

A Phenomenological Case Study of Beginning Teachers' Pre-Service and Induction Experiences

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ABSTRACT

This phenomenological case study examined the pre-service and induction experiences of 30 beginning elementary teachers in a school district with a high beginning teacher turnover rate. Fifteen teachers who stayed in the school district and fifteen teachers who left the district were interviewed to share experiences regarding their pre-service program, the district's induction and mentoring program, and to reveal their motivation to stay or leave the district. The Teacher Development Theory provided a theoretical framework for describing teacher development from a pre-service program to an induction program, ultimately resulting in teacher retention and student growth. Through careful analysis of the data, it was concluded there was no correlation between a positive or negative pre-service or induction experience and retention within the district. This study challenges the framework and discusses implications for further research.