out action research. They were able to use their skills to identify and to conduct action research to solve problems they encountered in their classroom. According to Giles,

Wilson, and Eaton (2009), and Ingersoll & Smith (2004), most successful Induction programs incorporated action research as a part of their model. They indicated action research deepened the professional community, encouraged internal accountability of the participants, and created a renewable professional growth cycle. The third findings also suggested the teachers used assessment to determine students' achievement.

There were several factors that had a negative impact on the induction program. Several mentors were not aware of their responsibilities in the program because the program failed to provide training for them. Another factor was the support given by the Teacher Education Development Services. Both mentors and principals felt TEDS did not communicate with them after observing NQTs.

Significance of the Study

The Primary School Teacher Induction Training Program was significant for three reasons; significance to practice, significance to evaluation, and significance to theory.

Significance to Practice

The Ministry of Education and Youth in Belize is spending a significant amount of money on teacher training programs to ensure teachers are trained. There is a question of whether the return on the investment is worthwhile. The evaluation concluded that the Belize Primary School Teacher Induction Training Program was very effective. Research into quality induction training programs indicated they pay for themselves with reduced attrition and improved learning (Darling-Hammond, 1997).

The induction program in Belize is very effective. Many teachers are teaching in schools with only a basic knowledge of how to teach. This program helped to

strengthened teachers' knowledge and their pedagogical skills. As a result of the induction program, many teachers were more confident and prepared for the classroom.

Significance to Evaluation

In Belize, there was no evaluation conducted on the Primary School Teacher Induction Training Program, this was the first so it provided a foundation for future studies. In reference to existing study, this study was context specific and added a Belizean reference in the larger body of literature. The mentoring and action research components were important components in this study and many other studies in the literature (Gilles, Davis, & McGlamery, 2009; Ingersoll & Smith, 2004).

Significance to Theory

The evaluator's theoretical framework model was closely aligned with professional learning communities in the literature. The heart of this model is inquiry, caring, mutual respect, civic responsibility, and shared purpose. Once principals of schools constantly facilitate, nurture, share, model, and support learning within schools, the new teachers will feel accepted and valued. To maintain this acceptance, principals need to constantly collaborate and work toward common goals based on shared experienced and results. Moir (2009) added, "learning communities that bring together experienced and new teachers build teachers' capacity while providing a structure for student learning" (p. 17). According to Sergiovanni (1996), if principals and school leaders do not facilitate, nurture, share, model, and support learning, then new teachers will not feel accepted and valued and their perspectives and contributions will not be recognized. "Effective training programs provided opportunities for teachers to practice

what they learned and then receive coaching as they actually began to use the new materials in their classrooms" (p. 143).

Recommendations

Due to the lack of empirical data available to guide educational institutions when designing and implementing induction and mentoring programs in Belize, there is an abundance of research opportunities. The following are recommendations for the improvement of the induction program and for future research:

- With the need to improve teachers' and students' performance, MoEY should study the outcome of this program rather than its immediate cost. This means allocating increased funding and increased human resources. Additionally, MoEY should tie teacher license to successful completion of its induction training program. Debolt (1992), Nohara (1997), and Moskowitz & Stephens (1997) noted that countries and states will not see a reduction in newly qualified teachers' attrition until induction programs are mandatory and appropriate funding becomes available.
- The Teacher Education Development Services should develop workshops and seminars for mentors and school administrators. These workshops and seminars will ensure that mentors and school administrators are knowledgeable of the induction program goals as well as their roles and responsibilities (Berry, 2001; Feiman-Nemser, 2001; "Organization for Economic Cooperation and Development," 2004; Wong, 2004).
- The Teacher Education Development Services should ensure there is an effective communication system established between mentors, school administration, and

the Ministry of Education and Youth. An effective communication system will help mentors and principals to identify strengths and weaknesses of the program in their school.

- The Teacher Education Development Services should include a follow-up component after the completion of the NQTs' induction year. Moskowitz and Stephen (1997), implored initiation to the profession before school started has helped many new teachers developed self-confidence during the first few weeks of school. The program follow-up should be seen as extra support for NQTs as well as principals to encourage NQTs to continue to practice the skills they received. The follow-up component is needed since the induction program in Belize is designed for a one-year period. The Teacher Education Development Services should study the Finland, Sweden, England and the Japan induction training models.
- As a cost-effective measure, institutions implementing the induction program in Belize should pair an experienced teacher to two NQTs. According to Giles, Davis, and McGlamery (2009), in cases where it is difficult each program should provide a mentor for every two to three new teachers. This is especially needed in the rural parts of the country. Pairing two to three NQTs to one experience mentor will increase the probability that all NQTs in the rural communities will have a mentor and will decrease the financial cost to employ substitute teachers to fill the space of the mentor while they assist the NQTs in training.
- The Ministry of Education should pass legislation to make it mandatory that all NQTs should complete a teacher induction training program before they could be

granted a teacher's license to teach in Belize. The Teacher Education Development Services should study the California (BTSA) and the Connecticut (BEST) models. These models are exemplary programs.

- Future evaluations of the program may consider evaluating program effectiveness by district. Such evaluation will help to identify strengths and weaknesses of the program at district-level.

Summary

Chapter five summarized findings and conclusions derived from the three evaluation questions that guided this evaluation and 13 criteria and standards used to judge the induction program. The quantitative findings revealed NQTs were very satisfied with the induction program except for the support NQTs received from their mentors. Findings suggested mentors were not trained and they were not fully aware of their responsibilities to NQTs.

The chapter also indicated factors that impacted the effectiveness of the induction program; mentor assistance to NQTs, NQTs' classroom, and NQTs' students assessment. Site principals suggested the need for TEDS to provide training for mentors, and a follow-component in the program design. They indicated many of the teachers did not continue to practice many of the skills they learned after the program ended.

Overall, the induction training program was very effective as it met all the objectives and standards set out by the Teacher Education Development Services. The program generally provided support for NQTs. The data suggested the designers of the program need to ensure mentors are trained and that they received reduced teaching load so they can provided the support needed to NQTs.

REFERENCES

Ahlstrand, E. (1994). Professional isolation and imposed collaboration in teachers' work. In I Carlgren, G., Handal, & S. Vaage (Eds.).*Teachers' minds and actions: Research on teachers' thinking and practice* (pp. 260-271). London: Falmer Press.

Allen, M. B. (2005). Eight questions on teacher recruitment and retention: What does the research say? Denver, CO: Education Commission of the States.

Alliance for excellent education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers.* (Report). Washington, DC. Retrieved from http://www.all4ed.org/publications/TappingThepotential/TappingThePotential.pdf

Ary, D., Jacobs, L, C., & Razavieh, A. (1996). *Introduction to research.* (5th ed.). Ft. Worth, Texas: Rinehart, and Winston, Inc.

Beeson, E., & Strange, M. (2000). Why rural matters: The need for every state to take action on rural education. *Journal of Research in Rural Education*, *16*(2), 63-140.

Bennett, J. (1999). Belize primary education development project improving quality in the provision of education for all in Belize: An examination of the impact of a basic education project. Belmopan: Ministry of Education.

Bennett, J. (2008). *Education in Belize: A historical perspective.* Belize: The Angelus Press.

Berry, B. (2001). No shortcuts to preparing good teachers, *Educational Leadership*, *58*(8), 32-36.

Berry, B. (2004). Recruiting and retaining "highly qualified teachers" for hard-to-staff schools. *NASSP Bulletin*, *88*(638), 5-27.

Bickmore, B. L., & Bickmore, S. T. (2009).A Multifaceted approach to teacher induction, *Teaching and Teacher Education*,*26*(4), 1,006-1,014.

Blair-Larsen, S., & Bercik, J. (1993). A collaborative model for teacher induction. *Education*, *113*(1), 25-31.

Brannon, D., Fiene, J., Burke, L., Wehman, T. (2009). Meeting the needs of new teachers through mentoring induction, and teacher support. *Leadership the online journal, 7*(4).

Britton, T. (2006). Mentoring in the induction system of five countries: A sum is greater than its parts. In C. Cullingford (Ed.), Mentoring in education: An international perspective (pp. 107-120. Aldershot, England: Ashgate.

Britzman, D.P. (1991). *Practice makes practice: A critical study of learning to teach.* Albany, NY: State University of New York Press.

Brownell, M.T., Bishop, A.M., & Sindeler, P.T. (2005). NCLB and the demand for highly qualified teachers: Challenges and solutions for rural schools, *Rural Special Education Quarterly*, *24*(1), 9-15.

Bubb, S. (2007, September). The impact of induction on newly qualified teachers in England. Paper presented at the *British Education Research Association Annual Conference Institute of Education*, University of London.

California commission on teacher credentialing (CTC) & California department of education. (1997). Standards of quality and effectiveness for beginning teacher support and assessment programs: A description of professional induction for beginning teachers. Retrieved from http://www.btsa.ca.gov/ba/pubs/html/btsa_standards.html

California commission on teacher credentialing (CTC) & California department of education. (1988). Beginning teachers support and assessment Retrieved from http://www.lausd.k12.ca.us/lausd/offices/tsu/text_v.htm

Certo, J., & Fox, J. (2002). Retaining quality teachers. *High School Journal,86*, 57-75.

Clandinin, D. J., Davies, A., Hogan, P. & Kennard, B. (Eds.). (1993). *Learning to teach, teaching to learn: Stories of collaboration in teacher education.* New York: Teachers College Press.

Conway, C.M. *(*2000*).* The preparation of teacher-researchers in pre-service music education. *Journal of Music Teacher Education*, 9(*2*), 22—30.

Curan, B., & Liam, G. (2002). Mentoring and supporting new teachers. Washington, DC: NGA Center for Best Practices.

D'Amato, A., & Quinn. R. (2005). The effects of mentoring on first-year teachers' perceptions of support received. *The Clearing House, 78*(3), 110-116.

Danielson, C. (1999). Mentoring beginning teachers: The case for mentoring. *Teaching and Change, 6*(3), 251-258.

Darling-Hammond, L. (1997). Doing what matters most: Investing in quality teaching. New York: National Commission on Teaching and America's Future.

Darling-Hammond, L. (2003). Keeping good teachers: Why it matters what leaders can do. *Educational Leadership, 55*(5), 6-11.

Darling-Hammond, L. (2005).Educating the new educator: Teacher education and the future of democracy. *The New Educator***,** *1*(1), 1-17.

Darling-Hammond, L. (2009). Teacher education and the American future. *Journal of teacher education, 61(1-2), 35-47.*

Darling-Hammond, L., & Sykes, G. (2003). Wanted: A national teacher supply policy for education: The right way to meet the "highly qualified teacher" challenge. *Education Policy Analysis Archives*, *11*(33), 245-260.

Davis, B., & Waite, S. (2006). The longer term effects of a public school/state university induction program. *The professional educator, 28(2), 1-11.*

Debolt, G. (1992). *Teacher school-based collaboration programs.* Albany, NY: State University of New York.

Dillman, D. A. (2000). *Mail and internet surveys: the tailored design method* (2nd ed.), New York, NY: John Wiley and Sons.

Dove, M. (2004). Teacher attrition: A critical American and international education issue. *The Delta Kappa Gamma Bulletin*, *71*(1), 8-14.

DuFour, R. (2005). What is professional learning community? In R. DuFour, R. Eaker, R. DuFour (Eds.). On common ground: The power of professional learning (p. 31-44). Bloomington, IN: Solution Tree.

Duquette, C. (1998). Perceptions of mentors in school based teacher education programs. *Journal of Education for Teaching: International Research and Pedagogy, 24*(2), 177-179.

Egal, S. (2007). *Factors that make a teacher induction program effective in improving teacher retention: Guidelines for evaluating induction programs of three school districts.* Unpublished doctoral dissertation, St. John's University, New York.

Feiman-Nemser, S. (2001). From preparation to practice: designing a continuum to strengthen and sustain teaching, *Teachers College Record, 103*(6), 1013-1055.

Feiman-Nemser, S. (2003). What new teachers need to learn. *Educational Leadership, 60*(8), 25-29.

Fitzpatrick, J., Sanders, J., & Worthen, B. (2004). *Program evaluation: alternative approaches and practical guidelines*. New York: Pearson

Fresko, B., & Nasser-Abu Alhija, F. (2009).When intentions and reality clash: Inherent implementation difficulties of an induction program for new teachers. *Teaching and Teacher Education, 25*(2), 278-284.

Gilbert, L. (2005). What helps beginning teachers? *Educational leadership, 62*(8), 36-39.

Giles, C., Wilson, J., & Eaton, M. (2009). Receiving as well as giving: Teachers' perceptions of their professional development in a teacher induction program. *Mentoring and tutoring, 12*(1), 87-106.

Gilles, C., Davis, B., & McGlamery, S. (2009). Induction programs that work. *Phi Delta Kappan,91*(2), 42-47.

Gold, Y. (1996). Beginning teacher support: Attrition, mentoring and induction. In J. Sikula (Ed.), *Handbook of research on teacher education* (2nd ed., pp. 548-594). New York: Simon & Schuster Macmillan.

Golrick, L. (2002). Issue brief: Improving teacher evaluation to improve teacher quality. New York: NGA Center for Best Practices.

Graham, P., Hudson-Ross, S., Adkins, C., McWhorter, P., & Stewart, J. (1999). Teacher/mentor: A dialogue for collaborative learning, New York: Teachers College Press.

Grant, C. A., & Secada, W. G (1990). In W.R. Houston (Senior Ed.) & M. Haberman & J. Sikula (Eds.), *Handbook of research on teacher education* (p. 402-422). New York: Macmillian.

Hargrove, T., Walker, B. L., Huber, R.A., Corrigan, S. Z., & Moore, C. (2004). No teacher left behind: Supporting teachers as they implement standards-based reform in a test-based education environment. *Education, 124*(3), 567-572.

Hollander, R., & Scharff, N. (2002). A precarious balance: How can we help support new teacher? Retrieved from http://teachersnetwork.org/TNLI/research/prep/Hollander_Scharff/A%20Precarious%20Balance.pdf

Huling-Austin, L.L. (1986). What can and cannot reasonably be expected from teacher induction programs. *Journal of Teacher Education, 37* (I), 2-5.

Ingersoll, R, M., & Smith, T. (2004). Do teacher induction and mentoring matter? *NASSP bulletin, 88*(638), 28-40.

Ingersoll, R., & Kralik, J. (2004).The impact of mentoring on teacher retention: What research says. Denver, CO: Education Commission of the States.

Ingersoll, R.M., & Smith, T. (2003). The wrong solution to the teacher shortage. *Educational Leadership, 60*(8), 30-33.

Isaac, S., & Michael, W. B. (1981). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning, design, and*

evaluation of studies in education and the behavioral sciences (2nd ed.). San Diego, CA: EdITS.

Johnson, L. (2009). Urban induction policy and practice: An assessment of new teacher induction in urban Midwest. *Educational research service, 27*(1), 31-41.

Kerlinger, F.N. (1986). *Foundations of behavioral research* (3rded.). NY: Holt.

Levine, A. (2006). Response to educating school teachers. The American association of colleges teacher education. Retrieved from **http://hub.mspnet.org/index.cfm/13429**

Lindgren, U. (2005). Experiences of beginning teachers in a school-based mentoring programme in Sweden. *Educational studies, 31*(3), 251-263.

Ludlow, B.L., Conner, D., & Schechter, J. (2005). Low incidence disabilities and personnel preparation for rural areas: Current status ad future trends. *Rural Special Education Quarterly*, *24*(3), 15-24.

McGee, C. (2001). Calming fears and building confidence: A mentoring process that works. *Mentoring and Tutoring, 9*(3), 201-209.

McGlamery, S., & Edick, N. (2004). The CADRE project: A retention study. *The kappa gamma bulletin, 71*(1), 43-46.

Miller, J, B., Morley, V. S., & Westwater, B. (April, 2002). The beginning educator support and training program in Connecticut. *Journal of physical education, recreation and dance*, *73*(4), 24-27.

Millinger, C. S. (2004). Helping new teachers cope. *Educational Leadership, 61*(8), 66-75.

Ministry of Education. (2000). *Education Rules*. Belmopan: Ministry of Education. Retrieved from http://www.moe.gov.bz/rubberdoc/779f108b0e8fa1149983f80d0d0757b32d.pdf

Ministry of Education. (2008/2009). Education statistics at a glance. Retrieved from http://www.moe.gov.bz/rubberdoc/efed9a7c6781d55659a3cd19f9e3ff6a.pdf

Ministry of Education. (2009). *Primary school induction program tutor's booklet.* Belize City: Ministry of Education.

Ministry of Education. (2009). *Primary school induction program for newly qualified teachers' NQTs booklet*. Belize City: Ministry of Education.

Ministry of Education. (2009). *Education statistical digest*. Belize: Ministry of Education. Retrieved from http://www.moe.gov.bz/rubberdoc/b7eb17452d513a168f4ac636a1c6b8c6.pdf

Ministry of Education. (2009/2010). *Induction program master's list*. Belize City: Ministry of Education.

Ministry of Education. (April, 2008). *Teacher Toolbox*. Belize City: Teacher Education and Development Unit.

Moir, E. (2009). Accelerating teacher effectiveness: Lessons learned from two decades of new teacher induction. Orange County, CA: Chapman University.

Moskotwits, J., & Stephen, M. (Eds). (1997). From students of teaching to teachers of students: Teacher induction around the Pacific Rim. Washington, DC: US Department f Education.

National commission on teaching and America's future (2003, January). No dream denied: A pledge to America's children. Washington, DC: Author. Retrieved from http://www.nctaf.org/documents/no-dream-denied_full-report.pdf

National rural education association (2004). Critical issues in rural education. *Position paper 1*. National Rural Education Association. Retrieved from http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED497050&ERICExtSearch_SearchType_0=no&accno=ED497050

National science board. (2004). Science and engineering indicators. Arlington, VA: National Science Foundation.

Nohara, D. (1997, January). The training year: Teacher induction in Japan. Washington, DC: US Department of Education.

Organization for economic cooperation and development. (2004). Completing the foundation for lifelong learning: An OECD survey of upper secondary school. Paris: Author.

Portner, P. (2005). What is meaning?: Fundamentals of formal semantics. Oxford, Ontario: Blackwell.

Sergiovanni, J. T. (1996). *Moral leadership: Getting to the heart of school improvement.* Jossey-Bass, San Francisco: CA

Sergiovanni, J. T. (2005). *Strengthening the heartbeat: Leading and learning together in schools.* San Francisco: Jossey Bass.

Shwartzbeck, T. D., & Prince, C. D. (2003). How are rural districts meeting the teacher quality requirements of No child left behind? Retrieved from http://www.aasa.org/files/PDFs/Policy/Rural_Teacher_Q uality_Study.pdf

Smith, L., Herry, Y., Levesque, D., & Marshall, D. (1993). *On becoming a teacher: A longitudinal tracking study.* Toronto, ON: Queen's Printer.

Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal, 41*(3), 681-714.

Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009, February). Professional learning in the learning profession: A status report on teacher development in the United States and abroad: Technical report. Dallas, TX: NSDC.

Williams, J. M., Martin, S. M., & Hess, R.K. (2002). Personnel preparation and service delivery issues in rural areas: The state of the art. *Rural Special Education Quarterly, 21*(4), 3-11.

Wong, H. K. (2004). Induction programs that keep new teachers teaching and improving. *National Association of Secondary School Principals Bulletin, 88*(638), 41-58.

Wong, H. K., Britton, T., & Ganser, T. (January 2005). What the world can teach us about new teacher induction. *Phi Delta Kappan* 379-384.

World Bank. (1989). *Belize education sector review*. 9855-Bel. Belize.

World Bank. (1991). *Staff appraisal report*. Belize.

APPPENDICES

Appendix A

Oklahoma State University Institutional Review Board

Date:	Wednesday, March 09, 2011
IRB Application No	AG1116
Proposal Title:	An Evaluation of the Primary School Teacher Induction Training Program in Belize
Reviewed and Processed as:	Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 3/8/2012

Principal Investigator(s):

Sheldon James Samuels
2834 Alejo Beni St.
Belize, OK 74078

Kathleen Kelsey
466 Ag Hall
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,

Shelia Kennison, Chair
Institutional Review Board

Appendix B

Survey instrument to be completed by the Newly Qualified Teachers

The Newly Qualified Teacher Survey Instrument

Please return this survey instrument to the District Education Center representative within three days.

1. This survey pertains to your teacher induction training program. Please indicate your level of agreement with the following statement by placing a check mark in the option that best reflects your opinion.

Statements	Yes	No
I was assigned a mentor.		
I often spent time with my mentor during my induction year to talk about problems I faced in the classroom.		
I was often provided with the opportunity to socialize with my colleagues during the induction period.		
I see myself teaching in 5 years.		
I plan to leave the teaching profession in favor of an alternative career.		
My mentor and I had a common or shared planning time.		
My mentor and I used shared planning time together.		
I was able to observe my mentor when he/she was teaching.		
My mentor and I were teaching at the same level.		
I had the opportunity to observe other teachers in their classroom teaching		
I felt the time my mentor and I met was appropriate for planning?		

2. Please indicate your level of agreement with the following statements regarding your satisfaction with the induction process by placing a check mark in the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
Colleagues in my school help me to stay positive during my induction year.					
I often participated in decision making in my school.					
I learned what the principal expected of me as a teacher during the induction training.					
I was told and provided with information regarding how I was going to be reviewed.					
My mentor met with me at least twice a month over the past year.					
I am motivated to improve my students' learning after meeting with my mentor.					
I improved my ability to write lesson plans during my induction year.					
I learned how to organize my learning center in my classroom during my induction year.					

3. Please indicate your level of agreement with the following statements regarding your job satisfaction by placing a check mark in the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
I felt isolated and excluded by my colleagues.					
The school has fostered a positive					

and collegial atmosphere.					
I am a part of an academic community.					
I made the right career choice.					
My opinion was valued by my pairs					
There was a close relationship among my colleagues					
There was a close relationship between colleagues and the administration					
I was allowed to use my ability to be creative in my classroom					
The working hours at my school were appropriate for me					
The physical conditions at my school were acceptable					
I was given equal opportunities for professional development					
I was given adequate authority to deal with classroom problems					
I felt a sense of autonomy in my classroom to make decisions					
I was recognized and appreciated by my colleagues					

4. Please indicate your level of agreement with the following statements regarding the knowledge gain through the induction training by placing a check mark by the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
The induction program taught me how to effectively teach culturally diverse students.					
The induction program taught me to effectively teach linguistically diverse students.					

The induction program taught me to effectively teach academically diverse students.					
The induction program taught me to effectively improve the consistency of my student assessment.					
The induction program has enhanced my commitment to students					
The induction program has enhanced my commitment to my school					
The induction program has enhanced my commitment to the teaching profession					
The induction program has increased the opportunity for building connections with the community					
The induction program has improved my level of comfort and support in the classroom					
The induction program has increased my success and effectiveness in the classroom					

5. Please indicate your level of agreement with the following statements regarding your relationship with your mentor by placing a check mark by the option that best reflects your opinion.

Statements	Very low	low	High	Very high	Does not apply to me
As a NQT teacher working with my mentor I felt I had a positive relationship.					
As a NQT teacher working with my mentor I felt my responsibilities were clearly communicated to me.					

As a NQT teacher working with my mentor I felt my responsibilities as a new teacher were appropriate.					
As a NQT teacher working with my mentor I felt my responsibilities as a new teacher were realistic.					
As a NQT teacher working with my mentor I felt the assistance and support with school policy I received from him/her was of benefit to me.					
As a NQT teacher working with my mentor I felt the time spent with my mentor was adequate for planning.					
As a NQT teacher working with my mentor I felt the time spent with my mentor was adequate for feedback.					
As a NQT teacher working with my mentor I felt my mentor was kind in dealing with me.					
As a NQT teacher working with my mentor I felt my mentor was positive in dealing with me.					
As a NQT teacher working with my mentor I felt I was able to fulfill my mentor's expectations.					
As a NQT teacher working with my mentor I felt classroom problems were resolved constructively and professionally.					
As a NQT teacher working with my mentor I felt the professional development sessions were helpful.					
As a NQT working with my mentor I felt after school meetings with my mentor were helpful.					
As a NQT teacher working with my mentor I felt my mentor assisted me to complete my professional portfolio.					
As a NQT teacher working with my mentor I felt my mentor assisted me to complete my action research.					

6. Please indicate your level of agreement with the following statements regarding the induction program impact by placing a check mark in the option that best reflects your opinion.

Statements	Very low	low	High	Very high	Does not apply to me
I was able to apply effective discipline measures in my classroom as a result of the induction program.					
My transition into the teaching profession was easier as a result of the induction program.					
Learning how to develop classroom rules during my induction year enhanced my classroom management.					
The induction program helped me to identify problems in my classroom and carry out action research to solve these problems.					
The seminars provided opportunities for teachers to talk about problems faced in the school.					

7. Please take a moment to share your thoughts on the following subjects by writing short responses to the following open-ended questions:

- What were the most beneficial parts of the induction program?

  _____

  _____

  _____

- What were the least beneficial parts of the induction program?

  _____

  _____

_____

- What would you like to have seen in the induction program that was not included?

_____

_____

_____

- What accountability system was in place to assess your mentor's performance**?**

_____

_____

_____

- Who besides your principal and mentor has observed you this year?

_____

_____

_____

- How much time per week do you and your mentor spend in a mentor and mentee relationship? _____

- Would you recommend this induction program to other newly qualified teachers? Why or why not?

  _____

  _____

  _____

  _____

Demographic Data:

Please place the appropriate answer in the space provided below.

Sex: _____ Ethnicity: _____ Grade Level: _____

Are there other members of your immediate in education? _____Yes _____ No?

Age: 18-29, 30-39, 40-49, and 50+

Have you transitioned to teaching as a second career? ____Yes ____ No?

Are you an experienced teacher who is returning to a full time teaching job after a period of study leave _____ Yes _____ No?

Appendix C

Survey instrument to be completed by the Mentor/Tutor

Mentor/Tutor Survey Instrument

Please return this survey instrument to the District Education Center representative within three days after receiving it.

8. This survey instrument pertains to the teacher induction training program. Please indicate your level of agreement with the following statement by placing a check mark in the option that best reflects your opinion.

Statements	Yes	No
I spent at least an hour per week with my mentee in an advisory capacity (excluding faculty meetings, non-working lunches, and evaluations).		
I would like to continue working with new teachers for the next five years		
I have common planning time with my mentee.		
I was able to observe my mentee when he/she was teaching.		
I am teaching at the same level as my mentee.		
The hour my mentee and I had to meet was appropriate.		
The induction program provided training for mentors.		
The induction program provided a mentor for each newly qualified teacher.		

9. Please indicate your level of agreement with the following statements regarding your mentoring relationship with your mentee by placing a check mark in the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to

					me
My relationship with the newly qualified teacher was positive.					
My responsibilities as a mentor were clearly communicated to me by the principal.					
My responsibilities as a mentor were realistic.					
The assistance I provided to the newly qualified teacher was of benefit to him/her.					
The time I spent performing mentoring duties was adequate.					
The newly qualified teacher responded professionally to my suggestions.					
The newly qualified teacher responded positively to my suggestions.					
Problems about student discipline were resolved constructively by the newly qualified teacher.					
Problems about student discipline were resolved professionally by the newly qualified teacher.					
Problems with lesson planning were resolved constructively by the newly qualified teacher.					
Problems with lesson planning were resolved professionally by the newly qualified teacher.					
Extra time was given to me to plan, with the newly qualified teacher.					
Extra time was given to me to reflect with the newly qualified teacher.					
Extra time was given to me to collaborate with the newly					

qualified teacher.					

10. Please indicate your level of agreement with the following statement regarding the benefits of the induction training program by placing a check mark in the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
The induction program provided administrative support.					
The induction program provided reduced teaching load for newly qualified teachers.					
The induction program provided reduced teaching load for mentors.					
The induction program provided opportunity for mentors and newly qualified teachers to engage in reflection to improve practice.					
The induction program provided opportunity for observation of the newly qualified teacher teaching.					
The induction program provided me with the opportunity to meet with other mentors.					
I received support from my school principal to carry out my mentoring responsibilities.					
I was provided with sufficient time to plan with the newly qualified teacher.					

11. Indicate your level of agreement with the following statement regarding reasons the beginning teacher withdrew from teaching by placing a check mark in the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
Beginning teachers withdrew from teaching because of poor/low salary.					
Beginning teachers withdrew from teaching because of students discipline problems.					
Beginning teachers withdrew from teaching because of inadequate school support.					
Beginning teachers withdrew from teaching because of poor student motivation.					
Beginning teachers withdrew from teaching because of lack of positive staff influence.					
Beginning teachers withdrew from teaching because of large class size.					
Beginning teachers withdrew from teaching because of lack of opportunity for advancement.					
Beginning teachers withdrew from teaching because of classroom intrusion by principal.					
Beginning teachers withdrew from teaching because of inadequate time to plan.					
Beginning teachers withdrew from teaching to pursue other jobs.					
Beginning teachers withdrew from teaching because of family and personal issues.					

12. Please indicate your level of agreement with the following statements regarding support for mentees by placing a check mark in the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
The orientation workshop made NQTs' transition to the classroom easier.					
The professional development workshops were helpful in preparing the NQT for the classroom.					
Seminars were made available to support the NQT.					
The school principal was accommodating to the NQT in his/her school.					
The principal helped the NQT to learn how to work with parents.					
The principal helped the NQT to learn how to work with children's families in the school.					
Teachers helped the NQT to solve problems in his/her classroom.					
The Teacher Education Development Services provided assistance to the NQT in his/her school.					

13. Please indicate your level of agreement with the following statements regarding the impact of induction program by placing a check mark in the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
The induction program has helped the NQT to apply effective discipline measures in her					

classroom.					
Learning how to develop learning centers during the induction year has enhanced the NQT's classroom management skills.					
The induction program has helped the NQT to deliver effective lessons.					
The induction program has helped the NQT to deliver well-managed lessons.					
The induction program has helped the NQT to deliver engaging lessons.					
The induction program has helped the NQT to identify problems in his/her classroom.					
The induction program has helped the NQT to carry out action research to solve problems in the classroom.					
The induction program has improved students' learning in the NQT's classroom.					
The induction program has made a difference in the NQT students' grades.					
The induction program increased student achievement					
The induction program increased the NQT's job satisfaction					
The induction program improved skills and knowledge of beginning teachers					

14. How frequently have you met formally or informally with your mentee to discuss the following professional competencies?
    Please indicate your level of agreement with the following statements by placing a check mark by the option that best reflects your opinion.

Statements	Daily	Once or twice a week	Once or twice a month	Four or fewer times per year	Never
I met with the NQT to discuss Classroom management and organization issues					
I met with the NQT to discuss Curriculum and lesson planning issues					
I met with the NQT to discuss the needs of diverse learners in the classroom					
I met with the NQT to discuss finding available resources					
I met with the NQT to discuss communication issues with other teachers					
I met with the NQT to discuss Communication/conferencing with parents					
I met with the NQT to discuss Ministry of Education and school level policies					

15. Indicate how often you engage with your target teacher in each activity listed below between the 2009-2010 school year placing a check mark in the option that best reflects your opinion.

Statements	Daily	Once or twice a week	Once or twice a month	Four or fewer times per year	Never
I observed the NQT's teaching and provided feedback.					
I helped the NQT to develop a professional growth plan.					
I demonstrated teaching lessons in the NQT's classroom.					
I gave materials to the NQT to strengthen his/her lesson planning ability.					

I helped the NQT to plan teaching lessons.					
I helped the NQT to analyze trends in his/her students' performance.					
The NQT and I discussed strengths and needs of his/her students.					
The NQT and I discussed instructional issues and problems in his/her classroom.					
The NQT and I discussed student assessment data to make decisions regarding classroom instructions.					
I help the NQT to use assessment to determine how students perform.					

16. Please take a moment to share your thoughts with me on the following subjects by writing short responses to the following open-ended questions:

    a. What were the most beneficial parts of the induction program?

    _____

    _____

    _____

    _____

    b. What were the least productive parts of the induction program?

    _____

_____

_____

_____

c. What would you do differently should you be reassigned as a mentor?

_____

_____

_____

_____

d. What would you like to have seen in the induction program that was not included?

_____

_____

_____

_____

e. What accountability system is in place to assess your mentee's performance**?**

_____

_____

_____

_____

i. Would you recommend this induction program to other newly qualified teachers? Why?

_____

_____

_____

Demographic Data:

Please share any additional information below by placing the appropriate answer in the space provided:

Sex: _____ Ethnicity: _____ Grade Level: _____

Highest Qualifications: _____

Age: 18-29, 30-39, 40-49, and 50+

Are you a first time mentor _____ Yes _____ No

Appendix D

Survey instrument to be filled out by the **School Principal**

1. Please respond to the following statements regarding **Planning and Preparation** of the newly qualified teachers who participated in the teacher induction training program in your school by placing a checkmark in the space provided under the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to the teacher
The teacher selected long range goals appropriate to the context of the learner and the content to be taught.					
The teacher selected long range goals appropriate to the age of the learner and the content to be taught.					
The teacher selected long range goals appropriate to the cognitive level of the learners and the content to be taught.					
The teacher selected short range goals appropriate to the context of the learners and the content to be taught.					
The teacher selected short range goals appropriate to the age of the learners and the content to be taught.					
The teacher selected short range goals appropriate to the cognitive level of the learners and the content to be taught.					

The teacher demonstrated knowledge and understanding of the age of the children being taught.					
The teacher demonstrated knowledge and understanding of maturity of children being taught.					
The teacher demonstrated knowledge and understanding of background (economic and social) of children being taught.					
The teacher demonstrated knowledge and understanding of the previous knowledge of the children being taught.					
The teacher demonstrated knowledge and understanding of learning styles of the children being taught.					
The teacher selected content appropriate to the stated objectives of the lesson to be taught.					
The teacher selected content appropriate to the learner.					
The teacher selected content appropriate to the stated objectives and to the learner that is integrated with relevant subject areas.					
The teacher identified appropriate teaching methods.					
The teacher used appropriate					

strategies.					
The teacher used appropriate teacher activities.					
The teacher selected and prepares appropriate resources and materials.					

2. Please provide and answer for the following statements regarding **Learning and Classroom Environment** of the newly qualified teachers in your school by placing a check mark in the space provided under the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
The teacher managed instructional time effectively.					
The teacher managed students' behavior effectively by establishing and applying rules and procedures in the classroom.					
The teacher managed students' behavior effectively by consistently and applying rules and procedures in the classroom.					
The teacher managed students' behavior effectively by fairly enforcing rules and procedures in the classroom.					
The teacher managed students' behavior effectively by anticipating conditions which can lead to misbehavior in the classroom.					

The teacher managed students' behavior effectively by using appropriate intervention strategies in the classroom.					
The mentee teacher organized physical space attractively in the classroom.					
The teacher promoted positive classroom interactions by encouraging active and equitable student participation.					
The teacher promoted positive classroom interaction by fostering respect and concern between the learners and the teacher.					
The teacher promoted positive classroom interactions by encouraging learners to work collaboratively.					
The teacher encouraged the development of a culture of learning in the classroom by motivating learners to produce high quality work.					
The teacher encouraged the development of a culture of learning in the classroom by promoting curiosity.					
The teacher encouraged the development of a culture of learning in the classroom by promoting enquiry.					
The teacher encouraged the development of a culture of learning in the classroom by					

promoting independent learning.					
The teacher encouraged the development of a culture of learning in the classroom by promoting critical thinking.					

3. Please provide an answer for the following statements regarding **Teacher Instruction/Teaching** of the newly qualified teachers in your school by placing a check mark in the space provided under the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
The teacher used a variety of strategies to orient learners to lessons.					
The teacher demonstrated excellent communication with students.					
The teacher used a variety of strategies to enable lessons to progress logically and smoothly in a way that maximizes learning.					
The teacher used effective strategies of lesson closure.					
The teacher demonstrated a sound knowledge of subject matter and pedagogy.					
The teacher demonstrated an understanding of assessment procedures.					

4. Please provide an answer for the following statements regarding **Professionalism** of the newly qualified teachers in your school by placing a check mark in the space provided under the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
The teacher participated in professional development activities.					
The teacher had a clear plan that includes professional development to build his/her skills that will result in student achievement.					
The professional development program in the school was built on the induction training program.					
There is a clear plan that included professional development goals and the long-term plans of the school.					
My school plan included a professional development needs assessment process.					
Opportunities were given to teachers to reflect on his/her practice.					
The teacher was given opportunity to take on leadership roles in the school.					

The teacher adhered to the expectations of the teaching profession as outlined in the Ministry of Education and School Policy Document.					
The teacher demonstrated positive professional relations with colleagues and the wider community.					
The teacher promoted teaching as a profession.					

5. Please provide an answer for the following statements regarding the **Impact of the Induction Program** in your school by placing a check mark in the space provided under the option that best reflects your opinion.

Statements	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply to me
The induction program had enabled the new teacher to apply effective discipline measure in the classroom.					
The induction program has helped new teachers to develop classroom rules that enhanced his/her classroom management skills.					
The induction program has helped the new teacher to develop learning centers that enhanced his/her classroom management skills.					
The induction program has helped the new teacher to develop					

effective lesson plans.					
The induction program has helped the new teacher to deliver well-managed lessons.					
The induction program has helped the new teacher identify problems in his/her classroom and carry out action research to these problems.					

6. Please provide an answer for the following questions regarding the value of the induction training program at your school.

   - What were the strengths of the induction program at your school?

     _____

     _____

     _____

   - What were the weaknesses of the program at your school?

     _____

     _____

     _____

   - Did the induction program have a long term effect on the work of the new teacher? Explain.

     _____

     _____

     _____

   - Did the induction program discontinue effective practices after completing the program? Explain.

_____

_____

_____

- What would you do differently if you were to implement the induction program in your school again?

_____

_____

_____

- What would you like to have seen in the induction program that was not included?

_____

_____

_____

- What recommendations would you make to TEDS now that you have implemented the program in your school?

_____

_____

_____

Demographic Data:

Please share any additional comments below:

Sex: _____ Ethnicity: _____

How long have you been an administrator _____?

How long have you been working in your current school_____?

Age: 18-29, 30-39, 40-49, and 50+

Is your school ___ Rural ____ Urban

Size of School:

_____0 – 200 students_____201 – 400 students_____401 – 600 students

_____601 – 800 students _____801 – 1000 students_____1001 – 1200 students

_____1201 – 1400 students

Is this the first time the teacher induction program was offered at your school?

___ Yes __ No?

Appendix E

Panel of Stakeholder Experts

Panelist #	Association with the evaluation
Induction Coordinator (TEDS)	1
Education Officer (MoEY)	2
Primary School Principal	3
Primary School Principal	4
Primary School Teacher	5
Primary School Teacher	6
Parents	7

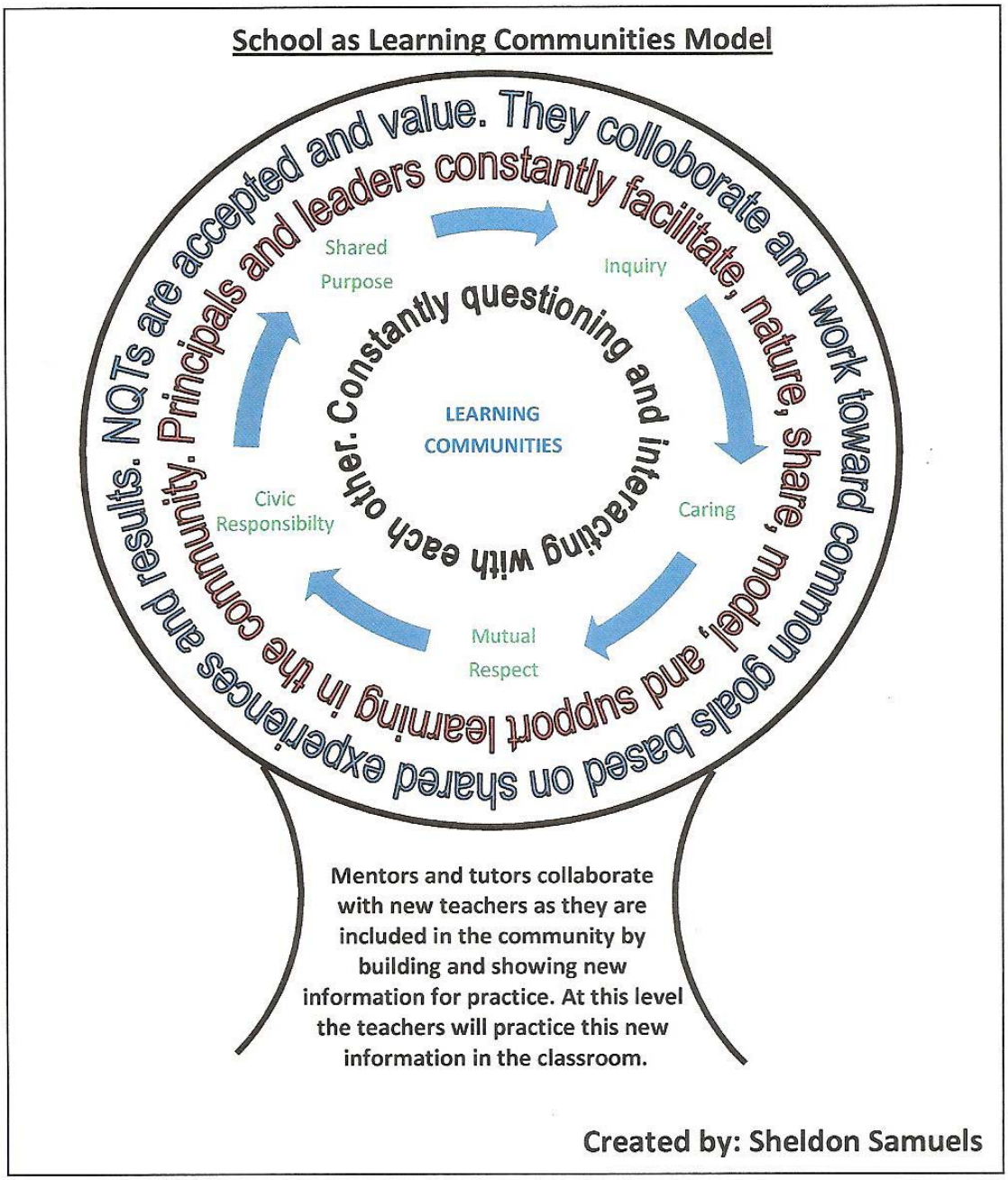
Appendix F

Budget

ITEMS	COST
Internet Access : Need internet access for 11 months @ $100.00 per month	$1,100.00
Need transportation to conduct site visits to the different districts conducting the teacher induction program. Need to conduct 3 visits to 6 districts @ $150.00 per district. Two domestic plane tickets to visit San Pedro and Toledo San Pedro $200.00 per person Toledo $405.00 per person	$2,700.00 $400.00 $810.00
Hotel accommodation per visit. 2 nights 6 districts for $130.00 per night for 3 visits	$4, 680.00
Meal allocation will be budgeted at $30.00 per day for 3 visits to 6 districts for 2 nights each visit	$1,080.00
Printer Ink: Ink is needed to print articles, correspondences, and instruments to email	$282.00

to participants and to print draft copy of the dissertation. Three sets of colored and black ink will be purchased. Each set cost $94.00	
Miscellaneous: To cover any emergencies that may arise during the evaluation. $500.00 will be budgeted.	$500.00
Total	$11,752.00

Appendix G


School as Learning Communities Model
NQTs are accepted and value. They colloborate and work toward common goals based on shared experiences and results. Principals and leaders constantly facilitate, nature, share, model, and support learning in the community.
Constantly questioning and interacting with each other.
LEARNING COMMUNITIES
Shared Purpose
Inquiry
Caring
Mutual Respect
Civic Responsibilty
Mentors and tutors collaborate with new teachers as they are included in the community by building and showing new information for practice. At this level the teachers will practice this new information in the classroom.
Created by: Sheldon Samuels

VITA

Sheldon James Samuels

Candidate for the Degree of

Doctor of Education

Thesis: AN EVALUATION OF THE PRIMARY SCHOOL TEACHER INDUCTION TRAINING PROGRAM IN BELIZE

Major Field: Higher Education

Biographical:

Personal Data: Born in Belize City June 25, 1973, the Son of Gwendolyn Theresa Violet Sanchez and Wilfred Llewellyn Samuels.

Education: Completed the requirements for the Doctor of Education in Higher Education at Oklahoma State University, Stillwater, Oklahoma in December, July, 2011.

Completed the requirements for the Master of Arts in Education Leadership at University of North Florida, Jacksonville, Florida United States of America in 2004.

Completed the requirements for the Bachelor of Arts in English Education at University of Belize, Belize City, Belize in 2001.

Experience: Have taught Technical Report Writing at the Institute for Technical and Vocational Education and Training for over 16 years.

Managed the Institute for Technical and Vocational Education and Training for over four years.

Work with the Ministry of Education as the National Coordinator for Adult and Continuing Services for the past three years.

Name: Sheldon James Samuels Date of Degree: December, 2011

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: AN EVALUATION OF THE PRIMARY SCHOOL TEACHER INDUCTION TRAINING PROGRAM IN BELIZE

Pages in Study: 149 Candidate for the Degree of Doctor of Education

Major Field: Higher Education

Scope and Method of Study:

The purpose of the evaluation study was to determine the effectiveness of the Belize Primary School Teacher Induction Program through the perceptions of three participant groups; newly qualified teachers, their mentors, and their principals. Evaluation methods were used, including a researcher developed survey.

Findings and Conclusions:

The findings indicated the induction training program was widely accepted as an effective program by its stakeholders. Teachers reported the program assisted in preparing teachers for classroom teaching. The evaluation identified the mentorship component as one of the weaknesses of the program. By developing a mentorship workshop, mentors will gain the skills and knowledge needed to better support the newly qualified teachers.

ADVISER'S APPROVAL: _____

Dr. Edward Harris