

THE IMPACT OF A TEACHER INDUCTION  
PROGRAM ON STUDENT ACHIEVEMENT  
AND THE DEVELOPMENT OF  
THE FIVE STATES OF MIND

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ABSTRACT

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 Coaching's five states of mind between teachers who had and had not participated in the district's 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 taken 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.