New Teacher Induction Programs: A Case Study of an Exemplary School District and How It Prepares Its New Teachers for the Use of Instructional Technology in the Classroom

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LOYOLA UNIVERSITY CHICAGO

NEW TEACHER INDUCTION PROGRAMS:
A CASE STUDY OF AN EXEMPLARY SCHOOL DISTRICT, AND HOW IT
PREPARES ITS NEW TEACHERS FOR THE USE OF INSTRUCTIONAL
TECHNOLOGY IN THE CLASSROOM

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN ADMINISTRATION AND SUPERVISION

BY

DAVID B. SHERMAN

CHICAGO, ILLINOIS

MAY 2014
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While only one name is written on the cover page of a doctoral dissertation, there is no possible way one person could complete such a demanding and challenging undertaking without the guidance, assistance, support, and encouragement of those around him. For me, there are many people who have provided such benefaction.

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Accomplishing this dissertation is something I could not have imagined while growing up as the languid, disorganized, and silly student that I was. Without all of the aforementioned people, I would not have been able to live this dream.
To Sally, my biggest supporter, my best friend,
and the most intuitive person I’ve ever met.

LYT!
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ABSTRACT

This research study examined Generation Y new teachers, the process of new teacher induction, and the most effective methods for providing professional development in instructional technology for Generation Y teachers.

The main research questions for this paper were as follows:

1. What constitutes a high quality new teacher induction program for Generation Y teachers in the area of instructional technology?

2. What recommendations should be made for school districts in order for them to properly train their new Generation Y teachers in the best uses of instructional technology?

3. What are the implications for school leaders?

This was a qualitative case study of one school district considered exemplary in the use of technology. Four areas of data collection were utilized during this study including semi-structured interviews of administrators, an online survey of Generation Y new teachers, a collection of artifacts related to new teacher induction, and observations of new teacher and mentor meetings.

Participation in this study was voluntary and included the completion of a “Letter of Cooperation” by all administrators and teachers. Data collected during the study were analyzed through the conceptual frameworks of the Nebraska Rubric for Essential Technology Conditions (RETC) and the Illinois
Standards of Quality and Effectiveness for Beginning Teacher Induction Programs (2008).

This study concluded that the school district under review has developed a new teacher induction program that meets all but one of the Illinois standards. In addition, this study concluded that the Generation Y teachers in this school district do not feel as if they have received enough or the proper types of training in the use of technology in their classrooms upon the start of their teaching careers. This research study further teased out the need for instructional technology training based on the specific characteristics of Generation Y new teachers.
CHAPTER I

INTRODUCTION

Technology in Schools

The need for and use of computers and the Internet in schools has risen dramatically over the last 15 years. In a survey of technology use in public schools in 2009, the National Center for Education Statistics (Gray, Thomas, Lewis & Tice, 2010) reported that 97% of teachers had one or more computers located in the classroom every day, while 54% could bring computers into the classroom. Internet access was available for 93% of the computers located in the classroom every day and for 96% of the computers that could be brought into the classroom. The ratio of students to computers in the classroom every day was 5.3 to 1 (Gray, Thomas, Lewis, & Tice, 2010).

The United States Department of Education’s 2010 Blueprint for Reform identified technology as a component of a complete education and emphasized the need to invest in “evidence-based instructional models and supports” (Duncan & Martin, 2010, p. 4). Inan and Lowther (2010) reported that in an effort to improve student learning and better prepare them for the future workforce,
almost every school has Internet access and about one computer per every four students. According to the Digest of Educational Statistics (2009), the percentage of instructional rooms with internet access increased from 51% in 1998 to 94% in 2005 (Snyder & Dillow, 2010). Over the past decade, substantial resources have gone toward equipping K-12 schools with the technology necessary to ensure success for all students in the information age. For instance, the ratio of students to computers decreased from 12:1 in 1999 to 4.4:1 in 2003 in the United States (Parsad, Jones & Greene, 2005).

Across the United States, school districts are spending billions of dollars annually to purchase the most recent, cutting edge computer hardware, networking, and site licenses for students and staff. The Executive Office of the President's Council of Economic Advisors (2011) reported that the amount spent on computer-assisted learning and network-enabled technologies in education was $59.8 billion dollars nationwide.

However, the billions of dollars that are spent on technology for the classrooms will not improve the teachers' instruction or the students' achievement if school districts do not place a high value on teacher professional development in the use of these technologies. Petrie and McGee (2012) write that “Professional development (PD) for teachers is recognised as a key vehicle
through which to improve teaching and, in turn, to improve student achievement” (p. 59). Professional development is also a way to introduce curriculum and pedagogical reforms (Carr et al., 2000). A growing body of international research (Lieberman & Miller, 2008; O’Sullivan & Deglau, 2006; Richardson & Placier, 2001) has resulted in guidelines to support developers and deliverers of PD to understand what constitutes effective PD and approaches that are most likely to lead to improvements in teacher and school practices.

As the Information Age continues to evolve, digital media literacy continues to rise in importance as a key skill in almost every profession (Johnson, Levine, Smith, & Stone, 2010). Social media technologies are becoming pervasive in work environments, and knowledge of their affordances, applications, and uses is becoming increasingly important. In classrooms, new media technologies underscore every part of students’ lives as tools for social networking, online collaboration, and media sharing are all rapidly maturing and becoming integrated in education and recreation activities (Hovorka & Rees, 2009).

Educational administrators must recognize the importance of high-quality training in the proper use of instructional technology and in the infusion of these tools into the teachers’ instructional practices. In a study of technology-related teacher professional development (TTPD), Walker et al. (2012) found that
teachers in two different TTPD designs benefited, with large self-reported gains in the five knowledge constructs measured. These results support the literature arguing that professional development can have positive influences on teacher’s knowledge and skills (Borko, 2004). Moreover, teachers’ technological knowledge as well as integrated forms of pedagogical content knowledge and technological-pedagogical content knowledge also showed gains (Walker, 2012). Therefore, school districts have a responsibility to train their teachers to embed technology into all aspects of their teaching and to expect teachers to change or improve their instruction so that the students receive the full benefits of technology-rich classrooms.

**Generation Y**

This is especially true for new teachers who are beginning their teaching careers. The postulation that new teachers are ready to embed technology into their instruction because they are "digital natives" who were born in and have grown up in an age of technology (Prensky, 2001) is presumptuous at best. According to Rebore and Walmsley (2010), the current group of new teachers entering the profession is considered a part of "Generation Y." These are teachers who were born between the late 1970s and mid 1990s to Baby Boomer parents. They are digital natives who grew up with technology, and they are considered
to make up the majority of the new teachers in the next 10-15 years. Generation Y teachers tend to exhibit the following characteristics. They:

- Communicate more through technology than in person;
- Value benefits at work;
- Seek career advancement, desire flexibility and higher pay;
- Work in teams and possess high energy;
- Work hard but also enjoy pleasure;
- Can be financially savvy;
- Want constant feedback;
- Work among and with a diverse group of individuals;
- Multitask proficiently; and
- Like change (Rebore & Walmsley, 2010).

"Many Generation Y teachers were recently Generation Y students who were deeply connected to their parents. Many relied on e-mail and cell phones to communicate daily with their parents" (Tapscott, 1998, p. 23). Rebore and Walmsley (2010) state that “Probably the starkest difference between Generation Y and any other generation is the large, available access to information” (p. 5). The people of Generation Y acknowledge that knowledge is power, and they believe that all knowledge can be found quickly through the Internet (Wong & Wong, n.d.). Understanding these tendencies is important for school administrators because Generation Y teachers bring these unique skill sets to their schools. School leaders must appreciate this group's needs in order to hire and then retain the most highly qualified new teachers for their districts.
Teacher Retention

Another issue facing school leaders is the high level of turnover of teachers. The literature on teacher labor markets finds that teacher shortages result not from problems with the number of teachers who are trained or certified but rather from the attrition of these individuals out of the teaching profession (Behrstock & Clofford, 2009). This teacher turnover situation is often referred to as a “revolving door” (Darling-Hammond & Sykes, 2003; Ingersoll, 2003) or a “leaky bucket” (National Commission on Teaching and America’s Future, 2007a).

In particular, new-teacher attrition rates are as high as 50% in some areas despite the growing need for more teachers in the field (Ingersoll, 2003). Other researchers also have found that nearly 50% of new teachers are leaving the profession after five years (Watlington, Shockley, Guglielmino & Felsher, 2010). The consequences of teacher attrition have been documented by numerous researchers which is of primary concern to educational leaders and policymakers (Barnes, Crowe, & Schaefer 2007; Ingersoll & Smith 2003; Minarik, Thorton, & Perreault 2003).

In his article "New-Teacher Induction 2.0" Greg Taranto (2011) provides evidence through his research that effective new teacher induction programs
have been successful in reducing the number of new teachers leaving the profession. Comprehensive new teacher induction should include a combination of mentoring, professional development and support, and formal assessments for new teachers, typically during their first two years of teaching (Wiebke & Bardin, 2009). The work of Kelley (2004) demonstrated that new teacher induction does indeed matter, and that a meaningful induction experience has lasting effects on teacher quality and teacher retention. Kelley writes that “Policy makers and school district personnel should use this and other induction research to craft and refine their induction programs and mitigate serious attrition issues. Now more than ever, district, state, and national policy makers must take a hard look at longstanding practices that have driven promising teachers out of the profession and that threaten the quality of our future teacher workforce” (p. 447).

Bartlett and Johnson (2009) examined numerous research studies on new teacher induction programs, including one that suggested that new teachers participating in more intensive mentoring induction programs had higher scores on measures of teaching practice in areas such as classroom atmosphere, instruction/content, management, and student engagement (Stanulis & Floden, 2009).
Additionally, Bartlett and Johnson (2009) found research literature that illustrates some universal truths about induction. The first is that induction matters. In particular, the form and quantity of induction is related to both retention and satisfaction. Recognizing and specifying these elements in policy promises to improve the overall effectiveness of induction policy. In addition, the contention that local and professional context matter appears to be also true—though this lends itself less to policy specificity except to specify a need to leave room for local adaptability. Scholars have argued for targeted induction that addresses the curriculum and learning needs of new teachers with regard to instructional practice (Achinstein & Athanases, 2000; Feiman-Nemser, 2001; Strong, 2005) and suggest that policies regarding induction make significant increases in teacher knowledge and student achievement (Darling-Hammond, 2000).

Research Purpose

The purpose of this dissertation is to deeply study one school district that is exemplary in the use of instructional technology to enhance teachers' planning, instruction, and assessment, and to determine how this school district trains its Generation Y teachers in the use of technology, and to make recommendations to educational leaders as to the best plans for teacher induction in the area of
The ultimate goal of a successful new teacher induction program is to retain the very best new teachers in the field of education. According to Breaux and Wong (2003), "New teachers must be trained if we want them to succeed; it is much better to train new teachers and risk losing them than not to train them and risk keeping them" (p. v). In addition, "An induction process is the best way to send a message to your teachers, a message that you value them and want them to succeed and stay" (Breaux & Wong, 2003, p. v). This dissertation will address the issues of instructional technology competencies as related to new teacher induction.

**Research Questions**

Based on the above stated purposes, the main research questions for this paper are as follows:

1. What constitutes a high quality new teacher induction program for Generation Y teachers in order for them to appropriately utilize technology in their planning, instruction, and assessment?

2. What recommendations should be made for all school districts in order for them to properly train their new Generation Y teachers in the best uses of instructional technology for planning, instruction, and assessment?
3. What are the implications for school leaders?

Significance of the Study to the Field of Educational Leadership

A study such as this one can have a significant impact on educational leadership in three distinct areas: (1.) Educational technology planning and assessment; (2.) General new teacher induction plans; (3.) New teacher induction planning for educational technology to be implemented by school district leaders. Within these three broad areas, this study can assist school district staff in:

- Understanding the pillars of an exemplary technology program based on the most current research;
- Assessing a technology plan/program as compared to a common rubric or a set of standards and compared to a school district that is considered exemplary in the area of educational technology;
- Understanding the pillars of an exemplary new teacher induction program based on the most current research;
- Assessing induction programs as compared to a common rubric or a set of standards;
- Assessing the amount and quality of the technology portion of an induction program;
- Supporting and building upon pre-service development programs that Generation Y teachers bring to their first teaching positions;
- Developing an improved new teacher induction plan for technology instruction; and
- Building capacity in district educational leaders who can provide appropriate new teacher induction well into the future.

First, the study will provide a model for school districts in the assessment of their own technology instruction, and it will provide school leaders with an
example of an exemplary district in the area of technology. The International Society for Technology in Education (ISTE) has developed research-based standards for technology integration in schools. These are the National Educational Technology Standards, or NETS, and they are "the standards for evaluating the skills and knowledge educators need to teach, work, and learn in an increasingly connected global and digital society" (International Society for Technology in Education, 2012). As technology integration continues to increase in society, it is paramount that teachers possess the skills and behaviors of digital age professionals. Moving forward, teachers must become comfortable being co-learners with their students and colleagues around the world" (http://www.iste.org/standards). In addition, ISTE has developed the National Educational Technology Standards for students (NETS•S) and for school administrators (NETS•A). All of these standards revolve around research geared to improve the use of educational technology in schools. The NETS and the accompanying research should form the foundation for exemplary technology use in schools, and it is beneficial for all school leaders and teachers to have a solid understanding of them.

Another valuable document is titled "Essential Conditions" which also is published by ISTE.org/nets. This document identifies 14 conditions that are
necessary to effectively leverage technology for learning. Although not designed as a rubric, this document could be used to identify and assess areas of strength and weakness in a school district’s technology plan (ISTE, 2009). The 14 Essential Conditions necessary to effectively leverage technology for learning are:

- Shared vision
- Empowered leaders
- Implementation planning
- Consistent and adequate funding
- Equitable access
- Skilled personnel
- Ongoing professional learning
- Technical support
- Curriculum framework
- Student-centered learning
- Assessment and evaluation
- Engaged communities
- Support policies
- Supportive external context

In their article "A Rubric for Self-Assessment of Essential Technology Conditions in Schools," Steckleberg et al. (2008) describe the development of a Web-based instrument that was part of a strategic planning initiative in technology in K-12 schools in Nebraska. The instrument provided rubrics for self-assessment of essential conditions necessary for the integrating and adopting of technology. In this article, the authors conclude that "Data from the initial two years of implementation indicate that the rubric provides a useful and reliable
Web-based method for the self assessment of essential conditions necessary for integrating technology in K-12 schools" (pp. 88-89). The complete rubric can be found at http://www.education.ne.gov/techcen/documents/NERETC.pdf (see Appendix C). Table 1 is an abridged version of the rubric that was created by this researcher.

This is the conceptual framework that will be used to determine the efficacy of a district's technology plan, and it could have significant applications for districts interested in improving their technology instruction. This rubric was chosen based on the work of Steckelberg et al. (2008) in which the authors studied the reliability of RETC over a two year period. They concluded that the rubric "provides a useful and reliable Web-based method for the self-assessment of essential conditions necessary for integrating technology in K12 schools" (pp. 88-89). This rubric provides an appropriate framework for assessing a school district's use of technology, and it provides a descriptive categorization of the levels of progress a school district is making in terms of instructional technology use.
Table 1

*Rubric for Essential Technology Conditions (RETC)*

<table>
<thead>
<tr>
<th>Technology Admin and Support</th>
<th>Technology Capacity</th>
<th>Educator Competencies &amp; Prof. Development</th>
<th>Learners &amp; Learning</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision Planning and Policy</td>
<td>Student Technology Equipment Access</td>
<td>Educator Use of Technology</td>
<td>Student Use of Technology</td>
<td>Student Technology Essential Learnings</td>
</tr>
<tr>
<td>Technology Support</td>
<td>Teacher Technology Equipment Access</td>
<td>Leadership</td>
<td>Technology Integration</td>
<td>Administrator Technology Competencies</td>
</tr>
<tr>
<td>Instructional Technology Staffing</td>
<td>Video Capacity</td>
<td>Professional Development</td>
<td>Available Technology Curriculum</td>
<td>Teacher Technology Competencies</td>
</tr>
<tr>
<td>Budget</td>
<td>Distance Learning; Conditions &amp; Capabilities</td>
<td>Models of Professional Development</td>
<td>Community Connection</td>
<td></td>
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<tr>
<td>Electronic Data Support</td>
<td>LAN/WAN</td>
<td>Effective Use of Electronic Data Support</td>
<td>Demonstrating Effective Use of Technology in Learning</td>
<td></td>
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<tr>
<td>Funding</td>
<td>Curriculum-based tools</td>
<td>Content of Technology Training</td>
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Second, new teacher induction programs are an important component in retaining high quality teachers in a school district. On December 5, 2008, the Illinois State Teacher Certification Board approved the *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008). The State of
Illinois clearly established the following goals for new teacher induction programs:

- To provide a system for teacher induction that provides an effective transition into teaching for first and second year teachers;
- To improve student performance through improved training, information and assistance for beginning teachers;
- To enable beginning teachers to be effective in teaching a range of student populations;
- To ensure success and retention of beginning teachers who show promise of becoming highly effective professionals;
- To identify beginning teachers who need additional feedback, assistance and training; and
- To establish an effective, coherent system of formative assessments based on the Illinois Professional Teaching Standards. (p. 1)

The purpose of this document was to "set forth a clear framework to assist in the development of research-based programs that meet local needs and are responsive to local contexts. The standards are broad and interdependent, describing a vision of a comprehensive and dynamic program for beginning teachers and those who support them. The standards provide a research-based foundation that will guide and support development of induction programs. The intent of these standards is to foster thoughtful, high quality growth and development; they become purposeful and meaningful when implemented fully at the local level. Standards help reflect on best practices and effective structures
necessary to the design and delivery of high quality, effective induction programs" (Illinois State Teacher Certification Board, 2008, p. 1).

These teacher induction standards were developed by a diverse stakeholder group, and they were aligned to Article 21A of the Illinois School Code. (2006) There are nine specific standards set forth by ISTCB. They are:

Standard 1: Induction Program Leadership, Administration, and Support
Standard 2: Program Goals and Design
Standard 3: Resources
Standard 4: Site Administrator Roles and Responsibilities
Standard 5: Mentor Selection and Assignment
Standard 6: Mentor Professional Development
Standard 7: Development of Beginning Teacher Practice
Standard 8: Formative Assessment
Standard 9: Program Evaluation

These standards will be used as the second conceptual framework to determine the fidelity of a school district’s new teacher induction plan. In addition, ISTCB offers specific criteria for the development of quality new teacher induction programs (see Appendix K). School districts in Illinois must use these standards and the accompanying criteria when developing and assessing their new teacher induction program.

The third impact this study will have on educational leadership is through the case-study research on one new teacher induction program that is geared toward technology use in the classroom. This study will detail the strengths
and/or weaknesses of the induction program in use by an exemplary elementary
school district, and it will provide a roadmap for other districts to follow when
developing an effective new teacher induction plan in the area of technology.

A new teacher induction program is a school district’s initial stage of its
professional development plan for its teachers. In its paper, *Advancing Excellence
in Technological Literacy: Student Assessment, Professional Development, and Program
Standards* (2003), The International Technology Education Association (ITEA)
defines professional development as a “Continuous process of lifelong learning
and growth that begins early in life, continues through the undergraduate, pre-
service experience, and extends through the in-service years” (International
Technology Education Association, 2003). In addition, “Professional
development of teachers is an ongoing process in which teachers acquire
increasingly comprehensive levels of content knowledge, pedagogical skills, and
knowledge of how students learn” (p. 40).

Ultimately, this third phase of the study should be the most important and
the most practical for school leaders. Professional development is a necessary
component for effectively integrating technology into classrooms. Smolin and
Lawless (2011) refer to Technology Integration Professional Development, or
TIPD, as a necessary aspect for increasing technology’s impact on classroom practices and student learning.

Lawless and Pellegrino (2007) take this concept one step further. They advocate that the evaluation of TIPD can facilitate changes to teaching and learning in schools, and they maintain that although there is a strong perceived need for action in terms of TIPD, the knowledge base derived through research does not guide it. In particular, these authors advocate for more careful and more systematic approaches for documenting how technology integration occurs within schools, what increases its adoption by teachers, and the long-term impacts that these investments have on teachers and students. Based on this, they propose a sequential three-phase evaluation design that includes evaluation of (1) program characteristics, (2) teacher outcomes, and (3) sustained teacher change and student achievement effects. They maintain that these phases should be sequential. They contend that more needs to be known about the varieties of program structures, such as mentoring or train the trainers’ models, before student and teacher outcomes can be evaluated.

Both the Smolin and Lawless (2011) and the Lawless and Pellegrino (2007) articles have important implications for this research study. Professional development in the integration of instructional technology must begin at the
earliest stages of a new teacher’s career, and school districts need to self-evaluate their new teacher induction programs in the area of instructional technology.

This study will identify the components of a high-quality new teacher induction program, it will ascertain the characteristics of a school district considered exemplary in the use of instructional technology, and it will detail the systematic approach that an exemplary school district should attempt to achieve when training its Generation Y teachers in the use of technology for planning, instruction, and assessment. If a school district has a strong technology-related professional development plan in place, then the training of new teachers will be an imperative component in order for this plan to remain strong and effective. Furthermore, an added benefit of a good induction plan for new teachers is that the information presented in this training would be infused into all areas of the school district, including all of the teachers and administrators, thus systematically improving the use of instructional technology throughout an entire school district.

**Proposed Methodology**

This will be a qualitative, phenomenological case study based on the definition as presented by Merriam (2009). Merriam states that "A case study is an in-depth description and analysis of a bounded system" (p. 40). By bounded
system, Merriam is referring to a single unit or entity where there are boundaries to the study. For example, studying the phenomenon involving a single person, a group, an institution, or a policy would be considered a bounded study. Furthermore, Yin (2008) defines a case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 18). Based on these definitions, in an educational setting, a case study could be about one particular program, classroom of learners, or school district.

According to Schram (2003), "phenomenology is a study of people's conscious experience of their life-world, that is their everyday life and social action" (p. 71). In this type of study, "The phenomenological interview is the primary method of data collection" (Merriam, 2009, p. 25). Furthermore, Merriam writes that a phenomenological approach is appropriate for studying emotional and intense human experiences. In addition to individual interviews, surveys, document reviews, and observations will be conducted to reveal the human experiences of Generation Y teachers and whether they receive a high quality induction program in order for them to fully embed technology into their instruction.
This study will focus on one school district in depth and on multiple levels. This case study should be considered particularistic in nature because it will focus on a particular program, and it will reveal the specificity of the program. In this particular study, an elementary school district (pre-k through 8th grade) considered as "exemplary" in the use of technology will be selected based on the fact that it has been recognized nationally as a leader in the use of technology. In 1998 the district received the National School Board Association's Institute for Transfer of Technology to Education (NSBA/ITTE) Video Salute for creating improved teaching and learning environments using technology, and again in 1998 it was the first recipient of the Reed Hundt Award from the National School Board Association for excellence in the effective use of technology. In addition, this district was the 2003 recipient of the Malcolm Baldridge National Quality Award. Finally, the district was awarded the 2004 Technology Leadership Network Trailblazer Award.

More recently, this district has received the following accolades from the educational community.

- A seventh grade reading/language arts teacher was the 2013 recipient of the Illinois Computing Educators (ICE) "Educator of the Year Award" for his work embedding technology into his instruction.
Since 2011, 13 teachers have won the "Those Who Excel" award from the Illinois State Board of Education, including a team of two teachers who won for their work with assistive technology.

Nine of the district’s 20 schools have been recognized by the United States Department of Education as Blue Ribbon Schools of Excellence.

Since 2011, 20 teachers have earned their National Board Certification.

Motorola Solutions Foundation has awarded nearly $110,000 to this district in grant money to assist students who wish to further pursue their interests in science, technology, engineering, and mathematics.

The district’s educational foundation awarded the schools with funds to purchase iPads in May 2012.

Furthermore, in 2012 this district launched a STEM (science, technology, engineering, and mathematics) program to develop 21st century skills among all of its middle school students.

After an extensive Internet search of national and state technology awards, this researcher was able to find only two other awards given to Illinois educators or school districts since 2004.

- In 2006, a high school district north of Chicago won the Sylvia Charp Award for District Innovation in Technology.
- In 2007, an elementary school teacher in a northwest suburb of Chicago was awarded the International Society for Technology in Education (ISTE) Outstanding Leader Award.

Thus, the chosen school district has been singled out most recently in Illinois as one that is exemplary in the area of instructional technology. Finally, aside from winning some of the most recent technology awards in the State of Illinois, this
district is large enough to provide an excellent sampling of Generation Y teachers and district administrators from which to survey and interview.

Data regarding the chosen district’s new teacher induction program will be collected from numerous primary sources, and these data will be studied in relation to the hallmarks of high-quality new teacher induction programs. By studying the induction program utilized in this school district, this researcher will be able to develop a compelling program for new teacher induction in the area of instructional technology. As Merriam (2009) writes, “case study has proven particularly useful for studying educational innovations, evaluating programs, and informing policy” (p. 51). This study will review the innovations underway in the use of instructional technology, it will evaluate a current exemplary program, and it will propose policy for school districts to follow when developing new teacher induction programs.

The first step in the process was to identify a school district that is considered exemplary in the use of instructional technology. Regional Offices of Education throughout Illinois were contacted and asked for names of districts that might qualify for this study. Then, out of the list that was generated, an exemplary district was chosen for this study. This district was chosen because it won the aforementioned awards.
Next, a description of the district will be developed to provide some background. This description will include district demographics, budgets, test scores, available computer hardware, new teacher induction plans, and technology plans will be included in the descriptions. These details will help develop a context in which to study the district’s use of technology and its new teacher induction process.

Third, an in-depth study of the selected district will take place. This research will focus on the systems in place for new teacher induction at the district, building, and classroom levels in place in this district. The following will be used to collect data:

- Documents (district level)
- Timeline used for new teacher induction across the school year (district level)
- A survey of Generation Y teachers who were hired between 2010 and 2013 (classroom level)
- Interviews of school-based administrators (building level)
- Interviews of district administrators (district level)
- Observations of new teacher induction sessions (district level).

The Figure 1 represents how these data will be triangulated.
Figure 1. Data Triangulation

**Proposed Areas of Related Literature**

The first area of related research to be studied is the standards or hallmarks of high quality new teacher induction programs. The research in this area will focus on the most important tenets of new teacher induction in order to ensure the success and thus the retention of new teachers in a school district. State boards of education, starting with Illinois and then branching out to other states, will be studied to see if they have requirements, or minimally, suggestions for new teacher induction programs in their states. Another portion of the
research will be to look at the collected models of induction programs and identify the aspects of technology that are embedded therein.

A second area of related research will be focused on the characteristics of those teachers who are considered Generation Y. The research in this area will be centered on the general characteristics of those considered as Generation Y, and it will focus on the professional characteristics of Generation Y teachers. In addition, the research will center on Generation Y teachers including their use of technology in the classroom, their preferred method of new teacher induction, and the implications for their future needs in the area of professional development.

A third area of will be a study of the most current standards in place for educational technology. As stated above, ISTE will be the first place to research. Because these are research based standards, they will most likely lead to other resources for study and research. A related area of research will be on state expectations for school district technology plans. This will necessitate studying select state boards of education for technology plan templates, including Illinois's board of education website. Finally, for this area, research will need to be done to find more than one appropriate rubric for assessing school district technology
plans. The Nebraska rubric, which has been identified above, appears to be the most promising for this study.

The retention of the best new teachers is another crucial issue facing school leaders. Data showing that nearly 50% of new teachers are leaving the profession within their first five years is disconcerting (Watlington, Shockley, Guglielmino & Felsher, 2010). Research has shown that comprehensive new teacher induction programs have had positive effects on teacher retention (Taranto, 2011). Within this boom of increased instructional technologies in schools and classrooms, school leaders must do more to train new teachers in the use of technology in their classrooms to avoid losing the best and the brightest new teachers.

Furthermore, new teachers who are part of the Generation Y culture are currently graduating from universities with the natural skills for using technology in their personal lives. The question is whether they are ready to incorporate technology into their lesson planning, instruction, and student assessment. Ensuring that new teachers are ready to teach in technology-rich classrooms provides a significant challenge for school leaders.

Finally, numerous studies have shown that computers and Internet use in classrooms has grown tremendously over the last 15 years (Gray, Thomas, Lewis
School districts are investing billions of dollars in the latest hardware and infrastructure to provide teachers with the tools to teach in a 21st century classroom (The Executive Office of the President’s Council of Economic Advisors, 2011). But new computers in classrooms will not improve instruction unless teachers are provided with the proper professional development in the use of instructional technologies (Lieberman & Miller, 2008; O’Sullivan & Deglau, 2006; Petrie & McGee, 2012; Richardson & Placier, 2001).

This study is significant for educational leaders in that it will identify the best technology induction processes for Generation Y teachers so they can fully embed technology into their planning, instruction, and assessment and remain in the field of education for many years to come.

Limitations

While this study attempts to gather data on the best induction programs for new teachers, there may be limitations to this work. First, the study of one school district may be limiting in scope. A larger sampling of school districts could reveal more information regarding new teacher induction programs and their focus on instructional technology. A second limitation may be that the researcher will find school districts or individuals who are not willing to
participate in such a study. With the focus on a district that is considered exemplary in the use of technology in the classroom, the lack of participation may be limiting in the collection of data. Another limitation could be that the non-tenured teachers who take part in the survey may be reluctant to answer the questions openly and honestly. Although anonymity will be guaranteed, there is always the chance that new teachers will be hesitant to answer some of the questions. A fourth limitation is similar to the one above in that there may be administrators who are reluctant to answer questions openly and honestly during the face to face interviews which will be recorded. Confidentiality will be guaranteed, but there is still the chance that administrators may be defensive of their induction programs or may not speak freely due to fear of ramifications. A fifth limitation may be related to the fact that only Generation Y teachers will be surveyed as opposed to all new teachers which would include those from the Baby Boomer generation and Generation X. Although Generation Y teachers will make up the majority of those participating in new teacher induction programs in the near future, there will be others participating as well, and these other teachers may have needs that are different than those identified for within Generation Y.
Finally, with one researcher analyzing these data that will be collected, there is always the chance for bias, especially with the researcher’s current beliefs and understandings of technology use in the classroom. Specifically, this researcher is an elementary school principal who is considered to be a leader in the use of technology in his work. He has conducted administrator academy and district-level workshops on this topic, he models the use of technology within his school community, and he expects teachers to incorporate instructional technology into their planning, teaching, and assessing of student learning. To help minimize such bias, the researcher will keep a journal throughout the data collection process. The use of this journal will allow the researcher to write his ongoing reflections regarding the potential for bias that may emerge as these data are being collected. The objective is for the researcher to remain as unbiased as possible while analyzing and interpreting these data.

Despite these limitations, this study, through surveys, interviews, and other data collection methods, will present a positivist perspective on new teacher induction in the area of instructional technology. As Merriam (2009) writes, "A positivist orientation assumes that reality exists 'out there' and it is observable, stable, and measurable" (p. 8). There is no doubt that most, if not all, teachers are using technology in their classrooms, and that new teachers are
receiving induction training upon their initial hiring in a school district.

Educational leaders must be prepared to provide new teachers with appropriate professional development in the use of instructional technology in their classrooms as one important component for retaining the best and brightest new teachers.
CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter summarizes the literature relevant to the primary research questions posed in this case study:

1. What constitutes a high quality new teacher induction program for Generation Y teachers in order for them to appropriately utilize technology in their planning, instruction, and assessment?

2. What recommendations should be made for all school districts in order for them to properly train their new Generation Y teachers in the best uses of instructional technology for planning, instruction, and assessment?

3. What are the implications for school leaders?

This literature review will focus on the important aspects of new teacher induction programs, the innate qualities of Generation Y teachers, and the current use of instructional technology in schools. The purpose of this literature
review is to provide the foundational knowledge necessary to answer the primary research questions posed in this study.

**New Teacher Induction**

**Pre-Service Preparation**

To understand the instructional technology professional development and new teacher induction needs that new teachers bring to the profession; one must first understand what they were taught and what they experienced in typical college pre-service programs. The use of technology has expanded from an optional tool to one that is required in the world of work (Stobaugh & Tassell, 2011).

To respond to this need, universities are altering courses to infuse the introduction and utilization of technological tools to enhance instruction. The end product is that pre-service teachers should graduate with the skills to seamlessly integrate technology to advance student learning. (p. 144)

The National Council for Accreditation in Teacher Education (NCATE) has developed specific responsibilities for teacher education programs for accreditation purposes by requiring certain standards. NCATE delineated the following six standards:

- **Standard 1**: Candidate Knowledge, Skills, and Professional Dispositions
- **Standard 2**: Assessment System and Unit Evaluation
- **Standard 3**: Field Experiences and Clinical Practice
Standard 4: Diversity  
Standard 5: Faculty Qualifications, Performance, and Development  
Standard 6: Unit Governance and Resource  

Within Standard One there are numerous references to the integration of technology, and within Standard Six NCATE describes effective units as possessing information technology to serve the university and the community (Stobaugh & Tassell, 2011). Vannatta and Beyerback (2000) noted, “…schools, colleges, and departments of education have sought not only to provide courses on educational technology but also to infuse technology into the teacher education curriculum such that pre-service teachers experience technology-rich instruction both as students and as teachers” (p. 132).  

The National Center for Education Statistics (NCES) 2007 reported on education technology used in teacher education programs. In this report, respondents were asked about the extent to which their institutions’ teacher education programs for initial licensure taught teacher candidates how to use technology tools for various purposes, including enhancing or enriching classroom instruction, understanding individual student learning styles, assessing individual student progress and challenges, and designing instructional interventions to individualize student instruction. The results are listed below:
• 57% instructed pre-service teachers about how to use technology to augment classroom instruction;
• 17% instructed pre-service teachers on employing technology to assess student achievement;
• 17% trained pre-service teachers on designing instructional interventions to individualize instruction; and
• 15% addressed how to utilize technology to accommodate for various student learning styles. (p. 10)

In concluding its report, the NCES (2007) stated that "the institutions did not vary much by institutional and program characteristics, a finding that indicates a fairly common approach to educational technology across the nation’s teacher education programs for initial licensure" (p. 17). Additionally, the NCES reported that the majority of colleges and universities offering teacher education programs prepared their teachers at least moderately for the use of instructional technology in classrooms. The report also concluded that the majority of these institutions experienced moderate to major barriers that hindered their ability to prepare pre-service teachers to integrate technology into their teaching. Such barriers included the lack of faculty training and interest and the lack of available technology infrastructure. The research is clear that new teachers entering the profession are not fully prepared to incorporate instructional technology into their planning, instruction, and assessment practices, thus the need for new teacher induction in this area is apparent.
The Need for New Teacher Induction

The retention of new teachers has garnered much attention in the past few decades. Ingersoll (2001) has collected a substantial amount of empirical research focused on determining which kinds of teachers are more prone to leave teaching and why they leave the profession. An important finding has been that teachers’ decisions whether to stay or leave the teaching profession are related to their age. The relationship between teachers’ age (or teaching experience, in some analyses) and their turnover follows a U-shaped curve. Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. (p. 502)

Lack of support through professional development is an area frequently discussed when beginning teachers leave the educational profession (Schaefer, Long, & Clandinin, 2012). Algozzine, Grete, Queen, and Cowan-Hathcock (2007) conducted a study that utilized a cross-sectional instrument to survey third-year teachers who had participated in induction programs. They found that (a) mentoring by experienced teachers, (b) release time for observing (both same field and variant field), (c) common planning times, and (d) creating networks of new and experienced teachers was found to help support beginning teachers better cope with entry into the profession.
New teacher induction is a process by which school districts provide initial inservice training to their newly hired teachers. Taranto (2011) states that "Teacher induction programs have been shown to be effective strategies in reducing new teacher attrition" (p. 1). Other researchers have written that comprehensive programs designed around the new teacher to provide a foundation in professional development and support are necessary to prepare new teachers entering the field (Kaufman, Johnson, Kardos, Liu, & Peske, 2002; Wong & Asquith, 2002).

Wood and Stanulis (2009) state that the goals of quality induction are to:

- Increase novice teachers’ retention;
- Promote novice teacher personal and professional well-being
- Improve teacher competence;
- Improve students’ academic achievement through improving teacher performance; and
- Satisfy mandated requirements related to induction and certification (pp. 4-5).

These authors define new teacher induction as "an intensive, comprehensive system of educative mentor support, professional development, and formative assessment of novice teachers in their first through third years of teaching" (p. 15), and they recommend that quality induction programs encompass the following nine program components:

1. Educative mentors’ preparation and mentoring of novice teachers;
2. Reflective inquiry and teaching practices;
3. Systematic and structured observations;
4. Developmentally appropriate professional development;
5. Formative teacher assessment;
6. Administrators' involvement in induction;
7. A school culture supportive of novice teachers;
8. Program evaluation and/or research on induction;
9. A shared vision of knowledge, teaching, and learning (p. 5).

In their book, *New Teacher Induction: How to Train, Support, and Retain New Teachers*, Breaux and Wong (2003) explain that new teacher induction programs are a smart investment in the ongoing training, support, and retention of beginning teachers, who, as a result of the programs, become more qualified, capable, and effective teachers. Successful induction programs go a long way toward improving the quality of teaching and ensuring student achievement. (p. 11)

Breaux and Wong (2003) define induction as "a structured training program that must begin before the first day of school and continue for two or more years" (p. 5). New teacher induction has these three basic purposes:

1. To provide instruction in classroom management and effective teaching techniques;
2. To reduce the difficulty of the transition into teaching; and
3. To maximize the retention rate of highly qualified teachers. (p. 5)

According to Bartlett and Johnson (2010)

there is great variety both within and across states as to the instrumentation and goals of induction. Induction can mean a 1-day workshop, a series of classes, an ongoing teacher-learning network, a mentor to work one-on-one with the new teacher, or some combination thereof. (pp. 847-848)
New teacher induction can be very basic such as a "buddy system" where the school district assigns a mentor for a new teacher who acts as a supportive friend during the beginnings of their teaching career (Stanulis, Burrill, & Ames, 2007). On the opposite end of the new teacher induction continuum, a very detailed and specific program is developed lasting three or more years. These types of programs provide new teachers with highly trained and networked members of an induction/learning community offering formative assessment and feedback based on and directed at the improvement of their evolving teaching practice (Bartlett & Johnson, 2010).

The efficacy of new teacher induction programs is the topic of study among scholars (Bartlett & Johnson, 2010). A recent study by Stanulis and Floden (2009) explored the differences between an intensive mentoring induction model developed through a university–district partnership and a less intensive district-led model. The intensive mentoring model included instructional mentoring, mentor observation and feedback, and the analysis of student work with a university trained, partial-release mentor. The findings of this study suggest that new teachers participating in the more intensive mentoring induction program had higher scores on measures of teaching practice, which examined classroom atmosphere, instruction/content, management, and student
engagement district partnership than a less intensive district-led model (Bartlett & Johnson, 2010).

Conversely, in a study by Glazerman et al. (2008), little variation was discovered after one year between traditional district offerings and comprehensive induction programs in retention, student achievement, or teacher practice. Although this study may have been limited by a lack of model variation, results from the second year of this study may alter the overall findings (Bartlett & Johnson, 2010). Nonetheless, these authors write that research literature illustrates a universal truth about new teacher induction. That is - induction matters. Specifically, the form and quantity of induction is related to both retention and satisfaction.

In their 2012 report titled "New Teacher Induction Programs," Hanover Research wrote, "Effective teacher induction has been shown to have a positive impact on professional persistence, student achievement, and instructional effectiveness" (p. 2). The Hanover report details five key findings related to effective new teacher induction. First, although typical school district practices involve only a limited orientation and mentorship, the best practice should take a more extended, in-depth approach. Second, the goals of new teacher induction should include boosting student achievement, combating teacher attrition, and
improving teacher effectiveness. Third, essential program components should include administrative support, social/emotional support, networking opportunities, professional development, and formal evaluations. Fourth, all of the exemplary new teacher induction programs examined in this report included an extensive initial orientation session. Finally, exemplary districts also go beyond initial orientations to provide continuous follow-up support for new or novice teachers (pp. 2-3).

Recognizing and specifying these elements in policy promises to improve the overall effectiveness of induction policy (Bartlett & Johnson, 2010). Scholars have argued for targeted induction that addresses the curriculum and learning needs of new teachers with regard to instructional practice (Achinstein & Athanases, 2000; Feiman-Nemser, 2001; Strong, 2005), and they suggest that policies regarding induction make significant increases in teacher knowledge and student achievement (Darling-Hammond, 2000).

Components of New Teacher Induction

There are numerous resources available which outline the necessary components of a new teacher induction program. Breaux and Wong (2003) write that there are certain commonalities that underlie the most successful programs,
and these authors recommend that school administrators include the following components into their new teacher induction programs:

- Start with an initial four or five days of induction before school begins;
- Offer a continuum of professional development through systematic training over a period of two or three years;
- Provide study groups where new teachers can network and build support, commitment, and leadership in a learning community;
- Incorporate a strong sense of administrative support;
- Integrate a mentoring component into the induction process;
- Present a structure for modeling effective teaching during in-services and mentoring;
- Provide opportunities for inductees to visit demonstration classrooms (p. 33).

In a strong induction program, the trainers become the "teachers," and the new teachers become the "students." Initially, the primary focus is on the instructing of new teachers in techniques that ensure student success. The trainers immerse new teachers in the culture of the district, they demonstrate and model effective classroom instructional and management techniques, and they start to build a relationship that will last for several years (Breaux & Wong, 2003).

The Alliance for Excellent Education, a national policy and research organization that works to help make every child a graduate, developed a research-based report on the importance of high-quality new teacher induction programs. Published in 2004, the Alliance’s report, titled "Tapping the Potential: Retaining and Developing High-Quality New Teachers," provides clear data that
prove the importance of effective new teacher induction. For example, although "One out of every two new teachers hired will quit in five years," comprehensive new teacher induction programs cut attrition rates in half (p. 2). As described in this report, "Comprehensive induction is a combination of mentoring, professional development and support, and formal assessments for new teachers during at least their first two years of teaching" (p. 2). Furthermore, "comprehensive induction helps to develop novice teachers into high-quality professionals who improve student achievement. What is more, induction has shown to create a payoff of $1.37 for every $1 invested" (p. 2). Finally, this report states that although,

Many schools and districts have some form of induction or mentoring program for new teachers. Unfortunately, only 1 percent of beginning teachers currently receive the ongoing training and support that constitutes comprehensive induction when they enter the teaching profession. (p. 2)

The Alliance’s report lists five necessary components in an effective new teacher induction program. These are:

- *High-quality mentoring* - This is defined as structured mentoring from a carefully selected teacher or teachers who work in the same field or subject as the new teacher, are trained to coach new teachers, and can help improve the quality of teachers’ practice.
- *Common planning time* - Regularly scheduled common planning time helps teachers connect what and how they teach to improving student achievement in a collaborative culture.
• **Ongoing professional development** - These activities include regular seminars and meetings that improve a teacher’s skill to increase student learning. Professional development should be designed to meet new teachers’ needs in the areas of content knowledge, instructional practices, addressing diverse student learning needs, and classroom management.

• **An external network of teachers** - Participation in a network of educators outside of the local school provides teachers with a community of colleagues within which to collaborate and receive support, keeping them from feeling isolated.

• **Standards-based evaluation** - Standards-based evaluation of all beginning teachers provides a mechanism for determining whether or not new teachers should move forward in the profession. (p. 2)

Finally, the Alliance for Excellent Education recommends the following essential elements in order to retain teachers and improve their overall quality.

Comprehensive induction should include:

- strong principal leadership;
- high-quality providers of the induction program with dedicated staff resources;
- additional support for new teachers with little preparation;
- incentives for teachers to participate in induction activities;
- alignment between induction, classroom needs, and professional standards; and
- an adequate and stable source of funding.

According to the New Teacher Center (www.newteachercenter.org), a national non-profit organization dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders,

Successful teacher induction systems focus on student learning and teacher effectiveness. Strong programs include instructional mentoring by
carefully selected, well prepared, released mentors; professional learning communities for mentors and new teachers; engaged principals; and supportive school environments and district policies.
(http://www.newteachercenter.org/induction-programs)

The New Teacher Center (NTC) is committed to designing and implementing robust teacher induction programs and to building the capacity of educators to ensure the long-term sustainability of programs. NTC works with state organizations and local school districts to assist in the development of new teacher induction programs which include five key implementation phases that combine to deliver a sustainable, high-quality teacher induction program. Table 2 below details the five phases of NTC's new teacher induction program.

To conclude, the National Education Association (2002) has defined three models of new teacher induction. The first is a Basic Orientation Model where school personnel teach their new employees about the districts' policies and procedures, and where mentors are assigned to their new teachers. These mentors, "typically serve in an informal capacity, with little attention given to modeling effective instructional practice" (p. 2). A second, more intensive model is called the Instructional Practice Model. This model also covers policies and procedures, but it further includes classroom management issues. In addition,
### Table 2

**New Teacher Center - Five Phases of New Teacher Induction**

<table>
<thead>
<tr>
<th>PHASE</th>
<th>PROGRAM SUMMARY</th>
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<tbody>
<tr>
<td><strong>PHASE I:</strong> Pre-Implementation&lt;br&gt;Laying the Groundwork</td>
<td><strong>Assessment of District Context:</strong>&lt;br&gt;• Consultation for in-depth understanding and partnership development&lt;br&gt;• Development of initial scope of work and timeline&lt;br&gt;• NTC Induction Institute&lt;br&gt;• NTC guidance, coaching, and facilitation for program implementation and assessment&lt;br&gt;• Support for mentor recruitment</td>
</tr>
<tr>
<td><strong>PHASE II:</strong> Year One Implementation&lt;br&gt;Getting Started</td>
<td><strong>Program Launch:</strong>&lt;br&gt;• Mentor Academies 1-4&lt;br&gt;• Principal engagement&lt;br&gt;• Impact plan development, implementation, and assessment&lt;br&gt;• Alignment with other district initiatives&lt;br&gt;• Design and facilitation of mentor forums</td>
</tr>
<tr>
<td><strong>PHASE III:</strong> Year Two Implementation&lt;br&gt;Deepening &amp; Strengthening Induction</td>
<td><strong>Full Implementation:</strong>&lt;br&gt;• Mentor Academies 5-8&lt;br&gt;• Principal professional development&lt;br&gt;• Continual alignment with district initiatives&lt;br&gt;• NTC Community of Practice for program leaders&lt;br&gt;• Consultation around mentor forums</td>
</tr>
<tr>
<td><strong>PHASE IV:</strong> Year Three Implementation&lt;br&gt;Building Sustainability</td>
<td><strong>Gradual Release:</strong>&lt;br&gt;• Mentor Academies 9-11&lt;br&gt;• Coaching, quality assurance, and consultancy services&lt;br&gt;• Co-presenting with NTC staff&lt;br&gt;• Aligned professional development for coaches, principals, and others</td>
</tr>
<tr>
<td><strong>PHASE V:</strong> Year Four &amp; Beyond&lt;br&gt;Sharing &amp; Learning for Innovation</td>
<td><strong>Ongoing Refinement:</strong>&lt;br&gt;• Access to quality control&lt;br&gt;• Program autonomy&lt;br&gt;• Induction leadership networks&lt;br&gt;• Mentor alumni network</td>
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this model links induction to current state and local teaching standards, and skilled, well-trained mentors are assigned to assist the new teachers with research-based instructional strategies. The third model of new teacher induction as defined by the NEA is called the School Transformational Model. This model, which is rarely utilized by school districts, incorporates the components of the first two models, while also "connecting induction programs to systemic, school-wide renewal efforts that promote continuous improvement" (p. 2). This model is research based, and it uses data to assess and change its professional development practices, teacher evaluation systems, and curriculum.

**State Standards for New Teacher Induction**

Bartlett and Johnson (2010) examined the new teacher induction policies of three mid-western states - Illinois, Ohio, and Wisconsin. The authors discovered that, "although the orientation and conception of each state's policy is similar, the states represent three different structural approaches to induction policy" (p. 847). Of the three states included in the study, only Ohio has a state mandate with specific guidelines that are tied to teacher credentialing and that are funded by the state. Actually, the authors found that Ohio is one of only 16 states that fund new teacher induction programs with state funds. Wisconsin's new teacher induction policy, although tied to teacher credentialing, is unfunded
by the state. Finally, Illinois’s new teacher induction policy is essentially
dormant with no funds available to school districts to assist with new teacher
induction.

"The lack of state funding and continuity in program can contribute to
great inequities" (Bartlett & Johnson, 2010, p. 868). In addition,

State policy should ensure an even enactment of induction programs.
Following the logic of induction, participation in a comprehensive
program leads to increased teacher learning resulting in higher quality
teachers and better teacher retention and, by extension, to increased
student learning. (p. 868)

These authors argue that state funding, guidance through clear information
about the state's program quality and quantity, and definitive, measureable goals
are all necessary for effective new teacher induction. This leads one to look for a
high-quality rubric to assess a school district’s new teacher induction program.

In February, 2012, New Teacher Center (www.newteachercenter.org)
published its Review of State Policies on Teacher Induction which provides
comprehensive summaries for all 50 states. For each state, the NTC reviewed the
presence or absence of policies related to 10 key criteria that are most critical to
the provision of universal, high-quality induction and mentoring support for
beginning educators. The state summaries capture all relevant policies, statutes,
regulations, induction program standards, and other guidance on new teacher induction and mentoring. According to the NTC:

The insufficiency of state induction policies comes to light when we compare states across multiple policy criteria. For example, our analysis determined that 27 states require some form of induction or mentoring support for new teachers (and 11 require two or more years of induction support), that 22 states require completion of, or participation in, an induction program for advanced teaching certification, and that 17 states provide some dedicated funding for teacher induction. However, only 3 states—Connecticut (CT), Delaware (DE) and Iowa (IA)—require schools and districts to provide multi-year induction support to beginning teachers, require teachers to complete an induction program to obtain a professional teaching license, and provide dedicated state induction funding. Only three. Further, like many other states, each of these three have shortcomings in their policies governing induction for beginning school principals (not required in CT, required for only one year in DE and IA), adoption of induction program standards (only in CT), policies governing on-going mentor professional development (only in CT), and limitations on full-time mentors (in CT and DE). It is not our intention to be overly critical of these three states as they certainly are among the leaders in this policy area. It is simply to show the need to strengthen state policies on new educator induction across the board—and even in states at the head of the pack. (p. iv)

The New Teacher Center's Review of State Policies on Teacher Induction clearly identifies and defines the 10 criteria for the most effective new teacher induction. The NTC contends that states that come closest to meeting all 10 criteria will raise the likelihood that every new educator receives a sufficient level of induction and mentoring support, will ensure that local programs are comprehensive and include key quality components, and will enjoy the resulting benefits, including enhanced teacher effectiveness. (p. vi)
The NTC criteria for effective new teacher induction programs are listed below. These were used as the rubric for assessing each state’s new teacher induction program. NTC State Induction Policy Criteria:

1. Teachers Served: State policy should require that all teachers receive induction support during their first two years in the profession;
2. Administrators Served: State policy should require that all school administrators receive induction support during their first two years in the profession;
3. Program Standards: The state should have formal program standards that govern the design and operation of local teacher induction programs;
4. Mentor Selection: State policy should require a rigorous mentor selection process;
5. Mentor Training: State policy should require foundational training and ongoing professional development for mentors;
6. Mentor Assignment and Caseload: State policy should address how mentors are assigned to beginning teachers, allow for manageable mentor caseloads, and encourage programs to provide release time for mentors;
7. Program Delivery: State policy should identify key induction program elements, including a minimum amount of mentor-new teacher contact time, formative assessment of teaching practice, and classroom observation;
8. Funding: The state should provide dedicated funding to support local educator induction programs;
9. Educator Accountability: The state should require participation in and/or completion of an induction program to advance from an initial to professional teaching license; and
10. Program Accountability: The state should assess or monitor program quality through accreditation, program evaluation, surveys, site visits, self-reports, and other relevant tools and strategies.
Illinois

The State of Illinois passed Public Act 092-035, *New Teacher Induction and Mentoring*, on July 24, 2004. Section 21A-10 of this act required public school districts to develop new teacher induction programs "that will assist new teachers in developing the skills and strategies necessary for instructional excellence, provided that funding is made available by the State Board of Education from an appropriation for this purpose." This law further outlines the following requirements for a new teacher induction program:

1. Assigns a mentor teacher to each new teacher for a period of at least two years.
2. Aligns with the Illinois Professional Teaching Standards, content area standards, and applicable local school improvement and professional development plans.
3. Addresses all of the following elements:
   (A) Mentoring and support of new teacher
   (B) Professional development
   (C) Formative assessment designed to ensure feedback and reflection.
4. Describes the role of the mentor teacher, the criteria for their selection, and how they will be trained.

Funding for new teacher induction programs was to be $1,200 per each new teacher in a school district for the two year mentoring period. These funds were to be designated for the purposes of mentor teacher compensation, mentor teacher or new teacher training, and release time (Illinois Public Act 093-0335,
2004). To date, state funding for new teacher induction in Illinois has not materialized (Bartlett & Johnson, 2010).

In accordance with Article 21A of the 2006 Illinois School Code, the Illinois State Teacher Certification Board developed nine *Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008). They are:

**Standard 1:** Induction Program Leadership, Administration, and Support
The induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards.

**Standard 2:** Program Goals and Design
Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, the district/school improvement plan and local concerns/context.

**Standard 3:** Resources
Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.

**Standard 4:** Site Administrator Roles and Responsibilities
Site administrators lead efforts to create a positive climate for the delivery of all essential program components. Site administrators and program leadership collaborate to ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program.
**Standard 5:** Mentor Selection and Assignment
Mentors are recruited, selected and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups.

**Standard 6:** Mentor Professional Development
Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor’s work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning.

**Standard 7:** Development of Beginning Teacher Practice
Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning.

**Standard 8:** Formative Assessment
Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

**Standard 9:** Program Evaluation
Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.

This standards document further details each of the nine standards for new teacher induction by providing definitions and specific criteria for quality program development. This document will be used as a second conceptual
framework to assess the case study’s new teacher induction program (see Appendix K).

**Generation Y Teachers**

Baby Boom teachers (those born between 1946 and 1964) are retiring from the profession in large numbers, and the next group of teachers who make up what is considered Generation X (those born between 1965 and 1976), is moving into their places as the senior teachers in schools. This generational change in the teaching workforce has left openings for the newest generation of teachers. This group has been identified as Generation Y (those born roughly between 1977 and 1995) (Behrstock & Clifford, 2009).

Table 3 presents the current generations, some key characteristics that define them, and the percentages of each one in the United States workforce.

Lovely and Buffum (2007) prefer the term "Millennials" when writing about those born during the Generation Y years. In defining this generation, Lovely and Buffum write, "They are in our classrooms as students, finishing student teaching at the university, and beginning to apply for classroom jobs all across the nation. They are well educated and open minded, and they love to collaborate. They are entering the schoolhouse with huge expectations, and if they are not pleased, they’re only a click away from letting hundreds of friends
know about it” (p. 71). These authors affirm that we all better prepare for their continued emergence as students and as new teachers.

Table 3

*Current U.S. Generations*

<table>
<thead>
<tr>
<th>Generation</th>
<th>Born Between</th>
<th>Estimated Size</th>
<th>Attributions</th>
<th>% of U.S. Workforce in 2000</th>
<th>Projected % of U.S. Workforce in 2010</th>
<th>Projected % of U.S. Workforce in 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mature Generation</td>
<td>1925-1945</td>
<td>75 million</td>
<td>Loyal, formal, trusting of authority</td>
<td>13%</td>
<td>3%</td>
<td>N/A</td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>1946-1964</td>
<td>82 million</td>
<td>Optimistic, idealistic values, career focused</td>
<td>48%</td>
<td>37%</td>
<td>20%</td>
</tr>
<tr>
<td>Generation X</td>
<td>1965-1976</td>
<td>50 million</td>
<td>Skeptical, informal, self-reliant</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Generation Y</td>
<td>1977-1995</td>
<td>79 million</td>
<td>Realistic, moral values, committed, achievement focused</td>
<td>16%</td>
<td>38%</td>
<td>44%</td>
</tr>
</tbody>
</table>

*Source: Behrstock and Clifford, 2009, p. 1.*

To further help define the generation called Millennials, Lovely and Buffum (2007) quote from Claire Raines's book, *Connecting Generations: The Sourcebook for a New Workplace*. In this book, Raines identifies eight major trends over the last 20 years that have shaped the personalities of Millennials. They are:

- Focus on children and family;
scheduled, structured lives;
• Multiculturism;
• Terrorism;
• Heroism;
• Patriotism;
• Parent advocacy; and
• Globalism.

These trends have had an impact on how current students and our youngest group of teachers perceive the world, what they expect from themselves and others, and the values they bring into our classrooms (Raines, 2003). The values that have been developed during their formative years have played an impact on the distinct characteristics of Generation Y teachers.

Characteristics of Generation Y

The characteristics of those individuals falling within Generation Y have been clearly delineated by many researchers and authors. In their book, *Millennials go to College: Strategies for a New Generation on Campus*, Howe and Strouse (2003) provide seven core traits of this group. These are:

- **Special**: Older generations have created the sense in Millennials that they are vitally important to their parents, community, and the nation.
- **Sheltered**: Spurred on by the tampering of Tylenol, Amber alerts, and highly publicized school shootings, Millennials are the recipients of the most sweeping youth protection movement in American history.
- **Optimistic**: Full of trust, optimism, and an emotional connectedness to their parents and society at large, Millennials see the future as full of potential and theirs for the taking.
- **Team oriented**: Cooperative learning, copious team sports, and the media make this the most naturally collaborative generation to date. The Millennial code word is TEAM - Together Everyone Achieves More.

- **Conventional**: Proud of their own behavior and accepting of adult values, Millennials embrace the rules and conventions of society without much question or rebellion. Grunge is out and Abercrombie and Fitch is in.

- **Pressured**: Millennials accept the fact that they must study hard, compete for grades, and take full advantage of the opportunities parents provide. They’ve grown up with Mom and Dad proudly displaying "My Child is an Honor Student" bumper stickers on the family SUV.

- **Achieving**: This generation has been bombarded with school accountability and the push for higher standards. Millennials may well become America's best educated generation. (p. 75)

Others have provided similar characteristics of Generation Y. NAS Recruitment Communication, in a 2006 white paper, lists three characteristics of Generation Y. They are:

- racially and ethnically diverse;
- extremely independent because of divorce, day care, single parents, latchkey parenting, and the technological revolution that they are growing up alongside; and
- empowered due to overindulgent parents which has given them a sense of security and optimism about the future.

Blashki et al. (2007), quoting Mani and Gerdes (2006) list identifiable traits of Generation Y such as flexibility, adaptability, spontaneity, and an increased disposition towards participative behaviors. According to Lovely and Buffum (2007), "Millennials believe they are special and so do their parents. Schools are
being asked to explain precisely how they will meet the needs of Johnny, since we know that Johnny is a 'trophy child' who already knows an awful lot" (p. 75).

Behrstock and Clifford (2009) further define Generation Y teachers as being highly educated and educationally minded, comfortable with technology, dissatisfied with technologically inferior workplaces, creative and innovative, collaborative and inclusive, connected to family and community, and highly motivated. Behrstock and Clifford state that

Many of these characteristics make Generation Y well suited to become the teachers of tomorrow. Given their value for education and their desire for a working life that is relevant and has an impact, Generation Y likely will be motivated by the many opportunities for teachers to make a difference in the lives of their students and society. (p. 2)

In addition, Generation Y teachers are comfortable with technology, collaboration, and innovation, thus they are equipped to prepare students for the 21st century (Behrstock & Clifford, 2009). In another study, Treuren and Anderson (2010) list the following attributes of the Generation Y workforce as such:

- a demand for professional growth and development;
- a desire to reconcile their various life interests through work-life balance;
- need for variety in work, with challenge and change;
- the desire for responsibility and input;
- a wish for reward through income growth and recognition of their contribution; and
• a desire for appropriate workplace leadership. (pp. 50-51)

Clearly, the percentage of Generation Y workers, including teachers, is on the rise, thus educational leaders in today’s schools must fully understand the characteristics of these new teachers. In their book Recruiting and Retaining Generation Y Teachers, Rebor and Walmsley (2010) state that those teachers born within the Generation Y years have shown the tendencies to:

• Communicate more through technology than in person;
• Value benefits at work;
• Seek career advancement, desire flexibility and higher pay;
• Work in teams and possess high energy;
• Work hard but also enjoy pleasure;
• Can be financially savvy;
• Want constant feedback;
• Work among and with a diverse group of individuals;
• Multitask proficiently; and
• Like change. (p. 5)

In 2011, the American Federation of Teachers and the American Institute of Research published a report titled Workplaces that Support High-Performing Teaching and Learning: Insights from Generation Y Teachers. This report illustrates what Generation Y teachers consider to be the components of a high-performing workplace. According to the Generation Y teachers surveyed, their workplaces were conducive to high-performance when:

1. They received frequent feedback on their effectiveness as teachers;
2. They engaged in a high quality evaluation process;
3. They received differentiated and individualized support in the form of professional development;
4. There were multiple opportunities for collaboration; and
5. Instructional technology was current and used efficiently. (Coggshall, Behrstock-Sherratt, & Drill, 2011, p. 3)

The large body of research on Generation Y clearly demonstrates that this group is unique and has specific needs that must be addressed in the workplace. A thorough understanding of the detailed characteristics of Generation Y can assist educational leaders in providing the professional development necessary to retain the best teachers in their schools.

**Generation Y Teachers’ Use of Technology**

In 2001, Marc Prensky wrote his seminal article "Digital Natives, Digital Immigrants." This article helped to define the differences between those who grew up with digital technology and those who did not.

Today’s students - K through college - represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, video games, digital music players, video cameras, cell phones, and all the other toys and tools of the digital age. (p. 1)

The children who were students in 2001 when Prensky wrote this article are now Generation Y teachers, applying for teaching jobs or teaching in our schools.

Prensky’s thinking has evolved in the last 12 years since he wrote "Digital Natives, Digital Immigrants." In a more recent article titled, "Teaching the Right
Stuff," Prensky (2012) writes about the new skills that students should be learning in schools today such as writing blog posts and using multimedia, and that teachers should switch their instructional approaches to teach these tools. Furthermore, Prensky believes that there is a trio of new skills that teachers need to teach their students. These are:

- Working and collaborating in online virtual communities;
- making videos; and
- programming, which Prensky calls "the new literacy. (p. 2)

It is worth noting that the first two of these skills are directly related to communicating with others in some form or fashion.

These ideas, as presented by Prensky, fit very nicely with the writing of Rebore and Walmsley (2010) who state that Generation Y teachers are seriously and intensely involved in communicating by electronic means, which includes cell phones, iPods, text messages, e-mail, and Web sites. Furthermore, such communication is carried out asynchronously, meaning that they are not tied to real time in their endeavor to communicate. (p. 50)

According to Behrstock and Clifford (2009), "One of the most defining features of Gen Y teachers is their expectation regarding the use of technology" (p. 12).

Additionally, they recommend equipping classrooms with computers for student use and ensuring that projectors and other technologies are available and function properly. Finally, and most importantly, "this technology can keep Gen
Y teachers ‘plugged in,’ which the literature suggests is vital to their well-being” (Reynolds et al., 2008).

**Professional Development for Generation Y Teachers**

When considering the unique characteristics of Generation Y teachers as defined by Rebore and Walmsley (2010), professional development for this group should be sensitive of their specific needs as new teachers and learners. For example, Generation Y teachers embrace feedback and change, thus professional development is desirable for them, and it is an activity to which school systems must be committed. Professional development must be "productive for the teachers - it should not be a repeat of something Generation Y teachers just had in their teacher training. Having choice for teachers would improve the outcomes of successful professional development programs" (p. 97).

Rebore and Walmsley (2010) explain that currently, the most effective professional development structure for new teachers is the concept of professional learning communities. They state that PLCs have an inherent structure with four major focuses that fits well with the needs of Generation Y teachers including: (1) learning rather than teaching, (2) collaboration, (3) viewing all members of the community as learners, and (4) self-accountability (p. 97). The first focus addresses the need to move from a traditional approach to
teaching where the school and teacher take on the responsibility for student learning to an approach where the students take more ownership in their learning. Generation Y teachers value communication and collaboration, thus professional development must address this by providing opportunities for these new teachers to work together in teams of colleagues. Additionally, providing some choice and differentiation will help meet their professional learning needs. This leads to the third focus which includes all teachers, including those who are the most junior, to be active members in the school’s learning community. Thus, the adults are joining the students as active learners. Finally, with their desire for responsibility and input, and their aspirations for appropriate workplace leadership, Generation Y teachers are self-directed employees who are able to "self-actualize in a manner that contributes to the mission of their respective schools and school districts" (p. 98).

Collaboration within a learning community also is a theme developed by Taranto (2011). In his article "New-Teacher Induction 2.0," Taranto studied the design, implementation, and evaluation of online learning as part of a new teacher induction program. Through the use of a wiki, an online community was created through which new teachers, veteran teachers, and administrators participated in a collaborative online environment which incorporated
embedded videos, audio files, text files, Google Documents, and discussion boards. The quantitative data generated by Taranto’s study indicated "a strong acceptance of the online community as an effective component of a new-teacher induction program" (p. 13). Additionally, 100% of the educators involved in this study agreed that the tool (the wiki) was helpful for aiding instruction, seeking out support, and facilitating reflection. The implications for Generation Y teachers are clear. "As more and more people who have experience and preferences in using digital tools enter the teaching field, the preferred methods of forming professional learning communities will be in the form of new information and communication technologies" (p. 13).

By creating an opportunity where new teachers can share common experiences, seek support from experienced educators, and focus on professional development, school districts have the opportunity to promote teacher self-efficacy (Hur & Brush, 2009). Hur and Brush studied teacher participation in online communities. Their study indicated that there were five reasons why teachers wanted to participate in online communities of teachers: (a) sharing emotions, (b) utilizing the advantages of online environments, (c) combating teacher isolation, (d) exploring ideas, and (e) experiencing a sense of camaraderie. For Generation Y teachers who thrive on communicating through
technology, who can multi-task proficiently, and who like to collaborate with others, the concept of online professional development might be a viable option as part of new teacher induction program (pp. 290-291).

Building on the characteristics of Generation Y (i.e., thrive on challenges, self-confident, seek opportunities) and the most important factors for attracting and retaining Generation Y teachers (work-life balance, collaborative environment, opportunities for advancement, inclusive administrators, and ongoing career development, Graham (2009) identifies the staff development needs for this group. Providers of professional development for Generation Y teachers should include a shift from instructor-led, content-based training to a more self-directed process. "The emphasis is now on individuals taking responsibility for designing and pursuing their learning to meet their own personal and professional goals within an organizational environment that supports this learning" (p. 178, quoting from Staron, Jasinski, & Weatherly, 2006).

The Use of Instructional Technology in Schools

Why Use Technology in Schools?

"Since the early 1990s, schools, districts, and the federal government have invested heavily in instructional technology (IT). Teacher and student access to technology in schools has improved dramatically" (Miranda & Russell, 2011, p.
Thus, the use of technology in schools has increased dramatically. According to Wells and Lewis (2006), all public schools are connected to the Internet, with 97% connected via high speed connection. The student-to-computer ratio dropped from 4.4 in 2003 to 3.8 in 2005, and hundreds of schools and districts are experimenting with or have put in place one-to-one laptop programs that provide each student with their own laptop. Yet, evidence suggests that investments in IT may not have translated into widespread use in schools (Cuban, 2001; Russell, Bebell, O’Dwyer, & Miranda, 2003a; Russell, Bebell, O’Dwyer, & O’Connor, 2003b; Wells & Lewis, 2006). This begs the question "Why use technology in today’s schools?"

Pence and McIntosh (2011) write, "Of course, the critical factor in education is not the tools but the learning space. Technology is acting as a catalyst, forcing a reexamination of traditional practices" (p. 177). The idea that educators must change their paradigm for teaching in a technological age was presented by McCain and Jukes in 2001. In their book, *Windows on the Future: Education in the Age of Technology*, these authors examined the paradigm shifts taking place in classrooms due to the infusion of technology. They made some bold predictions in 2001 regarding the state of education in the future. For example, they wrote that education in the future would not be confined to a
single place or a specific time, nor would it be confined to a single person or even to "human teachers." Continuing, McCain and Jukes predicted that education would not be confined to paper-based information nor would it be confined to memorization and linear learning. Today, with the pervasive use of collaborative tools and the Internet, McCain and Jukes's predictions certainly ring true. Twelve years ago these authors stated that "Technology is not important in and of itself. It is what the technology can do to make you more productive in your daily tasks that is important" (p. 103). Continuing, they wrote that "For education, the central issue is about how technology can be organized around student learning, not how student learning can be organized around technology. We need to see technology as helping students think and communicate effectively" (p. 103).

What McCain and Jukes were referring to in 2001 in their book has now been transformed into what has been named the "21st century skills." The Partnership for 21st Century Skills, a national organization that advocates for 21st century readiness for every student, has created a framework for 21st century learning. This framework "presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and
literacies) with innovative support systems to help students master the multi-
dimensional abilities required of them in the 21st century” (www.p21.org).

According to The Partnership for 21st Century Skills, the outcomes for 21st
 century instruction are:

1. Core Subjects (the 3 Rs) and 21st Century Themes
   - Global Awareness
   - Financial and Business Literacy
   - Civic Literacy
   - Health Literacy
   - Environmental Literacy

2. Learning and Innovation Skills
   - Creativity and Innovation
   - Critical Thinking and Problem Solving
   - Communication and Collaboration

3. Information, Media and Technology Skills
   - Information Literacy
   - Media Literacy
   - ICT Literacy

4. Life and Career Skills

   In their book 21st Century Skills: Rethinking How Students Learn, Bellanca
   and Brandt (2010) provide "a compilation of reflections on the possibilities for
   21st century learning by some of the most thoughtful educational minds in the
   United States" (p. xiii). The editors present sixteen points of view regarding the
   way students should be learning and teachers should be teaching in 21st century
schools. In one chapter, Douglas Fisher and Nancy Frey explain how functions, not tools, should guide instructional technology. Teachers should focus on the “functions of the technology rather than the tools or forms of technology” (p. 226). Instead of trying to keep up with such tools as Twitter™, podcasting, Facebook™, GarageBand™, wikis, blogs, and RSS feeds, teachers should understand the functions for which these tools were created. Fisher and Frey list the following functions as those that help in teaching 21ST century skills:

- Communicating;
- Listening;
- Networking;
- Presenting;
- Searching;
- Sharing; and
- Storing.

The idea is to use these functions to move away from an emphasis on the device and toward a sustained focus on the purposes of learning.

Cheryl Lemke, in her chapter titled "Innovation through Technology," describes three innovations that are "rippling through our society that must inform America's new vision for 21st century learning" (p. 246). According to Lemke, Innovation One is "Visualization" where people learn better when combining visuals with text and sound rather than with each of these processes working in isolation. "Students engaged in learning that incorporates high-
quality multimodal designs outperform, on average, students who learn using traditional approaches with single modes” (p. 249). Innovation Two is "Democratization of Knowledge." The Internet’s prevalent use in schools has opened up new opportunities for people to learn outside of the brick and mortar of the school building. Educators can now actively connect to student learning done beyond the school in order to bring relevancy and student interests to the formal work done in classrooms. "The democratization of knowledge provides the opportunity for lifelong individual and group learning” (p. 263). Innovation Three is "Participatory Learning." The tools of Web 2.0 such as Twitter™, blogs, wikis, Flickr™, RSS feeds, Facebook™, and YouTube™ have provided educators new modalities for students to engage in teaming, collaboration, and participatory learning. Students should be expected to participate in virtual communities as well as in their classroom communities.

Technology integration is an instruction-oriented practice that relies on various technology resources to achieve improved student learning outcomes. Districts should aim for technology integration that is routine and transparent, accessible, and supportive of curricular goals. When these factors are present, technology tools become “a seamless part of the learning process” (Hanover Research, 2013, p. 5). According to Hanover Research, that is the purpose for the
The use of instructional technology. Furthermore, 74% of teachers cite the main benefits of educational technology as motivating students to learn, reinforcing and expanding of content, and responding to a variety of learning (Hanover Research, 2013).

**To What End or Purpose?**

The purpose of instructional technology is to increase student learning in "technology-enhanced, learner-centered classrooms" (An & Reigeluth, 2011, p. 54). These authors continue,

The learner-centered model focuses on developing real-life skills, such as collaboration, higher-order thinking, and problem-solving skills, and better meets the complex needs of the information age. The learner-centered model also addresses the personal domain, which is often ignored in conventional schools and classrooms, and it results in increased student motivation and learning. In learner-centered classrooms, students feel accepted and supported, feel ownership over their learning, and are more likely to be involved and willing to learn (Bransford et al., 2000; Cornelius-White & Harbaugh, 2009; McCombs & Whisler, 1997; Reigeluth, 1994). (p. 54)

This concept is supported by the International Society for Technology in Education (ISTE), an association for educators and education leaders engaged in improving learning and teaching by advancing the effective use of technology in PK–12 and teacher education. The ISTE has developed clear-cut standards for learning, leading and teaching in the digital age. These are the National
Education Technology Standards (NETS), which have been developed for students (NETS-S), for teachers (NETS-T), for administrators (NETS-A), and for coaches (NETS-C).

According to the ISTE website, the NETS-S are the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world. Simply being able to use technology is no longer enough. Today's students need to be able to use technology to analyze, learn, and explore. Digital age skills are vital for preparing students to work, live, and contribute to the social and civic fabric of their communities. (http://www.iste.org/standards/nets-for-students)

The NETS-S are comprised of six standards:

1. Creativity and Innovation;
2. Communication and Collaboration;
3. Research and Information Fluency;
4. Critical Thinking, Problem Solving, and Decision Making;
5. Digital Citizenship; and

The connections to An and Reigeluth's (2011) work on the learner-centered model are that the NETS-S must have certain essential conditions to effectively leverage technology for learning. ISTE defines student-centered learning, empowered leaders, and equitable access as three of the 14 essential conditions for all of the NETS standards. These three are directly related to the needs of students when using technology in classrooms.
How the Nebraska RETC Rubric Relates

The Nebraska Rubric of Essential Conditions (RETC) (2006) will be used to develop the instructional technology-related interview and survey questions for this case study.

The RETC provides a framework identifying a set of essential conditions and provides corresponding indicators of progress in meeting those conditions. It supports the planning process by allowing schools to conduct a systematic assessment of their progress in integrating technology against a standard established by a statewide group of educational technology leaders. (Steckelberg et al., 2008, p. 82)

In their article, Steckelberg et al. described the development of the RETC as well as the rubric’s reliability when used to determine the technology needs when adopting and integrating technology use in classrooms. This was a two year study completed during 2005 and 2006.

Data from the initial two years of implementation indicate that the rubric provides a useful framework and reliable Web-based method for the self-assessment of essential conditions necessary for integrating technology in K-12 schools. The RETC provides both a framework of conditions and a descriptive categorization of levels of progress in achieving these conditions. (pp. 88-89)

How the Illinois Standards for New Teacher Induction Relate

The Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs (2008) will be used to assess the new teacher induction program in use by the school district being studied in this research project.
These standards, developed by the Illinois State Teacher Certification Board in December (2008) were designed to help educational leaders reflect on the best practices and effective structures necessary to design and deliver a high quality, effective new teacher induction program. For this study, these standards will assist the researcher in assessing whether this school district is:

- providing a system for teacher induction that provides an effective transition into the first and second years of teaching;
- improving student performance through improved professional development;
- enabling beginning teachers to be effective in teaching a diverse student population;
- identifying those beginning teachers who need additional assistance to succeed in the classroom; and
- establishing an effective, cohesive formative assessment program.

The following graphic illustrates how the Nebraska rubric and the Illinois New Teacher Induction Standards are at the center of these data collected and analyzed in a triangular method. All three areas of data collection will focus directly on both the rubric and the list of standards.
This literature review focused on three distinct areas. First, to ebb the flow of new teachers leaving the profession, school district administrators must place a stronger emphasis on their new teacher induction programs. The literature is clear that such programs, if done over the course of two or more years, will improve teaching and raise student achievement. A clear need for high quality new teacher induction is in evidence, and specific components of new teacher induction programs were identified. Additionally, the research is clear that, although many states have promulgated policies regarding new teacher induction, most states do not support individual schools and districts...
with the funding necessary to provide high-quality new teacher professional development.

Second, this literature review identified the characteristics of those considered Generation Y (born between 1977 and 1995). This distinct generation, also called Millennials, represents many of the newest members of the teaching profession. They bring specific characteristics and skills with them into the classroom including an innate use of technology in their lives. Generation Y teachers are digital natives who require some specialized professional development at the start of their careers.

Finally, this literature review discussed why schools should be incorporating instructional technology (IT) in classrooms. The evidence suggests that IT has risen dramatically over the last few years in K-12 schools, and that technology is a vehicle for which teachers should be using to engage their students. Furthermore, a set of distinct 21st century skills has been developed with the purpose of increasing learner-centered classrooms and developing self-directed students, and these skills should be taught in schools in order to prepare students for work in the 21st century.
CHAPTER III
METHODOLOGY

Introduction

The purpose of this dissertation was to identify and then deeply study one school district that has been considered exemplary in the use of instructional technology for planning, instruction, and assessment, to determine how this school district trains its Generation Y teachers in the use of technology, and to make recommendations to educational leaders as to the best plans for teacher induction in the area of instructional technology.

A qualitative case study methodology was used to collect and analyze data to answer the following research questions:

1. What constitutes a high quality new teacher induction program for Generation Y teachers in order for them to appropriately utilize technology in their planning, instruction, and assessment?

2. What recommendations should be made for all school districts in order for them to properly train their new Generation Y teachers in the best
uses of instructional technology for planning, instruction, and assessment?

3. What are the implications for school leaders?

This chapter will detail the methodology used to answer these research questions. In addition, the chapter will describe the participating school district, the data sources, the procedures for collecting data, an analysis of these data along with generalizations, and strengths and limitations of the study.

**Case Study Research Methodology and Design**

School districts are complex systems of individual stakeholders working toward providing the best education for their students. According to Davis et al. (2012), "As educators and educational researchers, we find a particular resonance with the notion that a complex system is a learning system" (p. 375). Merriam (2009) states that "A case study is an in-depth description and analysis of a bounded system" (p. 40). By bounded system, Merriam is referring to a single unit or entity where there are boundaries to the study. For example, studying the phenomenon involving a single person, a group, an institution, or a policy would be considered a bounded study.

This study focused on one specific institution, namely an elementary school district in Illinois. Yin (2009) defines a case study as "an empirical inquiry
that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 18). Therefore, as Yin continues, "You would use the case study method because you wanted to understand a real-life phenomenon in depth, but such understanding encompassed important contextual conditions - because they were highly pertinent to your phenomenon of study" (p. 18). Based on these definitions, in an educational setting, a case study could be about one particular program, group of teachers, classroom of learners, or school district.

Case study also allows the researcher to obtain in-depth data about a small number of cases and compare the cases (Creswell, 2007). Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time (Stake, 1995).

This case study provided an in depth analysis of generation Y teachers in one suburban school district through the lenses of the definition of Generation Y, an instructional technology rubric, and a new teacher induction rubric. The school district chosen for this case study was one that has exemplified excellence in the area of instructional technology. This district has received the 1998 National School Board Association's Institute for Transfer of Technology to
Education (NSBA/ITTE) Video Salute for creating improved teaching and learning environments using technology, the first Reed Hundt Award from the National School Board Association for excellence in the effective use of technology in 1998, the 2003 Malcolm Baldridge National Quality Award, and the 2004 Technology Leadership Network Trailblazer Award.

The study of this school district was in depth through the collection of data from numerous sources including Generation Y teachers, school district administrators, observations, and artifacts. Individual interviews, surveys, observations, and document reviews were conducted to reveal the human experiences of Generation Y teachers and whether they received a high quality induction program in order for them to meaningfully embed technology into their instruction.

With the lenses of this proposed study identified and focused on a specific set of teachers and rubrics, the need for a research methodology that acknowledges the importance of context was crucial. Case study research has been ideal because it allows the study to focus on the holistic and meaningful characteristics of the school district site within which the teachers work (Yin, 2009). Furthermore, the case study inquiry
• copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result;
• relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result;
• benefits from the prior development of theoretical propositions to guide data collection and analysis. (Yin, 2009, p. 18)

This proposed case study incorporated multiple sources of data including surveys, interviews, artifact reviews, and observations to paint the best picture possible of new teacher induction as it related to instructional technology.

**Site Selection and Participants**

The site and participants for this case study were chosen using purposive, or purposeful, sampling where the researcher selects information-rich cases for in-depth study through which one can learn a great deal about issues of importance that are central to the purpose of the inquiry (Merriam, 2009). When using purposeful sampling, one "creates a list of the attributes essential" to the study, and then "proceeds to find the unit matching the list" (LeCompte & Preissle, 1993, p. 70).

For this study, the essential attribute in selecting a school district in which to study was its exemplary use of technology as defined by its receipt of the 1998 National School Board Association's Institute for Transfer of Technology to Education (NSBA/ITTE) Video Salute for creating improved teaching and
learning environments using technology, its receipt of the first Reed Hundt Award from the National School Board Association for excellence in the effective use of technology in 1998, its receipt of the 2003 Malcolm Baldridge National Quality Award, and its receipt of the 2004 Technology Leadership Network Trailblazer Award.

More recently, this district has received the following accolades from the educational community.

- A seventh grade reading/language arts teacher was the 2013 recipient of the Illinois Computing Educators (ICE) "Educator of the Year Award" for his work embedding technology into his instruction.
- Since 2011, 13 teachers have won the "Those Who Excel" award from the Illinois State Board of Education, including a team of two teachers who won for their work with assistive technology.
- Nine of the district's 20 schools have been recognized by the United States Department of Education as Blue Ribbon Schools of Excellence.
- Since 2011, 20 teachers have earned their National Board Certification.
- Motorola Solutions Foundation has awarded nearly $110,000 to this district in grant money to assist students who wish to further pursue their interests in science, technology, engineering, and mathematics.
- The district's educational foundation awarded the schools with funds to purchase iPads in May 2012.

Furthermore, in 2012 this district launched a STEM (science, technology, engineering, and mathematics) program to develop 21st century skills among all of its middle school students.
After an extensive Internet search of national and state technology awards, this researcher was able to find only two other awards given to Illinois educators or school districts since 2004.

- In 2006, a high school district north of Chicago won the Sylvia Charp Award for District Innovation in Technology.
- In 2007, an elementary school teacher in a northwest suburb of Chicago was awarded the International Society for Technology in Education (ISTE) Outstanding Leader Award.

Thus, the chosen school district was singled out most recently in Illinois as one that is exemplary in the area of instructional technology. Finally, aside from winning some of the most recent technology awards in the State of Illinois, this district was large enough to provide an excellent sampling of Generation Y teachers and district administrators from which to survey and interview.

"Snowball, chain, or network sampling is perhaps the most common form of purposeful sampling. This strategy involves locating a few key participants who easily meet the criteria you have established for participation in the study" (Merriam, 2009, p. 79). The essence of this strategy revolves around asking one group of people who then lead the researcher to other groups of people in which to study. Purposeful sampling is common in qualitative research and involves selecting sites and participants that will help the researcher address the focus of the research study (Creswell, 2009; Krathwohl, 2009). Chained-referral sampling,
which also is termed snowball or referential sampling, involves seeking the
names of sites or individuals from others who may have knowledge of those
meeting the criteria established in the study (Krathwohl, 2009).

To find a school district that meets the criterion of exemplary in the area of
instructional technology, this researcher contacted the technology directors
working in the Regional Offices of Education (ROE) that surround the City of
Chicago. These directors were be contacted via email (see Appendix A). This
researcher then studied the school districts described as exemplary by the ROE
technology coordinators, looking for those districts that have earned distinct
honors and/or accolades. Although only one school district was studied for this
case, a more comprehensive list of districts was created to be used as a back up in
the event that the chosen district was not be interested in participating in this
study.

There were two distinct groups of participants within this case research.
The first group was teachers whose year of birth places them within the
boundaries of Generation Y. These are teachers who were born between the late
1970s and the mid 1990s (Rebore & Walmsley, 2010). These teachers were
identified by the district’s assistant superintendent for curriculum and
instruction and the district’s new teacher induction facilitator. The second group
of participants chosen for this study was the district administrators. Included in this group were the superintendent, assistant superintendents, principals, and district-level directors and/or coordinators. The administrators chosen were those who are highly involved in the hiring process, the new teacher induction program, and the supervision and evaluation of new teachers.

**Data Sources and Data Collection Procedures**

Multiple sources of data were used in this study. According to Yin (2009), "A major strength of case study data collection is the opportunity to use many different sources of evidence" (pp. 114-115). Additionally, using multiple sources of data requires the development of converging lines of inquiry, also known as the process of triangulation and corroboration. The objective for collecting information from multiple sources should be aimed at corroborating the same fact or phenomenon (Yin, 2009). Finally, data triangulation reduces the potential problems of construct validity because "the multiple sources of evidence essentially provide multiple measures of the same phenomenon (pp. 116-117).

These data sources used in this study were as follows:

- Documents (district level)
- Timeline used for new teacher induction across the school year (district level)
- A survey of Generation Y teachers who were hired between 2010 and 2013 (classroom level)
• Interviews of school-based administrators (building level)
• Interviews of district administrators (district level)
• Observations of new teacher induction and mentor sessions.

An Electronic Survey was administered to all participating Generation Y teachers in the selected school district. This survey was designed to provide a description of trends, attitudes, or opinions these teachers have regarding their use of instructional technology in the classroom. In addition, the survey assessed the level of professional development they received from the district to build upon prior knowledge received from pre-service teacher preparation courses and to support their use of technology in the classroom. The survey was created using SurveyMonkey™ which collected the teachers’ responses in a way which can be used for sorting, organizing, and filtering these data.

The survey questions were based on the following criteria. First, there was a need to collect demographic information on each teacher including

• The range of years in which the teachers were born;
• The number of years the teachers have taught in the district (1-4 years);
• The gender of each teacher;
• The highest degrees earned by the teachers; and
• The grade levels taught by the teachers.

Second, specific survey questions were developed based on the Rubric of Essential Technology Conditions (RETC) which was created for the Nebraska PreK through grade 12 schools (see Appendix B). This rubric is divided into five
sections. Each section has between three and seven key areas. The sections and key area were coded as follows:

1. Technology Administration and Support  
   A. Vision planning and policy  
   B. Technology Support  
   C. Instructional technology staffing  
   D. Budget  
   E. Electronic data and support  
   F. Funding

2. Technology Capacity  
   A. Student technology equipment access  
   B. Teacher technology equipment access  
   C. Internet access  
   D. Video capacity  
   E. Distance learning; Conditions and capabilities  
   F. LAN/WAN  
   G. Curriculum-based tools

3. Educator Competencies and Professional Development  
   A. Educator use of technology  
   B. Leadership  
   C. Professional development  
   D. Models of professional development  
   E. Effective use of Electronic data support and system  
   F. Content of technology training

4. Learners and Learning  
   A. Student use of technology  
   B. Technology integration  
   C. Available technology curriculum  
   D. Community connection  
   E. Demonstrating effective use of technology in learning
5. Accountability
   A. Student technology essential learnings
   B. Administrator technology competency
   C. Teacher technology competency

Data from 38 survey questions was collected and analyzed (see Appendix C).

*Semi-structured focused interviews* were conducted with the district administrators throughout the school district. DeMarrais (2004) defines an interview as "a process in which a researcher and participant engage in a conversation focused on questions related to a research study" (p. 55). Yin (2009) considers interviewing one of the most important sources of case study information. In addition, he writes that "interviews will be guided conversations rather than structured queries" (p. 106). For this specific case study, interview questions will be developed based on the Nebraska RETC and coded similarly to the Generation Y teacher survey questions.

The purpose of these interviews (see Appendix D for the interview questions) was to explore the beliefs, experiences, knowledge, and points of view of district administrators as related to the preparation of non-tenured Generation Y teachers and their use of instructional technology for planning, instruction, and assessment during the teachers' first few years of teaching. The semi-structured nature of these interviews required the researcher to develop Level 1 questions
that were asked directly of the interviewee and that were based on the Level 2 questions which were the overarching questions guiding this research study (Yin, 2009). The Level 1 questions were flexibly worded so the "interview is a mix of more and less structured questions" (Merriam, 2009, p. 90) thus allowing for some discussion between interviewer and interviewee. The interviews were conducted over the telephone and took approximately 20 minutes. The interviews were recorded and then transcribed by an internet service called Rev.com (see Appendix E for the Letter of Consent).

On site observations of two new teacher induction sessions and one mentor session took place during the course of this research study. Direct observations were made that provided an opportunity to study the phenomena of new teacher induction and mentor meetings as they pertained to technology planning, instruction, and assessment in their natural settings (Yin, 2009). "Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site" (Creswell, 2009, p. 181). In addition, an observational protocol should be included to guide the researcher's behavior which includes descriptive notes (Creswell, 2009).

For the observations, a T-Chart template was created to record information. As described by Creswell (2009), this was a
single page with a dividing line down the middle to separate descriptive notes (portraits of the participants, a reconstruction of dialogue, a description of the physical setting, accounts of particular events, or activities) from reflective notes (the researcher's personal thoughts such as 'speculation, feelings, problems, ideas, hunches, impressions, and prejudices' Bogdan & Bilken, 1992, p. 121). (pp. 181-182)

Artifacts of school district documents related to instructional technology use and new teacher induction processes were collected from the school district. Creswell (2009) indicated that public and private documents may be valuable data sources because they represent data that are a thoughtful creation of participants in their own words. Such documents as new teacher induction meeting agendas and related new teacher induction curricular maps, curriculum documents pertaining to the use of instructional technology may be used to support and/or assist in answering the research questions posed in this study. To collect these artifacts, the researcher formally requested copies from the district administration and the researcher searched the school district website.

**Data Collection Procedures and Proposed Timeline**

These data were collected over a four month period with the goal to start collecting data at the start of the 2013-14 school year. Table 4 provides a timeline detailing the sequence of data collection events. The events were intentionally spread out to allow time for the ongoing analysis of data.
### Table 4

**Data Collection Timeline**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Data Type</th>
<th>Weeks in timeline</th>
<th>Anticipated time required</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss research project with superintendent</td>
<td>N/A</td>
<td>1-4 Spring, 2013</td>
<td>1 hour</td>
<td>Superintendent's office or on phone</td>
</tr>
<tr>
<td>Discuss research project with assistant superintendent for C &amp; I</td>
<td>N/A</td>
<td>4-8 Summer 2013</td>
<td>1-2 hours</td>
<td>Assistant superintendent’s office or on phone</td>
</tr>
<tr>
<td>Discuss research project with director of human resources</td>
<td>N/A</td>
<td>4-8 Summer 2013</td>
<td>1-2 hours</td>
<td>Director of human resources's office or on phone</td>
</tr>
<tr>
<td>Scan district website</td>
<td>Artifacts</td>
<td>8 Fall 2013</td>
<td>6-8 hours</td>
<td>N/A</td>
</tr>
<tr>
<td>Request list of non-tenured Generation Y teachers</td>
<td>Artifacts</td>
<td>9 Fall 2013</td>
<td>2 hours</td>
<td>N/A</td>
</tr>
<tr>
<td>Request and review related artifacts</td>
<td>Artifacts</td>
<td>10 Fall 2013</td>
<td>10-12 hours</td>
<td>N/A</td>
</tr>
<tr>
<td>Observe new teacher induction meetings</td>
<td>Observation</td>
<td>8-18 Fall, Winter 2013</td>
<td>4-8 hours</td>
<td>District meeting rooms</td>
</tr>
<tr>
<td>Interview district administrators</td>
<td>Interview</td>
<td>10-15 Fall, 2013</td>
<td>10-15 hours</td>
<td>Each administrator's office or on phone</td>
</tr>
<tr>
<td>Survey generation Y teachers</td>
<td>Survey</td>
<td>15-20 November, 2013</td>
<td>N/A</td>
<td>Online</td>
</tr>
</tbody>
</table>

Using data generated by the technology directors of the Regional Offices of Education that surround the City of Chicago, a list of school districts that were
considered exemplary in the use of instructional technology was created. The district at the top of the list was contacted first to ascertain interest in participating in this study. To do that, the researcher started with the superintendent of schools (see Appendix H for telephone protocol). Once the district superintendent agreed and signed the letter of cooperation (see Appendix E), the assistant superintendent for curriculum and instruction was contacted to begin the artifact collection process. This administrator also was asked to sign a letter of participation (see Appendix F).

In addition, the new teacher induction facilitator was contacted. This administrator also signed a letter of participation (see Appendix F). The researcher and the new teacher induction facilitator discussed the use of the district’s Generation Y teachers for this study, and a criterion for this list was developed which was based on the birth years for the teachers that fall between the late 1970s and the mid 1990s.

Once letters of cooperation were signed, the district’s website was explored for relevant documentation including, but not limited to, instructional technology available to teachers and students in the classrooms, curriculum documents that identify uses of technology, and new teacher induction
procedures. Pertinent documents related to current and previous new teacher induction processes were requested, collected, and organized by the researcher.

Next, the researcher requested to attend one or more new teacher induction meetings throughout the year, and he viewed the new teacher meeting agendas in advance in order to ensure that these observations were related to instructional technology. A T-chart was used to collect observations made at these meetings. The researcher attended two new teacher meetings and one mentor meeting during the school year. The focus was on the continued inserviceing of new teachers in the use of instructional technologies.

For the administrator interviews, the researcher utilized a semi-structured interview process. The list of district administrators included the superintendent, assistant superintendents, principals, and district-level directors and/or coordinators. Demographic information was collected on each administrator being interviewed. Table 5 provides the vehicle for collecting administrator demographic information.
Table 5

*Administrator Demographic Information*

<table>
<thead>
<tr>
<th>Current Position</th>
<th>Years in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Years in this position</strong></td>
</tr>
<tr>
<td></td>
<td>Masters</td>
</tr>
<tr>
<td></td>
<td>Masters+</td>
</tr>
<tr>
<td></td>
<td>PhD/EdD</td>
</tr>
</tbody>
</table>

Each specific administrator question was related to the Rubric of Essential Technology Conditions (RETC), and the questions were coded using the same coding system used for the teacher survey (see Appendix D). In addition, room for discussion was allowed in order to keep the interview process semi-structured. The interviews took place over the telephone and were recorded on an iPad with the participants' permission.

The final piece of data collection was the Generation Y teacher survey. The assistant superintendent and the new teacher induction facilitator created a list of all Generation Y teachers. This list included their email addresses because email was used to communicate with these teachers. Each Generation Y teacher received an email describing the case study, an explanation of confidentiality,
and a second a link to the survey (created on SurveyMonkey.com). The teachers were given approximately four weeks to complete the survey. After two weeks of receiving the survey email, the teachers were sent a second reminder email with the survey link.

**Data Analysis Procedures**

Simply stated, "data analysis is the process of making sense of these data. And making sense out of data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read - it is the process of making meaning" (Merriam, 2009, pp. 175-176). In this process, data analysis is used to answer one’s research questions. Merriam further explains that "data analysis begins by identifying segments in your data set that are responsive to your research questions" (p. 176). A segment of data can also be called a "unit of data," a term Merriam uses interchangeably. According to Lincoln and Guba (1985) a unit of data must meet two criteria:

1. It should be heuristic - that is, the unit should reveal information relevant to the study and stimulate the reader to think beyond the particular bit of information; and
2. The unit should be the smallest piece of information about something that can stand by itself - that is it must be interpretable in the absence of any additional information other than a broad understanding of the context in which the inquiry is carried out. (p. 345)
The data analysis strategy used in this research study was what Yin (2009) calls "Relying on theoretical propositions" (p. 130). This is a preferred strategy because it follows the theoretical propositions that lead to a specific case study which in turn leads to setting of research questions, reviews of the literature, and possibly new hypotheses or propositions. In this particular research study, the proposition that an effective new teacher induction program will assist Generation Y teachers to use their innate technological skills to embed technology into their instruction and the curriculum has led to the proposed research questions as outlined in Chapters I and III of this study.

Creswell (2009) outlines a six step process for analyzing qualitative data:

1. Organize and prepare data for analysis;
2. Read through all these data to develop a general sense of the information;
3. Begin a detailed analysis of these data through the process of coding;
4. Use the coding process to generate descriptions of "the people, places, or events in a setting" (p. 189);
5. Determine how descriptions and themes will be represented; and
6. Interpret these data.

These steps, according to Creswell (2009), engage the researcher in the study of qualitative data from the specific to the general, and it involves multiple layers of analysis. These steps are "interactive in practice; the various stages are interrelated and not always visited in the order presented (p. 185)."
Organizing these data and reading through these data - The first step in organizing these data was to sort and categorize all artifacts and documents into groups such as New Teacher Induction, Technology Purchasing, and Technology Use. A second step was to sort and filter the teacher survey data which will be collected via SurveyMonkey™. Third, the recorded administrator interviews were transcribed using a professional service (see Appendix J for Confidentiality Agreement for Transcription Services). Observation field notes from the T-charts were typed to make for easier reading. Creswell (2009) explains the importance of reading through all of these data first to gain a general sense of the information and to reflect on the overall meanings. General notations were written in the margins to start the process of developing initial impressions, tone, and emerging ideas which should be captured during this stage.

Process of coding these data and using these data to generate descriptions -

"Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information" (Rossman & Rallis, as cited in Creswell, 2009, p. 186). Miles and Huberman (1994) describe coding as a method to analyze data. "To review a set of field notes, transcribed or synthesized, and to dissect them meaningfully, while keeping the relations between the parts intact, is the stuff of analysis" (p. 56). Continuing, Miles and Huberman write that
"Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study" (p. 56).

Miles and Huberman (1994) present three approaches to coding:

1. predefined;
2. accounting-scheme; and
3. postdefined.

For this case study, the researcher utilized the predefined approach. Incidentally, this is the approach that is "preferred" by Miles and Huberman. For this approach, the researcher created a provisional "start list" of codes prior to conducting the field work. Miles and Huberman state that the "list comes from the conceptual framework, list of research questions, hypothesis, problem areas, and/or key variables that the researcher brings to the study" (p. 58).

This researcher used two different conceptual frameworks in this study. The first framework was the Nebraska Rubric of Essential Technology Conditions (RETC). Based on this framework, codes were established for each of the five sections and for all of the identified key areas. Table 6 lists the codes developed from the RETC.
Table 6

RETC List of Codes

<table>
<thead>
<tr>
<th>Key Area Codes</th>
<th>RETC Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A-F</td>
<td>Technology Administration and Support</td>
</tr>
<tr>
<td>2A-G</td>
<td>Technology Capacity</td>
</tr>
<tr>
<td>3A-F</td>
<td>Educator Competencies and Professional Development</td>
</tr>
<tr>
<td>4A-E</td>
<td>Learners and Learning</td>
</tr>
<tr>
<td>5A-C</td>
<td>Accountability</td>
</tr>
</tbody>
</table>

The second conceptual framework was the *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008). This framework was divided into nine distinct areas, or standards, that will be used to evaluate the quality and effectiveness of a school district’s new teacher induction program. Data collected relative to new teacher induction was coded based on each standard. Table 7 lists the codes developed from this Illinois document.
Table 7

List of Codes - Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs

<table>
<thead>
<tr>
<th>Codes</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST-1</td>
<td>Induction Program Leadership, Administration, and Support</td>
</tr>
<tr>
<td>ST-2</td>
<td>Program Goals and Design</td>
</tr>
<tr>
<td>ST-3</td>
<td>Resources</td>
</tr>
<tr>
<td>ST-4</td>
<td>Site Administrator Roles and Responsibilities</td>
</tr>
<tr>
<td>ST-5</td>
<td>Mentor Selection and Assignment</td>
</tr>
<tr>
<td>ST-6</td>
<td>Mentor Professional Development</td>
</tr>
<tr>
<td>ST-7</td>
<td>Development of Beginning Teacher Practice</td>
</tr>
<tr>
<td>ST-8</td>
<td>Formative Assessment</td>
</tr>
<tr>
<td>ST-9</td>
<td>Program Evaluation</td>
</tr>
</tbody>
</table>

All coded data were merged into one master list of concepts based on observable patterns or regularities. From this master list, themed categories were developed and named based on four guidelines developed by Guba and Lincoln (1981). These four guidelines are:

1. The number of people who mention something or the frequency with which an incident arises in these data indicates an important dimension.
2. The audience may determine what is important - that is, some categories will appear to various audiences as more or less credible.
3. Some categories will stand out because of their uniqueness and should be retained.
4. Certain categories may reveal "areas of inquiry not otherwise recognized" or "provide a unique leverage on an otherwise common problem." (p. 95)

Patton (2002) recommends that the transcribed interviews and field notes be read and notated several times to ensure they have been indexed completely. This will assist the researcher in developing the themed categories.

*Determine how descriptions and themes will be represented and interpret these data* - Data triangulation was used to represent and interpret the multiple sources of data that will be collected. "Triangulation using multiple sources of data means comparing and cross-checking data collected through observations at different times or in different places, or interview data collected from people with different perspectives or from follow-up interviews with the same people" (Merriam, 2009, p. 216).

For this case study, three sources of data were used:

1. Administrator interviews;
2. Generation Y teacher surveys;
3. Observations and artifact reviews (see Figure 3).
Figure 3. Data Triangulation

Significance of the Study

This study is significant for educational leaders in that it will identify the best technology induction processes for Generation Y teachers who are first entering the profession so they can appropriately embed technology into their planning, instruction, and assessment and remain in the field of education for many years to come. New teacher induction typically is the first professional development activity a school district will provide for its newly hired teachers. An organized, systematic approach is necessary in order to train new teachers to use the school district’s existing technology and incorporate the district’s adopted
technology plan. The majority of new teachers entering the profession from traditional education programs are around the age of 22 thus making them Generation Y teachers 1990s (Rebore & Walmsley, 2010).

Rebore and Walmsley (2010) state that

Since Generation Y embraces feedback and change, professional development is not only desirable but also an activity to which each school system must commit human and fiscal resources if it is to maintain a skilled and knowledgeable staff. However, professional development must be productive for the teachers - it should not be a repeat of something Generation Y teachers just had in their teaching training. (pp. 96-97)

By identifying the components of effective new teacher induction in the area of technology, this study can assist school leaders in developing similar programs for use in their districts and with their new teachers. An effective new teacher induction program does matter, and it has meaningful and lasting effects on teacher quality and retention (Kelley, 2004).

Limitations

While this study attempts to gather data on an effective technology induction program for new teachers, there may be limitations to this work. First, the study of one school district may be limiting in scope. A larger sampling of school districts could reveal more information regarding new teacher induction programs and their focus on instructional technology. A second limitation may
be that the researcher will find school districts or individuals who are not willing
to participate in such a study. With the focus on a district that is considered
exemplary in the use of technology in the classroom, the lack of participation
may be limiting in the collection of data. Another limitation could be that the
non-tenured teachers who take part in the survey may be reluctant to answer the
questions openly and honestly. Although anonymity was guaranteed, there was
the chance that new teachers would be hesitant to answer some of the questions.
A fourth limitation is similar to the one above in that there may have been
administrators who were reluctant to answer questions openly and honestly
during the interviews which were recorded. Confidentiality was guaranteed, but
there was still the chance that administrators could have been defensive of their
induction program or may not have spoken freely due to fear of ramifications. A
fifth limitation may be related to the fact that only Generation Y teachers were
surveyed as opposed to all new teachers which would include those from the
Baby Boomer generation and Generation X. Although Generation Y teachers will
make up the majority of those participating in new teacher induction programs
in the near future, there will be others participating as well, and these other
teachers may have needs that are different than those identified for within
Generation Y.
Finally, with one researcher analyzing these data that will be collected, there was the chance for bias, especially with the researcher’s current beliefs and understandings of technology use in the classroom. Specifically, this researcher is an elementary school principal who is considered to be a leader in the use of technology in his work. He has conducted administrator academy and district-level workshops on this topic, he models the use of technology within his school community, and he expects teachers to incorporate instructional technology into their planning, teaching, and assessing of student learning. To help minimize such bias, the researcher kept a journal throughout the data collection process. The use of this journal allowed the researcher to write his ongoing reflections regarding the potential for bias that may emerge as these data are being collected. The objective was for the researcher to remain as unbiased as possible while analyzing and interpreting these data.

Despite these limitations, educational leaders must be prepared to provide new teachers with appropriate professional development in the use of instructional technology in their classrooms as one important component for retaining the best and brightest new teachers. This study, through surveys, interviews, and other data collection methods, has presented a positivist perspective on new teacher induction in the area of instructional technology. As
Merriam (2009) writes, "A positivist orientation assumes that reality exists 'out there' and it is observable, stable, and measurable" (p. 8). There is no doubt that most, if not all, teachers are using technology in their classrooms, and that new teachers are receiving induction training upon their initial hiring in a school district. Educational leaders must be prepared to provide new teachers with appropriate professional development in the use of instructional technology in their classrooms as one important component for retaining the best and brightest new teachers.

**Summary**

This chapter has outlined the research methodology used to address the primary research questions which are:

1. What constitutes a high quality new teacher induction program for Generation Y teachers in order for them to appropriately utilize technology in their planning, instruction, and assessment?

2. What recommendations should be made for all school districts in order for them to properly train their new Generation Y teachers in the best uses of instructional technology for planning, instruction, and assessment?

3. What are the implications for school leaders?
Identified in this chapter were the site selection, participants, data sources, data collection procedures, proposed timeline, data analysis procedures, and lastly, the strengths and limitations of the study.
CHAPTER IV
PRESENTATION OF THE DATA

Introduction

The purpose of this dissertation was: (1) to deeply study one school district that is exemplary in the use of instructional technology to enhance teachers’ planning, instruction, and assessment; (2) to determine how this school district trains its Generation Y teachers in the use of technology; and (3) to make recommendations to educational leaders as to the best plans for teacher induction in the area of educational technology. The ultimate goal of a successful new teacher induction program is to retain the very best new teachers in the field of education. According to Breaux and Wong (2003), "New teachers must be trained if we want them to succeed; it is much better to train new teachers and risk losing them than not to train them and risk keeping them" (p. v). In addition, "An induction process is the best way to send a message to your teachers, a message that you value them and want them to succeed and stay” (p. v).
This dissertation will address the issues of instructional technology competencies as related to new teacher induction with particular attention being paid to Generation Y teachers. Generation Y teachers are those who were born roughly between the years 1977 and 1995 (Behrstock & Clifford, 2009). The focus on Generation Y teachers was deliberate as that “the majority of newly entering teachers are those from traditional education programs who are around age 22. These teachers are from the latest generation of adults entering the workforce: Generation Y” (Rebore & Walmsley, 2010, p. 9).

Lovely and Buffum (2007) prefer the term "Millennials" when writing about those born during the Generation Y years. In defining this generation, Lovely and Buffum write,

They are in our classrooms as students, finishing student teaching at the university, and beginning to apply for classroom jobs all across the nation. They are well educated and open minded, and they love to collaborate. They are entering the schoolhouse with huge expectations, and if they are not pleased, they’re only a click away from letting hundreds of friends know about it. (p. 71).

These authors affirm that we all better prepare for their continued emergence as students and as new teachers.
Research Questions

Based on the above stated purposes, the main research questions for this paper are as follows:

1. What constitutes a high quality new teacher induction program for Generation Y teachers in order for them to appropriately utilize technology in their planning, instruction, and assessment?

2. What recommendations should be made for all school districts in order for them to properly train their new Generation Y teachers in the best uses of instructional technology for planning, instruction, and assessment?

3. What are the implications for school leaders?

The methodology used to collect data in order to answer these research questions was three-pronged. Figure 4 illustrates the three methods of data collection used for this study.
The school district being studied for this research project is located in the northwest suburbs of Chicago, Illinois. This is a large district as compared to most other suburban districts in the Chicago area. It is an elementary district serving students in grades pre-kindergarten through eight. The district is comprised of 15 elementary schools, four junior high schools, one early childhood center, and one alternative public day school.

The school district’s mission is “To produce world-class learners by building a connected learning community.” According to the district’s webpage “Producing world-class learners in today’s complex and fast-paced world is the single most important responsibility of the district. Schools, teachers, administrators, and
support staff work together to ensure that all students enrolled in district schools receive the highest quality of educational opportunities that will not only enable them to meet or exceed state standards, but also will position them for success in future educational and career endeavors” (December 31, 2013, http://www.ccsd15.net/pages/CCSD15/About_District_15/AboutDistrict15)

The Students

The district has an enrollment of approximately 12,200 pre-kindergarten through eighth-grade students. Students come from diverse socioeconomic and ethnic/cultural backgrounds. Below is the breakdown, by percentages, of the enrollment.

- **34.9% Low-Income** (Low-income students come from families receiving public aid; live in institutions for neglected or delinquent children; are supported in foster homes with public funds; or are eligible to receive free or reduced-price lunches.)
- **20.0% Limited-English-Proficient** (Limited-English-proficient students are those students eligible for transitional bilingual programs.)
- **12.3% IEP** (IEP students are those students eligible to receive special education services.)
- **8.5% Mobility Rate** (Mobility rate is based on the number of times students enroll in or leave a school during the school year.)

District data show that more than 75 languages or dialects are spoken in the homes of the students. Table 8 below details the percentages of the student ethnicity in the school district, the State of Illinois, and the United States.
Table 8

Percentages of Student Ethnicity

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>District</th>
<th>Illinois*</th>
<th>USA**</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>00.5</td>
<td>00.3</td>
<td>1.0</td>
</tr>
<tr>
<td>Asian</td>
<td>14.8</td>
<td>4.2</td>
<td>5.0</td>
</tr>
<tr>
<td>Black/African American</td>
<td>03.7</td>
<td>18.2</td>
<td>17.0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>33.0</td>
<td>23.6</td>
<td>22.0</td>
</tr>
<tr>
<td>Native Hawaiian/ Pacific Islander</td>
<td>00.1</td>
<td>00.1</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>46.3</td>
<td>50.7</td>
<td>55.0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>01.7</td>
<td>2.9</td>
<td>N/A</td>
</tr>
</tbody>
</table>


The Staff

The district currently employs 2,088 staff (which includes 883 certified teachers, 60 administrators, 815 classified staff, and 330 substitute teachers). This includes teachers who average 13 years of teaching experience; 78% of teachers hold master’s degrees and above; and 76 teachers (4%) are certified by the National Board of Professional Teaching Standards, which is the highest teaching credential available. In comparison, in 2012, the State of Illinois had 73,445 Pre-K through grade 8 teachers of which approximately 5600, or 8%, were National
Board Certified. Nationally, there were 1,758,169 elementary teachers in the United States (Retrieved 12/31/13 from http://www.edreform.com/2012/04/k-12-facts/#teachers) and more than 100,000 National Board Certified teachers across the U.S. (Retrieved 12/31/13 from http://www.nbpts.org/new-milestone).

The salary range for teachers in this district is $40,712 for beginning teachers with no years of teaching experience and a Bachelor’s degree with no additional hours of education to $104,480 with 24 or more years of teaching experience and a Master’s degree with 30 or more additional hours of education.

**District Finances**

The FY2014 Budget is $149,128,942. Below are the expenditures and revenue sources as reported on the district webpage.

**Expenditures:**
- Educational—78.1%
- Tort—0.8%
- Operations/Maintenance—7.1%
- Transportation—6.3%
- IMRF/SS—3.7%
- Capital Projects—4.0%
Not included:
  Debt Retirement Fund
  Transfers

**Revenue Sources:**
- Local—80.1%
- State—13.0%
- Federal—6.9%
Not included:
Debt Retirement Fund
Transfers

The district’s 2012 Total Equalized Assessed Value (EAV) was $3,589,968,277.

The district’s FY2013 operating expenditure per pupil was $12,069.76. For the sake of comparison, the “Foundation Level,” which is intended to represent the minimum level to adequately fund the education of a single pupil in the Illinois K-12 public school system has been set in statute at $6,119 per pupil since 2010, and the state average is $11,456.70 (Retrieved 1/1/14 from http://www.isbe.net/news/2013/oct7.htm). In addition the national average for the current expenditure per pupil in America’s public schools is $11,184 (Retrieved 1/1/14 from http://nces.ed.gov/programs/coe/indicator_cmb.asp).

**Results from the Semi-Structured Administrator Interviews**

Semi-structured focused interviews were conducted with 13 school district administrators. Eight district-level administrators were contacted via email for an interview, and six interviews were conducted over the telephone. A total of 19 elementary and middle school principals were contacted via email for an interview, and telephone interviews were conducted with seven of the 19 principals. The 13 administrators were asked a series of 19 questions in the areas
of new teacher induction, general understanding of the characteristics of Generation Y, and their school district’s training of new teachers in the area of instructional technology. Their responses were recorded on an iPad and transcribed by an independent online transcription service.

General demographic information was collected from each administrator before the interview questions were asked. Table 9 details the demographic data collected.

Table 9

*Administrator Demographic Data*

<table>
<thead>
<tr>
<th>Administrative roles</th>
<th>7 Principals</th>
<th>6 District Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average years in education</td>
<td>23 years</td>
<td>30 years</td>
</tr>
<tr>
<td>Range of years in education</td>
<td>14 – 35 years</td>
<td>14 – 47</td>
</tr>
<tr>
<td>Average years in this position</td>
<td>3.4 years</td>
<td>8 years</td>
</tr>
<tr>
<td>Range of years in this position</td>
<td>1 – 7 years</td>
<td>4 – 13 years</td>
</tr>
<tr>
<td>Educational Background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Master’s Degree +30</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>PhD/EdD</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Generation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baby Boomer</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>X</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Y</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
The following data represent the 19 interview questions and summaries of the participants’ responses to each of the questions. For each question, the district-level administrators’ responses are summarized first, followed by the summaries of the principals’ responses.

1. **Interview Question 1 - What technological skills do you look for when hiring new teachers, especially as they pertain to the use of technology for planning, instruction, and assessment?**

   **Administrator 1:** I think we look for kind of an attitude and a mentality versus specific skills, so I don’t know that we actually ask for specific skills, but we want them to have the right attitude, and we figure if they have the right attitude, they can learn any skills that there’s a deficit in.

   **Administrator 2:** This administrator does not participate in the hiring process.

   **Administrator 3:** I would have to say, in all honesty, none. We look for an understanding of good instruction, best practices and the theory and practice behind assessment. We are not really looking at tech skills.

   **Administrator 4:** I’m not as concerned about their ability in technology because I feel like I can always teach them the technologies that we use here, that sort of thing. I’m much more interested in their organizational ability, their
understanding of different methods, their understanding of differentiating the instruction, that sort of thing.

**Administrator 5:** I think our district looks for teachers who have strong instructional practices, have had experience with using technology. I don't know that they specifically look for or ask questions that relate to teacher's use of technology when they make the hiring decision.

**Administrator 6:** This administrator does not participate in the hiring process.

**Principal 1:** A familiarity with existing systems. The current system that we’re using for communication is Google Docs. Anybody right now coming in has to be conversant with that. They have to be conversant with documents, spreadsheets, databases, presentation skills, the document camera, etc. The have to have a good knowledge of what’s available out there in terms of videos, in terms of websites, that kind of thing. The other piece that I think we’re using quite a bit is social sites, things like Edmodo.

**Principal 2:** I look to see if they can integrate the technology within their lessons rather than using the technology separately.

**Principal 3:** We ask for their comfort level with technology and their experiences with technology whether it’s a new teacher or an experienced
teacher that’s coming in for the interview. What we typically look for is some level of interaction with the technology as a resource in their classroom whether it be in the area of a smart board or iPads or ELMOs and things like that.

**Principal 4:** I think it’s important for teachers to have technology skills that would extend far beyond simply knowing how to use a laptop as a word processor or to use a search engine or basically an email station. For example, I am looking at iPads. Taking iPads and really using, and knowing how to evaluate good technology. Knowing how to look at different applications and different software.

**Principal 5:** I would say to be honest I’m not spending too much time looking at what their skills are. I’m making some assumptions that they have tech skills beyond some of our veteran teachers just because they are fresh out of school.

**Principal 6:** Not necessarily. Although we do ask questions about how technology can enhance their teaching. I’m not looking specifically for anything, just a general knowledge base.

**Principal 7:** We basically ask about record keeping, creating documents, and then what programs for kids are they familiar with? We’ll get answers like the ELMO projectors, SMART Boards, different i-Pad programs.
2. What are the delivery models that your district provides new teachers for their new teacher induction?

**Administrator 1:** We definitely highlight differentiated instruction. We highlight guided reading. We talk about the use of technology as a way to differentiate, and you know, I never sat through the complete induction training, so I’m not sure what else they emphasize. They meet probably quarterly. In addition, they are expected to meet with their mentors on a more frequent basis.

**Administrator 2:** We provide a five day job-differentiated orientation. There is an orientation just to get people familiar with where we are going, what our targets are, and also major initiatives that are in the district. We also work very hard to make sure that every teacher has a mentor, and they work with their mentors during orientation week to get started with their classroom and setting things up. We also do curricular sessions, particularly in math and literacy. We also provide an introduction to instructional technology in the district during orientation. In addition to that, we have a special session for the new people to explain the program, expectations the district has of them, as well as kinds of support that they can expect to have during the year.

**Administrator 3:** It’s a five-day program and it ranges from nuts and bolts to time in their classroom with their mentor. It’s a pretty comprehensive
welcome to the district and “Here is what you need to get up to speed on.” For example, the Department of Instruction takes the day which starts out with an overview of the Department of Instruction and what it's responsible for, and then breakout sessions in math and literacy for the grade level that you'll be teaching, in a more in-depth piece. There’s a cultural competency piece in there because of the diversity of the district. There’s an overview, “Welcome to the district, here's our goals, here's our mission.”

**Administrator 4:** I’m going to tell you from my point of view what I do, and that is we have an introductory session where we just for about an hour just talk to them about what our department does, and provides for them for support and that sort of thing. Then we actually do hands on computer training to teach them the computerized IEP program that we use, and we also do hands on training on the computer on using the progress monitoring tools that we use.

**Administrator 5:** Well, there's a mentoring program and teachers have a mentoring relationship. It's pretty extensive where they meet on a regular basis work together, collaborate together. The mentor has a lot of interaction with the new teacher. So they have a pretty extensive mentoring process and there are sort of like I believe there are workshops or sort of some specific programs where teachers after school meet and then they get some workshops.
**Administrator 6:** Not familiar with the New Teacher Induction Program.

**Principal 1:** We do a week-long orientation for teachers and then there is a mentor that is assigned. We have gone to the Danielson model so that teachers are trained in the Danielson framework and they get supported throughout the year. It’s a very reflective process. From what I’ve seen in the district, there’s an obligatory first year and then a potential second year that teachers can opt for if they need to or if they’re recommended by the administrator.

**Principal 2:** All of our new teachers are partnered with a mentor teacher, so if that mentor teacher uses technology in the classroom, then they would have direct mentoring opportunities from the teacher that they’re partnered with. We do five full days of new teacher training. I know what all the days are because they give us an agenda, so they have an overview of the school district. They meet all the cabinet members and what their departments about and how they can be of service to them as a new teacher, and technology is incorporated into that. They have some training on basic technology that they need for their job, so that would be like email systems, student information system that’s incorporated into their training, and then they do a lot of more in depth training on the various curricular areas.
**Principal 3:** I am not very familiar with the delivery models. I do know what they do get over the summer when they have their new teacher training that there is training on specific things with the laptop that they would get and how to utilize that. Outside of that, there are other opportunities for tech training but there isn’t to my knowledge enough probably being done at the new teacher level when these people are hired.

**Principal 4:** (New to this district) I know a little bit about it. I hired a part-time kindergarten teacher after the school year started, and then, I do have a second year who’s participating, and year two, well I mean, you’re going to district meetings with new teachers. You’re also spending time working with your mentor teacher, so that being the broad understanding that I have of the new teacher induction program.

**Principal 5:** They’ll start out prior to the school year starting a week or so before the school year starts. They’ll have an extensive multiple day nuts and bolts of what to expect in our district. One of those days they’ll meet their building mentor, they’ll have lunch with them and this is all part of the structure. Then they’ll come back to our school, and that day is like the scheduled day that the new teachers and the mentors will meet with the principal.
**Principal 6:** They attend a new teacher induction week-long training that covers a variety of topics, technology being one of them. Throughout the year, first year teachers, who we call level one teachers, go back throughout the school year for additional training days. They also have very specific requirements that they must meet throughout the year in regards to working with their mentors. Lesson plans, observation notes, things of that nature.

**Principal 7:** They have a really intensive induction teacher week where the teachers throughout the week start early and go to all kinds of workshops, but I really don’t know if it’s anything hands on. I don’t even know if they have an actual one on technology to tell you the truth.

3. **What, if any, is your role in the planning of the new teacher induction process in your district?**

**Administrator 1:** I have a part in it but I don’t really plan it. It is done by our new teacher induction facilitator.

**Administrator 2:** I plan it. I do the planning and the scheduling.

**Administrator 3:** I work collaboratively with the new teacher induction facilitator. She generates a scheduled based on exit criteria from the teachers the year before, what sessions were most helpful, what sessions didn’t they get that they wish they would have gotten. She shares all that feedback with us from our
sessions and then we tweak our sessions and plan them based on the needs of
the group coming in. It's just an ongoing process in terms of what's needed.

**Administrator 4:** I work with all of the student services staff for one day.
I don’t have much say in the other days of new teacher induction. On an
ongoing basis I have a lot of input on new teacher workshops related to my
department.

**Administrator 5:** I don’t have a role in the planning.

**Administrator 6:** No role in planning new teacher induction.

**Principal 1:** I help in selecting the mentor because I evaluate most of the
new teachers. We use a parallel process based on the Danielson model.

**Principal 2:** The only planning that I’m involved in is the time that’s
allocated to me at the building level, about three hours of their … I would guess
it’s probably about 30 hours of training, and I get I think about three hours with
them.

**Principal 3:** Other than the half day where they come over to the building
level or site based training, everything else is done at the district. The district
staff gives us an outline of items to cover with our new teachers but typically, it’s
something as simple as walk through the building and to their classroom, going
over expectations providing any other additional information to help them feel comfortable in the building.

**Principal 4:** (New to this district) No role in planning this year.

**Principal 5:** My only planning would be to select who I think might be the best mentor.

**Principal 6:** We're able to review the week long induction topics and give our feedback as principals. That information was sought when we had someone new take over the role, so we were able to give our feedback there. One afternoon of that week is spent in the building with principals so we can go over building level topics that we need the teachers to know.

**Principal 7:** We have a person at the district office who plans it, and it’s a whole week long thing about culture and the different curricula. It’s all scheduled, and then there is some time slotted for the new teachers to come back to me, and I in-service them on my building.

**4. What, if any, is your role in conducting the new teacher induction process in your district?**

**Administrator 1:** I give the introduction to the district. I talk about the history of the district, the expectations that we have for teachers, and the kind of expectations that we have generally for professionals in the organization.
**Administrator 2:** I provide new teacher workshops, as well as run the orientation. This year there are four new teacher workshops. And the first one, I actually have found a person who facilitates. That is a full-day release.

Our induction program here has two levels. We have level one, which is for teachers who have two years or less prior teaching experience that come into the district, and then we have a level two for people who have more than two years of experience coming into the district. Our feeling is, the people who we target with the most intense work are the brand-new people, because they’re the ones that research has shown need the most support, and also are still in a formative stage in their development as teachers, so that it makes sense to ground them in what we feel is best practices early on in the district. So with that, the new teacher workshops, three of them are for level one new teachers. The level two new teachers are invited to only one. And I try to be very flexible about that, because we define new teacher as a new professional hire. So among our "new teachers" would be psychologists, social workers, people of that nature that don’t have traditional classroom jobs. And so when it comes to the new teacher workshop that is required for all of the new hires, I’m very flexible if what we’re doing, usually it’s classroom based. The majority of our new hires are classroom teachers. So when we have a situation where it’s totally not going to be that
useful for somebody to attend the workshop, we offer them the opportunity either through their coordinator, sometimes the coordinator will provide an alternative, and other times we, if they have gone to things outside the district in their field, if they can show the evidence of completion, we accept that.

**Administrator 3:** Our department has one full day and then we have little pieces on the other days.

**Administrator 4:** I only conduct the portion related to my department.

**Administrator 5:** I'm given an hour with the new teachers, and when I speak to them I introduce myself. I give sort of an overview of what we use in the district. I give some information about our philosophy of the use of technology. I talk about sort of our goals and our guidelines and then I make sure that they understand that I'm available to help them and that they have my contact information, they know what things I can help them with and then beyond that one hour with them it's up to the new teachers to sort of reach out and ask questions and meet with me if they need that or have me help them with a project or whatever.

**Administrator 6:** Not involved in conducting new teacher induction meetings.
Principal 1: Only in orienting the teachers to the building. Things that have to do for instance with English language learners, and sometimes in materials, sometimes with some of the staff development. For the most part, the district handles that centrally. There’s a coordinator for induction that pretty much handles the process from beginning to end.

Principal 2: No, none of that. We attend a really nice luncheon.

Principal 3: No. A lot of it’s done with our personnel department, our department of instruction, the union.

Principal 4: Did not play a role in conducting new teacher induction meetings this year.

Principal 5: The only thing I do is meet with the new teachers in the afternoon during one of the new teacher days. I make myself available and we set up times. Other than that there may be a time when we are invited to come over for the luncheon, one of those days.

Principal 6: No. We don't participate in anything other than the half-day when they come in to our building.

Principal 7: I spend some time in my building with the new teachers. That’s it, unless they would maybe ask me to present. I think over the years, they’ve had principals present portions of it, but I’ve never done that.
5. **What were your experiences with new teacher induction in previous districts?**

   **Administrator 1:** I did not have experiences in other districts.

   **Administrator 2:** I actually had none.

   **Administrator 3:** When I worked as a curriculum coordinator in my previous district we worked on delivering staff development to new teachers.

   **Administrator 4:** I had some, but it was minimal compared to this district.

   **Administrator 5:** I did not. The previous district that I worked in did not have a process for new teacher induction or an extensive year long mentorship for new teachers.

   **Administrator 6:** No I did not.

   **Principal 1:** I have participated sometimes in other districts in the beginning of the year presentations and orienting new teachers to the district. But, this district is much more thorough. There is a much more formalized process here.

   **Principal 2:** I had experiences in another district with new teacher induction but it was on a smaller scale than here.
**Principal 3:** Yes and it’s a very similar format where really a lot of what’s happening is at district level. I’ve had opportunities to present information, maybe the day in the life of a teacher or a specific content area.

**Principal 4:** Yes. I was part of new teacher induction in my previous district. That included working directly with teachers in the new teacher induction program, again first and second year teachers. It was an intensive week prior to the beginning of school. My primary role there was to spend a day talking about the nuts and bolts of professional learning communities and how that fit into the school district that I had previously been a part of. Then I had the opportunity at some of the Tuesday afternoon meetings, for example, to present and work with new teachers after school hours in the formal sense.

**Principal 5:** Yes, and we had a very good one too in my previous district that was similar to ours here were it was a two year program. The one thing I really liked about that other program was that we assigned mentors to new teachers and it was for the first half of the year. Then at that point there was an opportunity for new teachers to possibly select a new mentor.

**Principal 6:** I was not an administrator in my previous district, but I know that it was a one day shot in a huge auditorium for new teachers.

**Principal 7:** No I have not.
6. Are you pleased with the current new teacher induction process in your district? Please explain why or why not.

**Administrator 1:** Yes, I am. I think it’s been successful. I think the teachers that have been through the process are more effective with kids, and they tend to reach a proficient level much more quickly than some other teachers that haven’t gone through the same kind of program, in my experience.

**Administrator 2:** Yes. For the most part, yes. Although I’m the kind of person that I see the good things, but I also see the opportunities for improvement. There are a couple of things that, if the world was ideal, I would have them done differently. But you work within a culture. Every district has a culture, and you have to work within that culture. And you can’t always change culture. Although I will say that since 1998 I think the program has had an impact on the culture. Because prior to 1998, people basically worked in isolation. There was not a real lot of collaboration going on in the district. I’ve seen a great improvement in teachers’ ability to collaborate and share over the years. There aren’t people who are hoarding secrets and not sharing their professional information with other people. And I think that’s been an enrichment for the whole district.
**Administrator 3:** I am pleased with it. It’s not perfect, but because it evolves every year and that it’s flexible enough that it’s meant to meet the needs of that group coming in. They don’t just roll over the old agenda and force fit the new people into it, depending on the backgrounds of the people coming in. Are they mostly classroom teachers? Are they mostly specialists? Are they mostly bilingual teachers? Yes, there’s certain nuts and bolts that have to be in the program every year, but it also allows for the flexibility every year to get people what they need. On a negative piece, what I think is a little unrealistic because it’s five full days and it’s unpaid for new teachers, and I think that’s just a little bit unrealistic in this day and age.

**Administrator 4:** Yes, I am. I think it’s important that everybody know what the expectations of the district are. I think that it’s important really in a lot of situations for even the student services staff that would get the same information that the gen-ed teachers are getting so that when they’re then consulting or observing in the classrooms, those kinds of things, they know what the teachers have heard, and so they’re all speaking the same language.

**Administrator 5:** I think overall I’m pleased. I think the mentoring is extremely important. I think they work hard to bring the principals up to speed in terms of the importance of mentoring. But, as far as specifically working with
the teachers for instructional technology. I don't think an hour, out of all the time
that they spend with the new teachers, I don't think an hour for the entire school
year is really enough.

Administrator 6: No opinion on this topic.

Principal 1: Yes, it seems to be supportive for the new teachers.

Principal 2: I am pleased. As teachers come in, they have an intensive
training at the beginning of August, which is really nice, so they have these two
pretty intense weeks where they’re receiving a lot of information, and then they
fill up two additional weeks to be in their classroom, apply some of the
information that they’ve learned, ask questions, have those a-ha moments where,
okay, now I can come at what they told me with what I actually need to do.

Principal 3: Yes. I think they do a really great job of covering all areas.

Like I said, it’s very overwhelming as a new teacher to come in but those five
days, you’re able to make connections, you’re able to get a lot of information. The
mentor for each of the teachers is kind of available on a few of those days not
only to connect with at lunch but then they have some additional time together
to just kind of break down some of the information.

Principal 4: Yes. I think it’s been an interesting experience for me from the
standpoint of where I had come from.
**Principal 5:** Yes actually I am. I feel like they have really come in with a good understanding of how to start the school year off. Then there are built in days when they are with other new teachers across the district or other new teachers and their mentors throughout the entire school year. There are set days where they will be relieved from classroom duty to go to learn about something else or to follow up and see how things are going. They have this whole official program that lasts the entire school year. Then in Year 2 they still offer additional opportunities but they are voluntary.

**Principal 6:** I am. I think they do a great job. They also send out a survey to principals every year, asking how we think it went, if there’s any gaps we believe the candidates are coming in missing, and they try to revisit that every year when they plan the next year's sessions.

**Principal 7:** Very pleased, very supportive. Now with technology, I think there’s room for improvement, but they just added another person in the district, so it’s still evolving, but as far as the whole new teacher mentoring system, it’s very solid.

7. **If not, what would you like to see added or changed?**

**Administrator 1 - 4 and 6:** No responses to this question.
Administrator 5: Yeah. I would like beyond that hour [of technology]. I would like an opportunity to work with the teachers throughout the year perhaps giving me an opportunity for at least once or twice to be part of the after school meetings that they have or the workshops that they do. I would like to be in front of them more than just once.

Principals 1 - 7: No responses to this question.

8. What are the basic areas of concentration that are included in your current new teacher induction plan?

Administrator 1: No response to this question.

Administrator 2: The curriculum, planning for instruction. Basically if you look at the four domains of Charlotte Danielson's framework, those are the main focus. Everything that we do falls under those four domains. Getting familiar with district technology is a key piece. Learning to use data to drive instruction is another. Teacher reflection that's in depth and structured, because a lot of people have varying natural abilities to reflect, is important. But a lot of people don't do it in a systematic way, so we try very hard in the program to give teachers an opportunity to engage in in-depth reflection with peers.

Administrator 3: There's a technology piece. There is nuts and bolts in terms of, "Here's your insurance benefits. This is how it works. If you need to file
this, this is where you ..." like a how-to. That's handled by the personnel department. I talked about the cultural competency piece in there. There is small amount of time set aside for the teachers’ union to address the new staff. There’s a luncheon for all the new teachers, their mentors and the administrators and the Board of Education. There are custom sessions in there for specific areas, such as speech and language teachers or hearing itinerant teachers or special education teachers, self-contained bilingual teachers, ESL teachers. They all have customized sessions within there.

Then there is a significant amount of time set aside within those five days to meet with your district-assigned mentor. Then the last several years, we’ve had a session where we have had teacher volunteers talk about setting up a classroom. These are model classrooms where teachers have agreed to have their classroom completely set up before teacher orientation. This might be what a kindergarten looks like. This could be what a primary classroom looks like. This is a good way to set up an intermediate classroom or a junior high math classroom and ... just to give them ideas before they get started.

Administrator 4: Okay. Generally, this is what I know, which is probably not a lot, but classroom management, cultural competency, differentiated instruction. I think that’s pretty much all I know for certain.
Administrator 5: The basic areas of concentration for new teacher induction are curriculum, classroom management.

Administrator 6: No response to this question.

Principal 1: Off the top of my head, I know that classroom management is part of it, technology is part of it, data management is a big part of it, district systems, I think, are incorporated into that, some of the mandates are a big part of that piece. I think they do some materials. They do curriculum presentations. Because we have a large population of English language learners, that’s always a big portion of the induction. There’s even some financial literacy and some about the contract.

Principal 2: Curriculum, technology. They have an overview of all of the cabinet members’ responsibilities in the district. They have a benefits group that applies to the teachers personally. They do some of the safety training. The majority of it is curriculum. It gets into a little bit of special education and RTI, too.

Principal 3: I know personnel does a lot of discussions of the contract and kind of following the daily expectations of the teachers. Department of instruction will cover just basically stepping into a building for the first time, what to expect, what can they do, what are the resources available. Obviously
within the department of instruction, there are a lot of different resources. They’re provided binders with standards and obviously, it’s not enough time to review everything but they do review specific standards and they may break them into elementary versus intermediate versus junior high teachers and then provide them specific information in those areas from the department of instruction.

I know the business department comes in and talks about purchase orders, how to complete purchase orders and what the pay and everything else looks like. Our superintendent office comes in and welcomes them, talks to them about our school district. I know in the past they’ve taken a bus tour of the different areas in our school district so that the new teachers coming in can see where the children are coming from, where the different schools are within our boundaries so those are just some of the things that I know are covered in those meetings.

**Principal 4:** (New to the district) I am not very familiar with it yet.

**Principal 5:** They’ll certainly talk about reading, they’ll talk about our student data system and how that works. They are taking attendance things like that because those things are all standard across the district. They’ll talk about that and classroom management. Then they’ll have more conversations I believe
about different ways to communicate with parents and the importance of that.

There is no set way that you have to have a website or something like that.

**Principal 6:** There is a lot of information on the culture of the district, expectations for professionalism, a little bit of history of the district and what we're all about, our mission. There are breakout sessions that are pertinent to each teacher; they're broken apart by group. They look at teachers that have no experience and are teaching in the classroom, teachers who are special ed, teachers who are specialists like music, PE, art. They break all those groups apart. All classroom teachers would get training on any of the new reading initiatives or math initiatives that might be going on in the district. This year they all got training in Common Core standards.

**Principal 7:** They introduce them to all the different key people who they would need to talk to, to get information. They show them the district website, where all the forms are, where to find things, who to ask if you have questions. They talk about how to get a substitute through our Aesop system, taking attendance through our SIS K-12 system. They talk about building culture. They talk about a little bit of cultural competency since our buildings are getting so diverse. They talk about the different curriculum, math, English, common core. They also do a workshop on discipline, behavior management.
9. Are there areas that are over-emphasized or could be reduced/eliminated?

Administrator 1: Sure. I think that five days at one time is a lot, and I think if it was spread out over the course of the year after they’ve had more practical experience. I think that that would probably be more efficient and better. I think that there’s probably a little too much administration, managerial kinds of things involved in five days, and I think that there could be more real time kind of staff development as they go throughout the year versus so much at the beginning.

Administrator 2: To be honest, I don’t, especially because, as I said, we have this differentiation between level one and level two. I feel that what we offer is relevant and important.

Administrator 3: Yeah, I think the time allowed for teachers in their classroom could be cut back from the five-day mandatory and then they could be just like all the other teachers who go in there and get their classroom ready on their own time on different hours.

Administrator 4: No. I don’t think so.

Administrator 5: No. What I would like to see is I would like to see a greater connection with curriculum to technology tools.

Administrator 6: No response to this question.
Principal 1: Common core frankly. It could be underemphasized. The way that it’s going is such flux. It’s such, I think, an unsteady approach. We don’t know what the assessments are going to be and yet some districts are going in head-first with that. I think we could use a little bit of a waiting game with that.

Principal 2: No. You know, we do a really great job here.

Principal 3: Not to my knowledge. I asked one of our new teachers. I just kind of bluntly asked how is everything, are you getting what you need out of it and typically the answer is they’re getting exactly what they need out of those days. I haven’t heard anything otherwise from the new teachers that I’ve hired.

Principal 4: No response to this question.

Principal 5: Not that I’m aware of.

Principal 6: I think some of the business pieces of it could probably be taken care of in a different way. That would be the paperwork aspect.

Principal 7: I don’t really … I can’t really answer that question to tell you the truth.

10. Are there areas that need to be increased or further developed?

Administrator 1: I really think classroom management. I think instructional planning and then instruction in the classroom, delivery models and specific strategies for making sure kids are learning and providing
interventions for them. I think that through assessment, I think those are all the areas that will help them be more effective in making sure kids are learning at high levels.

**Administrator 2:** What I’d like to see increased are the things that are difficult to do. One of the things I’d really like to see would be new teachers to have more time to work with their mentors, more time for mentors to go in and observe new teachers, more time for new teachers to go and observe other teachers, more time for professional conversations. The way it works, and this is very typical of a program that doesn’t have any release time, because we really don’t, other than this one workshop we’re doing on classroom management, which is the one I found a presenter for, that’s a full day release. But other than that, there’s no other release for the new teachers to go to training. One of the things I try to emphasize to mentors from the get-go is that they are professional growth facilitators. That is key. They’re supposed to take the new teacher where they’re at developmentally and help them move forward, to become more effective more quickly, and to gain a sense of confidence and efficacy as soon as possible.

**Administrator 3:** Not really. By that fifth day, you get that glazed-over, eyes glazed-over look. They’re only going to absorb so much.
Administrator 4: I don’t really know.

Administrator 5: What I would like to see is I would like to see a greater connection with curriculum to technology tools. When the new teachers work with their mentor teachers their engagement with instructional technology many times depends on their mentor and how engaged in technology they are and how much they encourage the new teacher to kind of either fly and run with ideas or work together to do some new things. I’ve seen mentors say oh you’re the young one, help bring me up, help bring my skills up. Let’s work together so that you can teach me things and help me feel more confident, but that is the exception rather than the rule.

Administrator 6: No response to this question.

Principal 1: Certainly, the cross-curricular kind of thinking should be much more emphasized.

Principal 2: I don’t believe so. I think that would be a great question to ask new teachers. I think from my standpoint, my teachers come in, and they’re really well prepared.

Principal 3: I think our district is a little bit behind in the area of technology or how it’s being rolled out. We’re doing a good job of trying to get there but for example, we have 3,200 new iPads. They’re not in our hands yet
because the district is trying to figure out how to roll out or deploy those out to our buildings. When teachers come in, it would be nice to have that technology, some days where we can discuss how to utilize that type of technology as a resource in the classroom, going over apps, going over ways that other teachers have used that.

**Principal 4:** No response to this question.

**Principal 5:** To be honest I don’t know about what has been their emphasis this past year or this summer or during the school year.

**Principal 6:** I would like to see them spend a little more time on helping teachers understand the special ed process and RTI process. Also, working with bilingual students, understanding the WIDA and how they should use that in the classroom with their students. Whether they are in a bilingual classroom or not, pretty much everyone has a bilingual student or two, or ESL student.

**Principal 7:** Sure, yes. They’re rolling out iPads throughout the district, so I think that would be an area that they could definitely add to.

**11.** Does your district’s new teacher induction process extend past the very beginning of the school year? Why or why not?

**Administrator 1:** No response to this question.
Administrator 2: Yes, it goes on all year. Well, actually, we have a two-year program. The first year is required as a condition of employment for all new employees. Whether they’re level one or level two, they must participate. They must work with a mentor. The second year is an optional program for people who are in their second year in the district. It is open to any second year teacher, whether they are level one or level two.

Administrator 3: All the teachers new to the district, regardless of their years of experience, have to do those five days. Then they either go into level one or level two. Level one is a brand new teacher. Level two is, “I'm an experienced teacher, but I'm new to the district.” Then there are different sessions throughout the year for level one and level two teachers.

Administrator 4: Yes. They have ten after school meetings with workshops that are like an hour and a half to two hours long. Then they have two all day workshops, too.

Administrator 5: Yes. It does. I believe it's a full year. The mentor program is a full year.

Administrator 6: No response to this question.

Principal 1: Ours go through the whole year. Like I said, there’s a possibility of a second year. Yes, there are scheduled meetings that the teachers
have monthly. Their support groups that they participated. Yeah, it’s a pretty intense year process here.

Principal 2: We have after school training. We have a whole schedule for that. Not only do we have level one mentors who are for first year teachers, but we have level two mentor opportunities. Those would be teachers who are in their second year, and it’s optional if they participate. I think if I remember correctly, on the schedule that they have at least one additional all day training that they go to in the first year as well.

Principal 3: Absolutely. It goes throughout the year. They’re able to meet with their mentors. There are new teacher trainings or orientations that happen a few times during the year. There’s kind of homework that has to be done when they come in that they do with their mentors. The mentor for that person even has homework as far as have you been able to observe this person, have provided feedback on this? There are different spots throughout the year where there’s meetings that take place over at district level where these people get together again and review some of the things that are going on. Yeah, it definitely extends beyond the first few days of school.

Principal 4: No response to this question.
**Principal 5:** Correct, it goes all year. Mandatory is a strong word; it’s expected that you need to attend all these for the entire year, and then it’s voluntary for the second year.

**Principal 6:** Level one teachers are required to attend different sessions throughout the year. For example, they have their first session coming up next week that the new teachers are required to attend. They have those three or four times a year. They have to turn in paperwork, lesson plans, reflections logs, throughout the year as well, just to, I guess, hold them accountable for going through the process with their mentor. Our level two teachers, those would be ones that have more experience, they actually choose to participate or not. They might have meetings scheduled throughout the year during the school day, but more often than not, they hold those after school. They kind of come together, all the level two teachers and just use each other as a network and share how things are going.

**Principal 7:** Yes, it does. When I hire a new teacher, I’m expected to get a mentor for the teacher, and there’s different levels. Level one is a brand new teacher. Level two is a second year, and the mentors are required to attend meetings and turn in reflections and paperwork along with the new teacher, so it’s very structured.
12. What do you believe are the characteristics of Generation Y teachers?

**Administrator 1:** I think that they are a little bit more free spirits. I think they don’t tend to have the same loyalty to authority or organizations that maybe previous generations had. I think they’re maybe a little bit more open minded. I think they’re a little bit more globally and culturally sensitive. I think they’re socially minded more so than maybe previous generations. I don’t think they necessarily dress the way that professionals did that came before them.

**Administrator 2:** I believe that overall they are assertive. I believe that they are enthusiastic. Many of them, I think, are coming to teaching with a passion to do this work. It’s not just a job. On the other hand, I think that they’re very conscious of...They want opportunities to interact with each other. They don’t want someone telling them what to do. They want someone facilitating them.

They want to feel that there’s some control, that they have some control. The only negative I sometimes see is they don’t always recognize that they’re not the only one, that things don’t always get tailored just to your needs. Many of them were reared in families where children really were the center of the family, especially because these are middle class. We usually get middle class people coming into our profession. So these kids, I mean, they were the center of the
universe, and they continue to think they are, and so they expect everything to revolve around them, and it doesn’t. But for the most part, I find them very open and enthusiastic. I think they’re willing to put their thoughts on the table. I think they’re less defensive. They are willing to ask questions.

**Administrator 3:** Most of them come in terms of being tech-savvy, in terms of knowing how to use the equipment, so the hardware part, they’re pretty up and adept on. My experiences have been because for the most part, technology has been part of their lives, I think that many of them are shocked when they get into a school setting and what they’re used to wanting in technology and just having. I think they’re sometimes surprised between the gap between what exists in the real world and what exists inside school classroom. I think they’re a little surprised about that.

I think to some extent, they’re somewhat naive because they see the smaller piece of the picture, but not the real big picture. “Why can’t we open up the network wide open? My college, it was wide open but now in my classroom, it might not be.” A little bit short-sighted sometimes.

**Administrator 4:** Oh, I am not going to say that I am an expert in this at all, other … just some of my own experiences. They’re kind of an entitled group. They tend to have, let’s say lower expectations of themselves and higher
expectations of others. And then but they’re also very technologically savvy and want things done very fast, that sort of thing.

**Administrator 5:** I think they are risk takers. I think they don't mind experimenting. They have confidence even if they don't know something, they're more likely to keep trying and keep pushing forward. They are not easily frustrated. They are interested in innovative ways to teach. I think those are some basic characteristics.

**Administrator 6:** I find that a lot of them, their social skills are very different than my age group. Because they use social networking so much, I find a lot of them express themselves differently. I can only speak for the people I know, but they seem to be a bit more introverted and very comfortable with technology, though. Very, very, very comfortable with technology.

**Principal 1:** They are passionate about what they do. What they do has to have meaning. They balance their lives, their work life with their personal life, and their enjoyment seems to be very important. They are very technologically adept. I think they were born into the digital age. They feel very comfortable in that arena. They’re open, for the most part to a diversity that they find in principle. In practice, they don’t necessarily have that experience which means that they will say that, yes they are comfortable working with students from
different and diverse background, that they’re comfortable working with people from different perspective in life. When they actually encounter them, they don’t necessarily have those skills.

Other characteristics, let’s see, they’re very idealistic sometimes but they’ re self-centered as well. They grew up in, I think, as a group of people that were praised all the time. They don’t always take criticism well. They don’t always get reframed very well because they’re very confident and they grew up very confident, sometimes the reframing is a little bit of an eye-opener for them.

**Principal 2:** All of my hires that I had that are now 23 through 30, all of my teachers are amazing hard working people. They are student focused, eager to learn. They accept practices because they know they’re the right thing to do. They challenge practices if they’re not making a difference for their students. They invest their time where they’re going to get kind of the most bang for their buck, so they’re not just going to go through the motions just because they’ve been told to. In the area of technology, they embrace technology. They’ll experiment with technology, fast learners. We’re fortunate in my building. We have interactive whiteboards in almost all of the classrooms. We have access to i-Pads. We have eight computers in every classroom. We have our whole g-mail system where you can use the calendar, and the Drive, and the Google Docs, and
all of that, and they can all complete those tasks pretty seamlessly. They’re told or shown once or twice, and they’ve got it.

**Principal 3:** The one big thing and this isn’t a negative work ethic I think is just there tends to be a lot more handholding if that makes sense. They need some self-assurance like they’re doing the right thing or doing a good job as opposed to just having a pure basic expectation. They need a lot more assistance.

**Principal 4:** Generation Y would have access to information at their fingertips, certainly using electronic media as a resource in terms of ... oh, I’ve seen evidence of blogging and just really more of a, for lack of a better word, there’s less anxiety and fear about some of the things that exist technologically, and there’s been such a learning curve just in terms of getting up and running.

The instructional pedagogy as far as how to incorporate the technology may not be as developed as you would think at first glance. The simple use and know-how to operate the equipment, both hardware and software, I think is less fearful. There's more inherent ... no, not inherent. That’s not the right word, but people are coming to the table with a better understanding of just how to get started.

**Principal 5:** I guess what I’m struggling with is I’ve read a lot about a lot of people that say they are into immediate gratification. I don’t see that. I see
these teachers are coming in with energy, a willingness to put in whatever it takes. I think the ones that I’ve hired are student centered. I’ve hired a lot of teachers, and I believe most of them 95% are still in it, still energized. This is their profession versus this is their job. That’s what I see.

**Principal 6:** They’re more comfortable with technology. They know a lot of the applications that are out there. They are not as hesitant to try them in their classroom with instruction. The problem is always whether you have that technology in the building. Many of them come in with student teaching experience or life experience with certain pieces of tack that we don’t necessarily have in the building. To them, it’s probably frustrating that they can’t actually use it with their teaching although, we’re getting better with that. Two hundred iPads were delivered to our school yesterday. The teachers are very excited.

**Principal 7:** I think they’re into technology, for sure. There’s a higher comfort level with technology. I’m just guessing now, live at home longer.

13. **What implications do these characteristics have on new teacher induction?**

**Administrator 1:** I think just like we want to differentiate instruction for kids based upon where they come from, their cultural differences, I think that probably the teacher induction should be adapted to meet their needs so that they can be the most effective in the classrooms.
Administrator 2: Well I think that, again, I think providing time for mentors and new teachers to work together is critical, and we don’t have enough of it. And I think that’s one of the pieces that keeps the program from being...It is successful. The program is successful. When we started the program in 1998, the year that I started, of the brand-new hires, people who had just been hired that year, 25% of them left at the end of the first year, when I was in the program. That was these data that I had. Actually it was these data prior to the start of the program, because I had looked into that. And at the end of the first year, I think we were down to about 18%. And it's gone down to now, it's usually around 10%, and I don't know that we can really get it down much lower than that, because you talk about people. Not everybody that comes into a profession belongs in it. And not everybody that comes into a school district belongs in that district.

Administrator 3: I know that one of our technology sessions specifically talks about some of the parameters of technology used within the district. For example, just this year, we have instituted a BYOD policy. Last year, if they went through teacher orientation, you couldn't connect your own device to the network. But, they need to understand that “No, you can't just order whatever technology you want. You have to go through the technology department and it
has to be an improved model.” These kids are used to just go into any store or ordering on line. Then they ask, “I am buying whatever I want. What do you mean it doesn’t work in the district?”

Administrator 4: I don’t know that answer.

Administrator 5: I just think they are open to new ideas. I believe the teachers that I’ve met have been enthusiastic and positive and they’re very, very happy to be in our district. They are grateful for the opportunity so therefore they are very open. There is a lot of enthusiasm with the group that I’ve seen.

Administrator 6: A lot of us educators make the assumption that because these people come in knowing all this technology, that they automatically know how to use it for instructional purposes, and I don’t know if that’s really true. Really, that’s what I’m trying to figure out. Just because teachers who are coming out of college these days grew up with technology doesn’t mean they can use it for teaching. If they can’t, then we, as the leaders, have to train them and help them.

Principal 1: Absolutely. I think that there’s a reflective part. I think that the continuous studying, I think that the willingness to look at different perspective is part of what teacher induction has to frame for them. The fact that they’re going to be dealing with … sometimes parents that think the same way
that they do, very self-centered, they have to be reflective enough to recognize that when they find themselves in those situations. I think again, the multicultural piece plays in. Here’s another piece too, a lot of them, the ability to understand foreign language and second language learners isn’t always intuitive for them.

**Principal 2:** You know, in my mind, I’m thinking about people leading teacher induction. I don’t know that if we focused more on technology that the people teaching the new teachers would have the same level of technology as the people they’re teaching.

**Principal 3:** Obviously, we principals notice these trends and these things through our working with our district office and the person in charge of new teacher induction. She’s come to a few of our meetings and asked us for feedback in regards to what are we seeing, what are some trends. We’ve actually provided some data to her, mostly qualitative data, just to provide her some things that she could do to adjust her training or provide information during the year to help support those new teachers.

**Principal 4:** Sure, I absolutely think there can be. The district is about to roll out 3000 iPads this year, and we have a great team at the district level. And what I think I’m excited about is having all the technology, all the opportunities
that iPads can present at the fingertips of teachers, and I think more importantly and more notably at the fingertips of students, but I do worry that the know-how for teachers to really effectively utilize those things initially is something I’m a little bit fearful of. So, the district is creating an iPRO Group that’s going to be more technologically savvy teachers, who will be working to provide teachers with the skills to incorporate this effectively as things that would help foster student learning.

Principal 5: If we are hiring new people that we are expecting to stay for the long haul I think there should be a part on setting up a financial retirement. That would be something certainly that they need information about because obviously they are not thinking about that. It is something that would be a huge benefit for young teachers.

Principal 6: I think, again, they’re more open. I think when they are sitting in those content level meetings and they’re listening about best practices in reading, math instruction, and social studies and science, I think that they’re able to make the connections to technology and how technology could enhance those areas. Whereas teachers that may be new, but they’re second career teachers don’t necessarily have those connections made as easily.
**Principal 7:** I think it’s probably, I would guess, a shock to some of the kids just how much work it is to be a first year teacher. It’s such a huge commitment, and they really have to take good care of themselves. It’s huge, that first year. There’s so much levels to it that they can’t even really prepare for. So let’s keep it simple for quite a while. There’s so much to learn although the kids from Illinois at certain schools like Illinois State, they’re out in the field much longer, and they do get it to a certain extent, but there’s nothing like when you finally get that first job, the reality of it.

14. **Do you feel as if new teachers are ready to meet the district’s expectations for the use of technology in their classrooms when they are first hired?**

**Administrator 1:** No, I don’t think they are. I think just bringing skills with the use of technology isn’t enough. I think you have to know how children are going to use that and how it’s going to accomplish the instructional educational goals and standards that you have in the classroom, and I think that that has to be learned. Even though they come with a lot of strong technology skills, those instructional … the transfer of instructional practices I think is something they still need help with.

**Administrator 2:** Yes. With the exception of people who are older that come in. You know, if we get somebody that’s in their 40s, or their 50s, they may
have the same issues that other teachers in the district do. We’re on a learning curve here. But people who are coming in very young, I mean, there are two things in their favor. Number one, they’re hardwired. They’ve lived and breathed it. And the other thing is they are, in general, are more open to these things. They’re less intimidated by it. And I think they’re more willing to experiment, within reason.

**Administrator 3:** I think they’re more open to applying it, but I wouldn’t say they’re all savvy enough to make the link to instruction so much that you were thinking.

**Administrator 4:** Not all of them certainly. I think they have some similar experiences maybe but, of course, they have to learn the specifics.

**Administrator 5:** I would say that they are as long as they understand what resources are available. I see new teachers bring a lot of great uses of technology to their classroom even without any direct support. They just bring new ideas and they try new things. So, I would say overall from what I’ve seen the teachers seem prepared to use technology in a meaningful way generally speaking.

**Administrator 6:** I see that the younger teachers, they do request staff development quite often. When we deploy the equipment and we’ll hear from
them quite often, “Exactly how do you want me to use this?” Then I would refer
them to our technology coordinator who does the staff development. They will
request that often. I see that maybe they’re not so ready as we might think.

**Principal 1:** I think so. What I’ve seen in the new batch of teachers, I think
I have for this year, they’ve gone in swimmingly. As a matter of fact, I was
speaking with someone today. We were talking about Google Docs and we have
a couple of kids that are very good with that but she says that she’s been working
with a second year teacher whom she mentored. He gives her a five minute, 10
minute mini-lesson on a regular basis and she’s progressing that way. The
veterans are learning from the new kids in terms of technology. That is an
absolute yes.

**Principal 2:** You know, it’s part of our interviewing at our school because
we do have a lot of technology available to us, and we don’t want it to be stand-
alone equipment, so the purpose of our technology is to be able to enhance what
we’re already doing, and with all the expectations of common core, they’ve got
to find ways to use the technology. They’re teaching through the technology,
and then the students pick up the technology skills along the way.

My new teachers aren’t afraid to learn from their students either. If
there’s something they don’t know how to do, they’ll put some of their tech
savvy students on it in the building who will troubleshoot and figure out the best way to do something, and then the teachers learn from them. These are my young teachers too learning from some of their students even.

**Principal 3:** I will speak for myself and I’ll say the ones that I have hired certainly have that background or that strength or we’ve seen an ability to be utilize technology in their classrooms effectively. I guess that it is one of the questions that we ask and if we don’t get the answer that we’re looking for, it could be one of those things that may deter a candidate over someone else that may have a little more experience or use of technology as a way to engage students and enhance their classroom experience.

**Principal 4:** No. I haven’t seen that yet, but I think part of that too is, when you’re a new teacher, kind of every day is, I don’t want to say a struggle to survive, but I mean you’re focused on so many different things and you’re placing so much time and attention on so many different other things.

**Principal 5:** Yes. I’m going to put a little caveat in there that I don’t think the expectations are very high in our district for technology.

**Principal 6:** Yes. I think so.

**Principal 7:** Yes. I’ve been really fortunate with the new teachers that I have hired, but I have a range. I’m trying to think the past couple of years. I
have a couple that are brand new and have just taken to it based on the student
teaching experience they’ve had, and they just have it. Then I have had others
who are probably in their 40s that have been doing it awhile, and so I’ve been
very lucky, just a very diverse group of people.

15. **What does your district do to prepare new teachers for mastering the
functionality of the technology in their classrooms?**

    **Administrator 1:** I’m not really sure. But, we do have a staff member
who talks about how to use the computer, how to get into the files, I think the e-
mail capabilities and things like that, not adding software.

    **Administrator 2:** Basically, it’s handled, if they have problems with
equipment. We do not do a workshop on how to use an Elmo or a Smartboard. I
think teachers help a lot with that. I think mentors help a lot, especially with the
technology that’s common in the classrooms. I think the mentors are a key piece.

    **Administrator 3:** We usually don’t like to just do a hardware use
workshop at the new teacher induction meetings. One of the sessions at the
schools during that week is someone in your school teaches you how to access
your e-mail, how to work your phone system, those kind of hardware, hard line
type things.

    **Administrator 4:** No response to this question.
Administrator 5: I would say not a lot. I think what we do is we just hope that they have a cooperating teacher that helps them, and that they rely on their in-school resources. I think the assumption is that they come in knowing how to work the basic functions of the hardware and they typically do, in fact, they do to a fault sometimes where they go beyond our restrictive environment. They will assume it’s okay to download software, assume it’s okay to access web sites that might be blocked. They don’t seem to have a difficult time mastering the hardware.

Administrator 6: We’ve made sure each one of the technicians in our department, there’s seven of them now, that they’ve had the latest greatest equipment all the time. They’re engineers, they know technology … but they looked at the iPad and they were like, “Not exactly sure how we’re going to use this.” So they need to think like a teacher. Just because someone’s coming from college into a school district does not automatically mean they know how to use that technology.

Principal 1: We’ve got a library media center director whose role is primarily not only to run the library but to support technology. There are a couple of coordinators within the district that plant themselves in the different schools and have office hours so to speak for precisely that functionality.
Principal 2: We’re really fortunate in our district that we have a help desk available to us, and we have a troubleshooter who comes to our building once a week. Oftentimes, they don’t like us to do too much hardware troubleshooting on our own because things are supposed to be done a certain way according to district guidelines, so that can actually be a frustration for some.

Principal 3: Not enough. I think that the teachers again are provided a laptop and they’re given the basics on how to utilize that but as far as utilizing laptops in the classroom or whatnot, a lot of that’s done at site based. A lot of that’s done with our LRC directors or experts that we have on staff that can help them utilize technology appropriately within our building. It kind of varies from building to building. It’s very interesting but I think the district can provide more information to help our new teachers utilize the technology effectively in their classrooms beyond their basic knowledge.

Principal 4: No response to this question.

Principal 5: Yeah I think that’s what the mentor is for. They need to know how to take attendance. If they are going to be sick tell them how to use the AESOP system, or how to log in to the website. We need to teach them how to log in to the intranet and how to do direct deposits.
Principal 6: Every classroom in our district has a projector and an ELMO, so that’s basic. That is one of the things that they do receive in the induction piece. Their mentor also works through how to use those tools in the classroom. We also have two instructional technology people in the district who offer workshops and send out little newsletters that talk about Tip of the Week, and how to use this tool in this area. They’re able to get that support as well.

Principal 7: We have an LRC, a learning resource center person who’s very high tech, and she is definitely a go to person if something is not working in the classroom, and she’s very on top of things as far as filling out the forms if something is not working, whether it’s a printer or a bulb in an ELMO, or the projectors, the laptops. Then the Technology Department is just a phone call away, and they are great about coming over or doing something remotely for your computer.

16. What does your district do to prepare new teachers for mastering the use of technology for instruction in their classrooms?

Administrator 1: I think they do enough. I think it’s just one component of a whole multitude of things that teachers need to consider and be given training in, in order to be effective in the classroom, so I think it’s sufficient. Like I said, I think more training in the midst of their teaching is probably better than
the induction process. It should be embedded in their actual teaching practices versus before the school year starts.

**Administrator 2:** Well, like I said, we have a session with our technology coordinator at the beginning, during orientation. And then she follows up with different initiatives. Also we have a math facilitator who works with teachers in helping them utilize math technology, math programs, software types of things for teachers. The literacy people also have stuff that they do. And the building principals do too. I mean, everybody here is trying as hard as they can to make the best use of technology to improve student learning. So I see the new teacher induction program as part of a system, not a stand-alone.

**Administrator 3:** That’s just through ongoing professional development, usually elective on their part. We do have their one hour session at the beginning of the year.

**Administrator 4:** You know, I’m not certain of that answer. For instance, every teacher has a laptop that’s stocked with the projector and the ELMO. And many of them have Smartboards, but I honestly don’t know how they’re taught to use those.

**Administrator 5:** Rather than workshops that are kind of where we bring the whole group together and learn something, we provide job embedded, “just
in time” learning for teachers who sort of seek it out. We don't require it. We don't schedule workshops, but we hope to make new teachers feel comfortable and welcome to ask questions and to get some just in time support for their questions and their needs.

Administrator 6: As I said the technicians, I will ask them to spend some time with the tech coordinator or somebody else. Find out what apps they’re using.

Principal 1: We’ve had an infusion of iPads and both the staff development and the discussion of apps and applicability for instructional purposes I think has slowed.

Principal 2: We don’t do enough in our district. I don’t think we have a big enough technology team to come out and actually help our teachers instructionally. We’ve added a person who started I think right at the end of the school year. I don’t know what her start date is, but she is doing more with integration with technology into instructional settings. She is providing a lot of resources to us but not direct support, direct instruction. There’s a web site we can go to and watch videos and learn more about what’s available to us or what people are doing in other buildings that have been effective, but you really have to be self-driven to find that.
**Principal 3:** Are there opportunities throughout the school year for professional development in that area? The district does offer that but obviously that’s time out of the classroom or it’s time away from kids and so that definitely has a negative impact but there are opportunities for staff to get that professional development during the year especially our new teachers. Our tech department is very good and they provide very, very good professional development opportunities. It’s just a matter of finding the ones that fit what the staff needs.

**Principal 4:** No response to this question.

**Principal 5:** They spend more time on that (functionality) than on instructional purposes for technology.

**Principal 6:** We also have a tech person assigned to our building, who comes through regularly to help problem-solve if there are any issues. Our resource center teacher, which is another name for librarian, is extremely tech savvy. She actually is totally our building tech leader. She’s the number one go-to person. If she can’t figure it out, teachers go to the help desk.

**Principal 7:** In addition to that hardware piece, we now have two people who are planning training, lunch and learns, and webinars for our i-Pad rollout, so it’s better. It’s just that we have such a huge district, it seems like it’s never enough, but they’re trying.
17. Does your district do enough to assist new teachers in the area of educational technology (functionality or instruction)? Please explain.

   **Administrator 1:** I think so. I think it’s just one component of a whole multitude of things that teachers need to consider and be given training in, in order to be effective in the classroom, so I think it’s sufficient, and like I said, I think more training in the midst of their teaching is probably better than during the induction process. Embedded in their actual teaching practices versus before the school year starts I think is probably more effective.

   **Administrator 2:** You know, I can’t say it on authority. I think the new teacher induction program does. I don’t know how the new teachers would perceive it overall. I do surveys all the time, and I always ask them, "What would you have liked more of? What would you have liked less of?" Sometimes I’ll even send them a survey asking, "Here are some possible things we’re thinking about including in next year’s orientation. Which ones do you think are worth doing? Which ones do you think not so much?" The only one I’ve had is the instructional technology, which we added two years ago.

   **Administrator 3:** No. I don’t think we do enough to assist new teachers in any area. I think we are very thin on instructional support.

   **Administrator 4:** In my opinion? Oh boy. Yes, I’d say yes.
Administrator 5: In my opinion, the district could do better by having more instructional technology support. It's very difficult for one person in the role, along with a new teacher induction facilitator, to do it. It's very difficult to be able to develop relationships and be connected with so many teachers.

Administrator 6: No response to this question.

Principal 1: My sense is yes. There’s a service center that is open for calls. We can e-mail them. There’s a tech rep that is assigned to our building who is fairly responsive. There’s a tech department that is well staffed and fully responsive as well. The library media center person is well-adept in the systems that we use.

Principal 2: No, but we’re heading that way. We’re starting a new … rather than being a tech committee like we’ve had in the past, which consulted and made more decisions regarding what technology should we have available to us, this group is going to be looking more at the instructional component, so we’ve been charged with looking for staff members in our building who are those tech savvy people who can come in and now talk more about integration, and training other people, and getting other people more on board and making instructional decisions on behalf of the district but have representation from all the buildings.
Principal 3: The thing is there’s still a lot of unknowns. Again, you talked about laptops and labs that we have but they’re certainly not always implementation of iPads. A lot of these would just kind of be thrown at them and it will be trial and error. There will be basic, again basic training given, some of it site based, some of it at district level, and then there’ll be obviously opportunities throughout the year for teachers to attend trainings in specific apps to their content area that can help enhance their classroom but again, how many teachers can go? Will the new teachers be able to get involved in this and how much time will they be away from the classroom to get that?

Principal 4: No response to this question.

Principal 5: I would say they do enough because then again they do offer things throughout the first two years. Looking at the audience they are just being bombarded with a lot of new stuff. I guess it’s probably not the best time to start to talk about how to use this instruction. Probably it’s more essentially at that time to learn how to use email and how our systems work and things like that.

Principal 6: I think so. I think we’re just starting to really dig in to instructional technology. I think they’re laying the foundation for that. I’m sure they’ll only grow with time.
Principal 7: I think they try to. I do think it’s not enough manpower, but I think they’re capable, and they’re very willing to help. It’s just that they’re spread very thin.

18. Is there anything you would add to the technology component of the new teacher induction process?

Administrator 1: I really think that excellent teaching can be done with a chalkboard and a piece of chalk. I think that it’s done at a higher level, and it can be more diversified with technology, and so I would like teachers to keep the components of quality teaching foremost in their mind and then figure out how technology can make that even better.

Administrator 2: I would like to add more time for it.

Administrator 3: I would. I believe we need more instructional support in the district, instructional coaches, instructional support for teachers. We don’t have all the middle people that should be our instructional coaches and our classroom support that can go out and reinforce, go out and support.

They may come to a PD here for one day, but then they go back to their building. I’d love to have instructional support that a teacher could say, "Hey, I'm so glad you had this. I learned this here. Give me a week, I want to go back, I
want to practice, I want to apply it. Then, could somebody come out and watch me and coach me?” That’s what we need.

Administrator 4: I think it will have to be done eventually that there will have to be more on iPads. We’re gaining more and more iPads in the district, but I don’t know. I don’t think that’s been a deficit up until this point.

Administrator 5: I think I would really like to leverage the interest in social media with the new teachers, and I’d like for them to develop a personal learning network and utilize some social media tools. So say if we used Edmodo for discussion groups to help the teachers connect with one another throughout the year online. I would help them connect with each other using Twitter. I think because we’re such a big district it’s hard to say that I would add more time, but I would like to facilitate a learning community using online tools and then also I guess I would like to do some more face-to-face with them not so much as a workshop to teach them anything specific but just to kind of build relationships with them so they understand how I can support them, and I think that’s important for them to kind of see me more than once and not just in that first couple of weeks before school because they’re being talked to from everybody in the district. That’s so overwhelming, I just want to kind of connect with them after they’ve been in the building for a couple of months and now they might be
ready to sort of try something new or get to know some new tools or something like that.

**Administrator 6:** No response to this question.

**Principal 1:** Interestingly, we went away from smart boards in this district. I always thought that one initiative that I started in a prior school because we had smart boards in every classroom was connecting via the smart board to other classrooms. It can be done with other technology but I think that the wider communication to the world, the video conferencing, the alignment with not only the learning of language but the learning of culture, the learning of different systems and whatnot in other classrooms, in other states, in other countries, I think is underutilized. I think that’s a fabulous technology that we just don’t use. We don’t even connect with other classrooms in the district.

**Principal 2:** You know, what would probably be good for the new training days would be to actually spend time immersed in the available technology to explore and ask questions of the people who have more of the answers. I think that that would be really helpful, so if you had new hires in an area where they were able to use the iPads, have access to interactive whiteboards, get into our student information system, which has so much available to us that none of us are using it to its full capacity, have access to the
web programming that we use here to maybe do basic building of their web pages, all of that, and then have people on deck to answer their questions immediately I think would probably be really exciting and helpful.

**Principal 3:** We’re starting to see more and more teachers come in with, especially with tablets and iPods and iPads and things like that that they’re utilizing. They have experience using that over some people in the building who have been here 15 to 20, 30 years that haven’t had that experience so it varies at different levels. They come in with some experience using that technology but maybe not at an educational level, how to utilize it in their classroom effectively so I think there should be more use or more professional development provided in those areas for our new teachers.

**Principal 4:** Yeah. I think that everybody should do more. I think that until we get to a point where we’re ... I mean, effective professional development, which is really what we’re talking about when we’re talking about new teacher induction, it’s PD, and so, yes, we should be doing more. But I think one of the things that we have to be very, very mindful of is how much are we going to put on the plates of teachers. We’re all working on the Common Core State Standards. We’re all working on integrating the Danielson Framework, and
there's just so much on teachers’ plates, and I think it's hard to ... well, and why does technology need to be tertiary in terms of level of importance?

**Principal 5:** I would look more at the use of technology in the classroom. Specifically like with iPads and other things like that. Our district’s just going to be rolling out lots of iPads into the schools. We are going to be giving 150 in next few weeks and that’s across the district. Certainly that’s something that the district mentor program could have something related to because now that will be a consistent piece of our education for years to come.

**Principal 6:** I guess now that every school is receiving a set of iPads that might be something that should be added. Just so that teachers, when they are walking in the door, they know some simple applications they could use with the students. Then know that they have resources to go to if they want to go beyond just kind of the basics. Using the iPads as an instructional tool, not as a game player is what they need to know.

**Principal 7:** No. I’m really excited that we received six carts of iPads just at the end of last week.

19. **Is there anything else that you would like to add to this discussion?**

**Administrator 1:** No response to this question.
Administrator 2: I’d just like to say, I think the big deal that’s missing is time. Maybe another thing would be, we have mentor selection criteria, and I work with leadership every year to go over those and make sure they’re clear. For the most part, I think principals follow those guidelines, and use them. But I think sometimes, because in our district principals select the mentors. That’s something I’ve not been able to get away from. In best practice research, it talks about a pool of mentors that are already trained, and matching mentors to the new teachers as they get hired. That’s not what happens. What happens is, as people get hired, the mentor is just picked by the school principal. And I train all of the mentors. The mentors go through two days of foundational training, and then I have follow-ups for the mentors.

Administrator 3: No response to this question.

Administrator 4: No response to this question.

Administrator 5: The other thing that I think is important is we have a cooperative agreement with ISU so we have a group of student teachers that work in our district. I meet with them a couple of times for half day times together where we work on some things, and those teachers who are new to our district that were part of the ISU cohort I feel like they have a leg up a little bit because I’ve been able to do some fun stuff with them and work with some new
tools and then talk with them about some of the experiences they’ve had in the classroom. I make a connection with them and we build a relationship so I think those teachers that are part of that ISU student teaching group that we ultimately end up hiring feel much more comfortable with me. I think they feel much more comfortable with the use of technology because they’ve had that time to explore those kinds of tools.

Administrator 6: No response to this question.

Principal 1: No response to this question.

Principal 2: No response to this question.

Principal 3: No response to this question.

Principal 4: No response to this question.

Principal 5: I guess the only thing kind of along the same vein is my understanding now of our schools that use PBIS as a school and classroom management system. My understanding is now the last few schools are all on board with that as well. That would be another thing that would make sense because now it doesn’t matter where you are being hired; PBIS is going to be a part of your life. That that would be another piece that should have a focus for new teachers.

Principal 6: No response to this question.
Principal 7: No response to this question.

Data Collection Summary from the Semi-Structured Interviews

To summarize the six district-level administrators’ and seven principals’ interview responses, Tables 10 and 11 were created. While the following tables do not represent every comment made during the semi-structured interviews, the information presented serves as a representative sample of those data displayed previously in this chapter related to the areas of new teacher induction, Generation Y teachers, and instructional technology professional development for new teachers.

Table 10

Summary of Responses from District-level Administrators to Interview Questions

<table>
<thead>
<tr>
<th>Question 1 – Tech skills in interview</th>
<th>Admin 1</th>
<th>Admin 2</th>
<th>Admin 3</th>
<th>Admin 4</th>
<th>Admin 5</th>
<th>Admin 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Looks for teaching attitude and mentality, not skills</td>
<td>Does not participate in interviewing.</td>
<td>No. Looks for tchg. skills, methods, differentiation</td>
<td>No. These can be taught after hiring.</td>
<td>No. Looks for strong instructional practices.</td>
<td>Does not participate in interviewing.</td>
<td></td>
</tr>
</tbody>
</table>

| Question 2 – Delivery of NTI | Differentiated for new Ts. Mentors | 5-day job-differentiated orientation. Mentors. Curric. sessions; tech intro | 5-day program; Nuts/bolts; Curric.; cultural | Intro to IEP program on computer; Progress monitoring | Extensive mentoring program | Not familiar with the NTI program |

<p>| Question 3 - Planning of NTI | Small part; NTI facilitator’s role | Plans all of it. | Works with NTI facilitator to plan | Plans for new student serv. staff only. | No role in planning | No role in planning |</p>
<table>
<thead>
<tr>
<th>Question 4 – Conducting NTI</th>
<th>Provides into; speaks on the history, expectations</th>
<th>Conducts all NT workshops.</th>
<th>Department conducts a full day of workshops</th>
<th>Conducts portion related to her department</th>
<th>One hour to give tech overview</th>
<th>Not involved in conducting NTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 5 – In other districts</td>
<td>No Experiences</td>
<td>No Experiences</td>
<td>Delivered staff development in curr.</td>
<td>Some, but very minimal</td>
<td>No Experiences</td>
<td>No Experiences</td>
</tr>
<tr>
<td>Question 6 – Are you pleased with NTI</td>
<td>Yes, it has been successful. Thorough process</td>
<td>Yes, for the most part, with some opportunities for improvement</td>
<td>Yes, and it is evolving every year</td>
<td>Yes. It teaches the expectations of the district</td>
<td>Yes. The mentoring is extremely important</td>
<td>No opinion on this topic</td>
</tr>
<tr>
<td>Question 7 – If no, any changes</td>
<td>No response</td>
<td>No response</td>
<td>No response</td>
<td>No response</td>
<td>More than an hour of technology training</td>
<td>No response</td>
</tr>
<tr>
<td>Question 8 – Basic areas of concentration of NTI</td>
<td>No response</td>
<td>Curriculum, Danielson, Using data, reflection, familiar with tech.</td>
<td>Tech piece, nuts/bolts of district, ins/benefits, union, curr needs, luncheon, sp. ed., bilingual, mentoring</td>
<td>Classroom management, cultural competency, differentiated instruction</td>
<td>Curriculum classroom manage.</td>
<td>No response</td>
</tr>
<tr>
<td>Question 9 – Eliminate anything</td>
<td>Yes, 5 days is a lot, managerial things,</td>
<td>No</td>
<td>Yes, cut back from the 5 days</td>
<td>No</td>
<td>No</td>
<td>No response</td>
</tr>
<tr>
<td>Question 10 – Anything to be increased</td>
<td>Classroom manage, instruct. strategies assessment,</td>
<td>More time with mentors</td>
<td>No</td>
<td>No response</td>
<td>Greater connection with technology tools</td>
<td>No response</td>
</tr>
<tr>
<td>Question 11 – Extend past beginning of school</td>
<td>No response</td>
<td>Yes it goes on all year, a second year is optional</td>
<td>The 5 days are required</td>
<td>Yes. 10 after school meetings during year</td>
<td>Yes, it is a full year</td>
<td>No response</td>
</tr>
<tr>
<td>Question 12 – Characteristics of Gen Y</td>
<td>Free spirits, not as loyal, more globally &amp; culturally sensitive, more socially minded</td>
<td>Assertive and enthusiastic, passionate</td>
<td>Tech-savvy, naïve, a bit short-sighted</td>
<td>Entitled, high expectations of others, Tech-savvy</td>
<td>Risk-takers, confident, innovative</td>
<td>comfortable with technology, introverted</td>
</tr>
<tr>
<td>Question 13 – Implications on NTI</td>
<td>More differentiated PD for them</td>
<td>More mentor time,</td>
<td>More on the parameters of using technology in the district</td>
<td>No response</td>
<td>They have a lot of enthusiasm, they are open</td>
<td>Instructional technology</td>
</tr>
<tr>
<td>Question 14 – Ready to</td>
<td>No. Bringing tech skills is</td>
<td>Yes, the younger</td>
<td>They are more open to tech</td>
<td>Not all of them</td>
<td>Yes, they bring a lot</td>
<td>No. The younger</td>
</tr>
<tr>
<td>Question 15 – What does district do re: functionality</td>
<td>Not sure, but we have a staff member for this</td>
<td>Yes, it is handled for them</td>
<td>We don’t like to do a hardware workshop at NTI, but there is a little of that</td>
<td>No response</td>
<td>Not a lot, we hope that the mentor can assist</td>
<td>Yes, makes sure that there are technicians to assist new teachers</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------</td>
<td>-------------------------------------------------</td>
<td>----------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Question 16 – What does district do re: instruction</td>
<td>They do enough. Training should be embedded all year long</td>
<td>There is one session at NTI, others help too,</td>
<td>One hour session to start, also done through ongoing PD</td>
<td>We have the hardware but not sure if they are taught to use it</td>
<td>It is job embedded, not through workshops</td>
<td>Technicians will spend some time with teachers</td>
</tr>
<tr>
<td>Question 17 – Does the district do enough</td>
<td>I think so, It is just one component of their training</td>
<td>I think the NTI program does enough</td>
<td>No we do not. We are thin on instructional support</td>
<td>Yes</td>
<td>No, the district could do better. Not enough staff for training and support</td>
<td>No response</td>
</tr>
<tr>
<td>Question 18 – Anything to add to the tech component of NTI</td>
<td>Would rather focus on good teaching</td>
<td>Add more time for technology in NTI</td>
<td>Need more instructional support for teachers maybe with coaches</td>
<td>More will have to be done with tech eventually due to increase in iPads</td>
<td>Need more social media with new teachers</td>
<td>No response</td>
</tr>
<tr>
<td>Question 19 – Anything else to add to discussion</td>
<td>No response</td>
<td>Need more time, need a pool of mentors which are not necessarily selected by principals</td>
<td>No response</td>
<td>No response</td>
<td>Continue the relationship with one of the state universities as it appears to be effective</td>
<td>No response</td>
</tr>
</tbody>
</table>

The Rubric of Essential Technology Conditions (RETC), which was created by the State of Nebraska, was used to develop the technology-related semi-structured administrator questions (questions 1, 14-18).

The RETC provides a framework identifying a set of essential conditions and provides corresponding indicators of progress in meeting those
conditions. It supports the planning process by allowing schools to conduct a systematic assessment of their progress in integrating technology against a standard established by a statewide group of educational technology leaders. (Steckelberg, et al, 2008, p. 82)

When asked about the hiring of new teachers (question 1) four of the six district-level administrators (67%) do not ask questions related to technology skills during the interview process (the other two do not interview new teachers). When asked if the new teachers are ready to use technology at the start of their careers four of the six administrators (67%) said “No” the teachers are not ready (question 14). When asked questions related to preparing new teachers for the functionality and instructional uses of technology, the district-level administrators were generally aware that there are district employees who handle the PD for these two areas. In addition, the majority of these administrators stated that the district does enough to support new teachers with technology at the start of their careers. Finally, half of the administrators stated that more staff is needed to help support teachers with technology. In examination of the district-level administrators’ answers to the technology related questions, one can summarize that this school district generally is in the “Significant Progress” stage of the Technology Administration and Support stage
of the RETC because this district employs one full-time instructional specialist without a staff to support her.

The district is in the “Beginning” stage in the Leadership area of the Educator Competencies and Professional Development portion of the RETC because, based on their interview responses, they display a limited awareness of the benefits of technology in instruction (see Appendix D for the complete RETC document).

The nine *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008) were used to assess the new teacher induction program in use by the school district being studied in this research project. These standards, developed by the Illinois State Teacher Certification Board in December, 2008, were designed to help educational leaders reflect on the best practices and effective structures necessary to design and deliver a high quality, effective new teacher induction program.

Interview questions 2 through 11 were used to determine the administrators’ thoughts and understanding of the new teacher induction (NTI) process in their district. In summary, four of the six district-level administrators demonstrated a basic understanding of the process, one administrator possessed a very strong understanding of the process, and one administrator possessed no
knowledge of the process. When asked questions related to the planning and conducting of the NTI process, five of the six administrators stated that they had either minimal or no involvement in the process, while one person stated that she does all of the planning and facilitating for the new teachers. Finally, a couple of the administrators would like to see the NTI process cut back from the five days, but generally, five of the six administrators were pleased with the NTI process, while one administrator had no opinion.

Numerous resources were used to define Generation Y for the purposes of this research study and to develop the interview questions. When asked for the characteristics of Generation Y, the most common answers among the administrators were that they are technologically adept and they embrace technology, and they appear to be self-centered and somewhat naïve. Interestingly, four of the six district-level administrators (67%) answered in the negative when asked if the new teachers are ready to use technology in their classrooms when they are first hired (question 14). This appears to contradict their answer to their knowledge of the characteristics of Generation Y teachers. If the district-level administrators are aware that their new, technology savvy teachers are not ready to incorporate instructional technology into their teaching, then is enough professional development being provided in this area?
Additionally, the administrators were asked if these characteristics had implications on the NTI process. Although they did not have much to say in this regard, there was some consensus on the need to provide more technology PD for new teachers.

Table 11

<table>
<thead>
<tr>
<th>Question 1 – Tech skills in interview</th>
<th>Principal 1</th>
<th>Principal 2</th>
<th>Principal 3</th>
<th>Principal 4</th>
<th>Principal 5</th>
<th>Principal 6</th>
<th>Principal 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes. Software and hardware</td>
<td>Yes. Integrate with lessons</td>
<td>Yes. Comfort level</td>
<td>Yes. Extend beyond simple knowledge</td>
<td>No. Assumes they know tech.</td>
<td>Yes. Asks how it enhances teaching</td>
<td>Yes. Asks basic areas of tech use</td>
<td></td>
</tr>
</tbody>
</table>

| Question 2 - Delivery of NTI | Week-long orient.; Mentors; Curriculum Basic tech training | 5-days; Mentors; Curriculum Basic tech training | Not familiar with NTI. Some summer training | Mentor program | Week of training; Mentors; Work in schools | Week-long training; Additional during year; Mentors | Intensive week before school; workshops |

| Question 3 - Planning of NTI | Selects mentors | Plans for 3 hour initiation in the school | Plans for half-day initiation in the school | New to district. Did not plan. | Select mentors | Plans for afternoon initiation in the school | Plans for initiation in the school |

| Question 4 – Conducting NTI | Orientation to school | None; Attends luncheon | None | None | Orientation to school; Attends luncheon | Orientation to school | Orientation to school |

| Question 5 – In other districts | Some involvement but less than this district | Some but on a smaller scale | Similar experiences to this district | Similar experiences to this district | Similar experiences to this district | Not a principal in previous district | No Experience s |

| Question 6 – Are you pleased with NTI | Yes. It is supportive | Yes. Provides Intensive training | Yes. It covers all areas | Yes. Provides an interesting experience | Yes. They come with good understanding to start | Yes. They do a great job | Yes. Very pleased. |

| Question 7 – If no, any changes | No response | No response | No response | No response | No response | No response | No response |

<p>| Question 8 – Basic areas of concentration | Class manage, Curric, ELL, | Curric, technology, benefits, safety | Union contract, Curr and instr., | New to district. Not familiar yet | Reading, student data, taking | Dist expectation, history, reading | Intro to key people, website, sub system, |</p>
<table>
<thead>
<tr>
<th>n of NTI</th>
<th>financial literacy, union contract</th>
<th>training, sp. ed., RTI</th>
<th>business issues, bus tour</th>
<th>attendance, class management, parent communc</th>
<th>and math, CCSS, sp. ed.,</th>
<th>taking attendance, culture, math, English, CCSS behavior manage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 9 – Eliminate anything</td>
<td>CCSS</td>
<td>No</td>
<td>No</td>
<td>No response</td>
<td>No</td>
<td>Some of the business pieces</td>
</tr>
<tr>
<td>Question 10 – Anything to be increased</td>
<td>Cross-curr instruction</td>
<td>No – but ask the new teachers this quest.</td>
<td>Technology</td>
<td>No response</td>
<td>No</td>
<td>Special ed process, RTI, ELL Technology</td>
</tr>
<tr>
<td>Question 11 – Extend past beginning of school</td>
<td>Yes, it goes through the entire year, monthly meetings</td>
<td>Yes, after school training</td>
<td>Yes, it goes all year to meet with mentors</td>
<td>No response</td>
<td>Yes, it goes on all year</td>
<td>They have paperwork, lessons to turn in, reflection logs all year</td>
</tr>
<tr>
<td>Question 12 – Characteristics of Gen Y</td>
<td>Passionate, Technologically adept, see different perspectives, open to diversity, idealistic, confident</td>
<td>Student focused, embrace technology, fast learners,</td>
<td>Need hand-holding, need assistance</td>
<td>Understand electronic media, no fear of technology</td>
<td>Need immediate gratification, lots of energy, student-centered,</td>
<td>Comfortable with technology, High comfort level with technology</td>
</tr>
<tr>
<td>Question 13 – Implications on NTI</td>
<td>More PD on the multicultural piece, ELL</td>
<td>More on technology PD</td>
<td>Adjust the NTI based on principal feedback</td>
<td>More on technology PD</td>
<td>More on Financial security</td>
<td>More on technology PD</td>
</tr>
<tr>
<td>Question 14 – Ready to use technology at first</td>
<td>Yes, I think so.</td>
<td>Yes, it is part of the interview. They are not afraid of technology</td>
<td>Yes.</td>
<td>No, I have not seen that yet</td>
<td>Yes</td>
<td>Yes, I think so</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Yes, they are taking right to it</td>
</tr>
<tr>
<td>Question 15 – What does district do re: functionality</td>
<td>LRC director to help with this</td>
<td>Help desk is available</td>
<td>Not enough, Ts only given the basics, LRC directors help</td>
<td>No response</td>
<td>Yes, that is what the mentor is for</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Question 16 – What does district do re: instruction</td>
<td>Infusion of iPads but PD has slowed down</td>
<td>We do not do enough, teachers need to be self-driven</td>
<td>Yes, PD is offered, but it takes time away from classroom, tech dept is good, but hard to find PD that fits</td>
<td>No response</td>
<td>More time is spent on functionality than on instruction</td>
<td>No response</td>
</tr>
<tr>
<td>Question 17 – Does the district do enough</td>
<td>Yes, there is a service center for calls, and a LRC person at our school</td>
<td>No, but we are headed in the right direction with a new tech committee</td>
<td>No, not enough for implementation of laptops</td>
<td>No response</td>
<td>Yes, they offer things during first two years</td>
<td>Yes, we are just starting to dig into technology</td>
</tr>
<tr>
<td>Question 18 – Anything to add to the tech component of NTI</td>
<td>More use of Smart boards and connecting to other classrooms</td>
<td>More time for teachers to be immersed in available technology</td>
<td>More PD needed for use of technology</td>
<td>More PD needed for use of technology</td>
<td>Look more at the use of technology in the classrooms</td>
<td>More PD for using the new iPads</td>
</tr>
<tr>
<td>Question 19 – Anything else to add to discussion</td>
<td>No response</td>
<td>No response</td>
<td>No response</td>
<td>No response</td>
<td>No response</td>
<td>Need more training on the use of PBIS for all schools</td>
</tr>
</tbody>
</table>

When asked about the hiring of new teachers (question 1) six of the seven principals (86%) do ask questions related to technology skills during the interview process. This is contrary to the answers provided by the district-level administrators on this same question. When asked if the new teachers are ready to use technology at the start of their careers six of the seven principals (86%)
said “Yes” the teachers are ready (question 14). When asked questions related to preparing new teachers for the functionality and instructional uses of technology, half of the principals stated that the Library Resource Center teacher provides the PD for new teachers while the other half stated that there are district-level employees who do this (one principal is new to the district and did not know the answers to these questions). Finally, three of the seven principals believed that the district does enough to assist new teachers with technology while the other three of the seven believe that the district does not do enough (the new principal abstained from answering this question). Six of the seven principals stated that some form of PD is still needed for new teachers in regard to the use of smart boards, iPads, etc. in the classrooms.

In examination of the principals’ answers to the technology related questions, one can summarize that, consistent with the district-level administrators, the district generally falls in the “Significant Progress” stage of the Technology Administration and Support stage of the RETC. This summation is based on the full time instructional technology specialist position as well as some schools having technology adept LRC teachers. Based on the principals’ responses regarding professional development in technology, the district would fall in the “Beginning” stage of the Educator Competencies and Professional
Development portion of the RETC. This summation is based on these interview data which indicate that the large majority of principals believe that the new teachers need more PD. This also is consistent with the district-level administrators’ answers regarding technology professional development (see Appendix D for the complete RETC document.)

Interview questions 2 through 11 were used to determine the administrators’ thoughts and understanding of the new teacher induction (NTI) process in their district. In summary, six of the seven principals demonstrated a basic understanding of the process while one possessed no knowledge of the process. When asked questions related to the planning and conducting of the NTI process, two of the seven principals referred to their choosing mentors as their role in planning, four principals referred to providing some in-school initiation, and one was new to the district this year. In terms of conducting NTI, the principals were fairly consistent in either providing an orientation to the school or doing nothing. Finally, all seven of the principals were pleased with the NTI process, and a couple of them would like to see more technology added to the process.

When asked for the characteristics of Generation Y, the most common answers among the principals were that they are comfortable and adept with
technology, and that they embrace it without fear. Additionally, the principals were asked if these characteristics had implications on the NTI process. Four of the seven (57%) stated that the district should provide more PD on technology use in the classroom.

Artifact Collection

At the same time as the semi-structured interviews were taking place, artifacts related to the district’s new teacher induction program were being collected and reviewed. The following is a list of the artifacts along with some related information about each item:

1. New teacher induction handbook: Each new teacher received a 25 page handbook titled “Welcome to School District XX’s New Teacher Orientation.” The dates for this orientation were listed as August 6-13, 2013, and the cover page stated, “It is our hope that our mentor/induction program will provide meaningful information to help you continue on your learning journey as an education professional.” Page 2 of this handbook stated the district mission, the strategic goal map, and the district’s core values. The next six pages detailed the agendas for each of the five days of the new teacher induction meetings. The week started with introductions and speeches by certain district-level administrators including the superintendent and members of his cabinet.
On the first day there also was a welcoming luncheon for the new teachers, administrators, mentors, and school board members. In addition, the new teachers were divided into job-alike groups (e.g., K-2 teachers, special education teachers, middle school teachers, school psychologists, etc.) for differentiated break-out workshops during the week. The rest of the daily agendas were broken into workshops related to the literacy and mathematics curricula, diversity, classroom management, RtI, cultural competency, and the “nuts and bolts” of working in the district. There also was a one hour workshop on instructional technology. Finally, the new teachers were given tours of demonstration classrooms that were set-up purposefully as effective models, and time was allocated to work with mentors and principals.

The next portion of the new teacher induction handbook was dedicated to detailing the mentor selection process. There was a rubric for mentor selection, a list of the mentor selection criteria, and a mentor job description. The final section of this handbook had forms that mentors and their protégés should use to create professional development action plans which would be based on the Danielson Framework for Teaching (Danielson, 2007). There also were forms to assist the new teachers in analyzing student work and planning differentiated
lessons based on student needs, and there were lesson observation templates and
reflection logs for the new teachers and their mentors.

When comparing the details of the new teacher induction handbook to the
nine Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction
Programs (2008) (see Appendix K for the complete document), one can see many
connections. The following standards are met through this week-long new
teacher induction program, and other standards are met through the new teacher
workshops that are held throughout the school year.

- Standard 2 – Program Goals and Design because the program, as
detailed in the handbook, focuses on beginning teacher development,
support, retention of new teachers, and to improve teaching
performance. Although there is no specific mention of improved
student learning in the program goals, the design of the program
incorporates professional development in specific curricular areas,
with the objective of improving student learning.
- Standard 3 – Resources because the program leadership allocates
sufficient, sanctioned, protected time essential for high quality
induction and mentoring.
- Standard 5 – Mentor Selection and Assignment because the new
teacher induction handbook establishes clear guidelines for mentor
selection as defined in this standard.
- Standard 7 – Development of Beginning Teacher Practice because the
program design, as established in the handbook, provides for regularly
scheduled learning opportunities, starting with an orientation at the
beginning of the school year, and continuing throughout the entire
year. Also, time is allotted to ensure the quality of the process (e.g.,
analysis of student work, observations, and reflective conversations).
2. Calendar of events for new teachers: September through April: A calendar of events was created by the district’s new teacher induction facilitator, and it was used to delineate the new teacher activities scheduled once the school year had started. New teachers were divided into two distinct groups – Level One was for new teachers who have two or less years of teaching experience before being employed by this district and Level Two was for new teachers who have more than two years of teaching experience before being employed by this district. The new teachers and their mentors were given a calendar of events for the entire school. The Level One teachers were required to attend all of the planned events including one full-day workshop on classroom management and nine after school workshops. The Level One Mentors were required to attend four after school workshops and one half-day workshop. The topics for these workshops included learning communities, cultural competency, parent communication, classroom management, and other topics related to the work of new teachers and mentors. Generally, Level Two new teachers and mentors were invited to all of the Level One workshops, but were only required to attend the “kick-off” workshop in September which took place at the end of a school day.
This calendar of events clearly laid out the required and optional activities for the new teachers and their mentors, and it related to the following new teacher induction standards as detailed by the State of Illinois:

- **Standard 1 – Induction Program Leadership, Administration, and Support** because the calendar establishes the responsibilities of each district-level administrator in conducting induction sessions.
- **Standard 2 – Program Goals and Design** because the calendar provides the organization of a planned process for program implementation for all new teachers.
- **Standard 3 – Resources** because the program leadership allocates sufficient, sanctioned, protected time essential for high quality induction and mentoring.
- **Standard 6 – Mentor Professional Development** because the calendar clearly establishes when and for how long the mentors will participate in professional development, and the calendar organizes the activities around the central concept of a mentor learning community.
- **Standard 7 – Development of Beginning Teacher Practice** because the calendar details the regularly scheduled learning opportunities for the new teachers.

3. **Mentor handbook**: Each mentor received a comprehensive Mentor Handbook. This large, 3-ring binder, which was titled *2013-14 Mentor Handbook* was approximately four inches thick and it was divided into seven chapters:

- **Mentoring/Induction Nuts and Bolts** – This section included a mentor job description, new teacher expectations and responsibilities, expectations for the mentor/protégé relationship, and the four domains from Charlotte Danielson’s Framework for Teaching (2007).
- **The Nature of the New Teacher** – This section included information regarding the professional characteristics of teachers, the characteristics of the different stages of teacher learning, and an article about the phases of the first year of teaching.
• Working with Adult Learners – This section included topics directly related to adult learners, such as “the difference between adult and child learners” and “the new teacher as an adult learner.”

• Exploring the Mentor’s Role – This section detailed the roles and characteristics of effective mentors, the research on being an effective mentor, building a trusting relationship, and different styles of mentoring.

• Mentoring Challenges – This section provided the mentors with two case studies. One was about building a relationship, and the other one was about confidentiality. There also was a list of guidelines for interactions between mentors and new teachers.

• Coaching Strategies – This section provided resources for such topics as coaching vs. evaluation, the coaching process, mentoring conversations, coaching behaviors, effective listening, and linking the Danielson Framework to the needs of the new teachers.

• Resources for Mentors – This section provided additional journal articles, forms, charts, and diagrams all related to mentoring new teachers.

The mentor handbook aligned perfectly with Illinois Standard 6, Mentor Professional Development. It allowed mentors to “participate in an ongoing professional learning community that supports their reflective practice and their use of mentoring tools, protocols, and formative assessment, as well as relevant district tools and standards” (Illinois State Teacher Certification Board, 2008, p. 8).

Observational Data

Also during the first two months of the data collection process, observations of one mentor meeting and two new teacher induction meetings
took place. The observed mentor meeting was designed to train mentors on how to deal with new teachers who are experiencing difficulties during the first few months of their new careers. One of the new teacher meeting observations took place during an all-day training session on classroom management, and the other new teacher observation took place during and after school workshop on building classroom learning communities.

For all three observations, a T-Chart template was utilized to record information. This T-chart consisted of a page with a dividing line down the middle to separate the *descriptive notes* (portraits of the participants, a reconstruction of dialogue, a description of the physical setting, accounts of particular events, or activities) from the *reflective notes* (the researcher's personal thoughts such as speculation, feelings, problems, ideas, hunches, impressions, and prejudices). Table 12 details the descriptive notes from the T-Chart created during mentor meeting which took place on October 3, 2013.
### Descriptive Notes from Mentor Meeting, October 3, 2013

<table>
<thead>
<tr>
<th>Descriptive Notes – Mentor Meeting October 3, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are the mentors for the Level 1 New Teachers. The room was set up with rectangular tables and 55 chairs. 50 mentors – 47 women and 3 men.</td>
</tr>
</tbody>
</table>

Facilitator starts on time at 4:00. Welcomes the mentors, tells them that they are doing very important work.

Activity 1 - Reflective activity. Facilitator asks mentors to complete this honestly as they reflect on their new relationships with their protégés. It is a quiet, independent activity lasting about 10 minutes.

After 10 min. Table talk about their new relationships.

Activity 2 - Back in whole group. Facilitator asks mentors to check the items on a list that they would like to get better at. Then, of the items checked in activity 1, she asks them to circle 1 or 2 to improve upon during this mentoring year. They set some professional goals for these couple of items.

Activity 3 - Facilitator - Focus on some of your strengths from the checklist. Then, list some opportunities for improvement and write strategies that might work toward improvement.

Table sharing as a follow up to activity 3. Teachers share with their table mates.

Activity 4 - Facilitator leads a discussion of how to deal with a new teacher who is experiencing difficulties. She talks about the importance of trust in these situations, and she asks the mentors to write about what they have done so far to build trust with their protégés. The Facilitator talks about how trust is “beyond congeniality.” It is where a person feels comfortable opening up with you and sharing, knowing that what they say will not go any further.

Mentor Handbook: Each mentor had received a large, 3-ring binder which they brought with them. This was titled 2013-14 Mentor Handbook. The binder was approximately 4 inches thick and it was divided into 7 chapters:

- Mentoring/Induction Nuts and Bolts
- The Nature of the New Teacher
- Working with Adult Learners
- Exploring the Mentor’s Role
- Mentoring Challenges
- Coaching Strategies
- Resources for Mentors
Standard 6 (Mentor Professional Development) of the *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008) requires that mentors receive professional development prior to their work with beginning teachers, and that they continue to receive training over the course of their work with new teachers. The observation of the mentor meeting that took place on October 3, 2013 clearly provided evidence that the mentors in this district are receiving ongoing training in mentoring. There are three specific criteria from Standard 6 that were observed being met during this observation.

These criteria are:

- Mentors participate in an ongoing professional learning community that supports their reflective practice and their use of mentoring tools, protocols, and formative assessment, as well as relevant district tools and standards;
- The mentor learning community meets for regularly scheduled professional development and fulfills a number of purposes to deepen mentoring skills and advance induction practices; and
- Mentors engage in self-assessment and reflect on their own development as teachers and mentors.

Considering that this meeting was one of four mentor meetings scheduled throughout the year, the district certainly has created an ongoing professional learning community for these teachers. In addition, there was much discussion among the mentors fostered by the facilitator at this meeting. The extensive and comprehensive mentor handbook, which they each have, is another example of
the commitment the district has toward successful mentoring. Included in this handbook was an article that aligned well with the research on Generation Y (Pew Research Center, 2010).

Activities 1, 2, and 3 clearly were designed for these mentors to reflect on their practices and work toward strengthening their mentoring skills. Finally, Activity 4 was designed to sharpen the mentors’ skills in developing trust with their protégés, and assisting the mentors in improving their communication with their protégés. The only piece relating to this research that was not included in any of the mentoring PD was instructional technology.

Tables 13 and 14 detail the descriptive notes from the T-Charts created during the new teacher meetings which took place on October 10, 2013 and November 7, 2013 respectively.
Table 13

*Descriptive Notes from New Teacher Meeting, October 10, 2013*

<table>
<thead>
<tr>
<th>Descriptive Notes – New Teacher Meeting October 10, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presented by a retired district principal. She spent her entire career from student teaching to retirement in this district.</td>
</tr>
<tr>
<td>There are 27 Level 1 new teachers in this session. 25 are women and 2 are men. There is a variety of teachers from K-8, sped, bilingual. The majority are first year teachers. A few were veterans from other districts, but first year in this district. This is half of the new teachers hired this year. A repeat of this workshop is planned for next week with the other half.</td>
</tr>
<tr>
<td>The focus for today is class management and discipline. They have a workbook called <em>Successfully Teaching Challenging Students</em> - One Day Seminar by Rick Dahlgren, Brett Malas, Joanna Faulk, Melanie Lattimer. Published By Center for Teacher Effectiveness.</td>
</tr>
<tr>
<td>Started with some personal reflection in workbook.</td>
</tr>
<tr>
<td>Paper folding activity - One word each section - beliefs, self-control, teach-to’s, classroom arrangement, refocus, refocus form, St/Teacher relationships, implementation.</td>
</tr>
<tr>
<td>Some teachers shared some quick discipline stories.</td>
</tr>
<tr>
<td>Presenter then actually started the workshop with a book intro. Then discussed three different kinds of kids: Always kids - These are the good ones! Well-disciplined, supported from home, engaged, hard working. Sometimes kids - 80% of class. Inconsistent, dependent on teacher, can display low level behaviors. take up a lot of the teacher’s time. Never kids - Never do what you want them to do. Always present in school! The “stinkers.” Unsupportive home environment. But, school is the safe, predictable place and maybe only nurturing place. We educators are their best shot.</td>
</tr>
<tr>
<td>Challenge for the teachers: Paradigm shift in teaching.</td>
</tr>
<tr>
<td>Build relationships with kids. Hold class meetings. Embrace the Sometimes and Never kids. Find something special and embrace it.</td>
</tr>
<tr>
<td>Caring is the key - that needs to be the philosophy. “Fair does not mean equal.” Don’t be Authoritarian or Permissive. These are the outliers for disciplining.</td>
</tr>
</tbody>
</table>
Discipline the behavior, not the student.

Conflict with students is inevitable, but combat is optional. Don’t get into power struggles with kids.

You have to TEACH kids how to behave. Teaching behavior - Climate and culture of your classroom is as important as teaching math and reading.

Know your kids. Know what is going on in their lives to better understand why they behave the way they do.

Discipline with Dignity - Good book for teachers.

Another good book for new (and even veteran) teachers is *Time to Teach*. This book teaches the “ReFocus” strategy for classroom behavior for the 80% of the kids who are generally well-behaved. It is not necessarily for BD kids. It goes like this:

1. Student is disrupting
2. Teacher asks 1. Am I able to teach? 2. Are others still able to learn? 3. Is this child still able to learn? If yes to any of these, keep on teaching. If no, move to #3.
3. State a “start-up request” meaning tell them what to do, and say please (“Please use quiet hands.”) Do Not use a “shut-down request” (“Stop tapping the desk.”)
4. Kid stops? Great. Does not stop, send to the “ReFocus” area either in the classroom or in another room. Kid completes a little form, and returns to desk.
5. Teacher quietly says thank you without making a big deal.
6. Teacher meets with student later to review the form and what happened.

All of this must be taught to kids and reinforced in class meetings. The teacher must train the kids how to do this refocusing. Talk with the kids about it being ok for a refocus moment, because it is just like learning math or reading. It is not a punishment, just a way to “refocus.” This is especially true if the teacher uses it in a matter of fact kind of way.

If child says “No” to refocus, teacher should keep teaching and repeat “refocus.” Praise as much and whenever you can. Avoid sarcasm.

Say Please and Thank you to kids all the time, even during discipline events. All of this falls within the rules of the school such as be respectful, responsible, safe, helpful, etc.

Teachers - You send a kid out of the room to the office for discipline and you have lost your power. The office is a great show for kids. Lots to see.

When a teacher’s kids misbehave in other areas of the school, it needs to be the teacher’s problem, too. They are her kids. They can embarrass her. She needs to address that with them. They represent her when at music, recess, etc.

See misbehavior - Don’t ask why they are doing it. Make a statement - “Stop doing that”
Discipline must be related to the behavior - punishment must fit the crime.

Focused on “Teach-To’s”
- Model - I do
- Lead - We do
- Test - You do

She says that as a principal she never dealt with discipline because they were “their kids.” Meaning the teachers kids.

Sharing time. Many are sharing.

The descriptive notes taken at the two new teacher meetings can be evaluated through the lenses of the three conceptual frameworks used in this research study: *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008), the Nebraska RETC, and the research on Generation Y. Because these new teacher meetings focused mainly on the topics of classroom management, mentor relationships, and family communication, the Illinois Standards for Induction will be the main framework used for this summary. The other two will be touched on briefly.
62 new teachers organized at specific tables such as K, 1, 2; 3, 4, 5; middle school, special ed. Etc.

This is a required meeting. There is a group of about 5 new teachers who were unable to attend. They will be required to make this up.

Facilitator starts on time and praises the Teachers for being on time and so professional. She shares a graph that shows how Nov. is the month of “disillusionment” because it is so busy for teachers, and hard for new teachers. Created by Ellen Moir at the New teacher center. Facilitator – focus on communication today. With Mentor and with families.

Activity 1 – document to work on related to mentors. Think about issues bothering them or issues that they have been working on since start of year – issues that have been brought to mentors or thinking about bringing to mentors. How did mentor respond? How open was the mentor? How well did the mentor listen and assist?

Facilitator – Switch gears from communicating with mentor to an article to read about Communicating with Parents. They are asked to reflect on the aspects of the article that were particularly meaningful to them.

Communicating with “Families” (not “parents,” b/c not all kids live with their parents). Teachers asked to reflect on a couple of issues they have dealt with regarding family communication – the good and the bad situations.

Facilitator - Closing activities: She led a final discussion about Danielson Domain 4. She had the new teachers rate themselves within this Domain.

Then, each new teacher took a Post-it Note and wrote a + or <> with comments/reasons why. This exit slip will be used to help assess the meeting. They stuck this note on a large chart on their way out of the meeting. The Facilitator will be typing these up and sharing with the new teachers soon.

Both of the observed new teacher meetings meet many of the criteria for

the following standards.
• **Standard 1: Induction Program Leadership, Administration, and Support:** Administrative support is evidenced through this district employment of a new teacher induction facilitator who planned and facilitated both of these meetings. This staff member is responsible for all aspects of the induction meetings, including the budget necessary to hire an outside consultant to work with the new teachers during a full day workshop.

• **Standard 2 Program Goals and Design:** All of the topics addressed at these two meetings meet the criteria for this standard. For example, the program addresses essential activities necessary for beginning teachers to learn such as classroom management and parent communication, both of which can be directly related to improved student learning.

• **Standard 3 Resources:** The district leadership has allocated resources to fund the salary of the new teacher facilitator ($25,000 per year), the materials and supplies for the new teachers and the mentors, and the workshop presenter fees.

• **Standard 7 Development of Beginning Teacher Practice:** The new teacher meetings that were observed were aligned with the criteria for this standard in that they provided the new teachers with opportunities to interact in beginning teacher-only peer group discussions, problem-solving activities, activities to address local needs and priorities.

• **Standard 9 Program Evaluation:** At the conclusion of the November 7 meeting the beginning teachers were asked to complete exit slips which were collected by the facilitator. These slips were used to evaluate the efficacy of this meeting for future planning.

According to Rebore and Walmsley (2010), when developing professional development activities for Generation Y teachers, districts should incorporate a variety of resource people such as senior teachers, professional consultants, and administrators. In addition, these authors state, “Group-oriented design has proven to be an effective method for delivering professional development
programs. With collaboration and group work an integral part of Generation Y teachers, this type of program is ideal” (p. 103). The observed new teachers meetings incorporated all of the above in an effort to meet the needs of the new teachers.

Finally, there were no activities related to instructional technology presented or discussed during these two observed meetings which would have aligned with the RETC. Additionally, the activities were either face to face or paper/pencil, and no technology was used by the new teachers as part of their professional growth. The RETC stage 4 (Proficient), which is the highest attainable level, calls for educator professional development to include a “measurable correlation to district technology goals” and learning communities that “provide continuous coaching, modeling of best practices, and school-based mentoring.” Although, in general, coaching and modeling were observed during these meetings, neither of these included any form of technology, whether functional or instructional.

**Generation Y Online Survey**

The Generation Y online new teacher survey was conducted during November, 2013. One hundred seventy-five new teachers were contacted via an email which included an embedded link to the online survey. These teachers
represented all of the new teachers hired in the school district over the last four years. Of the 175 teachers contacted, 76 responded by starting the survey (43% response rate). However, because this study was geared specifically to Generation Y teachers (those born between 1976 and 1992), there were 19 teachers (25%) who were excluded from the study because they were born before 1976, thus making them part of Generation X. Therefore, 57 Generation Y teachers (33% of the new teachers originally contacted) completed all or part of the survey. Figure 5 illustrates the breakdown of new teachers by year of teaching in the district, Figure 6 illustrates the breakdown of females to males taking the survey, and Figure 7 illustrates the range of years in which the new teachers were born. Those born before 1976 were automatically excluded from answering the rest of the survey questions because they did not meet the Generation Y criteria.
Figure 5. Q1 - New Teachers by Year in the District

Figure 6. Q2 – Comparison of New Teachers by Gender
Figure 7. Q3 - Range of Birth Years for New Teachers

Figures 8, 9, 10, 11, and 12 represent new teacher survey questions 4, 5, 6, 7, and 8. These questions were answered specifically by Generation Y teachers in this district. They provide additional demographic data regarding these 57 teachers.
Figure 8. Q4 - New Teachers’ College Degrees Attained
Figure 9. Q5 - Range of Levels Taught by New Teachers
Figure 10. Q6 - New Teachers’ Number of Years in this District
Figure 11. Q7 – New Teachers’ Status in the District
New teacher survey questions 9 and 10 asked the teachers to rate their technology skills in their personal and professional lives upon first being hired by the school district. These data are illustrated in Figures 13 and 14.

Figure 12. Q8 – New Teachers Who Have Made Teaching Their First Career
Figure 13. Q9 – New Teachers’ Rating of Their Personal Use of Technology
Survey question 11 asked the new teachers to describe the type of preparation they received in their college/university pre-service program related to technology for planning, instruction, and assessment. Thirty-six responses were recorded, and they are listed in Table 15.
Table 15

Responses to Q11 University Preparation in Technology

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Took multiple courses that incorporated assistive technology for student who have disabilities.</td>
</tr>
<tr>
<td>2</td>
<td>In my undergrad we used various programs tad adults to learn and understand how to use them for students. These programs were Microsoft office, power point, Live text, and grade level computer based websites for literacy in math (iPads and iPods were just coming out). We also had a little experience with smart boards. Currently in my masters, I completed a literacy and technology integration class where we learned best practices in using technology with literacy. Some of the tools we used were: animoto, Edmonds, blogger, twitter, kid blog, wikis, iMovie, podcasts, book trailers, and photo story.</td>
</tr>
<tr>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>4</td>
<td>Two technology classes, but we only used flip cameras and desktop computers.</td>
</tr>
<tr>
<td>5</td>
<td>Very little</td>
</tr>
<tr>
<td>6</td>
<td>Not much. Basic Microsoft Office</td>
</tr>
<tr>
<td>7</td>
<td>We had one course for technology use and were required to use different sources of technology through our coursework and field experience.</td>
</tr>
<tr>
<td>8</td>
<td>Some</td>
</tr>
<tr>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>10</td>
<td>One class</td>
</tr>
<tr>
<td>11</td>
<td>None</td>
</tr>
<tr>
<td>12</td>
<td>None</td>
</tr>
<tr>
<td>13</td>
<td>One class</td>
</tr>
<tr>
<td>14</td>
<td>A few classes</td>
</tr>
<tr>
<td>15</td>
<td>Unfortunately none</td>
</tr>
<tr>
<td>16</td>
<td>One technology for the classroom class</td>
</tr>
<tr>
<td>17</td>
<td>A good amount, all classes involved technology</td>
</tr>
<tr>
<td>18</td>
<td>One class</td>
</tr>
<tr>
<td>19</td>
<td>Little</td>
</tr>
<tr>
<td>20</td>
<td>Very limited training in iPads and Smartboards.</td>
</tr>
<tr>
<td>21</td>
<td>None</td>
</tr>
<tr>
<td>22</td>
<td>Smartboard training, use of Smartboards in field placements</td>
</tr>
<tr>
<td>23</td>
<td>Very little</td>
</tr>
<tr>
<td>24</td>
<td>Not as much as I would have expected - my university had a lab with different types of technology in it that we OCCASIONALLY visited to try out different types of technology.</td>
</tr>
</tbody>
</table>
forms of classroom technology, but we did not have any courses on it. We did however have a very beneficial workshop on using technology with students who have special needs.

| 25 | Tons!! I went to Illinois state university! |
| 26 | Very little preparation with technology |
| 27 | Microsoft test, one tech class |
| 28 | Don’t remember |
| 29 | Classes |
| 30 | Not much |
| 31 | Utilized a smart board (Promethean Board) during student teaching placement |
| 32 | Mostly informal |
| 33 | It was ok. I learned the most in student teaching |
| 34 | I received very little preparation in technology use in the classroom from my university. Most of what I have used has been self-taught or taught by a colleague of mine. |
| 35 | Technology instruction course |
| 36 | LBS-1 |

Upon reviewing Table 15, it appears as if 13 of the 36 new teachers (36%) referred to taking at least one technology class during their undergraduate teacher preparation program. Conversely, 23 of the respondents (64%) made some type of statement about their university technology preparation being poor or nonexistent. These data are not necessarily consistent with the National Center for Educational Statistics report from 2007 which found that 57% of the pre-service teachers surveyed were instructed about how to use technology to augment classroom instruction.
Survey questions 12 and 13 asked new teachers about the amount of technology available to their students in their classrooms. See Figures 15 and 16 below.

Figure 15. Q12 – Student Access to Technology in Classrooms
**Figure 16. Q13 – Level of Technology Tools in Classrooms**

Figure 17 below compares the amount of technology the new teachers use for instruction during the school day to the amount of technology their students use for learning during the school day.

Survey question 16 asked new teachers to consider all of the areas in which they use instructional technology in their work as a teacher. Figure 18 below illustrates these data.
Figure 17. Q14 & Q15 - Comparison of Technology Use by New Teachers and Their Students
Figures 19, 20, and 21 below illustrate the students’ different uses of technology in the new teachers’ classrooms. These questions asked about students working collaboratively, evaluating and analyzing their assessment information, and communicating with the global community.
Figure 19. Q17 – Students Using Technology to Work Collaboratively
Figure 20. Q18 – Students Using Technology for Evaluating and Analyzing
New teacher survey questions 20, 21, 22, and 23 relate to the new teachers’ use of technology and 21st century instruction in their classrooms and in their teaching (see Figures 22-25 for the respective data).
Figure 22. Q20 - Ways in Which New Teachers Use Tech in Classrooms
Figure 23. Q21 – Student-Centered Learning Opportunities
Figure 24. Q22 – Facilitator to Collaborate with External Entities
Survey questions 24 and 25 focused on the opportunities with technology afforded the students by the school district. Both questions deal with students’ access to a variety of opportunities to use technology.
Figure 26. Q24 – Sequential Programs of Study in Tech
Question 26 specifically asked the new teachers to rate the professional development they received during new teacher induction week, and question 27 asked the new teachers to explain their reasoning behind this answer. These data are presented below in Figure 28. Table 16 below lists the exact responses provided by the 35 Generation Y teachers who answered question 27 “Why did you give this rating?”
Figure 28. Q26 – Ratings of the New Teacher Induction program

Survey question 26 asked the district’s Generation Y teachers a very important question; one that is directly related to research question 1 of this study. Upon examining these data collected from this question, one can see that the majority of the new teachers did not feel as if the topic of instructional technology was even moderately effective. According to these data, 67.45% of the 43 teachers who answered this question felt as if they received ineffective or
minimally effective PD related to classroom technology. Only one teacher felt as if the PD was very or extremely effective.

Table 16

*Responses to Question 27 – Reasons for Rating NTI Technology PD*

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A new teacher is worried and focused on so many aspects of getting a classroom ready and ready to teach children. Technology is important, but a session or workshop needs to come later in the year. It’s too overwhelming.</td>
</tr>
<tr>
<td>2</td>
<td>I was hired late</td>
</tr>
<tr>
<td>3</td>
<td>Only how to utilize a few pieces of technology (Elmo, edmodo), but a lot of learning on my own.</td>
</tr>
<tr>
<td>4</td>
<td>I don’t remember much training in this particular area.</td>
</tr>
<tr>
<td>5</td>
<td>I have attended meetings and training for different types of technology, but I feel as if there could be more resources available.</td>
</tr>
<tr>
<td>6</td>
<td>I didn't have any training.</td>
</tr>
<tr>
<td>7</td>
<td>No training on classroom technology</td>
</tr>
<tr>
<td>8</td>
<td>Very broad overview</td>
</tr>
<tr>
<td>9</td>
<td>I had to figure everything out on my own.</td>
</tr>
<tr>
<td>10</td>
<td>I did not receive much training on the technology I was given, and instead had to teach myself/learn from other teachers</td>
</tr>
<tr>
<td>11</td>
<td>All we were given was a brief overview of what was available. It would have been more helpful to further explain what options are available to us, especially those of us who teach K-2.</td>
</tr>
<tr>
<td>12</td>
<td>Only one required training</td>
</tr>
<tr>
<td>13</td>
<td>A lot of stuff- don’t always know how to use it best</td>
</tr>
<tr>
<td>14</td>
<td>During our induction process, they really didn’t show us HOW technology could be used in the classroom. They just told us what apps were available. How is this beneficial when we do not know how to implement into the classroom?</td>
</tr>
<tr>
<td>15</td>
<td>I don’t remember covering technology.</td>
</tr>
<tr>
<td>16</td>
<td>I feel like technology was used. However, since our district is going more IPAD based, using IPADS would have been a benefit.</td>
</tr>
<tr>
<td>17</td>
<td>The meeting offered insight but that is it. I learned more through student teaching and PDS seminars.</td>
</tr>
<tr>
<td>18</td>
<td>I was hired after the new teacher induction process and was never given any technology training once I was hired.</td>
</tr>
<tr>
<td>19</td>
<td>Only had one very quick session</td>
</tr>
</tbody>
</table>
I don’t remember any specific technology training during the teacher induction process.

We barely received any

I do not recall any training for technology.

I don’t know that there was much opportunity for this that I remember during my new hire meetings. However, I did have the opportunity to go to a few workshops during my first year that revolved around classroom technology that were very helpful, so these opportunities were there.

We had one workshop on it but honestly don’t recall the information

I had very little professional development with regards to technology.

I really don’t remember much technology training

Not applicable

Only some strategies were given, but not very useful

No PD for technology provided

I was not there that day.

The only time we talked about technology was in short 30 minute session. Could have been A LOT more.

As a new teacher I attended one 1-hour session about technology and it only glossed over what was available for use and did not explain how to use the technology provided or how to help my students use the technology provided.

I did not participate in new teacher induction process because I was hired after that process took place.

We did not get any training on the types of technology available. A quick run down the list is not effective for someone who used a different tool in another district, or never used any tools at all.

Ineffective if at all prevalent

Key area six, Content of Technology Training, which is part of the Educator Competencies and Professional Development section of the Nebraska RETC, affirms the importance of teachers learning to use technology in their classrooms. To attain stages 3 or 4 on this rubric, a school district must provide training on the integration of technology into instructional strategies in order to improve teaching and learning. Based on these data collected from questions 26
and 27, the Generation Y new teachers in the school district under review in this case study perceive that the district is not providing adequate professional development for its new teachers in the area of instructional technology.

Upon review of these data in Table 16, one can see that none of the new teachers responded positively when providing their reasons. Instead, all 35 respondents made such statements as “I didn’t have any training,” “I had to figure everything out on my own,” “Only had one very quick session,” and “The only time we talked about technology was in short 30 minute session. Could have been A LOT more.” Furthermore, those teachers hired after the five-day new teacher induction meetings in early August did not receive any district developed professional development in the use of technology for planning, instruction, or assessment.

These data from Figure 28 and Table 16, in conjunction with the research on pre-service teacher education in the area of instructional technology (see Table 15) begs the question as to why the district in this research study provides one hour of training during the five-day new teacher induction week and no technology training for new teachers over the course of the first school year.

As a follow-up to questions 26 and 27, the Generation Y new teachers were asked to check the areas in which they received the technology professional
development. Twenty-seven of the 57 (47%) Generation Y teachers chose to answer this question. These data are presented in Figure 29.

![Figure 29. Q28 – Areas of Technology PD Received During NTI Meetings](image)

New teacher survey questions 29 through 32 expanded on the professional development received by the Generation Y teachers by asking about the process across the entire first school year. For the first year teachers, one of the answer choices was “N/A – I have not yet completed my first year.” Figure 30 illustrates these data for question 29 which specifically asked how much PD the new teachers received over the course of the first year in the school district.
Based on these data, 45 new teachers answered question 29, 39 as that they had completed at least one full year of teaching in the school district. Among these 39 new teachers, 68% felt as if the amount of ongoing professional development over the course of their first year was no better than moderate. Conversely, 15.6% felt that the amount was relatively high, while only one new teacher thought the amount was extremely high.

According to Standard 7 of the *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008) beginning teachers should have regularly scheduled learning opportunities that continue throughout the school year. One area for further consideration in this research study is the dichotomy between the district-provided artifacts which document a full year’s worth of new teacher induction meetings and the new teachers’ answers to question 29. If the district is providing this much professional development for the new teachers, then why do 68% of them feel as if this is a moderate or less than satisfactory amount?
Figure 30. Q29 – How much PD New Teachers Received During First Year

Figure 31 displays these data for the more specific question related to the quality of the PD in the area of technology over the course of the first year. In this instance, 72.5% of the second through fourth year new teachers felt that the quality of the technology professional development was of moderate quality or less, while only five teachers (12.5%) felt that the quality of the technology PD was of relatively or extremely high quality.

The Nebraska RETC clearly articulates that the most effective professional development for instructional technology should be available any time, at any
level, and through a variety of delivery systems (e.g. distance learning, on-line coursework, state and national conferences, outside consultants, etc.). When comparing the responses to questions 29 and 30, the new teachers have made it clear that they want more professional development, and one area they want specifically is in instructional technology.

One of the attributes of Generation Y, as described by Treuren and Anderson (2010), is a demand for professional growth and development. These data, presented in Figure 30 and Figure 31, provide evidence that the new teachers in this school district are not highly pleased with the amount or quality of the professional development they received during their first year in the district.
Survey question 31 delineates the point that the Generation Y teachers desire more PD in the area of technology. They were asked to write why they gave the specific rating in question 30. Twenty-one respondents chose to answer this question, and of this group, 16 (76%) articulated that they received very little or no training in the use of technology during their first year teaching in the district. The full list of their responses is listed in Table 17 below.
Table 17

Quality of Tech PD During First Year in the District

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The first year teacher meetings, staff trained us on how to use FileMaker.</td>
</tr>
<tr>
<td>2</td>
<td>Again, as I stated before it is overwhelming for new teachers. They just need the very, very basics or easy steps in using technology in the class and got instruction. The following year is a better time to fine tune this for new teachers.</td>
</tr>
<tr>
<td>3</td>
<td>No classes for new teachers on how to use certain technology websites for communication.</td>
</tr>
<tr>
<td>4</td>
<td>I don't think any of my training were related to technology.</td>
</tr>
<tr>
<td>5</td>
<td>I believe I could have figured out a lot of the training on my own.</td>
</tr>
<tr>
<td>6</td>
<td>I haven't received any training.</td>
</tr>
<tr>
<td>7</td>
<td>Not much offered that I remember.</td>
</tr>
<tr>
<td>8</td>
<td>There were opportunities but not necessarily great ones. We had to get trained in recordings for the blind, and it was a wasted day - the equipment provided by the grant was not user friendly. Would have made more sense to learn something that teachers would actually want to use.</td>
</tr>
<tr>
<td>9</td>
<td>Not enough PD in this area.</td>
</tr>
<tr>
<td>10</td>
<td>Many training opportunities are offered.</td>
</tr>
<tr>
<td>11</td>
<td>I learned a lot from these trainings and at one point or another I have already used the skills and strategies that I have learned from them.</td>
</tr>
<tr>
<td>12</td>
<td>Beside the one seminar from XX, this was the only meeting we had. I would have liked more explicit ideas.</td>
</tr>
<tr>
<td>13</td>
<td>I was not given any training by the district; I elected to attend some training provided by my school.</td>
</tr>
<tr>
<td>14</td>
<td>Presenter was interesting and knowledgeable.</td>
</tr>
<tr>
<td>15</td>
<td>I don't recall any specific technology training from the district my first year as a teacher in this district.</td>
</tr>
<tr>
<td>16</td>
<td>There was little to no training.</td>
</tr>
<tr>
<td>17</td>
<td>I received very little.</td>
</tr>
<tr>
<td>18</td>
<td>I didn't get any.</td>
</tr>
<tr>
<td>19</td>
<td>There was not any.</td>
</tr>
<tr>
<td>20</td>
<td>I have only attended one session and it was very brief.</td>
</tr>
<tr>
<td>21</td>
<td>I’ve only had iPad training through the school/district.</td>
</tr>
<tr>
<td>22</td>
<td>Sometimes inapplicable.</td>
</tr>
</tbody>
</table>
Survey question 32 asked the Generation Y teachers to detail who provided the professional development during the first year of teaching in the school district. The respondents were allowed to check as many people as applicable. Figure 32 details these data.

Numerous researchers have written about the high level of technological comfort Generation Y teachers bring to the classroom. Berhrstock and Clifford (2009) write that Generation Y teachers are comfortable with technology, and they are dissatisfied with technology inferior workplaces, and Rebore and Walmsley (2010) state that Generation Y teachers communicate more through technology than in person. Finally, Treuren and Anderson (2010) write that those in Generation Y have a desire for appropriate workplace leadership. Yet, these data collected in this research indicate that the school district is not fully responsive to the specific needs of Generation Y teachers as related to instructional technology.
Figure 32. Q32 – Those Who Provided PD During First Year
This research highlights the need for school and district leadership to support the new teachers in the area of instructional technology. These data from survey questions 33 and 34 display the amount of support the Generation Y teachers received in the area of instructional technology from both the school administration and the district administration. Figure 33 below illustrates these data. Upon studying these data, one can observe that there is a level of contradiction with the comments made by the respondents in Table 17. If the new teachers felt supported by the school and district-level administrators, then why would 76% of those responding to question 31 articulate that they received little or no training in the use of technology during their first year teaching in the school district?
Figure 33. Q33 & Q34 – Comparison of Instructional Tech Support from School and District Administrators
One could make the assumption that after a year of teaching and receiving professional development, Generation Y teachers would have made considerable growth in the use of instructional technology for planning, instruction, and assessment, especially with the research finding that Generation Y teachers come into the profession with a very high comfort level with technology. When studying these data from Figure 14, one can observe that 92% of the new teachers believe that their skills with technology use in the classroom were moderately to extremely high when first hired by the school district.

These data can be compared to those data from survey question 35 which asked the Generation Y teachers to rate their professional understanding of technology after one year of teaching. Figure 34 below details these data which show that a combined 82% of the Generation Y teachers fell into the moderately to extremely high ranges. This begs the question why did this percentage drop after one year of teaching?

Question 36 was a follow-up question which asked the new teachers if they were capable of mentoring a new teacher in the use of instructional technology. The basis for this question was the assumption that Generation Y teachers with strong technology skills would be ready to mentor others after one year of teaching. Figure 35 below illustrates that 64% of the respondents are
either neutral or not confident in their abilities to mentor others in the use of instructional technology after one year of teaching. On the flipside, 31% felt relatively capable of mentoring, and only 5% felt extremely capable of mentoring a new teacher.

![Figure 34. Q35 – New Teachers’ Understanding of Technology Use at the End of Year One](image-url)
Question 37 from the Generation Y survey asked respondents to identify which professional development activities assist them to learn best. According to the RETC, the highest degree of professional development for teachers in the area of technology should include “Learning communities created among instructional staff to provide continuous coaching, modeling of best practices,
and school-based mentoring” (p. 6 of 10). Furthermore, additional professional development should be available any time, at any level, through a variety of delivery systems such as distance learning, on-line course work, state and national conferences, and outside consultants.

In this area, the RETC is aligned with the research on Generation Y teachers. Rebore and Walmsley (2010) state that “the most effective professional development structure for new teachers is the concept of professional learning communities” (p. 97). These authors continue by explaining that “PLCs have an inherent structure with four major focuses that fit well with the needs of Generation Y teachers including: (1) learning rather than teaching, (2) collaboration, (3) viewing all members of the community as learners, (4) self-accountability” (p. 97). Generation Y teachers prefer choice and differentiation in order to address their PD needs. Additionally, they prefer to be part of an online learning community which incorporates such environments as embedded videos, audio files, Google documents, and discussion boards (Taranto, 2011). Furthermore, Cogshall, Behrstock-Sherratt, and Drill (2011) report that Generation Y teachers require professional development that provides differentiation and individualized support. Figure 36 below illustrates how this research is reflected in these data collected through question 37. As one can see,
blended PD was the most popular among the respondents, and this is consistent with the Cogshall, et al. report.

**Figure 36. Q37 – How New Teachers Learn Best**

Finally, question 38 asked the new teachers to detail what they need in the area of PD in order to effectively incorporate technology into their instruction. Table 18 details their responses to this question.
Table 18

Q38 – What New Teachers Need in the Area of Instructional Technology

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adding iPad apps. It is so difficult to add the ones that would best fit the students in the class.</td>
</tr>
<tr>
<td>2</td>
<td>I think I (and others) need time to dabble and try some of the things that we know or have learned. Then, we need another survey or forum to share concerns or needs of improvement so that the district may design sessions based on needs.</td>
</tr>
<tr>
<td>3</td>
<td>Examples</td>
</tr>
<tr>
<td>4</td>
<td>Time</td>
</tr>
<tr>
<td>5</td>
<td>Training with how to use iPads.</td>
</tr>
<tr>
<td>6</td>
<td>I would love to have access to smart boards and more training in iPad usage in the classroom.</td>
</tr>
<tr>
<td>7</td>
<td>Training</td>
</tr>
<tr>
<td>8</td>
<td>More theory into practice - practical examples - time to collaborate with others.</td>
</tr>
<tr>
<td>9</td>
<td>More iPad training. Always more iPad training.</td>
</tr>
<tr>
<td>10</td>
<td>More smart board training</td>
</tr>
<tr>
<td>11</td>
<td>Access to more iPad apps, discussion/collaboration with other kindergarten teachers to see how they implement technology into their classrooms. It is very different to implement technology with 5 year olds than with older kids!</td>
</tr>
<tr>
<td>12</td>
<td>How to best incorporate</td>
</tr>
<tr>
<td>13</td>
<td>Technology to use</td>
</tr>
<tr>
<td>14</td>
<td>An online resource that directs us to lessons that use technology in all content areas would be a great tool.</td>
</tr>
<tr>
<td>15</td>
<td>I enjoy seeing examples of how technology is used in class as well as time to plan the implementation of these ideas.</td>
</tr>
<tr>
<td>16</td>
<td>Training on how to incorporate iPads into curriculum and not just as extra practice.</td>
</tr>
<tr>
<td>17</td>
<td>Training, especially with apps on iPads</td>
</tr>
<tr>
<td>18</td>
<td>I feel completely supported by the district technology team. However, I don’t remember them at all the first year or two of teaching in this district. I don’t lack any PD in effectively incorporating technology. The assistance I want, I am already receiving.</td>
</tr>
<tr>
<td>19</td>
<td>Content specific ways to meaningfully incorporate technology into my curriculum</td>
</tr>
<tr>
<td>20</td>
<td>Assistance in regards to purchasing worthwhile SPANISH programming</td>
</tr>
<tr>
<td>21</td>
<td>More information on educational apps for iPads, as well as different ways to incorporate iPads into my curriculum</td>
</tr>
</tbody>
</table>
Table 19 below was created to summarize the written responses received from question 38. All 29 responses are accounted for, except for respondent number 18 who does not have any needs, and respondent number 22 who answered with N/A.

These data in Table 19 show that the new teachers are interested in more training and professional development in the use of apps for the iPad (this district has invested heavily in iPads over the last two years), the purchasing of more apps, and more ways to incorporate technology in the classrooms (which falls under the classification of training/professional development). When evaluating these needs against the Nebraska RETC, one can see that, according to these new teachers, the district may be falling short in the key area of instructional technology staffing and budgeting which are part of the Technology Administration and Support section (p. 1 of 10).
Table 19

Q38 – Summary of PD Needs with Technology

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>More training/PD for iPads, Smartboards,</td>
<td>8</td>
</tr>
<tr>
<td>More Apps</td>
<td>5</td>
</tr>
<tr>
<td>How to incorporate technology in classroom</td>
<td>5</td>
</tr>
<tr>
<td>More examples</td>
<td>3</td>
</tr>
<tr>
<td>More time to dabble with and try technology</td>
<td>3</td>
</tr>
<tr>
<td>More convenient access to technology</td>
<td>1</td>
</tr>
<tr>
<td>More mentoring</td>
<td>1</td>
</tr>
<tr>
<td>More online resources</td>
<td>1</td>
</tr>
</tbody>
</table>

This conclusion can be made based on numerous comments made by principals regarding the need for more human resources (staffing) in the area of technology training and support. Additional staffing is a budgetary issue school districts must grapple with yearly, and this district is no exception. In addition, there is a cost to purchasing more apps for the 3,000 iPads that have been purchased for the students and staff.
In addition, one can see that, according to these new teachers, the district may be falling short in the RETC key areas of professional development and models of professional development which are part of the Educator Competencies and Professional Development section (p. 6 of 10). These data show that the new teachers are asking for more professional development in the use of technology for planning, instruction, and assessment.

In comparing these instructional technology needs to both the *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008) and the district’s new teacher induction documents, one can start to make the assumption that not enough training/professional development is being provided for new teachers during their entire first year of teaching in the school district. Standard 7 of the Illinois Standards document details the expectations for the development of beginning teacher practices. The use of technology for planning, instruction, and assessment certainly is an important part of the teaching practices of all teachers, thus the question is whether one hour of training in this area during the entire year-long new teacher induction process is sufficient.

Generation Y teachers have been raised in an environment where technology is omnipresent. However, the ability to use technology in one’s
personal life does not necessarily translate into the effective use of technology in teaching. Generation Y teachers require PD in which they can communicate and collaborate with their peers, where they are offered choices based on their specific needs, and in which they can be self-directed in their professional learning (Rebore & Walmsley, 2010). In addition, these teachers prefer a blended approach to PD which may include the use of technology for their professional learning. With these needs in mind, is the school district being studied for this research project providing the necessary training to meet the needs of its Generation Y new teachers?

**Summary**

In this chapter, the researcher presented the findings from interviews of six district-level school administrators and seven elementary and junior high school principals. The interviews consisted of 19 questions. In addition, the researcher presented the findings from an online survey of 57 new teachers who all belong to Generation Y. The survey consisted of 38 questions. Third, the researcher presented the observations of three meetings that were part of the new teacher induction program developed by the school district participating in this case study research project. Finally, the researcher detailed artifacts that were collected relating to the school district’s new teacher induction program.
The administrator and principal interviews were conducted over the telephone, recorded on an iPad, and transcribed, word for word, by a professional online transcription service. Twenty-seven people were initially contacted via email and asked to participate in the interview process. A total of 13 were eventually interviewed. For the online survey, a link was emailed to a total of 175 teachers in the school district. All of these teachers are new to the district within the last four years. Data from this survey was collected over the course of the month of November, 2013. For all of the completed surveys, these data were collected via Survey Monkey™ and displayed in graphs and charts.

The new teacher induction meeting observations took place at three different meetings in October and November, 2013. Artifacts were collected through email and through face-to-face meetings with the district’s new teacher induction facilitator.

The Nebraska Rubric of Essential Conditions (RETC) was used to develop the questions related to instructional technology that were asked as part of the interview process and for the online new teacher survey. The questions related to new teacher induction for the interviews and survey were developed from the Illinois State Teacher Certification Board’s *nine Standards of Quality and Effectiveness for Beginning Teacher Induction Programs (2008)*. The questions related
to Generation Y teachers were culled from the research on Generation Y teachers conducted by this researcher.

In the next chapter, the researcher will use these data collected to discuss common themes and answer the following research questions:

1. What constitutes a high quality new teacher induction program for Generation Y teachers in order for them to appropriately utilize technology in their planning, instruction, and assessment?

2. What recommendations should be made for all school districts in order for them to properly train their new Generation Y teachers in the best uses of instructional technology for planning, instruction, and assessment?

3. What are the implications for school leaders?
CHAPTER V

ANALYSIS OF THE DATA

Introduction

This study deeply examined one school district that is considered "exemplary" in the use of technology for planning, instruction, and assessment based on the fact that it has been recognized nationally as a leader in the use of technology. In 1998 the district received the National School Board Association's Institute for Transfer of Technology to Education (NSBA/ITTE) Video Salute for creating improved teaching and learning environments using technology, and again in 1998 it was the first recipient of the Reed Hundt Award from the National School Board Association for excellence in the effective use of technology. In addition, this district was the 2003 recipient of the Malcolm Baldridge National Quality Award. Finally, the district was awarded the 2004 Technology Leadership Network Trailblazer Award.

More recently, this district has received the following accolades from the educational community.
A seventh grade reading/language arts teacher was the 2013 recipient of the Illinois Computing Educators (ICE) "Educator of the Year Award" for his work embedding technology into his instruction. Since 2011, 13 teachers have won the "Those Who Excel" award from the Illinois State Board of Education, including a team of two teachers who won for their work with assistive technology. Nine of the district’s 20 schools have been recognized by the United States Department of Education as Blue Ribbon Schools of Excellence. Since 2011, 20 teachers have earned their National Board Certification. Motorola Solutions Foundation has awarded nearly $110,000 to this district in grant money to assist students who wish to further pursue their interests in science, technology, engineering, and mathematics. The district’s educational foundation awarded the schools with funds to purchase iPads in May 2012.

Furthermore, in 2012 this district launched a STEM (science, technology, engineering, and mathematics) program to develop 21st century skills among all of its middle school students.

The purpose of this dissertation was: (1) to deeply study one school district that is exemplary in the use of instructional technology to enhance teachers' planning, instruction, and assessment; (2) to determine how this school district trains its Generation Y teachers in the use of technology; and, (3) to make recommendations to educational leaders as to the best plans for teacher induction in the area of educational technology.

The ultimate goal of a successful new teacher induction program is to retain the very best new teachers in the field of education. According to Breaux
and Wong (2003), "New teachers must be trained if we want them to succeed; it is much better to train new teachers and risk losing them than not to train them and risk keeping them" (p. v). In addition, "An induction process is the best way to send a message to your teachers, a message that you value them and want them to succeed and stay" (p. v). This dissertation has addressed the issues of instructional technology competencies as they are related to new teacher induction.

Through the use of qualitative research methods, this researcher interviewed six district-level administrators and seven principals. This researcher also sent an electronic survey, via email, to 175 new teachers which garnered a response rate of 43%. In addition, artifacts related to the district’s new teacher induction and mentoring programs were collected, and finally, observations of new teacher and mentor meetings took place. This chapter presents the analysis of data, interpretations, and conclusions in response to the following research questions:

1. What constitutes a high quality new teacher induction program for Generation Y teachers in order for them to appropriately utilize technology in their planning, instruction, and assessment?
2. What recommendations should be made for all school districts in order for them to properly train their new Generation Y teachers in the best uses of instructional technology for planning, instruction, and assessment?

3. What are the implications for school leaders?

This chapter will answer these questions by presenting an analysis of data, interpretations of these data, links between these data and related literature, conclusions, and calls for further research on the topic of new teacher induction in the area of instructional technology. Figure 37 below illustrates how the Nebraska Rubric of Essential Technology Conditions – RETC (2006) and the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs (2008) are at the center of these data that have been collected and analyzed in a triangulated method. All three areas of data collection were focused directly on both the rubric and the list of standards.
Conclusions

Research Question 1

What constitutes a high quality new teacher induction program for Generation Y teachers in order for them to appropriately utilize technology in their planning, instruction, and assessment?

The answer to this question will be provided in two phases. First, one must determine whether the school district involved in this case study is generally providing a high quality new teacher induction program (NTI). The nine standards from the *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008) will be used to evaluate all aspects of this
district’s new teacher induction program. Then, based on this district’s NTI program, one can draw conclusions as to a high quality induction program for other school districts. Second, one must determine if the district under review in this case study is providing appropriate professional development throughout the new teacher induction process to assist Generation Y teachers in effectively utilizing technology in their planning, instruction, and assessment. Then, based on these data, one can draw conclusions about the appropriate inclusion of technology in a new teacher induction program.

Phase 1: The District’s New Teacher Induction Program

The school district upon which this case study was based appears to have a comprehensive new teacher induction program. The new teachers are divided into two groups: Level 1 is for those new teachers who have two or less years of teaching experience before being employed in this district. Level 2 is for those teachers who have more than two years of teaching experience prior to being hired to teach in this district. The New Teacher Induction Facilitator, when answering interview question #2, described the thought process behind these two levels like this:

Our feeling is, the people who we target with the most intense work are the brand-new people, because they’re the ones that research has shown need the most support, and also are still in a formative stage in their
development as teachers, so that it makes sense to ground them in what we feel is best practices early on in the district. So with that, the new teacher workshops, three of them are for level one new teachers. The level two new teachers are invited to only one. And I try to be very flexible about that, because we define new teacher as a new professional hire. So among our "new teachers" would be psychologists, social workers, people of that nature that don't have traditional classroom jobs. And so when it comes to the new teacher workshop that is required for all of the new hires, I'm very flexible if what we're doing, usually it's classroom based. The majority of our new hires are classroom teachers. So when we have a situation where it's totally not going to be that useful for somebody to attend the workshop, we offer them the opportunity either through their coordinator, sometimes the coordinator will provide an alternative, and other times we, if they have gone to things outside the district in their field, if they can show the evidence of completion, we accept that.

Generally, Level 1 new teachers are required to attend five full days of new teacher meetings in August before school begins. In addition, there are numerous required meetings throughout the course of the school year for new teachers and for their mentors. For the five days in August, the new teachers are divided into like-groups for many of the new teacher meetings such as grades K-2, grades 3-6, grades 7-8, specials (art, music, PE), special education, school psychologists, etc. These like groups receive new teacher inservice training separately from each other in order to address their specific job-related needs.

The main tenets of the program are listed below:

- Five full days of new teacher meetings in August before the school year begins. These meetings included the following activities:
  - Welcome; introductions, explanation of the "District Experience";
- Luncheon hosted by the Board of Education;
- Curriculum overview;
- Detailed curriculum meetings in the areas of mathematics and literacy;
- Mentoring processes;
- Demonstration classroom visits;
- RtI
- Cultural competency and diversity;
- Instructional technology; and
- Benefits.

- Mentor program in which every new teacher is assigned a mentor. The following are the New teacher/Mentoring program goals:
  - To improve teaching performance with an emphasis on the Danielson Framework for teaching and the implementation of the Common Core State Standards.
  - To establish a collaborative professional team responsible for providing assistance and support for new teachers and their mentors.
  - To educate new teachers about district and site-based cultural norms.
  - To promote self-reflective inquiry and practice among new teachers to develop a positive professional identity.
  - To increase the retention rate of quality members of the teaching staff during the induction years.

- Year-long new teacher induction meetings (September through April). These meetings are all held at the district office. The following are the main topics addressed at these meetings:
  - Classroom management;
  - Learning communities;
  - Danielson Framework for Teaching;
  - Analysis of student work;
  - Parent and family communication;
  - Mentoring;
  - Cultural competency;
  - Differentiation.
In 2008, the Illinois State Teacher Certification Board developed the nine Standards of Quality and Effectiveness for Beginning Teacher Induction Programs. These nine standards were used as the conceptual framework to determine whether the school district being studied for this research project is providing an appropriate new teacher induction process. Each of the nine standards listed below is followed by accompanying data culled from the administrator interviews, the artifacts that were reviewed, and the new teacher and mentor meeting observations.

**Standard 1: Induction Program Leadership, Administration, and Support**

The induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards.

The school district employs a New Teacher Induction Facilitator who plans, coordinates, and facilitates the new teacher induction program. This employee is a retired, National Board Certified teacher and administrator who spent her career working in this district. She acts as the liaison between the district administrators, the mentors, and the newly hired teachers, she has developed and is continually updating the new teacher and mentor induction meeting agendas and handbooks, and she facilitates all new teacher and mentor meetings throughout the course of the school year. This facilitator is responsible
for all areas of program planning, implementation, evaluation, and communication.

When asked about the planning of the new teacher induction process (interview question #3), all six district-level administrators referred to the work of the New Teacher Induction Facilitator. When asked about their role in conducting new the new teacher induction program (interview question #4), the district-level administrators again referred to the work of the New Teacher Induction Facilitator, however, three of the administrators assisted during the new teacher meetings that took place in August before school begins. The principals’ roles in the new teacher induction process are limited. This will be addressed in the discussion of Standard 4 below.

**Standard 2: Program Goals and Design**

Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, the district/school improvement plan and local concerns/context.

According to the district’s Teacher Induction/Mentoring Handbook (2013), there are five goals of this program. These goals, which are listed above, cover most of the areas detailed in this standard including beginning teacher development, support, and retention. Two areas related to the research included
in this study that are not specifically stated in the district’s goals are “improved student learning” and the incorporation of instructional technology professional development to meet the needs of new teachers who may bring some personal technology skills to the district.

Numerous researchers have found that increasing student achievement should be a goal in new teacher induction programs if they intend on being effective (Darling-Hammond, 2000; Hanover Research, 2012; New Teacher Center, 2012; Wood & Stanulis, 2009). Although the mention of student achievement is not in the list of goals, the new teacher induction program, as detailed in the Teacher Induction/Mentor Handbook (2013), focuses on beginning teacher development, supporting and retaining new teachers, and improving teacher performance. Upon further review of the artifacts collected for this research, including the New Teacher Induction Handbook (2013), the calendar of events for new teachers, and the Teacher Induction/Mentor Handbook (2013), and one can see that the design of the program incorporates numerous and extensive professional development in specific curricular areas, with the objective of improving student learning.

On the other hand, there is no mention of technology in the new teacher induction goals, and only one hour is dedicated to professional development
during the entire first year of teaching in this district. Numerous researchers
(Behrstock & Clifford, 2009; NAS Recruitment Communication, 2006; NAS
Recruitment Communication, 2006; Prensky, 2001; Prensky, 2012; Rebore &
Walmsley, 2010) have articulated that Generation Y teachers have grown up and
are entering teaching with a high personal comfortable level with technology,
collaboration, and innovation. However, being comfortable with the personal
use of technology and using it for instructional purposes are two different things.
This will be explored later in this chapter.

Standard 3 – Resources
Program leadership allocates and monitors sufficient resources to meet all
goals and deliver program components to all participants.

The school district provides for a part-time new teacher induction
facilitator at a cost of $25,000 per year, and it provides resources for the
materials, supplies, and outside speakers used throughout the NTI process.
Thus, the district leadership has demonstrated the willingness to provide the
financial resources necessary to deliver its new teacher induction program.

Standard 4 – Site Administrator Roles and Responsibilities
Site administrators lead efforts to create a positive climate for the delivery
of all essential program components. Site administrators and program
leadership collaborate to ensure that they are well prepared to assume
their responsibilities for supporting beginning teachers in the induction
program.
The school principals’ involvement in the new teacher induction process is minimal in this district. This is evidenced by their answers to certain interview questions. All of the principals were able to articulate that the new teacher induction meetings cover five full days in August, and 4/7 (57%) of the principals stated that mentoring is a part of the program. When asked what their role in the planning of new teacher induction was, the principals stated that they select the mentors for the new teachers, and they provide planning time in their buildings for the new teachers to work with their mentors before school begins. One principal specified that, “We’re able to review the week long induction topics and give our feedback as principals. That information was sought when we had someone new take over the role, so we were able to give our feedback there. One afternoon of that week is spent in the building with principals so we can go over building level topics that we need the teachers to know.” Another explained that, “The only planning that I’m involved in is the time that’s allocated to me at the building level, about three hours of their … I would guess it’s probably about 30 hours of training, and I get I think about three hours with them.”

As a follow-up question, the principals were asked what their role was in conducting or participating in new teacher activities. Four of the seven
responded that they provide a school-based orientation to the new teachers during one afternoon in August, and three others mentioned that they attend the new teacher luncheon.

Finally, when asked whether they were pleased with their district’s new teacher induction program, all seven principals said that they were. For example, one of the principals stated,

Yes actually I am. I feel like they have really come in with a good understanding of how to start the school year off. Then there are built in days when they are with other new teachers across the district or other new teachers and their mentors throughout the entire school year. There are set days where they will be relieved from classroom duty to go to learn about something else or to follow up and see how things are going. They have this whole official program that lasts the entire school year. Then in Year 2 they still offer additional opportunities but they are voluntary.

Another principal said, “I am. I think they do a great job. They also send out a survey to principals every year, asking how we think it went, if there’s any gaps we believe the candidates are coming in missing, and they try to revisit that every year when they plan the next year’s sessions.”

This standard requires that principals collaborate with the NTI program leadership to “ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program.” One would question whether selecting mentors, providing some indirect input, providing
time for new teachers to work in the building during new teacher week, and
attending a new teacher luncheon meet the criteria for excellence under Standard
4. Interestingly, although the principals do not participate much in the planning
or conducting of the new teacher induction program, all seven of them stated
that they are pleased with the program.

**Standard 5 – Mentor Selection and Assignment**
Mentors are recruited, selected and assigned using a comprehensive
strategy that includes a clearly articulated, open process and specific
criteria that are developed by and communicated to all stakeholder
groups.

The district under review in this case study has a comprehensive mentor
program that was developed and is coordinated by the current New Teacher
Induction Facilitator. The district’s principals are expected to choose the mentors
for their schools based on the needs of the new teachers and the matching
qualifications of the mentor teachers. The principals must use the district’s
“Rubric for Mentor Selection” and the district’s “Mentor Selection Criteria” when
choosing mentors. A clearly written job description is available which details the
duties and responsibilities of the new teacher mentors. In addition, the job
description provides specific activities, meetings, and training sessions in which
all mentors are required to participate. During the August new teacher
induction week, the principals meet with the mentors and their new teacher protégés to ensure a smooth start to the mentoring relationship.

The district’s comprehensive plan for mentor selection is aligned with research completed by The Alliance for Excellent Education (2004) which defines high quality mentoring as “structured mentoring from a carefully selected teacher or teachers who work in the same field or subject as the new teacher, are trained to coach new teachers, and can help improve the quality of teachers’ practice” (p. 2). The focus here is on the phrase “carefully selected.” This school district’s mentor selection process appears to be carefully thought-out and implemented.

**Standard 6 – Mentor Professional Development**  
Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor’s work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning.

Each mentor receives a 200 page mentor handbook that is divided into the following chapters:

1.  Mentoring/Induction Nuts and Bolts  
2.  Nature of the New Teacher  
3.  Working with Adults Learners  
4.  Exploring the Mentor’s Role
Additionally, the mentors gather four times per year as a group to work with the New Teacher Induction Facilitator. One of these after school meetings was observed by this researcher. There were 50 mentors in the meeting room. Under the direction of the New Teacher Induction Facilitator, the mentors were divided into small groups to complete some activities revolving around their reflections of the first month of school. They also completed some goals for the year of mentoring. The facilitator called these mentor teachers “professional growth facilitators,” and she modeled ways the mentors should work with their protégés. To start the meeting, the facilitator stated, “If you weren’t all wise people and good models of teaching, you would not have been chosen by your principals to be mentors.” This meeting ended with the facilitator talking about the importance of developing trust with the new teachers. She asked the mentors to write what they have done so far to build trust with their protégés, and she explained how trust goes “beyond congeniality” where a person feels comfortable to open up and share one’s feelings.

The New Teacher Center (www.newteachercenter.org), a national non-profit organization dedicated to improving student learning by accelerating the
effectiveness of new teachers and school leaders, has created a model of new
teacher induction that includes five key implantation phases. Upon starting
phase 2 which is year one implementation, the model calls for “Mentor
Academies” which continue through years two and three of the new teacher
induction program (http://www.newteachercenter.org/induction-programs).

The professional development given to the mentors in the district under
review in this case study appears to be very comprehensive. Although the
training modules do not continue past the first year of mentoring, the
comprehensive mentoring handbook provides numerous strategies and
resources which, assuming it will be read by the mentors, can be used by the
mentors for years after their official mentoring duties are completed.

**Standard 7 – Development of Beginning Teacher Practice**
Beginning teachers have regularly scheduled time, provided during the
two year program, to participate in ongoing professional development
that is focused on their professional growth to support student learning.

New teachers in this school district receive regularly scheduled training in
the following areas of teacher practice:

- Classroom management and student discipline;
- Mathematics instruction;
- Literacy instruction;
- Response to Intervention programs;
- Setting up a student-friendly classroom;
- Supporting diversity in the classroom;
• Cultural competencies; and
• Instructional technology.

Based on this standard, the key to a successful NTI program is one that is focused on “professional growth to support student learning.” The new teachers in this district receive five full days of training before school starts, and then they receive additional training throughout the school year in the areas listed above. Some of the areas receive a greater focus as determined by the amount of time dedicated to each area. For example, a full day is set aside for training on classroom management, five hours are dedicated to training in the district’s math and literacy programs, and four hours are dedicated to cultural competency. However, only one hour is dedicated for instructional technology.

**Standard 8 – Formative Assessment**

Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

Formative assessment experiences are based on the Danielson Framework for Teaching (Danielson, 2007). Each mentor/protégé pair must complete an action plan for each of the four Danielson domains. Included in this assessment process are formative lesson observations conducted by each mentor and based on Domains Two and Three of the Danielson Framework. In addition, all new
teachers are required to analyze student work under the direction of their mentors, and they are required to show evidence of lesson differentiation to meet the needs of all learners in the classroom.

Wood and Sanulis (2009) list five goals necessary for quality new teacher induction. These are:

- Increase novice teachers’ retention,
- Promote novice teacher personal and professional well-being,
- Improve teacher competence,
- Improve students’ academic achievement through improving teacher performance,
- Satisfy mandated requirements related to induction and certification (pp. 4-5).

The Danielson mentor observations and the analysis of student work by the mentors and protégés fulfill the third and fourth goals listed above.

**Standard 9 – Program Evaluation**

Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.

These data collected to support this standard came from the “exit slips” that the New Teacher Induction Facilitator collected at the end of each new teacher and mentor meeting. She compiles the information from these slips and shares these data with the new teachers and the mentors at a later date.
Additionally, the principals are surveyed to capture their assessments regarding the new teacher induction process.

**Summary of Phase One**

The following table summarizes whether the school district participating in this case study is providing a high quality new teacher induction program or not. With the district’s NTI program meeting eight of the nine standards, all indications are that their program should be considered a “High Quality Program” as defined by the *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008) (see Table 20 below).

**Table 20**

*Meeting or Not Meeting Illinois New Teacher Induction Standards (*not including instructional technology)*

<table>
<thead>
<tr>
<th>Illinois New Teacher Induction Standard</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Standard 2</td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>Standard 3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Standard 4</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Standard 5</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Standard 6</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Standard 7</td>
<td>X*</td>
<td></td>
</tr>
<tr>
<td>Standard 8</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Standard 9</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
The one area not meeting is Standard 4 (Site Administrator Roles and Responsibilities). As detailed above, the district’s principals play a minimal role in planning and conducting the new teacher induction program in this district. Finally, although the district does meet Standards 2 and 7, this is a holistic assessment based on the entire year’s worth of NTI activities. Since technology is not mentioned in any of the nine State of Illinois standards, this does not include the district’s very minimal incorporation of instructional technology in the NTI plan. That topic will be discussed in Phase 2 below.

Phase 2: The District’s Incorporation of Instructional Technology in its NTI Program

To determine what constitutes a high quality new teacher induction program for Generation Y teachers based on these data collected in this study, one first must analyze these data related to the district administrators’ understanding of the characteristics of Generation Y and what role these characteristics play on the district’s new teacher induction program. In addition, one must analyze the survey responses from the Generation Y teachers in regard to technology professional development. Finally, one must gauge the needs of the Generation Y teachers against the opportunities granted them by the district during their first year of teaching.
Thirteen administrators were interviewed for this case study. At the start of the interview, each one was asked how many years he or she had worked in the field of education. Based on their answers, this researcher was able to develop an estimate as to which generation each administrator belonged. As can be seen in Table 8, five of the 13 belong to the Baby Boomer generation, six belong to Generation X, and only two belong to Generation Y. Thus, 11 of the 13 administrators were born before 1977 which would place them in a group that Prensky (2001) calls “digital immigrants.” These are the people who “were not born into the digital world but have, at some later point in their lives, become fascinated by and adopted many or most aspects of the new technology” (p. 1). According to Prensky, “the single biggest problem facing education today is that our digital immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language” (p. 2).

Consequently, the school district under review is comprised mainly of a group of administrators who do not belong to the generation of the newest teachers entering the district. Interestingly, when the 13 administrators were asked to detail the characteristics of Generation Y (question 12) eight specifically mentioned how this generation is technologically adept or how they are very
comfortable with technology. This was the most common answer regarding Generation Y characteristics given by the administrators.

The generation gap between the administration and the new teachers is especially great at the district-level where none of the district office administrators believe it is important to ask potential new teachers questions related to the use of instructional technology in the interview process. By not asking specific questions related to technology, these administrators are making an assumption that new teachers are entering the field of education already possessing the prerequisite knowledge to use technology effectively in their classrooms. The irony in this situation is that four of the six (67%) of these same district-level administrators stated that their new teachers are not ready to meet the district’s expectations for the use of technology when they are first hired (interview question #14). Conversely, six of the seven district principals do ask interview questions related to the use of instructional technology in the classroom. These same principals also believe that the new teachers are ready to use technology their first year in the classroom.

To make sense of these data, one must compare the administrators’ answers regarding Generation Y’s ability to incorporate technology their first year of teaching to the Generation Y teachers’ feelings regarding their
experiences with the technology professional development they received during their first year in the district. New teacher survey question 26 asked the Generation Y teachers to rate the school district’s professional development for classroom technology use during the new teacher induction process when they were initially hired as a teacher. The majority of the new teachers did not feel as if the PD for instructional technology was even moderately effective. Only one teacher (N=43) thought that the technology PD they received was extremely effective. Based on the Generation Y teachers’ comments, they clearly had developed strong opinions regarding this lack of professional development. One teacher stated, “As a new teacher I attended one 1-hour session about technology and it only glossed over what was available for use and did not explain how to use the technology provided or how to help my students use the technology provided.” Another teacher wrote, “We did not get any training on the types of technology available. A quick run down the list is not effective for someone who used a different tool in another district, or never used any tools at all” (Table 16).

The artifacts collected as data provide evidence that only one hour of new teacher professional development (over the course of the entire school year) is dedicated to the use of technology for instruction. As these data from Figure 27 and Table 16 confirm, the new teachers clearly were dissatisfied with the one
hour of PD they received. Generation Y teachers may have grown up as “Digital Natives” meaning they are native speakers of the digital language of computers, video games and the Internet (Prensky, 2001), but they are not necessarily confident in their abilities to use technology for instructional purposes.

Numerous survey questions reinforce these points.

Survey question #9 asked the new teachers to rate their personal level of technology use before starting their teaching jobs. One hundred percent answered in the moderate to extremely high level (see Figure 12) with 74% rating themselves relatively or extremely high. The follow-up question (#10) asked the new teachers to rate their professional understanding of instructional technology upon first being hired, and 93% answered at least in the moderate level, with 46% feeling relatively or extremely confident in their abilities. These are important questions because they can be compared to those data from questions asking for the amount of time technology is actually used during the school day.

These data from question #14 show that 69% of the new teachers are using technology at least two hours per day, yet these data from question #15 show that 90% of the students in these new teachers’ classrooms are using technology two hours or less (see Figure 15). There appears to be a discrepancy between the amount of time the new teachers are using technology and the amount of time
the students are using technology. One could make the argument that there are not enough computers available for all of the students, but that would be false. Question #12 specifically asked the new teachers to rate the level of access their students had to technology in the classrooms, and 86% answered that the students have a moderate or relatively high level of access to technology (see Figure 14). In addition, this specific school district was chosen for this case study because it is considered an exemplary district in the area of technology.

The new teachers may have felt ready to incorporate technology into their instruction when first hired, but not all of the administrators would agree with them. The administrator interviews show mixed opinions regarding the readiness of new teachers to use technology at the start of their careers (question 14). The majority of the district-level administrators believe that the new teachers are not ready, while the majority of the principals believe that the new teachers are ready to incorporate technology into their instructional practices. Table 21 below details these data.
Table 21

*Teacher Readiness to Incorporate Technology into their Classrooms at the Beginning of their Careers*

<table>
<thead>
<tr>
<th></th>
<th>READY to Use Tech at the Beginning of their Careers</th>
<th>NOT Ready to Use Tech at the Beginning of their Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>District-Level Admins.</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Principals</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

When asked if the district does enough to assist new teachers in the area of educational technology (question 17), the responses were split. Combined, about half of the administrators said yes, the district does enough while the other half said no, the district does not do enough. See Table 22 below for these data.

Table 22

*The Amount of Assistance Given New Teachers is/is Not Enough*

<table>
<thead>
<tr>
<th></th>
<th>The district does enough</th>
<th>The district does NOT do enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>District-Level Admins.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Principals</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>
When studying these data, one must ask why the majority of the district-level administrators feel as if the new teachers are not ready to use technology in their teaching at the start of their careers, yet, more of these administrators feel as if the district is doing enough to support these new teachers in technology usage during their first year of teaching in the district.

Summary of Phase Two

Upon review of these data as a whole in order to answer research question 1, one can see that, overall, the school district participating in this case study is providing a comprehensive new teacher induction program that is aligned with the State of Illinois’s standards for effective new teacher induction programs. However, there are two exceptions. One is related to Standard 4 of the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs. In this instance, the school-level administrators need to take a more active role in the planning and conducting of the new teacher induction meetings. The second exception to the high-quality new teacher induction program offered in this district is in the area of professional development for its Generation Y teachers. The district needs to incorporate a much more comprehensive approach to professional development in the area of instructional technology for its new teachers. The assumption that the district administrators have made regarding
the new teachers being ready to incorporate technology into their classrooms and their instruction would be incorrect based on these data. The bottom line is that a high quality new teacher induction program for Generation Y teachers must have numerous layers based on the specific generational needs of its new teachers in order for it to be successful (Graham, 2009; Hur & Brush, 2009; Taranto, 2011). The answers to the next research question will address this topic more specifically.

**Research Question 2**

What recommendations should be made for all school districts in order for them to properly train their new Generation Y teachers in the best uses of instructional technology for planning, instruction, and assessment?

This researcher will provide six recommendations for school districts in order for them to properly train their Generation Y teachers in the best uses of instructional technology. These recommendations will come from these data presented in this case study and from current research on Generation Y and new teacher induction.

**Recommendation 1:** District-level administrators must better understand the characteristics of Generation Y teachers.
These data presented in this research study have demonstrated that the school administrators have varying viewpoints regarding the characteristics Generation Y teachers bring to the schools. Although the most common answer to interview question 12 (What do you believe are the characteristics of Generation Y?) revolved around being more “technology savvy,” not all of the administrators provided this answer (8 of 13 mentioned technology). However, the research is clear that those in Generation Y are very technologically adept in their lives (Behrstock & Clifford, 2009; Coggshall, Behrstock-Sherratt, & Drill, 2011; NAS Recruitment, 2006; Rebore & Walmsley, 2010). All school administrators must be knowledgeable in the technological skills Generation Y teachers bring to their schools at the start of their teaching careers.

However, there is more to Generation Y than their skills with technology. In their book Recruiting and Retaining Generation Y Teachers, Rebore and Walmsley (2010) state that those teachers born within the Generation Y years have shown the tendencies to:

- Communicate more through technology than in person;
- Value benefits at work;
- Seek career advancement, desire flexibility and higher pay;
- Work in teams and possess high energy;
- Work hard but also enjoy pleasure;
- Can be financially savvy;
- Want constant feedback;
• Work among and with a diverse group of individuals;
• Multitask proficiently; and
• Like change. (p. 5)

Furthermore, “They (Generation Y) like to plan for the future and take a genuine interest in the organization for which the work” (Rebore & Walmsley, 2010, p. 36).

These characteristics are listed as positive traits. However, some of the administrators, especially at the district level, had negative comments interspersed with more complimentary comments regarding Generation Y. For example, Administrator 1 stated, “I think they don’t tend to have the same loyalty to authority or organizations that maybe previous generations had.” Administrator 2 stated, “The only negative I sometimes see is they don't always recognize that they’re not the only one, that things don't always get tailored just to your needs.” Administrator 3 feels as if Generation Y is “somewhat naive” and Administrator 4 stated that “They’re kind of an entitled group” who have lower expectations of themselves. These comments contradict the characteristics of Generation Y teachers as presented in the research (Howe & Strouse, 2003; NAS Recruitment, 2006; Rebore & Walmsley, 2010).

The school principals, on the other hand, presented a more positive and accurate understanding of the characteristics of Generation Y teachers. More of
the principals commented on technology, but they also made accurate statements on other topics related to Generation Y. For example, Principal 1 said, “They are passionate about what they do. What they do has to have meaning. They balance their lives, their work life with their personal life, and their enjoyment seems to be very important.” Principal 2 specified that they are student focused, eager to learn, and they accept best practices because it is the right thing to do, and Principal 5 stated, “I see these teachers are coming in with energy, a willingness to put in whatever it takes. I think the ones that I’ve hired are student centered. I’ve hired a lot of teachers, and I believe most of them 95% are still in it, still energized. This is their profession versus this is their job.” Thus, the principals who were interviewed perceive Generation Y teachers differently than their district office colleagues.

**Recommendation 2:** Interviews must incorporate questions about the use of instructional technology for planning, instruction, and assessment.

After becoming trained on the characteristics of Generation Y teachers, school leaders need to incorporate specific questions regarding the use of technology in teaching. As has been demonstrated in the research above, the district-level administrators in this study do not ask such questions of teachers (interview question 1), yet they believe that the new teachers are not ready to use
technology upon first being hired (interview question 14). These data demonstrate that the assumption that one can use technology effectively in teaching simply because he or she is a member of Generation Y is incorrect.

This contradiction can be eliminated by administrators asking a series of questions related to technology use which will then lead to meeting the needs of new teachers at the start of their teaching careers. Asking such questions as “What technological skills which you have acquired in your previous experiences will assist you in the use of technology in your classroom?” and “What would you need from the district administration in order to start the year incorporating technology into your teaching?”

Conversely, six of the seven school principals who were interviewed for this research study do ask questions related to technology in their teacher interviews, and interestingly, six of the seven principals also believed that the new teachers are ready to use technology when they start teaching in the district. The postulation here is that these principals are separating out the “non-technologically adept” candidates during the interviewing process so that the teachers they hire are those candidates who can “hit the ground running” with instructional technology. This further proves that interview questions related to
instructional technology are crucial for all administrators to be asking all teaching candidates.

**Recommendation 3:** Develop a two-year long strand of professional development in instructional technology for new teachers and incorporate this into the new teacher induction program.

The artifacts collected as part of this research study documented that one hour was dedicated to technology over the course of the entire first year of the new teacher induction program. This one hour of professional development was presented to the new teachers on the last day of the new teacher induction workshop week in August. There was no indication in any of the interviews, surveys, documents, or observations made by this researcher that additional PD on instructional technology was provided to the new teachers.

Furthermore, throughout the course of the new teacher induction meeting observations there was no expectation that teachers bring or use technology in their learning, and, there is no evidence that the new teachers were given an opportunity to collaborate on their use of technology in their classrooms. This lack of technology training for new teachers comes on the heels of a school district that had recently purchased over 3000 iPads for student and teacher use in the classrooms.
The research is clear that Generation Y teachers demand professional growth and development and have a desire for appropriate workplace leadership (Treuren & Anderson, 2010). Generation Y teachers also desire multiple opportunities for collaboration, differentiated and individualized support, and instructional technology professional development that is current (Coggshall, Behrstock-Sherratt & Drill, 2011).

Training in instructional technology must be offered to new teachers over the course of one or more years as part of a school district’s new teacher induction program. As stated by Administrator 6, when asked about the implications of the characteristics of Generation Y on new teacher induction (question 13),

A lot of us educators make the assumption that because these people come in knowing all this technology, that they automatically know how to use it for instructional purposes, and I don’t know if that’s really true. Really, that’s what I’m trying to figure out. Just because teachers who are coming out of college these days grew up with technology doesn’t mean they can use it for teaching. If they can’t, then we, as the leaders, have to train them and help them.

Accommodating the needs of Generation Y teachers in the area of instructional technology is important, however, it should be offered in the context of a comprehensive new teacher induction program. Standard 7 of the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction
Programs (2008) clearly articulates that “Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning.” Instructional technology should be incorporated in the course of a two-year NTI program just like the areas of classroom management, literacy, mathematics, and differentiation of instruction.

Because the school year often starts as a “whirlwind” for new teachers, with these teachers spending a great deal of time developing their classroom management skills and establishing important routines for behavior and learning, the recommendation would be to start the year with some instruction on the functionality of the technology. In other words, train the new teachers on the hardware they will be using to start the school year. Then, later in the first semester, incorporate training on instructional technology for planning, instruction, and assessment.

According to Breaux and Wong (2003) classroom management should be the main focus of the initial induction activities “because without effective classroom management, teaching and learning cannot take place” (p. 45). After a few months, when the new teachers have become more comfortable with their daily schedules of teaching, school leaders should weave the use of technology
for instructional purposes into the new teacher induction program. The specific topics and modes of professional development for technology will be further discussed in recommendation 4 below.

**Recommendation 4:** Survey new teachers regarding their professional development needs, and then provide differentiated learning opportunities for them.

In addition to classroom management, Breaux and Wong (2003) suggest that the following topics be covered in the initial days of new teacher induction.

- Lesson planning;
- Instructional strategies;
- Discipline;
- Local policies and procedures;
- The first days of school;
- Time management;
- Working with parents; and
- Accommodating individual differences.

Subsequently, these authors suggest that the specific needs of the teachers should determine future in-service topics. Graham (2009) also identifies the staff development needs for Generation Y teachers by writing that providers of professional development for Generation Y teachers should include a shift from instructor-led, content-based training to a more self-directed process. In order for administrators to assist new teachers in becoming more self-directed, the new
teachers need to be asked what they need in terms of PD. In the current era of technology and Internet use in schools, online surveys such as Survey Monkey™, Google Forms™, or Polldaddy.com™ can quickly and easily be used to assess the needs of the new teachers throughout the first couple months of school.

Another way to assess the instructional technology needs of new teachers is through the teacher evaluation process. The administrators who are evaluating teachers can be surveyed as to the needs of the new teachers based on their observations of and post-observation conferences with new teachers.

When considering the unique characteristics of Generation Y teachers as defined by Rebore and Walmsley (2010), professional development for this group should be sensitive of their specific needs as new teachers and learners. For example, Generation Y teachers embrace feedback and change, thus professional development is desirable for them, and it is an activity to which school systems must be committed. Professional development must be "productive for the teachers - it should not be a repeat of something Generation Y teachers just had in their teacher training. Having choice for teachers would improve the outcomes of successful professional development programs" (p. 97). Finally, Taranto (2011) writes that Generation Y teachers prefer choice and differentiation in order to address their PD needs (2011).
These characteristics lead to the concept of blended, or differentiated, professional development as part of the new teacher induction process. Figure 35 supports this with data to show that the Generation Y teachers who took part in this research study would prefer blended PD. This would be contradictory to the new teacher induction process provided for teachers in the school district being studied for this research project. In this case, the new teacher induction facilitator, along with some feedback from the administration, decides the topics and agendas for all of the new teacher induction meetings over the course of the first full year of a new teacher’s career in the district. In order to support new teachers during their first two years in a school district, the district leaders need to proactively seek input from these teachers in regard to their learning needs and how best to meet those needs.

**Recommendation 5:** Incorporate professional development that fits with the characteristics of Generation Y teachers.

Rebore and Walmsley (2010) explain that currently, the most effective professional development structure for new teachers is the concept of professional learning communities. They state that PLCs have an inherent structure with four major focuses that fits well with the needs of Generation Y teachers including: (1) learning rather than teaching, (2) collaboration, (3)
viewing all members of the community as learners, and (4) self-accountability (p. 97).

Collaboration within a learning community also is a theme developed by Taranto (2011). In his article "New-Teacher Induction 2.0," Taranto studied the design, implementation, and evaluation of online learning as part of a new teacher induction program. The quantitative data generated by Taranto's study indicated "a strong acceptance of the online community as an effective component of a new-teacher induction program" (p. 13). Thus, the implications for Generation Y teachers are clear. "As more and more people who have experience and preferences in using digital tools enter the teaching field, the preferred methods of forming professional learning communities will be in the form of new information and communication technologies" (p. 13).

Generation Y teachers have grown up with social media, and they are comfortable using such tools as Google Documents, wikis, and Twitter in their personal and professional lives. This is one of the characteristics that set them apart from their Generation X and Baby Boomer colleagues. Thus, one can make the argument that one component of an effective new teacher induction program should be provided through online study, research, and collaboration with their new-teacher peers. To be clear, the use of social media and other online tools for
new teacher induction and professional development should be in addition to, and not in lieu of, other methods of teacher in-servicing such as face-to-face mentoring and group meetings.

**Recommendation 6:** Principals must play a more involved role in the planning and conducting of new teacher induction.

Wood (2005) emphasizes that principals have five key leadership roles in new teacher induction:

1. Culture builder;
2. Instructional leader;
3. Coordinator/Facilitator of mentors;
4. Novice teacher recruiter; and
5. Novice teacher advocate/retainer. (p. 39)

In outlining the importance of principals’ support of induction programs, Bartell, (2004) writes that:

> The support of the site administrator is crucial to the success of the induction program at that particular school site. Site administrators need to understand and be supportive of the efforts made on behalf of the new teachers at their sites. They should understand and support the goals of the induction program so that their own advice and counseling is consistent with the goals of the program and the vision of teaching that is being promoted. They need to support those who will assist and mentor the novice teachers at their own site. (p. 49)

Standard four of the State of Illinois’s *Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008) clearly states that site administrators
lead efforts to create a positive climate for the delivery of all essential program components. Site administrators and program leadership should collaborate to ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program.

The school district under review in this research met eight of the nine standards in this state document. The one standard it did not meet was standard four. Data collected from this research show that the principals play a minor role in the planning and conducting of the new teacher induction program. The principals’ main role is to select a mentor for each new teacher. They also carve out time during the new teacher induction week before school starts for the new teachers to work in the schools with their mentors, and they often will attend a new teacher luncheon before the start of the school year. For principals to fulfill Wood’s key leadership roles in new teacher induction they will need to be more involved with the new teacher induction process during the course of the entire school year.

Taking this a step further to the use of instructional technology, the principals should model the use of technology in their own work and expect new teachers to use technology in their classrooms. The Nebraska RETC (2006) clearly articulates that school administrators should:
Model the use of technology in their daily work including communications, presentations, online collaborative projects, and management tasks;

- Expect the use of technology and instruction for all students;
- Maintain awareness of emerging technologies and participate in job-related professional learning technology resources;
- Ensure integration of appropriate technologies to maximize learning and teaching; and
- Involve and educate the school community around issues of technology integration. (p. 5)

By taking a more active and involved role in the planning and conducting of new teacher induction programs, principals can provide the instructional leadership in all areas of the school district, including the use of instructional technology.

**Research Question 3**

What are the implications for school leaders?

School leaders must better understand the characteristics of the new generation of teachers who have been entering the field of education for the last few years, and who will be entering the profession in droves over the next 10-15 years. School leaders also must be prepared to change the methods being used to provide induction activities to their new teachers. There are certain assumptions that school administrators need to avoid making when planning new teacher induction programs to meet the needs of the members of Generation Y. The first one is that today’s university teacher preparation programs are
doing a good job in preparing their graduates to incorporate technology into classroom instruction. The opposite can be observed in the research on pre-service preparation and in those data collected in this research study.

The National Center for Education Statistics (NCES) 2007 reported on education technology used in teacher education programs. In this report, respondents were asked about the extent to which their institutions’ teacher education programs for initial licensure taught teacher candidates how to use technology tools for various purposes, including enhancing or enriching classroom instruction, understanding individual student learning styles, assessing individual student progress and challenges, and designing instructional interventions to individualize student instruction. The results are listed below:

- 57% instructed pre-service teachers about how to use technology to augment classroom instruction;
- 17% instructed pre-service teachers on employing technology to assess student achievement;
- 17% trained pre-service teachers on designing instructional interventions to individualize instruction; and
- 15% addressed how to utilize technology to accommodate for various student learning styles. (p. 10)
Those data demonstrate that today’s teacher preparation programs are not meeting the needs of the Generation Y teachers who are entering the profession.

These data from this research study lead to similar conclusions. When asked to reflect on their university experiences with instructional technology, only 13 of the 36 new teachers (36%) referred to taking at least one technology class during their undergraduate teacher preparation program. Conversely, 23 of the respondents (64%) made some type of statement about their university technology preparation being poor or nonexistent (see Table 15 for the complete set of respondent comments). School leaders cannot assume that incoming new teachers are ready to incorporate technology simply because they graduated from a university teacher preparation program in the age of technology.

Furthermore, school leaders cannot make the assumption that the new teachers who belong to Generation Y are automatically ready to successfully incorporate instructional technology into their classrooms because they are digital natives who grew up with technology at their fingertips. These data from this study clearly articulate that Generation Y teachers want and need professional development in the use of instructional technology. Figures 12 and 13 illustrate that the majority of the Generation Y teachers in this study believed
that their personal and professional skills were moderate to extremely high when they were first hired, with 85% being moderate or relatively high. These data can be compared to data in Figure 34 which illustrates that at the end of their first year of teaching, the Generation Y teachers’ understanding of instructional technology use in the classroom dropped to 82% moderate or relatively high. This drop can be attributed to the idea that the Generation Y teachers may have discovered that they were not as prepared to use technology in their classrooms as they had originally thought when first hired.

To continue with this train of thought, one needs to see that by November of their first year, the new teachers answered that their students were using technology two or less hours of the school day which was significantly lower than the amount the teachers themselves were using technology in the classrooms (see Figure 16). Clearly, one can make the assumption based on data collected, that the Generation Y teachers lost some of their confidence in their abilities to use technology for instruction with students. The new teachers also rated the school district’s professional development for classroom technology during the new teacher induction process as moderately effective to not effective at all (see Figure 27). Additionally, the majority rated the quality of the
technology professional development over the course of the first year in the
district as moderate to extremely low (see Figure 30).

The take-away here is that Generation Y teachers need and want specific
training in the use of instructional technology over the course of their first year of
teaching, regardless of their personal technological skills upon first entering the
profession. As a new teacher’s first year of teaching progresses, he or she will
begin to learn that the technological skills they possess in their personal lives do
not necessarily transfer to the use of technology in their classrooms. This ability
to be reflective regarding their work is what helps to transform novice teachers
into experienced teachers. According to an article titled “Advancing Excellence
in Technological Literacy: Student Assessment, Professional Development, and
Program Standards,” published by the International Technology Education
Society (2003), Professional Development Standard 6 states that “Professional
development will prepare teachers to be responsible for their own continued
growth” (p. 59). Thus, reflective practitioners will need and want effective PD in
the area of instructional technology.

The third incorrect assumption that school leaders are making is that their
current methods for new teacher induction are fully meeting the needs of
Generation Y teachers. Even with a school district that is considered exemplary
in the use of instructional technology to enhance teachers’ planning, instruction, and assessment, the new teacher induction process does not do enough to meet the technological needs of its new teachers. The research from Graham (2009), Hur and Brush (2009), Rebore and Walmsley (2010), Taranto (2011) suggests that Generation Y teachers want professional development, including their new teacher induction programs, to include more differentiated training based on the specific needs of individual or groups of Generation Y teachers, more participation in collaborative online learning communities, and a shift from instructor-led professional development to a more self-directed approach to PD. The Generation Y teachers in this study support this in their answer to survey question 37 where the majority of them called for a blended approach to professional development (see Figure 35).

The implications for school leaders in new teacher induction, as garnered from this research study, are clear:

1. Adhere to state requirements regarding new teacher induction programs similar to the way the case study school district meets eight of the nine standards as developed by the State of Illinois.

2. Train district administrators in the characteristics of Generation Y teachers so they are prepared to meet the specific needs of this group
of new teachers who have been, and will continue to, enter the teaching profession.

3. Encourage school principals to take a more active role in the planning and conducting of new teacher induction programs.

4. Add much more professional development on the use of classroom technology for planning, instruction and assessment.

5. Extend the new teacher induction process to continue over the course of two years as recommended in Standard 7 of the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs (2008).

6. Change the methods for new teacher induction so that they are more aligned with the specific characteristics of Generation Y teachers and the ways Generation Y teachers want and need to learn, including a blended approach with online collaboration, differentiated PD, self-directed learning, and face-to-face meetings in groups and with their mentors.

Limitations of the Study

While this study attempted to gather data on the best induction programs for new teachers, there were limitations to this work.
1. The study of one school district was limiting in scope. A larger sampling of school districts may have revealed more information regarding new teacher induction programs and their focus on instructional technology.

2. The non-tenured teachers who took part in the survey may have been reluctant to answer the questions openly and honestly. Although anonymity was guaranteed, there was the chance that new teachers were hesitant to answer some of the questions.

3. Not all of the district’s administrators were interviewed. Thirteen of the 27 district-level administrators and principals (48%) agreed to participate leaving 14 administrative voices unheard.

4. One of the principals was new to the district, so this person was unable to answer certain interview questions due to lack of experiences with the new teacher induction program.

5. One of the district-level administrators worked mostly with computer hardware and software, so this person was unable to answer certain interview questions that were related to teaching with technology.

6. There may have been administrators who were reluctant to answer questions openly and honestly during the recorded telephone
interviews. Confidentiality was guaranteed, but there was the possibility that the administrators were defensive of their induction program or may not have spoken freely due to fear of ramifications.

7. Only Generation Y teachers were surveyed as opposed to all new teachers which would include those from the Baby Boomer generation and Generation X. Although Generation Y teachers will make up the majority of those participating in new teacher induction programs in the near future, there will be others participating as well, and these other teachers may have needs that are different than those identified for within Generation Y.

8. Generation Y is not homogeneous; Gen Y teachers come from all walks of life and all different cultures. The research and findings presented in this dissertation may not represent all Generation Y teachers.

9. With one researcher analyzing these data that was collected, there was the chance for bias, especially with the researcher’s current beliefs and understandings of technology use in the classroom. Specifically, this researcher is an elementary school principal who is considered to be a leader in the use of technology in his work. He has conducted administrator academy and district-level workshops on this topic, he
models the use of technology within his school community, and he expects teachers to incorporate instructional technology into their planning, teaching, and assessing of student learning. To help minimize such bias, the researcher kept a journal throughout the data collection process. The use of this journal allowed the researcher to write his ongoing reflections regarding the potential for bias that may emerge as these data are being collected. The objective was for the researcher to remain as unbiased as possible while analyzing and interpreting these data.

**Recommendations for Further Research**

While the purpose of this study was to (1) deeply study one school district that is exemplary in the use of instructional technology to enhance teachers' planning, instruction, and assessment; (2) to determine how this school district trains its Generation Y teachers in the use of technology; and, (3) to make recommendations to educational leaders as to the best plans for teacher induction in the area of educational technology, additional research may be called for in the following areas:

1. Study other school districts that are considered to have exemplary new teacher induction programs (based on a specific rubric or set of
standards) to see if they incorporate professional development in the area of instructional technology, and if they do, discover what they provide to their new teachers in this area.

2. Conduct a similar study to this one which opens the research to all new teachers as opposed to only Generation Y teachers to learn if those new teachers in the Baby Boom Generation or in Generation X have the same needs for technology professional development as Generation Y new teachers need in their new teacher induction program.

3. Deeply study college and university teacher education programs to learn what is or is not being taught in the area of instructional technology for Generation Y pre-service teachers, and then make recommendations for curricular changes based on these data collected.

4. Complete a comparative study of Generation Y school administrators to see if their personal knowledge of technology (as digital natives) has transferred to their use of technology in the areas of instructional leadership, communication, collaboration, and other aspects of school leadership.

5. Since this study was limited to an elementary school district, one could complete a comparative study of high school new teacher induction
programs and of new Generation Y teachers using instructional technology in a high school setting.

6. What does blended professional development look like for Generation Y teachers? What are the specific P.D. processes of engagement necessary for Gen Y teachers to improve their use of technology for instructions?
Summary of Findings

In summarizing the findings, the research questions that drove this study found that the school district under review has developed a new teacher induction program that meets all but one of the *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008). Thus, this district could be used as a model for other districts to follow when developing or improving their own new teacher induction programs. The only area where this school does not meet the Illinois standards is in the profound inclusion of site administrators, namely the school principals, in the planning and conducting of the new teacher induction program.

Although there is no mention of the use of instructional technology in the *Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs* (2008), this research has brought to light the need for the inclusion of technology professional development for new teachers over the entire course of the new teacher induction process. These data collected as part of this study demonstrated that the Generation Y teachers in this school district do not feel as if they have received enough or the proper types of training in the use of technology in their classrooms upon the start of their teaching careers. This research study further teased out the need for specific instructional technology
training based on the characteristics of Generation Y new teachers who, although they have grown up in a technological world and are considered to be technologically adept, are not prepared to use technology for planning, instruction, and assessment purposes in their classrooms.

In applying this work to the field of educational leadership, six recommendations were made for all school districts in order for them to properly train their Generation Y teachers in the best uses of instructional technology. They are

1. District-level administrators must better understand the characteristics of Generation Y teachers;

2. Interviews must incorporate questions about the use of instructional technology for planning, instruction, and assessment;

3. Develop a two-year long strand of professional development in instructional technology for new teachers and incorporate this into the new teacher induction program;

4. Survey new teachers regarding their professional development needs, and then provide differentiated learning opportunities for them;

5. Incorporate professional development that fits with the characteristics of Generation Y teachers; and
6. Principals must play a more involved role in the planning and conducting of new teacher induction.

Furthermore, the results from this research project have led to the debunking of some common assumptions made by school leaders. First, the assumption that today’s pre-service teacher education programs are preparing Generation Y teachers to incorporate technology into their classrooms is false. Second, the assumption that Generation Y teachers are able to effectively incorporate instructional technology into their work as first year teachers because they are digital natives is false. Finally, the assumption that current new teacher induction programs are still viable in the age of the Generation Y teacher is false.

Finally, this study has postulated the following implications for school leaders based on the research and data collected herein:

1. Adhere to state requirements regarding new teacher induction programs similar to the way the case study school district meets eight of the nine standards as developed by the State of Illinois.

2. Train district administrators in the characteristics of Generation Y teachers so they are prepared to meet the specific needs of this group of new teachers who have been, and will continue to, enter the teaching profession.
3. Encourage school principals to take a more active role in the planning and conducting of new teacher induction programs.

4. Add much more professional development on the use of classroom technology for planning, instruction and assessment.

5. Extend the new teacher induction process to continue over the course of two years as recommended in Standard 7 of the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs (2008).

6. Change the methods for new teacher induction so that they are more aligned with the specific characteristic of Generation Y teachers and the ways Generation Y teachers want and need to learn, including a blended approach with online collaboration, differentiated PD, self-directed learning, and face-to-face meetings in groups and with their mentors.

The hope of this researcher is that studies such as this one will have an impact on district-level leaders who are developing new teacher induction programs and the school principals who are hiring and training the current generation of new teachers.

The speed at which instructional technology is advancing is astounding, and in 10 years teachers and their students will have a whole new assortment of
technological tools with which to teach and learn. Nonetheless, we still must live in the present and prepare our current Generation Y teachers to effectively incorporate the technology that is available to them in today’s modern classrooms.

Thus, the goal, via the new teacher induction process, is to hire, train, and then retain the very best teachers who are able to effectively incorporate today’s technology into their planning, instruction, and assessment practices in addition to assisting new teachers’ personal and professional well-being, improving teaching competence, and most importantly, improving students’ academic achievement.
APPENDIX A

SAMPLE EMAIL REQUEST FOR LIST OF EXEMPLARY DISTRICTS
Subject: Assistance with Doctoral Dissertation

From: David Sherman

To: Mary A. Warren, Director
    Learning Technology Center One Central
    West 40 Intermediate Service Center
    "mwarren@ltc1c.k12.il.us"

Date: 01/20/13

Dear Ms. Warren,

    My name is Dave Sherman. I am an elementary school principal in Deerfield, and I am working on my Doctoral Dissertation through Loyola University Chicago. For my project, I am looking for school districts in the Chicago area that would be considered "exemplary" in the use of instructional technology. I was hoping you might have a list of such districts based on your work in suburban Cook County. If so, would you be so kind as to forward the names of these districts to me so I may contact them? If not, do you have any suggestions as to where I might focus my search to find such districts? Are there groups or people out there who may be able to assist me?

Any assistance you could provide me would be extremely helpful.

Sincerely,
Dave Sherman
Principal
South Park Elementary School
1421 Hackberry Rd.
Deerfield, IL 60015
847-945-5895 ext. 2102
APPENDIX B

RETC DOCUMENT
<table>
<thead>
<tr>
<th>Key Areas</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vision Planning and Policy</strong></td>
<td>• Technology vision does not exist.</td>
<td>• Technology planning is not evident.</td>
<td>• Technology vision and planning aligns with district and state.</td>
<td>• Technology visions and plans are regularly reviewed and updated with staff.</td>
</tr>
<tr>
<td></td>
<td>• Policies do not include technological commitments.</td>
<td>• Technological policies protect learners and provide access to technology while aligning with district and state vision and plans.</td>
<td>• Policies align with technological vision and plan and support equitable access for all learners.</td>
<td>• Policies align with technological vision and plan and support equitable access for all learners and opportunities for the community.</td>
</tr>
<tr>
<td><strong>Technology Support</strong></td>
<td>• Limited technical support.</td>
<td>• Technical support response time greater than 24 hours.</td>
<td>• Part-time school-based or agency support.</td>
<td>• Full-time school-based or agency support capable of trouble-shooting basic network and hardware repairs; including selective technologies.</td>
</tr>
<tr>
<td></td>
<td>• Most technical support response time is less than 24 hours.</td>
<td>• Full-time school-based or agency support capable of trouble-shooting basic network and hardware repairs; including selective technologies.</td>
<td>• Technical support response time is less than 8 hours.</td>
<td>• Full-time school-based or agency support capable of trouble-shooting basic network and hardware repairs; including selective technologies.</td>
</tr>
<tr>
<td><strong>Instructional Technology Staffing</strong></td>
<td>• School or agency based instructional technology specialist not available.</td>
<td>• Part-time school or agency based instructional technology specialist.</td>
<td>• Full-time school or agency based instructional technology specialist.</td>
<td>• Full-time school or agency based instructional technology specialists.</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td>• Line item budget exists for hardware/software purchases and professional development.</td>
<td>• Limited budget for maintenance and new purchases of hardware and software with professional development support and opportunities.</td>
<td>• Line item budget for maintenance and new purchases of hardware and software with professional development support and opportunities.</td>
<td>• Line item budget for hardware and software purchases with professional development support and opportunities.</td>
</tr>
</tbody>
</table>

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<table>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Electronic Data Support Systems</strong></td>
<td>• A student information system is not in place or limited to tracking attendance, finance andhealth.</td>
<td>• An assessment system is included in your data management system.</td>
<td>• A comprehensive data management system is in place for student data sharing and management.</td>
<td>• A comprehensive data management system is in place for student data sharing and management.</td>
</tr>
<tr>
<td></td>
<td>• Budget systems exists.</td>
<td>• Budget systems is in place that supports the purchasing and implementation of systems.</td>
<td>• Budget systems is in place that supports the purchasing and implementation of systems.</td>
<td>• Budget systems is in place that supports the purchasing and implementation of systems.</td>
</tr>
<tr>
<td><strong>Funding</strong></td>
<td>• Direct, state, federal technology allotments only.</td>
<td>• In addition to allotments, the district/subdistrict funds grants and other funding sources such as local funds, business partnerships, donations, foundations, and other donors.</td>
<td>• Successful efforts in obtaining funding from one source other than their allotment.</td>
<td>• Successful efforts in obtaining funding from two or more sources other than their allotment.</td>
</tr>
</tbody>
</table>
### Technology Capacity

<table>
<thead>
<tr>
<th>Key Areas</th>
<th>Stage 1 Beginning</th>
<th>Stage 2 Progressing</th>
<th>Stage 3 Significant Progress</th>
<th>Stage 4 Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Technology Equipment Access</strong></td>
<td>1:1 ratio of students to computer equipment. Five-year-old or less.</td>
<td>No more than 1:4 ratio of students to computer equipment. Five-year-old or less.</td>
<td>No more than 1:3 ratio of students to computer equipment. Four years old or less.</td>
<td>Every student has access to computer equipment. Three years old or less.</td>
</tr>
<tr>
<td><strong>Teacher Technology Equipment Access</strong></td>
<td>Dedicated, up-to-date computer equipment for each teacher. One seat per 2 or more teachers.</td>
<td>Dedicated, up-to-date computer equipment for each teacher. Refresh cycle every 5 years.</td>
<td>Dedicated, up-to-date computer equipment for each teacher. Refresh cycle every 4 years.</td>
<td>Dedicated, up-to-date computer equipment for each teacher. Refresh cycle every 3 or fewer years.</td>
</tr>
<tr>
<td><strong>Internet Access</strong></td>
<td>Adequate connectivity to the Internet available to support web-based applications only on a few computers.</td>
<td>Direct connectivity to the Internet at the school and accessible in some rooms.</td>
<td>Direct connectivity to the Internet at the school and accessible in all rooms.</td>
<td>Adequate bandwidth to each classroom for the LAN to avoid most delays.</td>
</tr>
<tr>
<td><strong>Video Capacity</strong></td>
<td>Video available in the classroom on magnetic or optical media. Mobile is available via classroom device such as VCR, or DVD player.</td>
<td>Capacity to schedule and distribute video to classroom via network.</td>
<td>Capacity to schedule and distribute video to classroom via network.</td>
<td>Network-provided video on-demand.</td>
</tr>
</tbody>
</table>

### Distance Learning Conditions and Capabilities

<table>
<thead>
<tr>
<th>Key Areas</th>
<th>Stage 1 Beginning</th>
<th>Stage 2 Progressing</th>
<th>Stage 3 Significant Progress</th>
<th>Stage 4 Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distance Learning Conditions and Capabilities</strong></td>
<td>Shared access to one-way video and two-way audio.</td>
<td>Two-way video and audio at least one classroom.</td>
<td>Two-way video and audio in more than one classroom.</td>
<td>Two-way video and audio in every student learning area provides access for all.</td>
</tr>
<tr>
<td><strong>LAN/WAN</strong></td>
<td>Limited point-to-point network at each school.</td>
<td>Most rooms connected to the LAN/WAN with student access. Minimum 100/100 Mbps twisted pair network.</td>
<td>All rooms connected to the LAN/WAN with student access. Minimum 100/100 Mbps twisted pair network.</td>
<td>All rooms connected to the LAN/WAN with student access.</td>
</tr>
<tr>
<td><strong>Curriculum-based Tools</strong></td>
<td>Limited access to some instructional equipment (i.e., television, VCRs, digital cameras, scanners, handbooks, programmatic software).</td>
<td>Shared use of instructional equipment among groups of teachers. Tool-based software includes presentation, multimedia and concept mapping.</td>
<td>Instructional equipment assigned to each teacher/classrooms including at least a computer with projection device, TV, VCR, or DVD.</td>
<td>Fully equipped classrooms with material for all the technology in kindergarten that is available in the high school, including all forms of software, digital cameras, scanners, handbooks, and other devices specific to certain areas.</td>
</tr>
</tbody>
</table>
### Educator Competencies and Professional Development

<table>
<thead>
<tr>
<th>Key Areas</th>
<th>Stage 1 Beginning</th>
<th>Stage 2 Processing</th>
<th>Stage 3 Significant Progress</th>
<th>Stage 4 Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educator Use of Technology</strong></td>
<td>Teachers use basic computer operations such as email and word processing programs. At least 25% of all Nebraska teachers implement the technology in the classroom.</td>
<td>Teachers use productivity tools necessary for administrative tasks (spreadsheets, word processing, etc.).</td>
<td>Teachers implement various instructional technology strategies that support diverse needs of learners (research, multimedia, simulations, distance learning, etc.). Teachers use various forms of technology to communicate with parents and students.</td>
<td>Teachers use technology to develop new learning environments that are collaborative, interactive, and student-centered. Teachers explore and evaluate new technologies and their educational impact. At least 50-100% of all Nebraska Educator Competencies are implemented in the classroom.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Administrators have limited awareness of the benefits and applications of technology in instruction.</td>
<td>Administrators recognize the benefits of technology in instruction for all students and support its use in instruction.</td>
<td>Administrators expect the use of new technology and instruction for all students.</td>
<td>Administrators plan budget support for technology and instruction for all students.</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>No technology professional development plan exists or existing plans lack defined progression toward district technology goals.</td>
<td>Technology professional development plan has some measurable outcomes aligned with state and national technology standards (ISTE-NETS, NCTE, NSTA, NACT).</td>
<td>Technology professional development plan has clearly measurable outcomes to state and/or national technology standards (ISTE-NETS, NCTE, NSTA, NACT).</td>
<td>Technology professional development plan provides significant measurable correlation to state and national technology standards (ISTE-NETS, NCTE, NSTA, NACT) and is revised annually to consider emerging technologies.</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>3-5% of technology budget allocated for professional development in technology-related training.</td>
<td>8-15% of technology budget allocated for professional development in technology-related training.</td>
<td>25-30% of technology budget allocated for professional development in technology-related training.</td>
<td>30% or more of technology budget allocated for professional development in technology-related training.</td>
</tr>
<tr>
<td><strong>Models of Professional Development</strong></td>
<td>Leader presents information to group of teachers.</td>
<td>Teachers participate in hands-on instruction and use acquired skills to develop an instructional product as a future activity.</td>
<td>Majority of instructional staff participate in coaching, modeling of best practices, scaffolding, and school-based mentoring. Technology Professional Development includes requirement for classroom integration of technology in the learning process. Professional development activities include teacher and student in collaborative learning environment.</td>
<td>Learning communities are created among instructional staff to provide continuous coaching, modeling of best practices, and school-based mentoring. Additional professional development is available any time, at any level, through a variety of delivery systems (e.g., distance learning, on-line course work, state and national conferences, outside consultants, etc.).</td>
</tr>
</tbody>
</table>
## Educator Competences and Professional Development

<table>
<thead>
<tr>
<th>Key Areas</th>
<th>Stage 1 Beginning</th>
<th>Stage 2 Progressing</th>
<th>Stage 3 Significant Progress</th>
<th>Stage 4 Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Use of Electronic Data Support System</td>
<td>Technology used to review student assessment information.</td>
<td>Technology used to review student assessment information.</td>
<td>Technology frequently used to review student assessment information.</td>
<td>Technology regularly used to review student assessment information which results in needed changes in instruction.</td>
</tr>
<tr>
<td>Content of Technology Training</td>
<td>Teachers are equipped with basic technology applications (e.g., processing, email, Internet)</td>
<td>Teachers learn to use technology for the Classroom (e.g., administrative management, email communication).</td>
<td>Teachers learn to use technology for the Classroom (e.g., administrative management, email communication).</td>
<td>Teachers learn about emerging technologies and tools (e.g., creation and communication of multimedia, technology-supported student-centered projects).</td>
</tr>
</tbody>
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## Learners and Learning

<table>
<thead>
<tr>
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<th>Stage 4 Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Use of Technology</td>
<td>Knowledge/Understanding: Students use technology as a basic tool for drill and practice, and to enhance learning.</td>
<td>Students use technology to enhance learning.</td>
<td>Students use technology to enhance learning.</td>
<td>Students use technology to enhance learning.</td>
</tr>
<tr>
<td></td>
<td>Application: Students use technology to enhance learning.</td>
<td>Analysis/Synthesis: Students use technology to enhance learning.</td>
<td>Students use technology to enhance learning.</td>
<td>Students use technology to enhance learning.</td>
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<td></td>
<td>Students use technology to enhance learning.</td>
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<td>Students use technology to enhance learning.</td>
<td>Students use technology to enhance learning.</td>
<td>Students use technology to enhance learning.</td>
</tr>
<tr>
<td>Available Technology Curriculum</td>
<td>Provides some structured instruction, experiences, modules or courses in technology utilization.</td>
<td>Provides a variety of technology courses/activities on different topics or different levels to promote lifelong learning.</td>
<td>Provides a variety of technology courses/activities on different topics or different levels to promote lifelong learning.</td>
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</tr>
<tr>
<td>Key Areas</td>
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<tr>
<td><strong>Community Connection</strong></td>
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<tr>
<td></td>
<td>Minimal connections with parents and community through technology.</td>
<td>Basic communications with community utilizing technology.</td>
<td>Partners with community to offer family learning programs.</td>
<td>Plays an active role in the promotion of technology literacy within the local community.</td>
</tr>
<tr>
<td></td>
<td>Minimal initiatives to increase community technology literacy.</td>
<td>Offers a technology literacy program for parents and community (i.e. family tech nights, workshops, or webinars).</td>
<td>Students assist in technology skills training parents and community in real-life skills.</td>
<td>Provides enrichment programs to promote a balance between community, business, and school.</td>
</tr>
<tr>
<td><strong>Demonstrating Effective Use of Technology in Learning</strong></td>
<td>Educators understand the potential of technology in the learning process, however the focus remains on productivity.</td>
<td>Educators apply effective use of technology in the learning task and opportunities for increasing productivity/day.</td>
<td>Educators use technology as an extension of the learning experience.</td>
<td>Educators facilitate effective use of technology in the learning process.</td>
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<thead>
<tr>
<th>Key Areas</th>
<th>Stage 1 Beginning</th>
<th>Stage 2 Progressing</th>
<th>Stage 3 Significant Progress</th>
<th>Stage 4 Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Technology Essential Learnings</strong></td>
<td></td>
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<td></td>
<td>Up to 50% of students demonstrate proficiency in the Nebraska Student Essential Learnings in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
<td>At least 55% of students demonstrate proficiency in the Nebraska Student Essential Learnings in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
<td>At least 60% of students demonstrate proficiency in the Nebraska Student Essential Learnings in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
<td>At least 75% of students demonstrate proficiency in the Nebraska Student Essential Learnings in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
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<tr>
<td><strong>Administrator Technology Competency</strong></td>
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<td>Administrators know and understand the Nebraska Administrator Competencies in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
<td>Administrators apply the Nebraska Administrator Competencies in Technology in their professional responsibilities. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
<td>Administrators analyze and determine their performance based upon the Nebraska Administrator Competencies in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
<td>Administrators make decisions and adjust behaviors based upon the Nebraska Administrator Competencies in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
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<tr>
<td><strong>Teacher Technology Competencies</strong></td>
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<td></td>
<td>Up to 25% of educators demonstrate proficiency in the Nebraska Educator Competencies in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
<td>At least 25% of educators demonstrate proficiency in the Nebraska Educator Competencies in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
<td>At least 30% of educators demonstrate proficiency in the Nebraska Educator Competencies in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
<td>At least 75% of educators demonstrate proficiency in the Nebraska Educator Competencies in Technology. (Refer to <a href="http://www.nclt.state.ne.us/TECHCEN/index.html">http://www.nclt.state.ne.us/TECHCEN/index.html</a>)</td>
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APPENDIX C

TEACHER SURVEY QUESTIONS
Teacher Survey Questions
For Generation Y teachers in a district

1. Please mark your year of teaching in this district.
   - First
   - Second
   - Third
   - Fourth

2. What is your gender?
   - Male
   - Female

3. Please mark the range of years in which you were born.
   - 1976 - 1979
   - 1980 - 1984
   - 1985 - 1989
   - 1990 - 1992

4. What is your highest college degree attained?
   - Bachelors
   - Bachelors plus 30 hours
   - Masters
   - Masters plus 30 hours
   - Doctorate

5. What level do you teach?
   - Pre-k through Grade 2 (Primary)
   - Pre-k through Grade 2 Special Education (Primary)
   - Pre-k through Grade 2 Bilingual Education (Primary)
   - Grade 3 - Grade 5 Regular Education (Intermediate)
   - Grade 3 - Grade 5 Special Education (Intermediate)
   - Grade 3 - Grade 5 Bilingual Education (Intermediate)
   - Grade 6 - Grade 8 Regular Education (Middle/Junior High School)
   - Grade 6 - Grade 8 Special Education (Middle/Junior High School)
   - Grade 6 - Grade 8 Bilingual Education (Middle/Junior High School)
6. Is this your
   - 1st teaching position?
   - 2nd teaching position?
   - 3rd, 4th, or more than 4th teaching position?

7. What is your status in your current district?
   - 1st year, non-tenured
   - 2nd year non-tenured
   - 3rd year non-tenured
   - 4th year non-tenured
   - Tenured

8. Is teaching your first career or have you changed careers?
   - Teaching is my first career
   - I worked in a different career before becoming a teacher

9. How would you rate your personal level of technology use before starting your teaching job in this district? (3A)
   - Extremely low
   - Relatively low
   - Moderate
   - Relatively high
   - Very high

10. How would you rate your professional understanding (use) of technology in a classroom setting upon first being hired as a teacher? (3A)
    a. Extremely low
    b. Relatively low
    c. Moderate
    d. Relatively high
    e. Very high

11. What type of preparation did you receive in your college/university preservice program related to technology for planning, instruction, and assessment?

   Text Box
12. How would you rate the level of student access to technology in your classroom? (2A)
   a. Extremely low
   b. Relatively low
   c. Moderate
   d. Relatively high
   e. Very high

13. How would you rate the level of Curriculum-based technology tools in your classroom? (2G)
   a. Extremely low
   b. Relatively low
   c. Moderate
   d. Relatively high
   e. Very high

14. How much time during the school day do you use technology for instruction? (3A)
   o Less than 1 hour
   o 1-2 hours
   o 2-3 hours
   o 3-4 hours
   o 4 or more hours

15. How much time during the school day do your students use technology for learning? (4A)
   o Less than 1 hour
   o 1-2 hours
   o 2-3 hours
   o 3-4 hours
   o 4 or more hours

16. Please check all of the areas in which you use instructional technology in your work as a teacher. (Check all that apply.) (3A)
   o Direct instruction
   o Communication with parents
   o Communication with colleagues
Communication with students
- Collaborative projects (e.g. Google Docs)
- Formative assessment (e.g. voting devices)
- Summative assessment
- Connecting/communicating outside the classroom
- Research
- Other ____________________________

17. My students regularly use technology for working collaboratively in communities of inquiry to propose, implement, and assess solutions to real world problems. (4A)
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

18. My students regularly use technology for evaluating and analyzing their own assessment information to improve learning. (4A)
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

19. My students regularly use technology to publish and effectively communicate their knowledge with the global community. (4A)
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

20. I use instructional technology in new and interesting ways in my classroom. (4B)
   - Strongly disagree
   - Disagree
21. I regularly provide opportunities for student-centered learning in my teaching. (4B)
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

22. I am a facilitator in collaboration with external entities to develop 21st century skills (e.g. national or international, business, and/or educational communities). (4B)
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

23. In my work as a teacher, technology is vital to all curriculum areas and is integrated on a daily basis. (4B)
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

24. The school district offers multiple, sequential programs of study in technology for students. (4C)
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree
25. My students participate in a mentoring program with business and/or community members. (4D)
   - Strongly disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

26. Rate the school district's professional development for classroom technology use during the new teacher training (induction?) process when you were initially hired as a teacher. (3F)
   - Not effective at all
   - Minimally effective
   - Moderately effective
   - Very effective
   - Extremely effective

27. Why did you give this rating?
   Text Box

28. Was the professional development in the area of: (Check all that apply.) (3C)
   - Hardware use
   - Instruction
   - Communication
   - Collaboration
   - Assessment
   - Other ________________________________

29. How much ongoing professional development (PD) did the school district provide over the course of your first year as a teacher? (3D)
   - Extremely low amount of PD
   - Relatively low amount of PD
   - Moderately amount of PD
30. Rate the quality of the professional development in technology you received throughout your first year as a teacher in the district. (3F)
   - Extremely low quality
   - Relatively low quality
   - Moderate quality
   - Relatively high quality
   - Extremely high quality
   - I have not completed my first year

31. Why did you give this rating?

   Text Box

32. Who provided professional development during your first year of teaching in the district? (Check all that apply.) (3D)
   - Superintendent
   - Assistant supt. for curriculum and instruction
   - Assistant supt. (director) for human resources
   - Principal(s)
   - Director of technology/21st century skills at the district level
   - Technology coordinator(s) at the school level
   - Teacher leader/mentor
   - Outsourced consultant
   - Secretary/Teaching assistant
   - Other __________________________

33. Rate the amount of support you feel you receive from the school administration in the area of instructional technology. (3B)
   - Extremely low amount of support
   - Relatively low amount of support
   - Moderately amount of support
   - Relatively high amount of support
   - Extremely high amount of support
34. Rate the amount of support you feel you receive from the district administration in the area of instructional technology. (3B)
   - Extremely low amount of support
   - Relatively low amount of support
   - Moderately amount of support
   - Relatively high amount of support
   - Extremely high amount of support

35. How would you rate your professional understanding of technology in a classroom setting upon completion of your first year as a teacher? (2A)
   - Extremely low
   - Relatively low
   - Moderate
   - Relatively high
   - Very high
   - N/A (I have not completed my first year of teaching)

36. How capable do you think you are to mentor a new teacher in the use of instructional technology in your district? (3D)
   - Not capable at all
   - Barely capable
   - Neutral
   - Relatively capable
   - Extremely capable

37. How do you best learn as a professional (professional development options)? (3C)
   - Professional development meetings
   - Online
   - Self-directed
   - One-on-one tutoring/assistance
   - Blended

38. What do you need now in the area of professional development to effectively incorporate technology into your instruction?

| Text Box |
APPENDIX D

SEMI-STRUCTURED ADMINISTRATOR INTERVIEW QUESTIONS
Administrator Interview Questions

Demographic information (Completed by interviewer)

<table>
<thead>
<tr>
<th>School District</th>
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<tr>
<td>Current Position</td>
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<tr>
<td>Years in Education</td>
<td></td>
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<tr>
<td>Years in this position</td>
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<tr>
<td>Educational Background</td>
<td>Masters</td>
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<tr>
<td></td>
<td>Masters+</td>
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<td></td>
<td>PhD/EdD</td>
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</table>

Questions asked (Recorded on an iPad and transcribed by Rev.com.)

1. What technological skills do you look for when hiring new teachers, especially as they pertain to the use of technology for planning, instruction, and assessment? (3B)

2. What are the delivery models that your district provides new teachers for their new teacher induction? (3D)

3. What, if any, is your role in the planning of the new teacher induction process in your district? (3B)

4. What, if any, is your role in conducting the new teacher induction process in your district? (3D)

5. What were your experiences with new teacher induction in previous districts? (3B)

6. Are you pleased with the current new teacher induction process in your district? Please explain why or why not. (3F)

7. If not, what would you like to see added or changed? (3F)
8. What are the basic areas of concentration that are included in your current new teacher induction plan? (3F)

9. Are there areas that are over-emphasized or could be reduced/eliminated? (3F)

10. Are there areas that need to be increased or further developed? (3F)

11. Does your district's new teacher induction process extend past the very beginning of the school year? Why or why not? (3D)

12. What do you believe are the characteristics of Generation Y teachers?

13. What implications do these characteristics have on new teacher induction?

14. Do you feel as if new teachers are ready to meet the district's expectations for the use of technology in their classrooms when they are first hired? (3A)

15. What does your district do to prepare new teachers for mastering the functionality of the technology in their classrooms? (1B)

16. What does your district do to prepare new teachers for mastering the use of technology for instruction in their classrooms? (1C)

17. Does your district do enough to assist new teachers in the area of educational technology (functionality or instruction)? Please explain. (1B & 1C)

18. Is there anything you would add to the technology component of the new teacher induction process? (3D)

19. Is there anything else that you would like to add to this discussion?
APPENDIX E

LETTER OF COOPERATION – DISTRICT SUPERINTENDENT
Letter of Cooperation
District Superintendent

August 21, 2013

Project Title: New Teacher Induction Programs: A case study of an exemplary school district and how it prepares its new teachers for the use of instructional technology in the classroom: Lessons for leadership.

Researcher: David B. Sherman, Doctoral student in the Loyola University Chicago School of Education

Faculty Sponsor: Dr. Marla Israel Ed.D. - Dissertation Research Study: Case Study

Introduction:
You are being asked to take part in a research study being conducted by David Sherman for a dissertation study at Loyola University Chicago under the supervision of Dr. Marla Israel Ed.D., Associate Professor in the School of Education.

You are being asked to participate because you are a leader of a school district that has received accolades in the area of instructional technology. Please read this form carefully and ask any question you may have before deciding whether to participate in this study.

Purposes:
The purposes of this dissertation are to identify and deeply study one school district that is considered exemplary in the use of educational technology, to determine how this school district trains its Generation Y teachers in the use of technology, and to make recommendations to educational leaders as to the best plans for teacher induction in the area of educational technology.

Procedures:
If you give consent for your district to participate in this study, you will be asked to allow me to participate in the following activities:

- Administer an online survey to consenting Generation Y teachers in your school district (approximately 20 minutes);
• Conduct semi-structured focused interviews with the district administrators (approximately one hour);
• Complete observations of one or more new teacher induction sessions;
• Complete an artifact review of school district documents related to instructional technology use and new teacher induction processes.

Risks/Benefits:
There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There may be a benefit to having an outside educator review your new teacher induction program, especially in the area of instructional technology. This study may lead to improved new teacher induction and improved use of technology for instruction in the classrooms. In addition, this case study may have implications for school leaders in other school districts.

Confidentiality:
The following will be guaranteed in order to maintain strict confidentiality throughout this research project and beyond:
• Research notes and any documents collected will be stored and made available only to the researcher. When not in use, notes and documents will be secured, and upon completion of the research project will be destroyed.
• Pseudonyms will be used in lieu of actual names when developing this dissertation study.
• A transcription service will be contracted to transcribe the interview responses, and the transcriber will be required to sign a confidentiality agreement.

Voluntary Participation:
Participation in this study is voluntary. If you, the district administrators, and the Generation Y teachers do not want to participate, none of you will have to do so. All participants will be free to not answer any question of withdraw from participation in the study at any time without penalty.

Contacts and Questions:
If you have questions about this research study, please feel free to contact:
The researcher:

- David Sherman at dsherman@luc.edu/ (847) 644-2619

The dissertation director:

- Dr. Marla Israel at misrael@luc.edu/ (312) 915-6336

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

**Statement of Consent:**

Your signature below indicates that you have read and understand the information provided above, have had an opportunity so ask questions, and agree to allow your district administrators and Generation Y teachers to participate in this research study. You will be given a copy of this form to keep for your records.

<table>
<thead>
<tr>
<th>Participant's Signature</th>
<th>Date</th>
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<tr>
<th>Researcher's Signature</th>
<th>Date</th>
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APPENDIX F

LETTER OF COOPERATION – DISTRICT ADMINISTRATOR
Letter of Cooperation
District Administrator

September 25, 2013

**Project Title:** New Teacher Induction Programs: A case study of an exemplary school district and how it prepares its new teachers for the use of instructional technology in the classroom: Lessons for leadership.

**Researcher:** David B. Sherman, Doctoral student in the Loyola University Chicago School of Education

**Faculty Sponsor:** Dr. Marla Israel Ed.D. - Dissertation Research Study: Case Study

**Introduction:**
You are being asked to take part in a research study being conducted by David Sherman for a dissertation study at Loyola University Chicago under the supervision of Dr. Marla Israel Ed.D., Associate Professor in the School of Education.

You are being asked to participate because you are a leader of a school district that has received accolades in the area of instructional technology. Please read this form carefully and ask any question you may have before deciding whether to participate in this study.

**Purposes:**
The purposes of this dissertation are to identify and deeply study one school district that is considered exemplary in the use of educational technology, to determine how this school district trains its Generation Y teachers in the use of technology, and to make recommendations to educational leaders as to the best plans for teacher induction in the area of educational technology.

**Procedures:**
If you give consent for your participation in this study, you will be asked to allow me to conduct a semi-structured interview with you that will last approximately 45 minutes. This interview can take place in a location and at a time that is most convenient for you.
Risks/Benefits:
There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There may be a benefit to having an outside educator review your new teacher induction program, especially in the area of instructional technology. This study may lead to improved new teacher induction and improved use of technology for instruction in the classrooms. In addition, this case study may have implications for school leaders in other school districts.

Confidentiality:
The following will be guaranteed in order to maintain strict confidentiality throughout this research project and beyond:

- Research notes and any documents collected will be stored and made available only to the researcher. When not in use, notes and documents will be secured, and upon completion of the research project will be destroyed.
- Pseudonyms will be used in lieu of actual names when developing this dissertation study.
- A transcription service will be contracted to transcribe the interview responses, and the transcriber will be required to sign a confidentiality agreement.

Voluntary Participation:
Participation in this study is voluntary. If you, the district administrators, and the Generation Y teachers do not want to participate, none of you will have to do so. All participants will be free to not answer any question of withdraw from participation in the study at any time without penalty.

Contacts and Questions:
If you have questions about this research study, please feel free to contact:
The researcher:
- David Sherman at dsherman@luc.edu/ (847) 644-2619
The dissertation director:
- Dr. Marla Israel at misrael@luc.edu/ (312) 915-6336
If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.
Statement of Consent:
Your signature below indicates that you have read and understand the information provided above, have had an opportunity to ask questions, and agree to be interviewed for the purpose of gathering data for this research study. You will be given a copy of this form to keep for your records.

Participant's Signature  
Date

Researcher's Signature  
Date
APPENDIX G

SCRIPT FOR TELEPHONE INVITATION TO PARTICIPATE –

SUPERINTENDENT
Script for Telephone Invitation to
Participate in Research
Superintendent

Hello, my name is David Sherman, and I am a doctoral student in the Educational Leadership program at Loyola University Chicago. School districts are hiring an increasing number of Generation Y teachers, most of whom have grown up in a technological world. I am interested in this specific group of teachers' use of technology in their first few years of teaching. More specifically, I am interested in the new teacher induction programs that school districts are providing to their newly hired teachers in order to prepare these teachers for the incorporation of instructional technology in their classrooms.

As the superintendent of the district, I am seeking your consent for the following:

- to contact your recently hired Generation Y teachers to administer a short anonymous survey;
- to ask the district level administrators for their consent to an interview that would last approximately one hour in duration;
- to review district documents related;
- to observe one or more new teacher induction meetings in the near future.

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life. Everything you and other district employees say will be held in strict confidence and pseudonyms will be used in lieu of actual names when developing the dissertation study. Are you willing to allow me to conduct this study within your school district?
If the response is "Yes:"

Thank you very much. I will send you the survey questions, the interview questions, and a "Cooperation to Participate in the Study" form via the U.S. Mail. Once you return the form, I will contact you to schedule a time to meet and discuss the timeline for completing the surveys and interviews. If you have any questions, please email me at dsherman@luc.edu or call me at 847-644-2619. Thank you and have a good day.

If the response is "No:"

Thank you for your time. If you change your mind or have any questions regarding this research study, please email me at dsherman@luc.edu or call me at 847-644-2619. Have a good day.
APPENDIX H

EMAIL SOLICITING ADMINISTRATOR PARTICIPATION INTERVIEW
September, 2013

Dear District Administrator,

As a doctoral candidate at Loyola University Chicago, I am conducting research for my dissertation entitled: New Teacher Induction Programs: A case study of an exemplary school district and how it prepares its new teachers for the use of instructional technology in the classroom - Lessons for leadership. The purpose of this study is to identify what constitutes a high quality new teacher induction program in the area of instructional technology.

More specifically, I am studying new teachers who are part of Generation Y. That is, teachers who were born between the late 1970s and the mid-1990s. You are receiving this email because you were identified by your school district as someone who has taken an active role in your district’s new teacher induction program.

I am asking you to please consider participating in a brief face-to-face or telephone interview with me during which time I will ask you questions about your experiences with the school district’s new teacher induction program. The survey should take no more than 45 minutes to complete. The interview will be audio recorded and transcribed by a professional transcription service.

Your participation in this study is completely voluntary. This interview will be held at a location that is most convenient for you, and it will be strictly confidential. If you are willing to participate, please reply to this email stating such no later than October 1, 2013. I then will contact you via email or telephone to set up a time for the interview. If you choose not to participate, please send a "No" reply at your earliest convenience.

If you have questions about the study, please feel free to email them to me at dsherman@luc.edu, or call me at 847-644-2619. You also may contact Dr. Marla Israel, my dissertation director at misrael@luc.edu/ (312) 915-6336. If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

I thank you in advance for you participation in this research study.
Sincerely,
David Sherman
Doctoral Candidate, Loyola University Chicago
APPENDIX I

EMAIL SOLICITING TEACHER PARTICIPATION – SURVEY
October 29, 2013

Dear Teacher,

As a doctoral candidate at Loyola University Chicago, I am conducting research for my dissertation entitled: New Teacher Induction Programs: A case study of an exemplary school district and how it prepares its new teachers for the use of instructional technology in the classroom. The purpose of this study is to identify what constitutes a high quality new teacher induction program in the area of instructional technology.

More specifically, I am studying new teachers who are part of Generation Y. That is, teachers who were born between the late 1970s and the mid-1990s. You are receiving this email because you were identified by your school district as someone fitting the definition of a Generation Y teacher.

I am asking you to please consider participating in a brief online survey that will ask you questions about your experiences with the school district's new teacher induction program and your experiences embedding instructional technology into your work as a teacher. The survey should take no more than 20 minutes to complete.

**Your participation in this study is completely voluntary. This survey will be anonymous and strictly confidential.** By completing this survey no later than December 1, 2013 you are agreeing to participate in this research study. If you choose not to participate, please send a "No" reply at your earliest convenience.

If you have questions about the study, please feel free to email them to me at dsherman@luc.edu, or call me at 847-644-2619. You also may contact Dr. Marla Israel, my dissertation director at Dr. Marla Israel at misrael@luc.edu/ (312) 915-6336.

If you have questions about your rights as a research participant, you may contact the Loyola University Office of Research Services at (773) 508-2689.

I thank you in advance for you participation in this research study.
Sincerely,
David Sherman
Doctoral Candidate, Loyola University Chicago
APPENDIX J

CONFIDENTIALITY AGREEMENT FOR TRANSCRIPTION SERVICES
Confidentiality Agreement
for
Transcription Services

I, ____________________________, transcriptionist, agree to maintain full confidentiality in regard to any and all audio files and documentation received from David Sherman related to his doctoral study: New Teacher Induction Programs: A case study of an exemplary school district and how it prepares its new teachers for the use of instructional technology in the classroom.

Furthermore, I agree:

1. To hold in strictest confidence the identification of any individual who may be inadvertently revealed during the transcription of recorded interviews, or in any associated documents.

2. To not make copies of any audio recordings or computerized files of the transcribed interview texts, unless specifically requested to do so by David Sherman.

3. To store all study-related recordings and materials in a safe, secure location as long as they are in my possession.

4. To return all recordings and study-related documents to David Sherman in a complete and timely manner.

5. To delete all electronic files containing study-related documents from my computer hard drive and all other back up devices.

I am aware that I can be held legally liable for any breach of this confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information from the recordings and/or files to which I will have access.

Transcriber’s name (printed): ____________________________

Transcriber’s signature: ____________________________

Date: ________________
Introduction and Purpose
for the
Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs

Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs are intended to set forth a clear framework to assist in the development of research-based programs that meet local needs and are responsive to local contexts. The standards are broad and interdependent, describing a vision of a comprehensive and dynamic program for beginning teachers and those who support them. The standards provide a research-based foundation that will guide and support development of induction programs. The intent of these standards is to foster thoughtful, high quality growth and development; they become purposeful and meaningful when implemented fully at the local level. Standards help reflect on best practices and effective structures necessary to the design and delivery of high quality, effective induction programs.

Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs have been developed by a diverse stakeholder group that has broadly reviewed the research on induction and induction programs as well as their implementation. Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs are offered to facilitate and support the development, implementation and continual improvement of induction programs that in turn achieve the goals for induction programs.

In accordance with Article 21A of the 2006 Illinois School Code, goals of beginning teacher induction programs are to:

- provide a system for teacher induction that provides an effective transition into teaching for first and second year teachers
- improve student performance through improved training, information and assistance for beginning teachers
- enable beginning teachers to be effective in teaching a range of student populations
- ensure success and retention of beginning teachers who show promise of becoming highly effective professionals
- identify beginning teachers who need additional feedback, assistance and training
- establish an effective, coherent system of formative assessments based on the Illinois Professional Teaching Standards.
Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs

Standard 1: Induction Program Leadership, Administration, and Support
The induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards.

Standard 2: Program Goals and Design
Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, the district/school improvement plan and local concerns/context.

Standard 3: Resources
Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.

Standard 4: Site Administrator Roles and Responsibilities
Site administrators lead efforts to create a positive climate for the delivery of all essential program components. Site administrators and program leadership collaborate to ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program.

Standard 5: Mentor Selection and Assignment
Mentors are recruited, selected and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups.

Standard 6: Mentor Professional Development
Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor’s work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning.

Standard 7: Development of Beginning Teacher Practice
Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning.

Standard 8: Formative Assessment
Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

Standard 9: Program Evaluation
Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.
Standard 1: Induction Program Leadership, Administration, and Support
The induction program has an administrative structure with specified leaders who plan, implement, evaluate and refine the program through data analysis, program evaluation, and stakeholder communication linked to relevant standards.

Induction leadership focuses on allocation of sufficient resources, facilitation of professional development, program oversight and evaluation. They also ensure effective coordination of services and communication for beginning teachers, teacher leaders, mentors, site and district administrators, and other support providers.

Criteria for Quality Program Development:

- Induction leadership, administration, and support are aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).

- Responsibilities for program planning, operation and oversight are clearly defined and program leadership is designated.

- The program leadership implements a high quality program in accordance with state guidelines and state induction standards, as applicable.

- Adequate time, fiscal resources, and appropriate authority are allocated to program leadership, which should include a team of stakeholders that provides support and oversight.

- Stakeholder collaboration is focused on creating a culture of commitment to beginning teacher induction and improving student achievement, and includes teachers, administration, school boards, union/association, and additional professional partners.

- Program leadership participates in professional development to understand, design and implement high quality induction and mentoring.

- Program leadership participates in on-going professional development linking to a professional learning community specifically for program leadership.

- Program leadership uses data to facilitate on-going program planning, implementation, evaluation and improvement.

- The program meets additional criteria specified by local guidelines, as appropriate to this standard.
Standard 2: Program Goals and Design
Local program design is focused on beginning teacher development, support, retention and improved student learning. The goals are guided by current induction research, effective practices, Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, the district/school improvement plan and local concerns/context.

Program design and goals reflect a sound understanding of research on the unique strengths and needs of individual beginning teachers as they develop over time. Program goals and design include appropriate support activities, professional development, and assessment practices designed to effectively meet the needs of beginning teachers, teacher leaders, mentors, administrators and other support providers. Program goals are explicitly linked to improving teacher quality and retention while raising student achievement.

Criteria for Quality Program Development:

- The program goals are aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A), Illinois Professional Teaching Standards (IPTS) and relevant content-area standards.

- The program design includes learning outcomes for participants that recognize the continuum of teacher development and a focus on student learning, with clearly defined participant expectations for program completion.

- The program design provides effective communication among program leadership, mentors, beginning teachers and site administrators. The design of the induction program is consistent with and integrated into the school and district school improvement goals and ongoing professional development initiatives.

- The program design includes high quality mentor selection, training, assessment/evaluation and ongoing support in a mentor learning community.

- The program design defines essential activities including beginning teacher formative assessment, written documentation of beginning teacher/mentor work, analysis of beginning teacher instruction and student learning, and professional development for all stakeholders.

- The program design involves a planned process for program orientation for all participants and ongoing feedback on progress toward program completion in relation to the beginning teacher moving from initial to standard certification.

- The program goals and outcomes around teacher development, retention, support and student learning reviewed and revised as necessary, based on multiple sources of program evaluation data analyzed by program leaders and stakeholders.
Standard 3: Resources
Program leadership allocates and monitors sufficient resources to meet all goals and deliver program components to all participants.

The quality and effectiveness of induction programs rely on the appropriate and thoughtful use of human, time, fiscal and other resources. Program leadership allocates resources in a manner consistent with the stated program rationale, design, goals and, when appropriate, local collective bargaining agreements.

Criteria for Quality Program Development:

- Resources are aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).

- The program leadership allocates adequate resources to ensure an appropriate distribution of funds to support components defined in the program design. This may include materials, release time, salary and benefits, stipends substitute coverage, and other resources.

- The program leadership, program partners and all stakeholders access and coordinate existing professional development resources to effectively align and coordinate with the induction program.

- The program leadership allocates sufficient, sanctioned, protected time essential for high quality induction and mentoring.

- The program leadership monitors resource allocations on a regular basis and makes necessary adjustments.

- The program leadership provides fiscal reports documenting allocation of resources as necessary for accountability and on-going program improvement.

- The program meets additional criteria specified by local guidelines, as appropriate to this standard.
Standard 4: Site Administrator Roles and Responsibilities
Site administrators lead efforts to create a positive climate for the delivery of all essential program components. Site administrators and program leadership collaborate to ensure that they are well prepared to assume their responsibilities for supporting beginning teachers in the induction program.

Site administrators are crucial to setting the stage for beginning teacher success and are essential partners. Site administrators seek to secure assignments and establish working conditions for beginning teachers that maximize their success. Site administrators communicate with the beginning teachers and mentors in a formal, ongoing process.

Criteria for Quality Program Development:

- Site administrator roles and responsibilities are aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Site administrators participate in appropriate induction professional development and are an integral part of program operation.
- Site administrators collaborate with program leadership to overcome challenging aspects of beginning teacher working environments and other operational and logistical barriers.
- Site administrators facilitate the inclusion of beginning teachers in the learning community and promote the commitment of all staff to supporting beginning teachers.
- Site administrators clearly communicate roles, responsibilities, and expectations for mentors/beginning teachers based on program design development by leadership.
- Site administrators respect the confidentiality of the mentor/beginning teacher relationship.
- Site administrators facilitate the integration of induction practices into professional development initiatives with a focus on student learning.
- Site administrators align their work in support of beginning teachers with the Illinois Standards for Administrative Certification.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.
Standard 5: Mentor Selection and Assignment
Mentors are recruited, selected and assigned using a comprehensive strategy that includes a clearly articulated, open process and specific criteria that are developed by and communicated to all stakeholder groups.

The selection of well-qualified mentors based on the qualities of an effective mentor is essential to creating programs that support teacher development, teacher retention, and improved student learning. The process for mentor recruitment, selection and assignment includes ample time for communication, application, selection and assignment. Selection is guided by well-defined, explicit criteria that are consistently applied and periodically reviewed.

Criteria for Quality Program Development:

- Mentor selection and assignment is aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).

- Programs are guided by clear selection criteria that represent a commitment to mentors:
  - Demonstrating evidence of effective teaching practice, including demonstration of content knowledge for the appropriate student-age level span
  - Having strong intra-and interpersonal skills, including self reflection of practice and responsiveness to needs of beginning teachers
  - Exhibiting knowledge of pedagogy, context, and the diverse learning needs of both beginning teachers and their students.

- Beginning teachers and their mentors are matched according to relevant factors, including certification, experience, current assignments and/or proximity of location.

- The program has defined a process to address changes or necessary adjustments in the mentor/beginning teacher matches.

- The program meets additional criteria specified by local guidelines, as appropriate to this standard.
Standard 6: Mentor Professional Development

Mentor professional development provides a formal orientation and foundational mentor training before they begin their work with beginning teachers and should continue over the course of the mentor’s work with beginning teachers. Mentors have time, supported by the program, to engage in this mentor learning community and are consistently supported in their efforts to assist beginning teachers in their development, with a focus on student learning.

Professional development includes both the development of knowledge and skills needed to identify and respond to beginning teacher needs, and the development of a collegial community that engages mentors. Awareness of the diverse needs of students and their learning needs, the range of beginning teacher needs, and the ability to structure and provide opportunities that nurture beginning teachers’ professional growth and development demand the development of unique abilities and skills of mentors.

Criteria for Quality Program Development:

- Mentor professional development is aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- Mentors participate in an ongoing professional learning community that supports their reflective practice and their use of mentoring tools, protocols, and formative assessment, as well as relevant district tools and standards.
- The mentor learning community meets for regularly scheduled professional development and fulfills a number of purposes to deepen mentoring skills and advance induction practices.
- Mentors engage in self-assessment and reflect on their own development as teachers and mentors.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.
Standard 7: Development of Beginning Teacher Practice

Beginning teachers have regularly scheduled time, provided during the two year program, to participate in ongoing professional development that is focused on their professional growth to support student learning.

The development of the beginning teacher’s practice is guided by induction research and the Illinois Professional Teaching Standards that describes the needs of beginning teachers, local expectations and priorities. It is also rooted in formative assessment, in which the beginning teacher and mentor collaboratively collect and analyze multiple sources of data and use structured reflection, in an ongoing process, to focus on classroom practice and meeting students’ individual needs.

Criteria for Quality Program Development:

- Development of beginning teacher practice is aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).

- Beginning teachers have regularly scheduled learning opportunities, starting with an orientation to the induction program, including an orientation to the community, prior to or at the beginning of the school year and continuing throughout the school year.

- Formal support includes opportunities to interact in beginning teacher-only peer groups, as well as sessions with their mentors, for the purpose of professional learning, problem-solving, and mutual support.

- Professional development is guided by the Illinois Professional Teaching Standards, as well as relevant content area standards, beginning teachers’ assessed needs, local instructional needs and priorities.

- The program design provides time to ensure that the quality of the process (e.g. analysis of student work, data collection, observations and reflective conversations) is supported.

- The program meets additional criteria specified by local guidelines, as appropriate to this standard.
Standard 8: Formative Assessment

Beginning teachers and mentors participate in formative assessment experiences, collaboratively collecting and analyzing measures of teaching progress, including appropriate documentation, mentor observations and student work, to improve classroom practices and increase student achievement.

The formative assessment process provides a framework that demonstrates beginning teachers’ growth and progress and engages beginning teachers and their mentors in an ongoing, reflective process. The purpose of formative assessment is to improve teaching, as measured by the Illinois Professional Teaching Standards, the Illinois Continuum of Teacher Development and Illinois content standards.

Criteria for Quality Program Development:

- Formative assessment information is used to determine the scope, focus, and content of professional development activities that are the basis of the beginning teacher’s initial self-assessment and development of an individual learning plan.

- The formative assessment system is characterized by multiple measures of teaching, including, but not limited to: observation by a mentor, analysis of student work and assessment data, reflection and examination of other teaching artifacts.

- Appropriate documentation is utilized to illustrate the use of formative assessment. Documentation should include evidence such as classroom observation data, student work, teacher inquiry, lesson plans and beginning teacher–mentor communication tools.

- Criteria for levels of beginning teacher development are established and the use of formative assessment allows the beginning teacher and mentor to set clear goals for improving the teacher’s level of proficiency.

- Formative assessment and the accompanying documentation and observation data guides mentoring and professional development and is not to be used for formal teacher evaluation or employment decisions.
Standard 9: Program Evaluation
Programs operate a comprehensive, ongoing system of program development and evaluation that involves all program participants and other stakeholders.

The program evaluation leads to substantive program improvements and refinements that focus on the outcomes of teacher retention, teacher quality, and student achievement. Program leadership and stakeholders use program evaluation to ensure program quality and effectiveness.

Criteria for Quality Program Development:

- Program evaluation is aligned with the relevant Article 21A of the 2006 Illinois School Code (105 ILCS 5/21A).
- The criteria for program evaluation are determined by these standards entitled the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs and local program goals.
- The system of program development includes ongoing program evaluation processes, across all of these Standards, based on information from multiple internal and external sources. Program leadership conducts an annual internal program evaluation.
- Regular collection and reflection of feedback about program implementation quality and effectiveness from all participants is done using formal and informal measures.
- Program leadership analyzes multiple sources of data and shares results with stakeholders in a systematic way.
- The program provides for mentor accountability in a supportive environment through a defined process of communication and documentation.
- Program stakeholders participate in external reviews designed to examine program quality and effectiveness, including ISBE program approval and review processes.
- Program leadership participates in statewide data collection that will inform policymakers and other teacher-quality stakeholders of successes and challenges.
- The program meets additional criteria specified by local guidelines, as appropriate to this standard.
REFERENCE LIST


Illinois School Code 2006 [105 ILCS 5/21-2 (c) (2) (A)].


Lawless, K., & Pellegrino, J. (2007). Professional development in integrating technology into teaching and learning: Knowns, unknowns, and ways to


VITA

David Sherman grew up in Skokie, Illinois which is a northern suburb of Chicago. He is the son of a retired Chicago Public Schools principal and a retired Skokie school secretary, so education has been in his blood since birth.

David earned his Bachelor of Science degree in Elementary Education from Northern Illinois University in 1985. David earned his Masters of Education degree in Educational Administration and his Type 75 administrative certificate from the University of Illinois at Urbana-Champaign in 1992, and in the fall of 2010 he began the Doctoral program in Educational Administration and Supervision at Loyola University in Chicago, Illinois.

David has taught second and fifth grades at the elementary level and sixth and seventh grades at the middle school level. He was a junior high school assistant principal in Wilmette, Illinois for two years. He was the principal of Jackson Elementary School in Elmhurst, Illinois for nine years, and he is currently serving in his ninth year as the principal of South Park Elementary School in Deerfield, Illinois.
Dissertation Committee

The Dissertation submitted by David B. Sherman has been read and approved by the following committee:

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