

Public Abstract

First Name:Janell

Middle Name:Renee

Last Name:Bagwell

Adviser's First Name:Cynthia

Adviser's Last Name:MacGregor

Co-Adviser's First Name:

Co-Adviser's Last Name:

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Title:The Impact of a Teacher Induction Program on Student Achievement and the Development of the Five States of Mind

This study was a utilization-focused evaluation designed to assist a Midwestern school district in evaluating their teacher induction program. The purpose of the study had three main facets. First was to determine if differences existed in the student achievement between teachers who had participated in the induction program and teachers who had not participated. Second, the study aimed to determine if differences were apparent in any of Cognitive Coachings five states of mind between teachers who had and had not participated in the districts induction program. The third purpose was to explore novice teachers perspective on their intentions to stay in the district, what keeps them there, what is attractive about other occupations or districts, and what supports they found most beneficial or would have been valuable to them.

The student achievement of 201 students was compared in reading and math. Although the means of the induction teachers was higher than the non induction teachers, no significant difference was supported in the data. A survey completed by novice teachers indicated no significant difference evident between teachers who had and had not participated in the teacher induction program for any of the five states of mind. Qualitative data collected from the survey participants were analyzed and several themes emerged regarding the perspective of novice teachers in the district.