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New Teachers' Perceptions of Induction: Insights Into Principled Practices

Successfully inducting new teachers creates professional alliances to sustain learning organizational cultures. This research involved 30 beginning teachers from a large school board in southern Ontario. The theoretical frame of the study consists of a mixed qualitative data analysis methodology of grounded theory and discourse analysis. The findings elaborate on the value of induction programs that are modeled on individual differentiation according to teachers' unique capacities. The new teachers who benefited most from their induction were those who were part of school cultures that integrated their professional development in meaningful endeavors. New teachers readily shared their self-declared accomplishments in induction experiences wherein they resolved their dilemmas through critical reflection and professional collaboration.

L'admission réussie de nouveaux enseignants crée des alliances professionnelles qui appuient les cultures d'apprentissage organisationnelles. Cette recherche porte sur 30 nouveaux enseignants d'un grand conseil scolaire du sud de l'Ontario. Le cadre théorique de l'étude consiste en une méthodologie d'analyse de données qualitative mixte à base empirique et une analyse du discours. Les résultats exposent en détail la valeur des programmes de préparation modelés sur la différenciation individuelle en fonction des capacités uniques des enseignants. Les nouveaux enseignants qui ont profité le plus de leur admission étaient ceux qui faisaient partie de cultures scolaires qui intégraient leur développement professionnel à des activités significatives. Les nouveaux enseignants ont partagé volontiers leurs réussites (qu'ils ont eux-mêmes identifiées) dans le contexte de leur admission et qui impliquaient la résolution de dilemmes par la réflexion critique et la collaboration professionnelle.

Contextual Grounding

From a research perspective, the literature in the area of professional induction, teacher retention, and school organizational culture has provided conceptual and pragmatic analyses stemming from vigorous interrogations of data (Barrington, 2000; Hiebert, Gallimore, & Stigler, 2002; Hiebert & Stigler, 2000; Ingersoll & Kralik, 2004; Wang & Odell, 2002). Evident from the research is the fact that school systems that dedicate themselves to inducting their novice teachers lend themselves to creating professional alliances in supportive and sustaining learning organizational cultures. In doing so, new teachers tend to become more rationally invested in their status (Goddard, Hoy, & Woolfolk Hoy, 2004; Williams, Prestage & Bedward, 2001). Comprehensive induction programs that include mentoring, professional development, and support to novice teachers also significantly affect teacher attrition (Guarino, Santibanez, & Daley, 2006; Ingersoll, 2001; Weiss & Weiss, 1999). From a North American

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perspective, the literature implicitly states that formal and meaningful support for beginning teachers is critical as they move from teacher candidate to teacher professional (Feiman-Nemser, Carver, Schwillie, & Yusko, 1999; Guarino et al.; Odell & Huling, 2000; Stansbury & Zimmerman, 2000).

It is startling that teachers, unlike the medical and legal professions as well as many of the trades that require an apprenticeship before licensure, have not been better addressed in their call to become educators (Teacher Supply and Demand Committee in Alberta, 2001). The profound implications of this disparity, however, risk being translated directly onto the shoulders of the most vulnerable sector in public schooling, the students themselves. In terms of educational policy in Ontario, it has been vehemently and consistently recommended that a capable pedagogical infrastructure be implemented with greater frequency to position new teachers more effectively in their transition to professional educator (Leithwood, Fullan, & Watson, 2003). It was suggested that the Ontario Ministry of Education collaborate with the Ontario College of Teachers to establish “a substantial induction program to support new teachers in the first three years of teaching” (p. 29). This in turn would support exemplary teaching practice to improve student learning and “the development of teaching capacity” (p. 27).

The inconsistency of successful induction programs, as well as increased rates of attrition and lower levels of teacher efficacy and effectiveness, has been extensively documented in the literature, particularly in the past two decades (National Commission on Teaching and America’s Future, 1996; Ontario College of Teachers, 2003; Putz, 1992; Weiss & Weiss, 1999). So too have been the shifting sands of what are considered to be valuable and illustrative components of induction and how these have been translated from understanding to actual and meaningful implementation for new teachers (Cole, 1994; Gold, 1996; Hall, 1982; Hirsch, Koppich, & Knapp, 1998; Sclan & Darling-Hammond, 1992).

It has been suggested that for induction programs to thrive they need to be an integrated part of the education system, rather than a separate entity conceived as an afterthought. This means that induction programs should be integral to all aspects of the planning cycle, including the system’s strategic plan, the school’s action plan, and the teachers’ professional growth plans. (Elementary Teachers’ Federation of Ontario, 2002, p. 14)

From these initial terms of reference the focus has been extended to include how school environments significantly contribute to new teachers’ decisions to remain in the profession (Carter & Carter, 2000). Apart from the mentoring of novice teachers by experienced colleagues, the working conditions in the school, the levels of professional autonomy that are afforded to new teachers, and the amount of support from principals all factored into new teachers’ wanting to remain in the profession (Johnson & Birkeland, 2003; Johnson & Kardos, 2002; Kelly, 2004; Smith & Ingersoll, 2004; Stockard & Lehman, 2004). Imperative in this consideration is the fact that novice teachers are inducted and enculturated into the district board, but more significantly into the school culture wherein they teach (Cherubini, in press; Cunningham & Gresso, 1993). School culture, understood essentially as the routines and practices that determine the interaction and fluency of colleagues in the organization, also iden-

tifies its organizational values, viewpoints, and principles (Bolman & Deal, 1991; Schein, 1991). Organizational culture has a significant effect on the degree to which individuals aspire to and engage in learning that furthers the capacity of each new teacher to arrive at a functional understanding of his or her identity (Bullough, Knowles, & Crow, 1992; Ford, Voyer, & Gould-Wilkinson, 2000; McDermott & O'Dell, 2001; Tan & Heracleous, 2001). Equally clear, it should be noted, is the difficulty in describing and quantifying organizational learning with any sense of precision (Arthur & Aiman-Smith, 2002; Lant, 2000; Lipshitz, Friedman, & Popper, 2007).

Methodology

The theoretical frame of the study consists of a mixed qualitative data analysis methodology that is significantly influenced by the tenets of grounded theory and discourse analysis. Strauss and Corbin (1990) suggested that substantive theory is grounded in research on one area and emerges from the study of the phenomenon. In this view, grounded theory is not predictive about outcomes, but instead is a systemized approach to data reduction via an inductive discussion about the pertinent codes and the complex relationship that emerge from the data themselves. The research context that houses the emerging theory underscores the social structural conditions that support interaction and the changing nature of these interactions over a specific period (Wells, 1995). The process of data analysis in the grounded theory tradition does not resemble more traditional approaches the intent of which is to communicate a descriptive depiction of the participants' versions of reality (Weiss & Lloyd, 2002). Grounded theory demands great attention to detail on the part of the researcher and operates under the pretense that the respective codes and properties emerge introspectively between the investigator and the data. Strauss and Corbin described grounded theory as a series of procedures to develop inductively derived theory, allowing the researcher to interpret meaning from the collected data.

Research in grounded theory, according to Glaser (1998) and Strauss and Corbin (1990), allows for the identification of the phenomenon to be studied and affords the researcher the opportunity to explore and investigate the emerging observations in great depth. It is not the intent of grounded theory research to test a particular theory. Data derived from this study were subjected to the rigorous assumptions imposed by grounded theory, including selective coding, analytical induction, and constant comparison (Cherubini, 2007; Glaser & Strauss, 1967). Glaser (1998, 2002) posits that the grounded theory approach is particularly suitable for examining common patterns of behavior based on an individual's perceptions of events.

Equally appropriate was the examination of the rhetorical construction of beginning teachers' induction experience using discourse analysis. Discourse analysis compels a concentration on how language influences perceptions to create interpretations of reality (Avdi, 2005; Johnstone & Frith, 2005). The teachers' discourse that was representational of the respective categorical distinctions is cited in the article. Participants recorded monthly reflective entries throughout the school year as a means of logging their growth and development, and were invited to participate voluntarily in focus interviews to enhance their perceptions through dialogue (Jurasaitė-Habison, 2005; Richardson

& Fallona, 2001). The discourse is then examined for interrelationships between organizational structures, social interplay in organizational cultures, and beginning teachers as individuals (Allen & Hardin, 2001).

The Sample

All beginning teachers were new hires from a large district school board of education in Ontario. The names of 55 new teachers were provided, 30 of whom were chosen to participate in the study. The participants represented 21 schools. The district school board services a predominantly inner-city population. Participants taught in schools that were located in high, middle, and low socioeconomic sectors, as well as in two rural schools. There was even distribution of primary (grades 1-3), junior (grades 4-6), and senior (7 and 8) level teachers. Seventy-two percent of the participants were female. The school board was chosen because it offered an exemplary teacher induction program in Ontario. In Canada, education resides under the jurisdiction of provincial governance. The school board involved in this study offered novice teachers many of the comprehensive components of induction as identified by the Ontario Ministry of Education and the College of Teachers (the governing body of the teaching profession). The induction components include mentoring by a selected and experienced teacher (selected by the induction program coordinators in accordance with a specific criteria), release time for both protégés and mentors, professional inservices throughout the school year for mentors and protégés, regular meeting sessions for new teachers from across the school board facilitated by induction providers (who were seconded school administrators from the same school board), and Teachers' Federation-sponsored events to further service the needs of the novice teacher cohort. Participants were recruited through the teacher induction program coordinators. Those who satisfied the following criteria became eligible: 0-2 years of licensed teaching experience; had participated in the board of education's induction program; taught in any of grades 1-8, or were a program teacher in elementary school (including special education and French-as-a-second-language teachers); and were paired with a mentor. The board's induction committee arranged the protégé/mentor teams and offered each mentor a variety of professional inservices and resources. Each pair was granted eight Learning Together Time (LTT) days to first define the protégés' specific areas that warranted professional development and second, to address these independently with the guidance and support of the mentor.

Learning Logs

Each participant recorded at least one entry per month for the duration of the 10-month school year (September to June). They were inserviced by the school board induction providers on matters relating to critical reflection and anecdotal writing. Participants were informed that each of their learning log entries would be collected by the researchers and considered data. Participants were asked to select at least one circumstance per month that they considered to be a significant learning experience and to elaborate on the details of this experience in a mode of critical reflection.

Focus Group Interviews

The focus interviews were scheduled in June during the last month of the academic year marking the conclusion of the induction program for these participants. The focus interviews ranged from 50 to 80 minutes in length. Participants were divided into five groups (consisting of 6 participants per focus group) to ensure representation of varying schools in each of the focus interviews. The interview facilitators were provided with a script of common questions and were instructed to allow the interviewees to speak freely of their experiences that might or might not be directly related to the questions. The questions were purposely articulated in general terms. The interview guides provided the parameters for the subject areas that allowed for further exploration and probing (Brott & Myers, 1999; Gay, 1992). The semistructured interview scripts included four questions and were based on a preliminary review of the literature and the findings that emerged from another study. They included:

1. Aside from mentoring, describe the other components of the induction program that you had access to this year?
2. Describe in detail which component of the school board's induction program had the greatest impact upon your professional development?
3. Describe in detail which component of the school board's induction program had the least impact upon your professional development?
4. Explain any additional supports and/or activities that would have been valuable to you as a beginning teacher?

All focus interviews were recorded on audiocassette and transcribed by a hired typist.

Data Analysis

The Coding Process

The open coding process identified discrete concepts (basic units of analysis) and the properties and dimensions of each concept. Key phrases in the respondents' own words were used in the line-by-line examination of each participant's responses (Chesler, 1987). The process of transforming the line-by-line coding notes into a discussion of observations resulted in an analysis of the data on a higher conceptual level (Orona, 1997).

Constant Comparison

The various concepts were grouped to formulate preliminary categories. These were concepts that emerged when codes relating to the rhetorical features of the discourse were juxtaposed with one another. Various relationships between categories were examined (Tamm, 1999). Constant comparison, as explained by Glaser and Strauss (1967), systematically compares codes and categories for both common themes and relationships between them. The data were initially interrogated by each of the two individual researchers. Researcher triangulation subjected each of the emerging codes and categories to thoughtful scrutiny. The researchers further accounted for the social constructionist paradigm of discourse analysis methodology. Each researcher examined the implications of beginning teachers' frames of reference in the transcripts of participants' learning logs and focus interviews. Only those discursive themes

that were deemed most significant by both researchers were retained for further analysis.

Findings

The inductive approach employed throughout the transcript analyses resulted in the emergence of four codes identified as *the emotional effect of teaching upon beginning teachers, the pervasive influence of school administrators, the perceived inequity of status, and a sensitivity toward school culture*. These codes were subsumed during axial coding into two significant categories that included *an engaged locus of behavioral control* and *the influence of inter-subjectivity*.

An engaged locus of behavioral control. A decisive feature in the body of discourse throughout the learning logs and focus interview data was beginning teachers' heightened sense of self-efficacy as their participation in the induction program evolved. They reiterated feeling privy to the objective perspectives that experienced colleagues, consultants, and induction program providers shared, and expressed an unmistakable concomitant appreciation for this advice. As this individual stated, "I can't tell you how great it is to have somebody else with a different perspective be able to come into the classroom." Another participant distinguished the benefits of "having another view [that is less] subjective than mine" to balance mediation of a predicament that was especially pressing for the beginning teacher. Of particular relevance, participants did not perceive themselves in dependency positions in their account of these varied support systems. They did not resign themselves to the assistance of others to intervene and solve their problems; instead, they consistently noted how "it was just so valuable to have them [the behavior team in this instance] actually in my classroom to talk with me and offer some suggestions" on how to respond to the specific issues. In turn, the support received created a unique sort of philosophical solitude for participants as they felt self-affirmed to arrive at their own decisions. On numerous occasions beginning teachers stated how they "felt so much more confident" because their professional competence in the classroom and in the school community were validated not only by the autonomy afforded to make their own decisions, but by the fact that such decisions were respected by their colleagues.

Participants' locus of behavioral control was also genuinely engaged in experiences where they were acculturated into collaborative and collegial school cultures. They distinguished the administrators and fellow teachers who would, as one beginning teacher stated, "liaison with us to understand how we were feeling both on good days and bad days" during their professional induction. Participants felt empowered by these informal opportunities to meet with principals and colleagues who were both receptive and non-evaluative of their distinct predicaments. These experiences gave beginning teachers license to take control of their situations. One participant expressed relief on acknowledging that, "there's all kinds of teachers like me out there [referring to the preoccupying anxiety of managing their role] and that I'm not alone. But I was made to feel like I could do it." Most beginning teachers highlighted that nurturing school cultures produced a "camaraderie [that] makes you feel ownership [in the classroom] to what you belong to." Emanating from the focus discussions were participants' perceptions of the conceptual force of sorts that recognized and accepted them as having "a valued presence"

in the school culture given what their colleagues considered to be the proactive contributions they made as novice professionals. The following comment by one beginning teacher assigned to two schools that represented in her view significantly varying professional cultures was particularly telling, "it's like being on different planets."

The influence of inter-subjectivity. The properties of this discourse consisted primarily of participants' perceptions of school administrators' aporial consideration of induction practices. Hence the principals' frames of reference of what constituted meaningful induction services often significantly influenced beginning teachers' perceptions. Participants sensed in a number of cases a genuine disconnect between the importance of the induction program as it was communicated by the board personnel, and the lack of preference principals attributed to it at the local school level. In one focus group in particular there was consensus that for some administrators, "everything else took precedence so we really did not get to use our LTT days (Learning Together Time) as much as we could have." School business was understood to be the first priority for administrators even at the expense of reducing the structured time that the induction program offered protégés. Participants attributed principals' arbitrary modifications to the induction program schedule as undermining their professional development because of "the positions [they] were in" as novice teachers "on the bottom of the totem pole." Another interviewee explicitly stated that "my administrators did not support this program. They did not validate the program." Beginning teachers struggled at times to justify their commitment to a program that was underrecognized at the site where it mattered most: their school. As this individual stated, "When you're in a staff meeting and you are presenting all of those wonderful things that have come out of this program and your administrator is looking at their watch, they're not validating what you're involved in." Such perceived indifference, according to similar accounts from other beginning teachers, induced them to talk about the "lack of communication between the program and the administrators about how important the help is to us. [It is] just gross."

In these circumstances where there was a perceived lack of support for the induction program, beginning teachers' perceptions of the program's merit tended to diminish as the school year progressed. Induction inservices came to be regarded as "just another one of those system professional development" initiatives. The relevance of such board-level inservices did not filter down into these individual schools. In school cultures where the principles of teacher induction practices did not resonate, beginning teachers often confessed to feeling "bogged down" by the inservices and "mentorship program paperwork" that ironically restricted the same professional proficiencies they were intended to assist. In this view, one teacher on behalf of others stated outright that "we felt kind of tricked," whereas another wrote, "we felt bullied" into accepting to participate in the program and resented the overtures throughout the school year that as another participant said, "there was no possibility of declining."

Conversely, the school administrators and school cultures that were perceived as favoring the principled practices of the board's induction program were equally influential on beginning teachers' responses. On countless oc-

casions various participants commented when administrators were “very positive,” “always making sure that we were OK,” and that the goals of the program succinctly aligned to school support. One participant felt less detached from the support they were receiving at the school and board level when “a new principal” was assigned to the school who was perceived to be indifferent to the induction program and as a result “made a phenomenal difference to what we were used to before.” Another individual suggested how beneficial it was to their professional development to have the “principal and the other teachers encourage me to get involved.” Quite distinguishably, then, the intentional directedness of principals’ partiality for the induction program as perceived by participants themselves in sustaining school cultures was a function of the nature of meaning attributed by beginning teachers.

Discussion

A careful consideration of the new teacher participants’ experiences with their induction program bears some resemblance to the literature, particularly in terms of nurturing school cultures and systemic interventions that appeal to novice teachers’ self-actualization (Kardos, Moore-Johnson, Peske, Kauffman, & Liu, 2001). Blasé and Blasé (2002) noted that school contexts with an embedded sense of trust and respect between experienced and beginning teachers share instructional responsibilities and effective pedagogical practices that foster reflective professional dialogue (Daley, 2002; Olebe, 2005). School organizational cultures that constructively provoke novice teachers to belong and contribute to an ethos of professional collectivity improve not only pedagogical practice, but also student learning (Darling-Hammond, 2005; Lieberman, 1996). Stemming from the findings of this grounded research is a theory that highlights the importance of the intrinsic worth of the individual new teacher in the light of the social and cultural practices that are created and tailored for them specifically. Accordingly, it is imperative that induction program facilitators work specifically with new teachers in system-specific support. This theory proposes that participants perceived themselves to be empowered as professional educators in those cases when the support they received was both sustaining and connected to their professional practice. Support systems and the induction program infrastructure itself needs to be well expressed and communicated to not only new teachers, but to mentors, administrators, board personnel, and school faculties in a high degree of clarity and specificity. The properties and categories that emerge to create the central theory of this study are a testament to the value and importance of school and colleague support for induction programs that model themselves on individual differentiation according to teachers’ unique needs and capacities, on a sense of authentic inclusion into professional school cultures, and on the principles of organizational learning.

Participants’ individual and then collective responses throughout the study were reasonably sophisticated. Resonating from these are various new teacher learnings that situate their developmental perceptions as novice educators; more specifically, participants’ perceptions were partial constructs of realities, which as Lipshitz et al. (2007) suggest, are created both individually and collectively (Friedman, 2001). In this consideration, perception is a selective process based on individuals’ interpretation and reality construction (Fried-

man, 2000; Friedman & Berthoin-Antal, 2004; Friedman & Lipshitz, 1994; Friedman, Razer, & Sykes, 2004). Relative to the categories emerging from this study, the new teachers who benefited most from the induction program were those whose perceptions of induction as a sound investment to improve teaching and learning were complemented by school cultures that integrated their professional development in holistic and communal endeavors. It was evident that the greatest professional growth was perceived by participants in those instances when school administrators and other experienced colleagues were engagingly reflective in putting the framework of principled induction into practice. The pedagogical guidelines of what it meant to induct new teachers into their particular school cultures were sensitively perceived by participants and influenced their determination of successful professional enculturation. In instances when the collective perceptions of school cultures embedded an understanding of a constructivist approach to learning that is part and parcel of their induction practice, participants benefited from deconstructing their own experiences and challenges to bring their issues to the forefront. Conversely, when the collective perceptions of the value of teacher induction were disconnected from school organizational culture, participants' experiences in the program were stagnant, unproductive, and limited. Furthermore, in those instances when new teacher efficacy and agency were self-reported to be the highest, they credited the nonjudgmental support they received from mentors, school administrators, and induction providers in alleviating some of the challenges. Although it was clear in most instances that their needs as new teachers were many, the common dialogue that emerged from the data to contribute to the theory-formation underscored the fact that the induction program was most successful when it was fine-tuned to their needs. The participants in this study cited the benefits of common approaches to communication both at the school and district levels. Also of import was their proficiency and emerging teacher presence to build on mentoring models in systems that fostered job-embedded learning.

The prominence of organizational learning was increasingly underscored as contributing to their success in meeting the challenges of being a novice teacher (DeGeus, 1988; Jashapara, 1993; Rowden, 2008; Senge, 1990; Stata, 1989). Organizational learning focuses on the structure of roles in professional relationships and interpersonal networks that create and uphold common knowledge (Aldrich & Ruef, 2006). Cohen and Leninthal (1990) describe it as the level of knowledge and experience that facilitate individuals' further learning from experience in the organization. In particular instances throughout the study, participants had a heightened layer of engagement insofar as managing the professional and emotional momentum as novice practitioners. They felt empowered to experiment with their instructional approaches in the confines of their classrooms while feeling free to question organizational assumptions in the school community. Participants' reflections complemented a paradigm of organizational learning that considers knowledge to emanate from "human action and interaction" in the process of being "lively and dynamic, subject to development, criticism and correction" (Fineman, Sims, & Gabriel, 2006, p. 272). New teachers readily shared their self-declared accomplishments in induction experiences wherein they consolidated their dilemmas through reflec-

tion. Reflection allowed new teachers to focus on the process by which learning in school organizations unfolds (Weick & Westley, 1996) and how successful models of organizational learning incorporate distributed learning sustained by networks of continual interaction (Weick & Roberts, 1993). By collaborating with other new teachers and mentors in a community of genuine dialogue and mutual respect, new teachers garnered new interpretations of their professional practice. The process translated for some new teachers into a fundamental principle of organizational learning that considers interpersonal and interorganizational networks as key to collective sense-making (Gulati & Gargiulo, 1999). From this paradigm, new teachers were able to reflect on their school environment and focus on the constructive processes of their own learning in their respective school organizations (Glynn, Lant, & Milliken, 1994).

Also emanating from the findings are new teachers' proficiencies in capitalizing on their professional growth to improve their instruction for students. Participants managed to highlight some of the implications that resulted in their exercising their agency in supporting and learning-centered school cultures. This is not to suggest that these individuals practiced in states of irrational exuberance; in fact in various instances, participants confessed that the organization's expectation that each new teacher had the capacity to maneuver his or her position aggressively in times of excessive complexity rendered them in equally complex predicaments. Induction providers and school colleagues asked pointed questions while reinforcing the substantial professional autonomy of each new teacher. The variance between participants' induction experiences is explained by the recognition of the instrumental role that learning organizations play in the functional causes and operationalization of teacher induction. The inclusivity of schools that adopted the characteristics of learning organizations, including meaningful learning and professional development opportunities, learning strategies focused on goals, and systemic open-communication channels among colleagues to name a few, resulted unequivocally in more positive mediations of challenging professional experiences for new teachers, and in turn, better learning environments for the students entrusted to their care (Calvert, Mobley, & Marshall, 1994; Watkins & Marsick, 1993).

Validity and Reliability of the Study

The methodological process was profoundly influenced by the specific procedures set out in grounded theory and discourse analysis. The researchers oversaw all the focus group interviews. The validity of the study was addressed by the constant comparison method of analysis in and between the systematic observations (Audiss & Roth, 1999). In the tradition of grounded theory, we independently analyzed and reflected on the data that emerged throughout the coding processes and then subjected our individual observations to those of our co-researchers. Further, an established scholar in the area of qualitative research was invited to partake in all critical discussions and offer an objective perspective. Only those trends between categories that emerged throughout the data analyses and subsequent discussions that could be continuously validated from the transcripts and coding processes were retained. Although the emerging theory and outcomes are validated throughout the

research process, they are not tested in the traditional quantitative manner: "this is for another study" (Taber, 2000, p. 213).

Limitations of the Study

The study was predominantly based on the grounded theory approach, and thus emergent concepts and discussion must be restricted to the context in which the research was conducted, the data examined, and the degree to which any research contextualized in the grounded theory structure is qualified. Given that the sample is exclusive to one school board, the results can be limited only to the population of the study as conclusions are not necessarily generalizable beyond this sample.

Further, the findings are relative to new teachers' experiences in their first year of practice. It may be particularly noteworthy to implement a similar examination of novice teachers on a longitudinal basis to trace their professional development and subsequently, their perceptions of the effectiveness of induction programs after an extended number of years in the role.

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