

SOCIAL SUPPORT AND THE INTENT TO STAY:
A STUDY TOWARD THE MEDIATION OF NOVICE FACULTY ATTRITION
AT A RURAL BOARDING SCHOOL

by

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(Under the Direction of Sheneka Williams)

ABSTRACT

This dissertation describes a qualitative action research case study focusing on the social supports offered novice faculty as they integrate into a rural boarding school environment. This research seeks to answer the following questions: (1) What role does school culture play in building relationships for new faculty within a rural, boarding school environment?; (2) How do the relational bonds, both on and off campus, help to influence job satisfaction, self-efficacy and increase motivation of novice faculty in a constrained setting?; (3) How has participation in an action research group changed the capacity of building leaders? Interviews and questionnaires were conducted to inform the research. Major findings identified the role of social integration among novice faculty each other and to their veteran colleagues toward their feelings of contentment with the school. The boarding school environment is one with burdens due to the many roles that teachers play, and administrators must deliberately plan and organize events and activities to build time for these informal interactions to occur. Participation on action research teams cause in increased thoughtfulness in the work being studied, and in other decisions the members were responsible to make within the community. Major conclusions identify the

importance of informal mentors to the school community, the critical role of the administration in providing the opportunities for integration of new faculty to the community and hiring practices of novice teachers. Findings from this study will benefit educational administrators in rural or boarding school settings to advise hiring methods, induction programs, and housing assignments for novice teachers.

INDEX WORDS: Qualitative; Teacher turnover; Novice teachers; Boarding school; Action research

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A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial
Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

ATHENS, GEORGIA

2016

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DEDICATION

This work is dedicated in the memory of Elizabeth Kloster, Veronica Gawlik, Mary Stuttard and Christopher Stuttard. Thank you for instilling my love of education, strength of character and desire to do good.

ACKNOWLEDGEMENTS

I would like to express my immense gratitude for my family who has supported me throughout this process. Most especially, thank you to my niece, Grace, who has often been an encouraging smile and message when I have needed it most.

To my friends and colleagues: Your love, support and prayers have been felt throughout this journey and I could not thank you enough. Woody and Cary, I can never repay the debt of gratitude that I owe you. I am not sure Bella and I would have survived this process had you both not been so amazing. I love you. A special thanks to Amy Cox, Mary Carol Phillips and Tammi Nowack for listening about my project for endless hours. You are troopers.

Thank you to Dr. April Peters-Hawkins and Dr. Sheneka Williams, my major professor, and committee members Dr. Karen Watkins and Dr. Karen Bryant for your time, and dedication toward my growth as a leader. I am proud of the educator and leader I have become and you have each played a great role in my progress.

To each of those wonderful individuals in my cohort: Thank you! I am a better person, teacher, and leader because of you. I have learned so much from you all. You're inspiring, amazing, and beautiful people and I am so thankful that I am able to call you my friends.

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CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE PROBLEM

Statement of the Problem

This action research project analyzed how novice teachers in a rural boarding school arena are influenced by social integration into the community, both on and off campus. At Wolf Creek School¹, a private boarding school in rural Appalachia, researchers recognized that young, novice teachers were the most likely to leave the school within the first three years of their teaching careers. High turnover of novice teachers in the private school arena is not uncommon, but is costly within the environment because of the time, energy and loss of relationship within the community (Ingersoll, 2003). As a boarding school, the relationships within the community are amplified for all.

Many of the individuals that work on the Wolf Creek campus are asked to perform duties that extend beyond the teaching classroom, including coaching and dormitory duties, nicknamed “triple threats.” The multiple duties often cause teachers to work 12-14 hour days or longer on a regular basis. During exit interviews, these long days have been referenced by individuals as barriers to their success as educators. Novice teachers are required to manage each of these obligations while also developing their teaching skills and classroom management systems, demonstrating a strong work ethic to the administration.

Framing the problem. Teaching is a difficult and demanding career choice, while it holds potential to be extremely rewarding for those involved. Individuals that enter the

¹ Pseudonym used.

profession have the ability to produce longstanding positive effects on the pupils they teach. Thus, it is important for schools to retain good teachers. Unfortunately, teacher turnover is a significant problem as “schools must struggle to maintain standards for teaching quality while continuously recruiting bright new teachers and seeking to retain the most effective and potentially competent teachers (Guarino, Santibanez & Daley, 2006: 173).”

The administrative structures of private schools vary, but typically have a Board of Trustees that meets at regular intervals throughout the year and is responsible for hiring the Head of School and providing the long-range planning of the school. The Head of School is the individual tasked with the day-to-day operations of the school, overseeing each of the academic and administrative departments. The Head of School is responsible for fulfilling the goals the Board of Trustees sets forth. The roles of teachers expand within a boarding school; teachers are often also dorm parents and athletic or arts coaches. In fulfilling these functions, relationships with the students are fostered and relational ties between the student and the school are built. As teachers leave the institution, the severing of these ties can be detrimental to the fund raising efforts the school uses to provide scholarships and financial aid, and to provide financial support for educational growth.

A high rate of turnover is detrimental to the school function. Through the understanding of how support is garnered, utilized, and substantiated in the school culture, there is hope that increased retention of novice faculty will be seen. Increased retention will have beneficial results for the student-teacher and teacher-teacher relationships, improving the level of teaching and the well-being of the school as an entity.

Conceptual Framework

The theoretical framework for this study involved both social integration theory and rational choice theory to help describe the cause of turnover in the rural, boarding school environment. The framework for this study began very early in the stages of research, and evolved throughout the early stages of the work. Simons describes this as a theory-generated approach because it took hold as the data was being examined (Simons, 2009).

Tinto adapted Durkheim's model of suicide to produce a model describing the commitment of students in the college environment. Durkheim was responsible for stating that people's norms, beliefs and values cause a shared way of understanding among all members of a community. Tinto's model recognized and modified the theory demonstrating the importance of social integration to the institutional and goal commitment of the students in the college environment (Tinto 1975). While Tinto's model was a significant step forward in describing student attrition rates, it has rarely been used outside of the setting. He continued to revise and improve this theory to build on both the academic and social systems of the college environment, leading to a distinction between academic integration and social integration (Tinto, 1993). Studies have consistently found that student development is dependent upon experiences that build integration into the community. There are, however, outliers beyond the model within the college student retention realm.

Beekhoven, De Jong and Van Hout (2002) recognized that in the higher education setting, there were other outside factors that determined whether students were able to graduate and thus, combined concepts of integration theory and rational choice theory (Beekhoven, S., De Jong, U., & Van Hout, H., 2002). The rational choice theory is one that stems from economics, which states that an individual will make a decision that is best for their own personal gain and

benefit. Thus, utilizing this theory within the student retention area, where there are many outside factors beyond the integration of a student into the community, Beekhoven et al. were better able to predict the outcome of a student's retention. While the study foci are not the same, there are many similarities between the college students assessing their fit at a school, and teachers assessing their fit in their first job out of college. Novice teachers will have experiences feeling comfortable taking chances in the classroom, relating to the children sitting in the seats, mediating the stress of a new job, and to interact with other members of the teaching community. The rural campus, the busy pace, and the tight knit community mimics what a first year college student may feel causing the modified model to be analyzed within the Wolf Creek setting.

Expanding the social integration model with the cost benefit analysis in the rational choice theory, a deeper understanding of integration of novice faculty into the Wolf Creek community can be achieved. It is believed that with stronger assimilation into the community, novice teachers should feel more supported and have greater outlets for stress and frustration, improving morale. Coupled with increased job satisfaction and self-efficacy, a greater commitment to the campus community will result in additional years of service (see Figure1).

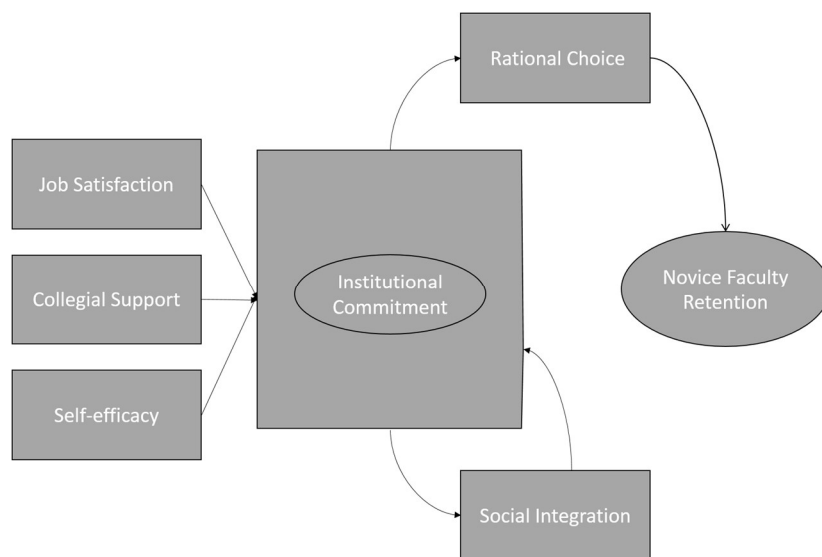


Figure 1. Conceptual Framework, adapted from Tinto, V. (1975)

Turnover research. Teaching is a demanding career, with responsibilities to students, parents and administration. Occasionally, these responsibilities may conflict with one another, and are often identified as a primary factor of high teacher turnover. With the number of teachers ballooning over a twenty-year period since the 1990's, increasing at a rate 2.5 times the rate of student enrollment, the average age of the teaching work force has decreased dramatically (Ingersoll, 2012). These new teachers can struggle to establish standards, evaluate lessons, understand achievement data, and differentiate their teaching methods. There is no doubt that these labors affect the longevity of these individuals in the profession.

Teacher turnover is costly. The review of applications and interviewing process expend time and monetary resources. The teacher-teacher and student-teacher relationships are taxed, causing additional emotional costs. The loss of expertise, knowledge and experience also contribute to the high cost of attrition (Caroll, 2007). Expertise and experience are key factors to student achievement because good teachers can have a net positive effect on the educational experience of students for up to three years (Mendro, 1998). It is also important to recognize the importance of reduced turnover as it relates to stability within organizations. The more cohesive the organization is, the more likely it will be to succeed in meeting goals (Smith & Ingersoll, 2004). With the effects of the economy, independent schools must be successful with good teachers and strong educational programs in order to compete with public, charter, and other independent schools.

When compared to their public school counterparts, private school teachers turnover at an increased rate (Ingersoll, 2003). This difference can be attributed to many of the private school teachers not studying education during their undergraduate schooling. In particular, small private schools (less than 600 students) have the highest average levels of teacher turnover,

exceeding 22% compared to large private (9.8%), small public (11.8%) and large public schools (11.2%) based on data from 1990-1991 and 1991-1992 school years from the School and Staffing Survey data (Ingersoll, 2001). Teachers who were termed “movers” who changed schools often cited salary and administrative support among the reasons to do so (Luckens, Lyter, & Fox, 2004). More recent Teacher Follow-Up Study data have shown similar trends in which newer faculty are much more likely to move or leave the profession entirely (U.S. Department of Education, 2008-2009), as illustrated in Figure 2. The trends that were identified in the late 1990’s have continued in much the same way with up to one sixth of the nation’s teachers exiting their schools per year—half staying, and half leaving-- although this data was only focused on public school teachers (Goldring, Taie et al. 2014).

Independent schools often have freedom from state requirements to hire certified teachers. Standardized state testing is not required allowing for greater autonomy within the classroom. Many private school educators enter the workforce without having completed a traditional teacher preparation program and may lack confidence and competence in the classroom. Alternative certification programs also have lower retention rates when compared to more recognized teacher preparation programs (Darling-Hammond, 2003). There are numerous reasons for turnover to occur but with the proper support system in place, successful retention of teachers in boarding school environment can be achieved and is important to providing a strong educational program.

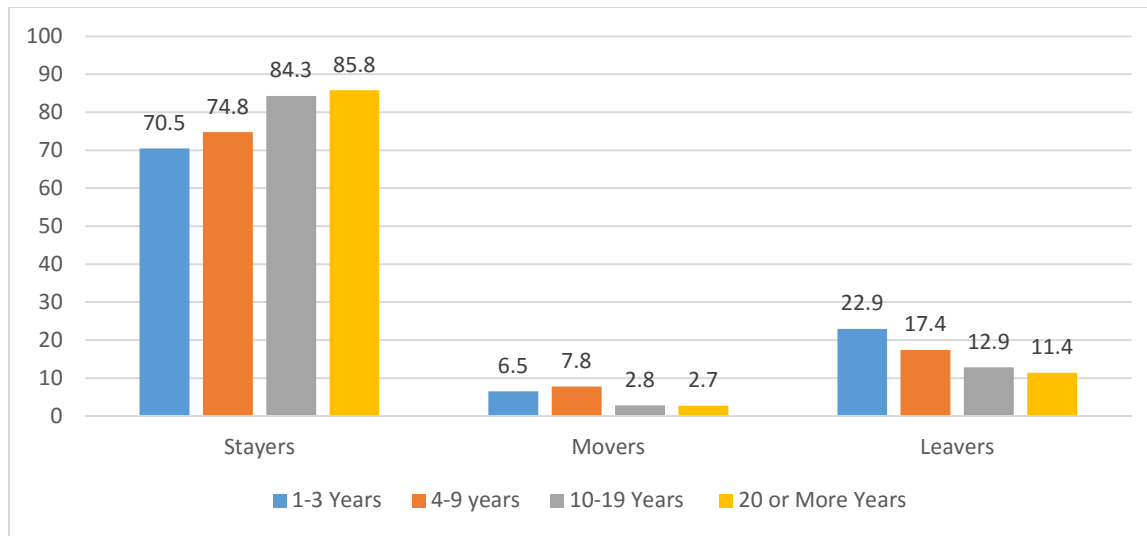


Figure 2. Private school teachers by experience, 2008-2009.

Initial data collection and verification of the problem. Wolf Creek is an independent boarding and day school in a rural area of the southern United States. The school serves a diverse population of approximately 400 students in grades 5-12 on two campuses, the Middle School Complex and the Upper and Residential School Campus. The students that attend the school are both local and from around the globe, from other rural areas and highly populated urban areas. Many students are offered a significant amount of financial aid to make the \$50,000 tuition more feasible for families.

Rural independent schools, such as Wolf Creek, have a compounded disadvantage to avoid teacher attrition compared to their more suburban and urban equivalents. Analysis of teacher turnover for Wolf Creek School during a four-year period between 2009-2013 illustrates most turnover occurred within the first three years of teaching (Figure 3). When there are approximately 37 full-time faculty and less than 15 part-time teachers that teach half a normal course load on an annual basis, large amount of turnover is highly detrimental to the community.

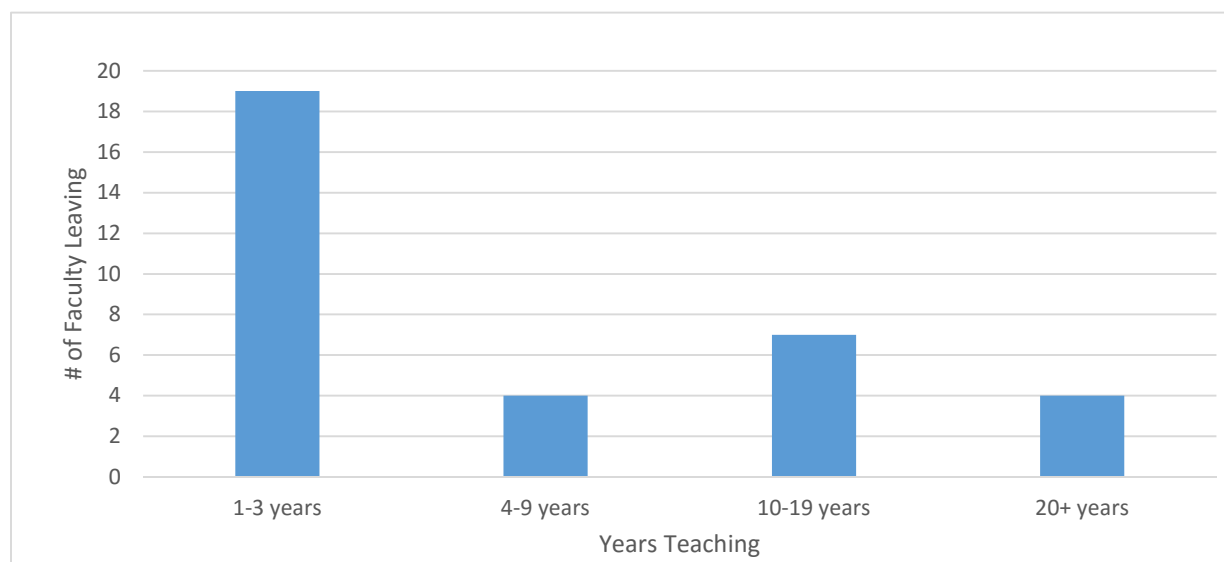


Figure 3. Wolf Creek teacher attrition data, 2008-2015

During exit interviews when faculty members were asked where they were headed and their reasons for leaving, many cited the rural location, strenuous workload and low salary as the major reasons for young faculty to move or leave the profession. Many boarding schools provide housing and board for faculty as part of a comprehensive benefits package. An average housing benefit could total \$10,000 or more for a single individual; hence it is not surprising to see that the average salaries of Wolf Creek faculty compared to other independent schools (All NAIS Member Schools) is low (see Figure 4). However, when comparing Wolf Creek salaries to other residential boarding schools (TABS US Members), Wolf Creek faculty are paid at a much lower rate which is consistent with faculty citing pay as a reason for leaving the school. While this is relative to a lower cost of living in the area that Wolf Creek resides, there are feelings of frustration over the compensation for the long hours worked.

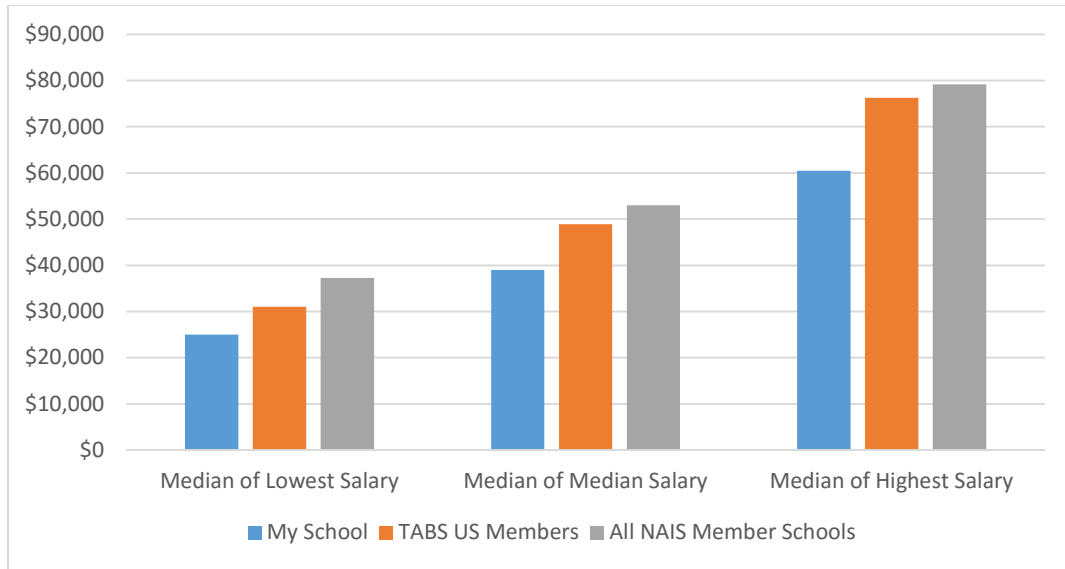


Figure 4. Teacher salaries at Wolf Creek compared to other schools.

Data from the National Association of Independent Schools (NAIS) show that in comparison with other independent schools, and other boarding schools (using The Association of Boarding Schools- TABS- data), Wolf Creek has a much less experienced teacher base (Figure 5). Novice teachers have not yet reached their maximum potential in the classroom; therefore, offering support to the faculty could benefit all areas of the school, most importantly, student achievement.

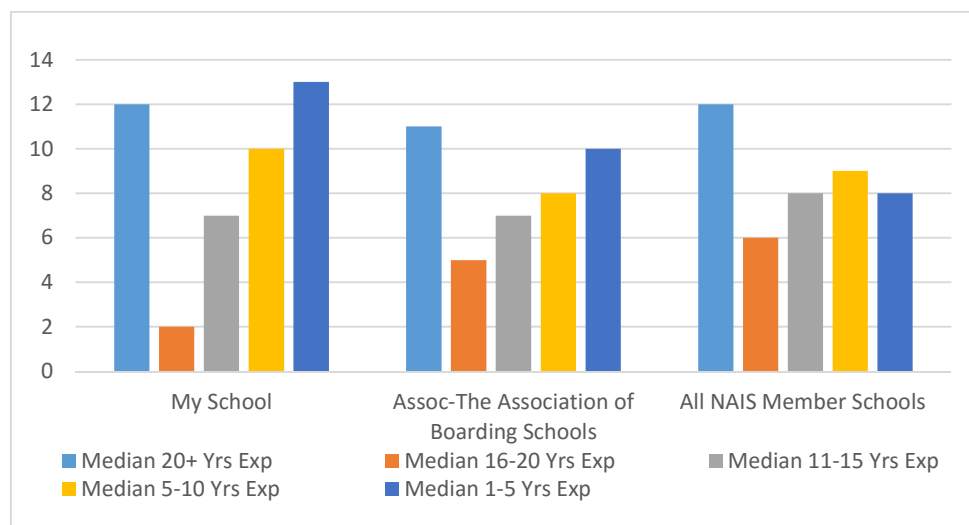


Figure 5. Teaching experience.

The rural location of Wolf Creek makes finding quality teaching candidates very difficult. Department chairs spend approximately 30 hours reviewing applications, and conducting phone interviews per position. The Heads of both the upper and middle schools also spend a similar amount of time reviewing applications and participating in phone interviews with a select list of candidates. Site interviews for up to 5-6 final candidates, costing upwards of \$2500 per person for transportation, food and lodging, are then conducted before the final offer is made to a single individual. Every open position costs the school approximately \$20,000 in resources.

Purpose and Research Questions

This research study assesses and analyzes the steps taken in exploration of the evolution of new teachers in the independent school arena in an effort to mitigate turnover within their first two years of teaching. Three primary research questions guide this study:

1. What role does school culture play in building relationships for new faculty within a rural, boarding school environment?
2. How do the bonds, both on and off campus, help to influence job satisfaction, self-efficacy, and increase motivation of novice faculty in a constrained setting?
3. How has participation in an action research group changed the capacity of building leaders?

Setting. Wolf Creek is a unique independent school set in a rural area of the southern United States. Established in the early 1900s, the school provided students with a strong liberal arts education guided by a Christian mission. After a fire destroyed the school building twenty years after the school opened, Wolf Creek combined with another rural school that provided education to families in exchange for work done on school property. The conjoined schools still hold the

tenets that both individual schools held dear—the Christian heritage and the opportunity to provide a rigorous education to those who may not have the opportunity otherwise.

The Wolf Creek community is unique in the independent school structure, with over 60% of the student body residing on campus. Boarding school tuition totals approximately \$50,000 per student, per year although per the school mission, over 70% of all students receive financial aid to allow low and middle income families respite from the high price tag of education. The students come from various points around the country and world, increasing diversity within the homogeneous southern county. Likewise, over 85% of the faculty matured to adulthood in outside areas. One of the amenities offered to teachers is the option to live on campus, either in dormitories or other campus owned housing. Approximately 75% of teachers reside in campus housing. As an independent, private school teachers are not required to hold a teaching certification. This standard contributes to building a faculty base with varied backgrounds and includes many faculty that have never taken a college level education course.

Wolf Creek is host to a student body of approximately 450 students on two campuses, a middle school campus, and an upper school and residential campus; the student teacher ratio is 13:1. Faculty range in age from twenty-two to seventy-two years old and have various backgrounds within the education field. Some teachers are hired directly following completion of their undergraduate degrees; others have completed a masters or doctorate degree. Approximately 33% of the Wolf Creek faculty have a degree in education or a teacher certification; many of them majored in their content area. Wolf Creek faculty have an average of 14 years of service in the education field.

Significance

There are many incentives to working in the independent school environment; however these settings tend to have higher levels of teacher turnover in comparison to their public school counterparts (Ingersoll, 2003). Little research has been done to understand the underlying reasons for turnover in the setting. Additionally, boarding schools, where the majority of faculty are engaged in the school community at all times because they live and work on the school grounds, leads to increased deviations from the well published public school induction programming. This research hopes to elucidate the many systems that are in play in the independent boarding school arena to provide a springboard for future work in the setting.

Definition of Key Terms

The primary terms involved in the context of this study.

Novice teacher. A novice teacher is defined as an educator within his or her first three years of teaching. These individuals have various educational backgrounds, with some having graduated from teacher preparation programs, others having content based knowledge. Teachers within their first three years of experience show substantial performance increases, and often level off during the fourth year. As such, we were much more focused on the first three years (Clotfelter et al. 2007).

Teacher turnover. Teacher turnover is defined as the voluntary loss of teachers from the school. These teachers have many different reasons for leaving the school, and may also choose to leave the profession.

Rural setting. Rural setting is defined as the area of land with less than 2500 individuals living upon it. These areas are often woodland or farmland.

Triple threat. Triple threat defines the role of many boarding school faculty in which they are required to be educators in the classroom, coaches on the field or stage, and dorm parent in the housing provided to dormitory students. This term originated in the sports arena with regard to athletes that could catch, throw and run on the field.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

There has been enormous research on teacher turnover in the past thirty years. While teacher attrition remains high, it is important to understand how previous research of induction programs and mentoring can facilitate retention, and improve job satisfaction and self-efficacy. In this chapter, literature will be reviewed to better elucidate the importance of social integration of new faculty within the boarding school context. The research questions informing this study were:

1. What role does school culture play in building relationships for new faculty within a rural, boarding school environment?
2. How do the relational bonds, both on and off campus, help to influence job satisfaction, self-efficacy, and increase motivation of novice faculty in a constrained setting?
3. How has participation in an action research group changed the capacity of building leaders?

This chapter describes the previous research conducted on turnover. It includes the sections: Retention in Rural Areas, Induction Research, Mentoring Research, and a Summary.

Table 1. Empirical Findings Table: Reviewing the literature regarding teacher retention and the mediation of teacher turnover through relationships

Title of Article	Brief Summary with Theoretical Framework and Method	Type of Research and Sample	Results	Gap Remaining
Teacher self-efficacy and teacher burnout: A study of relations (Skaalvik & Skaalvik, 2010)	Theory: <i>Social Cognitive Theory</i> Summary: Authors developed a self-efficacy scale to identify how teacher self-efficacy and burnout are related to the teacher's perception of the school context and their job satisfaction	Type of Research: Quantitative Sample: 2249 Norwegian teachers in grades 1-10	Time pressure was a strong predictor of emotional exhaustion, a strong predictor of job satisfaction. Additionally, autonomy, discipline and supervisory support were weakly related.	While this work was completed in Norwegian public schools, it still lends itself to discussing the supports necessary to avoid burnout and teacher turnover within a boarding school context.
Keeping Quality Teachers (Certo & Fox, 2002)	Theory: <i>Organizational Commitment</i> Summary: Authors interviewed a number of teachers to identify the factors related to public school teacher attrition and retention. Lack of administrative support and lack of planning time are high predictors of attrition.	Type of Research: Qualitative Sample: 42 participants from across grade levels in small focus groups of 4-6 individuals	Reasons for leaving or staying are often interrelated and act as inverse variables; three reasons for remaining were a commitment to profession, quality administrator or appreciation for collegial relationships.	The information gathered in this study helped to inform the action research team of the needs of novice faculty within the school system and helped to organize thoughts around the induction programming for new faculty.

Stayers and leavers: Early career teacher effectiveness and attrition	Summary: Longitudinal analysis of student data for teach subject tested courses to understand the effect of student achievement by leaver, mover and stayer teachers	Type of Research: Quantitative Sample: Sample of North Carolina public school teachers with	Teacher effectiveness increases significantly through the second year and flattens after third. Teachers are often less effective and perform at a lower level when they expect to leave the school.	This research helps to solidify the need for teacher retention past the second year of service and identify the desire of teachers to stay up to five to continue the upward trend of effectiveness.
Effects of teachers' self-efficacy and job satisfaction: Teacher gender, years of experience and job stress; (Klassen & Chiu, 2010)	Theory: <i>Self-efficacy Theory</i> Summary: Researchers studied two questions to determine how self-efficacy is related to years of experience and what relationships are seen among teachers' self-efficacy, job stress, job satisfaction and contextual factors related to years of service and school level.	Type of Research: Quantitative Sample: 1,430 Canadian teachers from lower, middle and upper grade levels	Self-efficacy increased from 0 to 23 years of service before decline; upper level teachers tended to have lower levels of self-efficacy compared to middle or lower grades; high teaching stress led to lower job satisfaction	This research helped to inform the in-service and induction programming for new teachers throughout the year, by ensuring that the content was structured to the needs of the community

<p>Disavowed: The stories of two novice teachers (Scherff, 2008)</p>	<p>Theory: <i>Organizational Theory</i> Summary: The author conducted interviews with novice teachers to provide a narrative of their experiences in the classrooms of their first job.</p>	<p>Type of Research: Qualitative case study Sample: 2 novice English teachers in the southeastern US</p>	<p>Neither of the two individuals received the professional assistance, support, or nurturing that has been documented as beneficial for new faculty. These individuals felt disavowed by the schools where they worked, the administrations that they worked for, all while caring about the students they were teaching. The micropolitics of the school outweighed the enthusiasm that the individuals had for the job.</p>	<p>This research informed many of the supports implemented for new faculty to ensure that each was beneficial and the individuals involved felt supported throughout their first years.</p>
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Retention in Rural Areas

It is very difficult to retain teachers in rural areas. Five major barriers were cited in a study of rural teaching in Australia which include the desire to return home to a more populated area, lack of professional advancement, dissatisfaction with teaching or living in rural area, lack of incentives to retain teaching personnel, and the selection of teaching personnel for appointment in rural and remote areas (Lunn, 1997). Although these barriers are not identical in the United States, there are some key similarities cited in the opinions of teachers in rural areas. It was also noted by McIntosh (1989) that young, new teachers have a high probability of turnover within three or four years and this is unlikely to change.

Despite the barriers to attracting and retaining teachers in rural environments, there are strategies that can be helpful toward combating the attrition. When working in areas of high need—urban, rural and in special education— an aptitude for resilience was recognized to be demonstrated by novice teachers identified as being effective. This resilience, or ability to adjust in times of adversity, was developed through strategies of help-seeking, problem-solving, and seeking rejuvenation and renewal (Castro, Kelly, & Shih, 2010). Each of these individual pieces could be fostered through a strong induction and mentoring program and a healthy relational trust within the school community.

Induction Research

Over the past 20 years, induction programs have been used to introduce many new faculty to new careers in education. These induction programs are not pre-service training, nor are they in-service training but instead they are a bridge connecting the “student of teaching” to the “teacher of students” (Smith & Ingersoll, 2004, p. 683). With upwards of 90% of all public school teachers participating in a beginner program, research has shown that they provide for

increased job satisfaction, student achievement and school and career retention (Smith & Ingersoll, 2004).

Using the quantitative TFS survey data from the 1,556 teachers that were categorized as voluntary and avoidable turnover, a multilevel clustering was completed. The analysis of relative risk ratios for each induction activity highlighted the strength that participation in seminars, common planning time with same-subject teachers, and classroom assistance had on reducing the number of teachers that voluntarily change schools. Key pieces of induction programs that would be thought to help beginner faculty manage their workload, including a reduced schedule or reduced number of courses to prepare for, did not show significant influence (Kang & Berliner, 2012).

Other quantitative research completed using the School and Staffing Survey found each additional induction component reduced the probability of attrition by 16%. Administrative support was shown to be a statistically significant predictor to the reduction in teacher turnover by 21% (Smith, 2007). This is of great importance to schools like Wolf Creek School, which hires a number of teachers without pre-service training because it indicates that induction programming can overcome the differences that are noticed between teachers that undergo preparation programs and those that do not.

Induction programming supports novice faculty in building a strong sense of self-efficacy. Literature demonstrates that high workload and classroom stress can be mediated by high self-efficacy and has a direct correlation to job satisfaction (Klassen & Chiu, 2010). Novice teachers would be more likely to embrace the vision and mission of the school if afforded the opportunity to develop beliefs of their own efficacy in the classroom through varied teaching strategies and engagement with students.

Research completed regarding professional learning communities (PLC) has shown the positive effect of collective efficacy toward student achievement (Lee, Zhang, & Yin, 2011; Moolenaar, Slegers, & Daly, 2012). Collective efficacy has been linked with higher self-efficacy and with higher job satisfaction, reducing the chance of turnover (Goddard, Hoy, & Hoy, 2004; Ware & Kitsantas, 2007). These PLCs have been shown to improve relationships based on common interest, passion and critical dialogue, helping to build a sense of belonging to all members that contribute (Dooner, Mandzuk, & Clifton, 2008; Hadar & Brody, 2010). The boarding school environment, where most faculty reside on campus and attend community meals, provides a unique, substantial, informal opportunity to build on the model of the PLCs to help strengthen the community of the school, thereby offering a more resilient foundation for new faculty to stand upon while they learn how to best serve the students and the school.

Mentoring Research

Mentoring is a specific piece of induction that has been individually studied with regard to teacher retention and effectiveness. Mentoring serves to help acclimate new teachers to the norms and modes of interaction within their workplace and large aggregate survey data collected by the National Center for Educational Statistics of the U.S. Department of Education demonstrates mentoring benefits both the mentor and the protégé teacher and that mentored teachers tend to be more effective and stay longer within their district (Smith & Ingersoll, 2004). This also creates a space for new faculty to establish a connection with a colleague to ask advice, bounce ideas, and discuss how to motivate specific students. Mentors provide the opportunity for greater growth of the new faculty member in her role as an educator by observing classes, offering critiques and act as a sounding board for any issues or problems that may arise for the new teacher. The relationship that is formed may also be helpful in identifying whether that

particular school is the best fit for an individual and in assessing the need to locate an employment opportunity that better suits the faculty member (Varlas, 2013).

Research shows that students feel that teachers who have gone through programs that emphasize the importance of the knowledge of teaching and learning are more effective in the classroom, especially with regard to higher order thinking skills; more so than those with strong content knowledge (Darling-Hammond, 2000). Mentoring provides an opportunity to improve skills for teachers not specifically trained in education, thereby helping schools overcome some of the shortfalls of hiring alternative route teachers.

Mentoring also has a significant effect on the mentor teacher. Mentor teachers often feel more invested in the school, having been offered a chance to show leadership and a better chance to reflect and discuss their own teaching (Stanulis & Jeffers, 1995). A number of studies have shown that veteran teachers, that begin work as mentors, feel their role is mutually beneficial for their own professional lives and the achievement of the children they teach (Ganser, 2002).

The strength of the mentor-mentee relationship was a significant predictor as to the job satisfaction of alternate route teachers and their 5-year job predictions (Jorissen, 2002). These pairings must provide opportunities for regular interaction where challenges are not made toward modification of teaching techniques or professional and ethical matters. These relationships should be built between both individuals and constructed upon a foundation of trust and respect (Abell, Dillon, Hopkins, McInerney, & O'Brien, 1995). It is also important that these interactions help establish how to best analyze student achievement data and improve as an individual educator (Hargreaves, 2001). The pairings need to complement one another and be easily accessed or they are unlikely to contribute to building a strong foundation for new faculty. A quantitative study of 374 first and second year teachers in Michigan, Massachusetts, and

Florida highlighted that beginning teachers in science, technology, engineering and math (STEM) subject areas were often less likely to have three or more conversations with their mentors and often less likely to be observed (Kardos & Johnson, 2010).

The relationship between the mentor and the new teacher is also important because it hinges on the emotional need of the individuals. In addition to being cognitive and behavioral, teaching has a significant emotional component. Hargreaves (2001) work identifies how teachers have a need for praise and appreciation, which is provided much more regularly during this mentoring period. The mentor has an increased opportunity to identify the improvements and good methods the new teacher is using, compared to an administrator that may only have the chance to observe them in action.

Summary

Research has shown how important induction programming and mentoring programs can be for novice teachers. It helps to teach the new hires about the school culture and community, and helps them establish roots within that community. This is even more important in boarding environments when individuals often hold many roles within the campus making it difficult to maintain outside relationships during the school year. Through thoughtful planning and organization of mentoring opportunities, campus events, and social activities, a more thorough foundation can be set for novice teacher in the community. In providing strong programming in these areas, novice teachers have a stronger ability to form friendships with colleagues and integrating into the community with greater ease, affecting ones decision as

Chapter 3

METHODOLOGY

The purpose of this research study was to identify methods to support novice teachers in their first years of teaching, such that they are likely to remain at the school for more than three years. Researchers found that social integration into the community was difficult for novice faculty because of the time constraints associated with learning best teaching practices, participating in the sports and activity program, and the requirement of dormitory duties, all contributing to the attrition of these teachers. The research questions guiding this study were:

1. What role does school culture play in building relationships for new faculty within a rural, boarding school environment?
2. How do the bonds, both on and off campus, help to influence job satisfaction, self-efficacy, and increase motivation of novice faculty in a constrained setting?
3. How has participation in an action research group changed the capacity of building leaders?

This chapter describes the methodology used to develop a better understanding of the problem and to provide support to reduce turnover of novice teachers. It includes the following sections: design of study, sample selection, data collection, data analysis, and subjectivity and limitations.

Design of Study

The researcher used a qualitative action research design to complete the Wolf Creek research. Creswell defines qualitative research as “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell 2014).” This

methodology is in direct contrast with quantitative research, which is hypothesis driven.

Qualitative research looks to make meaning among the unique players within a complex system. Through similar stories of experiences of study participants, answers to the questions regarding why and how are elucidated. In this study, the experiences of novice faculty within their first years of teaching are compared to explain the most important factors of retention within a rural, boarding school environment.

Action research in school setting. Action research is defined as “a systematic and rigorous inquiry or investigation that enables people to understand the nature of problematic events or phenomena (Stringer 2014).” This method of research is a natural extension of the work that many educators already do, in which they identify a problem or issue, inquire, and follow up with explanations that help to make meaning of the problem. As a teacher, a lesson is prepared to address a specific topic. This lesson may take many forms: a lecture, a laboratory experiment or demonstration, an inquiry activity, or a role-play. The lesson is then presented to the students as intended, and may be well-received or considered a flop. Following the class period, the teacher evaluates whether the lesson proceeded as planned meeting the intended outcomes, whether modification needs to be made for future implementation of the lesson, or whether an entirely new lesson must be prepared on the same content. Additionally and parallel, the evaluation can come as a form of a quiz or test on the material presented to the students. If the students do not score well, the teacher evaluates the possible reasons why: was it the lesson, the student, the teacher, or a combination. Once the teacher identifies the reason(s), they are responsible for identifying a method to ensure the students learn the material. This iterative method of assessment is used in the classroom and could prove useful as a formalized structure in the broader realm of education.

Coghlan and Brannick's spiral of action research (Figure 6) demonstrates the iterative, intertwined nature of the four key movements that are indicative of action research (Coghlan and Brannick 2014). Construction is the process of observing the context and identifying the purpose of the work. This is followed by the planning action in which interventions are prepared by the team of individuals. Once prepared these interventions are implemented and then evaluated for future cycles of the process.

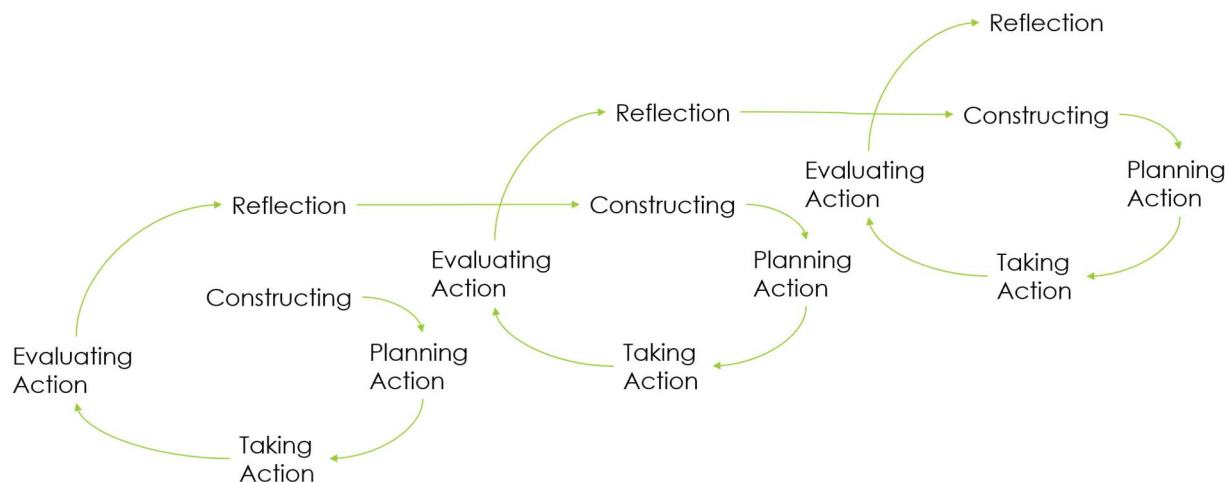


Figure 6. Cycles of action research.

As the researcher in this action research study, I actively participated in the process, as a resource person, as a facilitator, and as an assistant in implementing the plan that was developed (Stringer 2014). It was important to focus on both the solutions to problems that may arise and on developing the individuals within the group to lead successful outcomes.

Stringer describes action research as “the search for understanding in the company of friends” and in the school setting, we do this every day as we produce and teach lessons, and identify the best practices to deliver content to students (Stringer, 2014). Action research is a methodology that should be employed as often as appropriate to provide the best environment for our students to learn.

Strengths and weaknesses of action research. As with any research methodology, there are both strengths and weaknesses to action research. The most significant strength of action research is that it is context specific (Stringer 2014). The information that is gathered through the action research processes is both relevant and responsive to the setting at hand. Importantly, this information can also apply to the broader community. For example, the research done by the group at Wolf Creek is specific to its rural, boarding school setting; however, other rural or independent schools may be facing similar issues and will be able to adapt the findings from this study to fit their own context.

Additionally, action research is inherently collaborative. As Stringer states regarding action research:

“...suggests the possibility of more socially responsive uses of research, providing the means for people to have a more direct impact on the significant issues that continue to detract from their social life and to make a tangible difference in the problems that diminish their lives. It reconceptualizes research as a participatory process that allows scholars... to make their skills available for the purposes of the people (Stringer, p 61).”

The group of four individuals that are working to find meaning among the turnover issue at Wolf Creek each has a vital role in the direction of the work that is being completed and it provides more ownership over the final product.

The process of action research is inherently educative. The constructing, planning action, taking action, and evaluation cycles allow for constant reconstruction to better refine the data gathered and the processes developed.

Although there are many strengths, the process does have weaknesses as well. Critics of action research state that the researchers position is too close to the research, potentially causing

the researcher to “overlook aspects of behavior in which would be immediately apparent to a non-participant observer seeing the situation for the first time (Bell, 2005)”. They highlight that the proximity clouds the judgment of what the research is indicating. In doing so, the scientific rigor of the research can then also be called into question. Additionally, because of the reiterative cycles of research, action research tends to be quite time consuming for those that use the method.

The data gathered in this study was primarily through pre- and post- interviews for each of the participants in the research study. While these interviews culled very good data, questionnaires were used between interviews in order to gather additional information in a timely manner.

Research design and rationale. As the researchers were studying their own organization, action research lent itself well to the project. Coghlan and Brannick (2014) identify how:

“as an approach to change and to problem-solving, it is an application of a rigorous method of fact-finding and experimentation to practical issues requiring action solutions, involving the collaboration and cooperation of the action researchers and members of the organizational system (Coghlan and Brannick, 2014, p 6).”

As an integrative approach, building on the three voices and audiences, this research method allows for greater understanding within the unique context of the school being studied.

Although the school as a whole was not directly involved, members of the administrative body were involved on the action research team to help elicit change where and when it was necessary. This was extremely helpful because it allowed the research to be conducted within

the informal, private life of the school rather than the formalized, public life, which it markets to prospective families.

Sample Selection

Site selection. Wolf Creek School was used as the setting for this study. Wolf Creek is a small, independent boarding school in the southern Appalachian Mountains. The school has been open for over 100 years, and was one of the first schools to educate children in the area. Having a strong and long history, this school was an exceptional choice because the study began as the school was flourishing under new leadership, and student enrollment was growing. The strength of the academic program was of utmost importance throughout the growth and, thus the development of novice faculty was as well. Additionally, the lead researcher had entry into the school, having multiple years of teaching experience, helping to gain additional insight through this action research case study.

Sample. Creswell (2014) describes “purposeful selection” of individuals for use in qualitative studies. Thus, the sample selection was given great thought. The three individuals chosen for the action research team were division level administrators concerned with hiring and new faculty. These individuals had various backgrounds and experience within the private school arena. The action research team was involved in identifying the research participants and also updated the more senior administrative body of the research findings.

There were two main criteria for the novice teachers chosen for participation. The first condition was the individuals date of hire, which had to have occurred during the current Head of School’s tenure. As the figurehead and main decision maker for the school, the Head of School has an important role in building community and culture within the school and with transition to new heads, many changes occur. In order to maintain a limited number of variables within the

study, it was important to limit the history. The second criteria that had to be met was having less than three years teaching experience upon hire, to ensure that the study was focused on novice faculty. There were seven individuals utilized as the focus group for this study.

Data Collection

Action research lends itself to data collection at every point in the research study. The initial action research cycle began with the observation and construction of questions regarding a specific phenomenon, and continued to motor through the “Construction, Planning Action, Taking Action, Evaluation” model toward an end goal. This goal was not the end of the research however because the iterative nature of the action research cycle indicates that the work can continue to evolve as time passes.

Initial graphical data were presented to the action research team regarding the rate of turnover of novice faculty. From this initial set of data, the action research team developed a string of questions toward the potential reasoning of the turnover. Additional data were collected that helped to provide answers to the various questions that were raised. Document analysis was completed on the previous teachers at the school to help identify characteristics of these individuals and the possible cause of their attrition. This data laid a solid foundation for the research team to begin because it framed the problem more readily. This process of analysis allowed the action research team to better articulate the research questions and formulate the research plans with regard to each question (see Table 1).

Much of the data gathered in this research study consisted of interview and questionnaire data from current novice faculty. The narrative that was developed helped to identify whether the implementation of interventions were beneficial to each of the individuals. In providing this information, multiple stakeholders were able to inform the research as it progressed forward.

Interview data from current novice faculty provided a narrative that helped identify whether the implementation of each of the different interventions benefited the individuals. As this research project focuses on the social integration of new faculty into the school community, it was highly desirable to hear the full story from each individual.

Table 2. The Research Plans

Research Question	Data to be Collected	Analysis Approach	Timeline
How does school culture play a role in building relationships for new faculty within a rural, boarding school environment?	Interviews of novice faculty; questionnaire data from new faculty; observations of new faculty; observations during in-service activities; observation in critical friends group	The interviews and questionnaires provided qualitative data on how the new faculty were building relationships. The observations allowed for direct understanding of social footing in each of the different spaces.	Fall 2015-Spring 2016
How do the bonds, both on and off campus, help to influence job satisfaction, self-efficacy, and increase motivation of novice faculty in a constrained setting?	Interviews of seven novice faculty; questionnaire data from all faculty; observations of novice teachers	The questionnaire and interview data gathered will elucidate how each of the novice teachers feels regarding their satisfaction, efficacy, and motivation toward the job and the setting	Fall 2015-Spring 2016
How has participation in an action research group changed the capacity of building leaders?	Observations of action research team meetings; interview three action research team members	The observations during the action research team meetings will be conducted by each of the members of the team to lend understanding regarding the growth of the individuals participating. The interview will provide a better understanding of each individual's role on the team and how they felt their contributions helped the team and the school.	Fall 2015-Summer 2016

Data Analysis

Data analysis attempts to make sense of the immense amount of data that is collected through action research processes and involves the consolidation, reduction and interpretation of all pieces of information gathered (Merriam and Tisdell 2015). Qualitative data were gathered through interviews and questionnaires for this research project. The interviews were conducted at the start and end of the project, and questionnaire data was gathered throughout.

The interview data were gleaned to be the most useful in this study due to the ability to probe deeper into each of the questions and answers provided. Each novice teacher was interviewed via recorded phone interviews before and after the school year. Each interview was semi-structured with planned questions but the researcher allowed for additional discussion about each of the subjects questioned. Many of the questions asked began with, “Tell me” or “Think of a time when”, which allowed the participant to focus on describing the particular feelings or events being discussed. These interviews were focused on gaining insight into the research questions.

Additional data were gathered through observations of each novice teacher that was organized by members of the action research team. These observations were focused on the interactions the participant had within the classroom and within the school community to further elucidate the integration of these teachers into the social web that had been established.

Data preparation. All action research team meetings and interviews were recorded. A professional transcription service was used to provide hard copy text of each of the interview audio recordings. These transcriptions were reviewed for accuracy versus the original audio samples. The action research team meetings were not transcribed, but reviewed multiple times and compared against the lead researcher’s notes that were taken during the meeting.

Questionnaire data were already reviewable because of its written form and use of Google forms to gather and sort the data in tabular form.

Familiarization. The lead researcher took notes during and after the recording for each of the interviews. Through this early analysis, key data were identified that helped the researcher to become familiar with the data being gathered. Additionally, since each of the transcriptions had to be reviewed for accuracy, another round of data review was completed before the official coding process began. All data were reviewed in triplicate before coding was completed.

Coding. Saldana describes the process of coding as a “word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldaña 2015).” Each review of the data by the researcher led to additional notes, highlights and indications of themes. Once all data were gathered, there were multiple layers of coding completed that were then compiled to elucidate important themes more clearly. Three different coding schemes were completed to describe the data gathered (see Table 3). Topics included, but were not limited to, the identification of locations on campus that lent themselves toward relationship building, supports offered by administration and colleagues, and the demands of the job which the individuals were hired to do.

Generating meaning. QDA Miner Lite, a coding software, was used to organize all codes given to each interview. This program allowed for easy search and analysis of codes given to the data. In reviewing the codes and the transcripts, key pieces of data were recorded on note cards to allow for easier visual analysis. Simons (2009) suggests that researchers “dance with the data and see where it leads” and the process was extremely helpful to gather the thoughts of each of the individuals as a collective unit.

Table 3. Codes used by type

Type of Code	Topics
Attribute Codes	<ul style="list-style-type: none"> • Description of experience • Description of Job Expectations
Descriptive Codes	<ul style="list-style-type: none"> • School Culture and collegiality • Job Expectations • Positive and Negative Feelings toward the Job
Supports offered novice teachers that were recognized as helpful	<ul style="list-style-type: none"> • Collegial Supports • Administrative Supports • Formal versus Informal Supports

Interviews. The purpose of the initial interviews was to understand the key factors with regard to the support they felt from the school within their first three years of teaching, to distinguish the characteristics of the current induction and mentor programming that assist in the growth and development of novice faculty, and to isolate the causes of turnover and identify methods that may mediate the attrition.

The semi-structured interviews involved using critical incident technique, a set of steps that describe how to collect data having significance and influence within a specific set of criteria. The questions were often begun with a “Think of a time when” approach, and further probing was done to elicit additional information and importance of the incident from the participant. The technique was first described by Flanagan (1954) in having spawned from studies of the Aviation Psychology Program of the US Army Air Forces throughout the 1940’s and was used to better understand the reasons that pilots were eliminated from various projects by their instructors (Flanagan 1954). Over the past sixty years, critical incident technique has been used in many fields, including that of educational research and its use has been concluded to be both reliable and valid (Andersson and Nilsson 1964). The purpose of critical incident

technique is to produce stories based upon observation and experience, which are later classified by words or themes.

Interviews were analyzed for commonality. Stake's methods of analysis was used where similar findings were merged before identifying key thoughts of the beginning years of teaching (Stake 2006). The fusion of these findings did not hinder the data gathered, but instead reported it in a more meaningful manner. The information provided ground level data for an implementation program to be built and merged with the preexisting induction programming.

Trustworthiness and triangulation. As with any research, it is important to ensure that the data gathered is truthful and that the ideas presented are congruent with the thoughts and words of the individual stating them. Triangulation was used to ensure trustworthiness of the data. As Simons (2009) states, triangulation "is a means of cross-checking the relevance and significance of issues or testing out arguments and perspectives from different angles to generate and strength evidence in support of key claims". First, multiple forms of data were gathered qualitative interviews, qualitative questionnaires, and qualitative observation notes. As interview data were gathered from multiple sources with a variety of participants, the research questions and the implementation of the interventions were approached from many angles. Additionally, each of the action research team members had access to the data; their views of the data also informed the development of the implementation plans. Each participant was also allowed to read through the transcript to confirm that the meaning was transcribed as they meant it, to allow for an additional layer of validity to the study.

In the iterative cycles of action research, data are gathered at all steps in the process. Two copies of the data were made; raw data remained intact to provide a point of comparison to verify accuracy of the analysis as the end result. The copy was read thoroughly and coded

appropriately. It was then used to provide key themes and descriptions about what novice faculty require to be successful. These interpretations were then organized for comparison back to the original raw data (Figure 7).

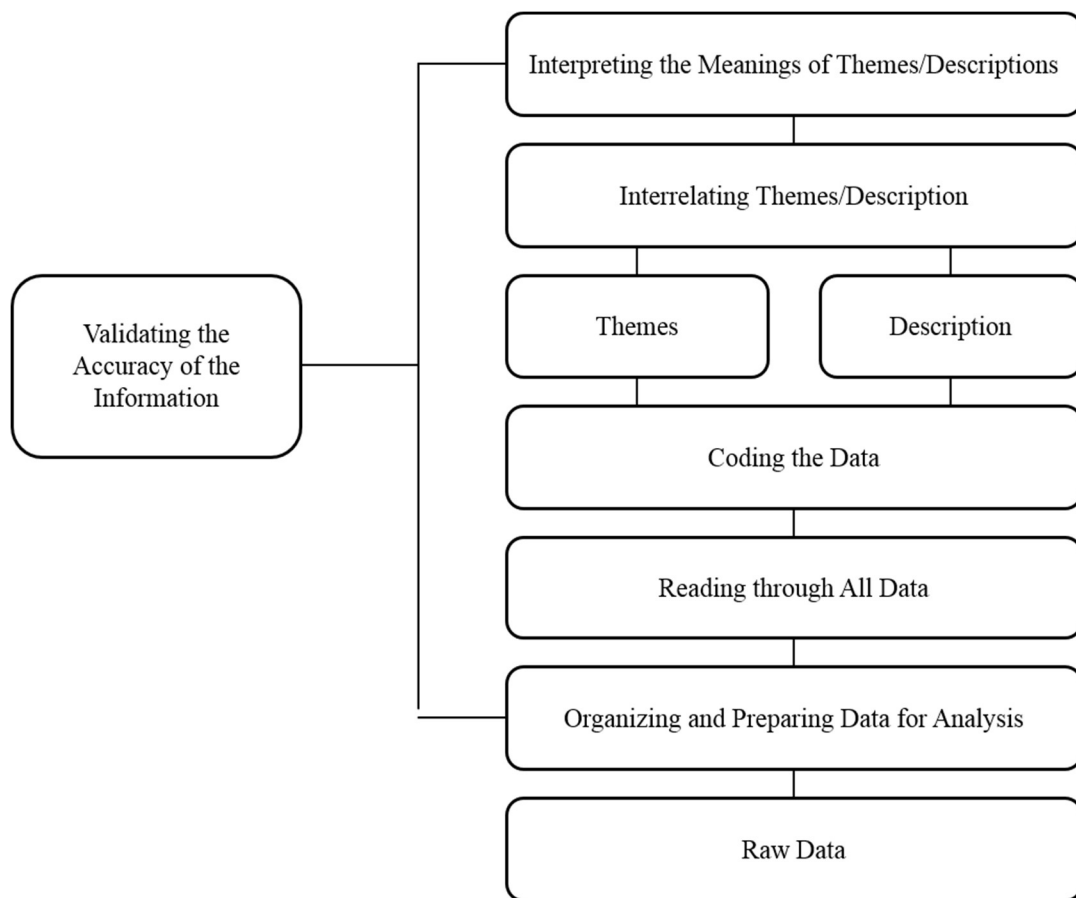


Figure 7. Data Analysis for Qualitative Research- Adapted from Creswell, 2014

Position of the researcher. During this project, I was hired full-time by Wolf Creek as a classroom educator in an upper school classroom, to teach honors and Advanced Placement Chemistry. I offered my time to develop a welcoming committee for new individuals living on the campus, to assist with the new faculty orientation program, and as an informal mentor to each of the new faculty. As I was not part of the administrative team, my entry into the circle of

novice faculty was often smooth because we were each engaged with the students and administration in the same ways, often providing common ground for conversations.

As I was located on the Upper School campus, it was also important to gain entry with the administration in the Middle School campus. Additionally, I was not an administrative leader therefore it was necessary to get approval for any modifications to the program. Thankfully, the members of the action research team had the administrative authority to provide the consent, where my own power was lacking.

Subjectivity and Limitations

Throughout this action research project, it was important for the researchers to remain cognizant of their subjectivity within the scope of the project. Each having a different experience and entry into the boarding school world, it was interesting to discuss the biases that each of the team members had toward novice faculty turnover. As lead researcher, I was entirely aware of the bias that I held because I was a novice teacher when I joined the faculty at Wolf Creek. Over the last ten years, I witnessed a number of individuals leave the school for various reasons, which was where the original pique of my interest began. One action research team member had been a member of the international school teaching faculty for many years; American teachers are likely to stay no more than two years. That particular team member did not feel that turnover was as large a problem as others. Having the various opinions on the action research team helped to establish a set of norms that would guide the team away from the biases that we each held. We would review the norms at the start of each meeting to ensure we were always aware, and we held each other accountable for remaining on track.

Boundaries. This action research study has significant influence upon the boarding school environment, and in particular, the rural board school arena. Although bound by just

focusing on one school context, this research allows for the “possibility of generalizing from the particular (Simons, 2009, p. 20).” The work and findings in this setting can be related to others in similar situations—a boarding school, a rural school, a school witnessing significant turnover—to hopefully positively affect the teacher retention rates.

This case study was a single case study, with two sets of embedded analysis, bound by teachers within their first three years of work at a small, independent boarding school, Wolf Creek School.

Limitations. The largest limitation to this study was the time frame. As new cohorts of faculty only enter every August, it was difficult to find a clear start and end time to the study. Additionally, the length of the study limits the data regarding turnover of teachers after implementation. Despite this issue, the data did provide insight as to the reasons for turnover. The research cycles will continue each year as it is impossible to eliminate all teacher attrition from a school to further elucidate the information gleaned from this study.

Additionally, there were limited numbers of individuals that were hired that fit into the novice category during the 2015-2016 school year. While this did provide a bit of an issue with regards to current understandings, the other novice teachers from previous years provided great information and help in the study of the research questions.

CHAPTER 4

Case Study

The case study at Wolf Creek was one in which there were two sets of analysis embedded within the single case (Figure 8). The action research (AR) team served as one of the embedded units, whereas novice teachers employed since 2009 were considered the second. The AR team was tasked with identifying literature that helped to support the mission of the project, analysis of the data gathered, and serving in significant capacities toward the adoption of the proposed induction model.

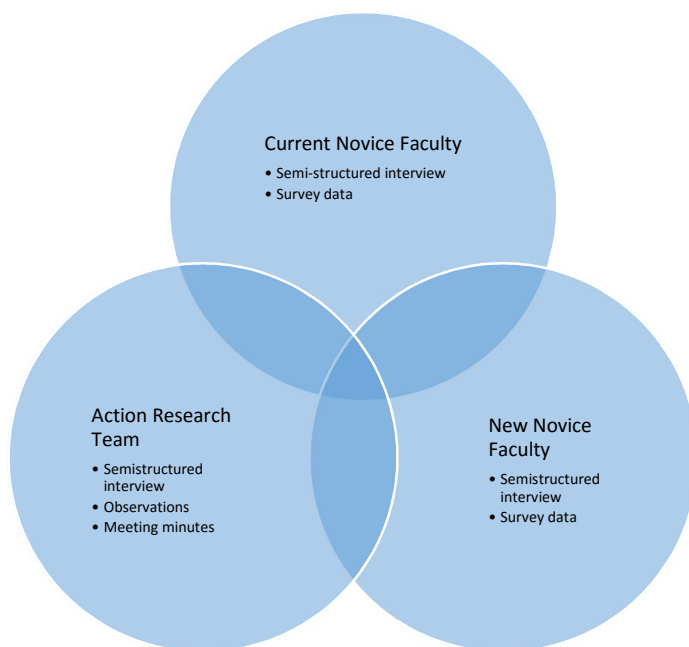


Figure 8. Case studies within the Wolf Creek context

The AR team members were identified as leaders within the community, each having a vested interest in the growth and support of new faculty. As the leader of the AR team, I was intentional about including team members that would have the power to initiate change within

the community; something I did not possess as a teacher. I also ensured representation from both the middle and upper schools because both schools were identified as having high turnover rates. With thoughtful attention to the purpose of the research, three team members were identified that would share their opinions, beliefs and suggestions for new faculty support, growth, and integration into the community.

The primary focus of the action research team was to identify supports through which new, and in particular novice, faculty could integrate into the fabric of the Wolf Creek community. The four members had unique perspectives, distinctive purposes, and worked to develop positive experiences for each of the new faculty.

Additionally, a set of novice teachers employed since 2009 was also chosen as a unit of study. These teachers were specifically identified because of their hiring under the same head of school. In private schools, each head of school has the ability to cause change and it was important to set his tenure as a boundary to reduce variability in the findings. While the list of novice teachers employed since 2009 included fifteen individuals, self-selection of their participation limited the number of participants to six. Each of the teachers selected had zero to one years of experience before their hiring at Wolf Creek.

The primary focus of the group of individuals identified as novice teachers was to describe their experiences during their first years of teaching. These accounts helped the action research team navigate the novice teacher developmental processes that were in need of additional support.

The Action Research Team²

Harold

Harold was a teacher in the humanities department with extensive leadership experience in many schools, both nationally and internationally. Upon his arrival at Wolf Creek, the summer before the action research team began meeting, he participated in the new faculty orientation program and had many opinions about how to improve the experience for all involved. His recent arrival to the boarding school campus coupled with having over 15 years teaching experience, allowed for interesting perspectives on the program that had been in place.

Harold was also promoted to Head of the Upper School to begin in the summer of 2015 and thus had significant power to implement change in the new faculty orientation program, support structure for novice faculty in the upper grades, and the capacity to identify hiring methods that would promote identification for strong novice teachers. Already holding two master's degrees, he was also working towards a doctorate degree through correspondence courses with a university based in the northeast. His military experience led him to often be quite forthright and set in his thinking about the issues being discussed:

“Attrition means losing a person who knows and is known by the community, and frequently results in some loss of corporate knowledge. In a school environment it nearly always means the loss of relationships between that adult and students. Attrition also leads to the introduction of new members to the community who bring with them new ideas and talents and who contribute to the vibrancy of the community.”

² Pseudonyms used

Scott

Scott was an experienced educator of both middle and upper school humanities courses. He was in a unique position when the action research team began meeting because he had recently been named the Assistant Head of the Middle School, while in a transitional time as an interim Head of the Middle School had been hired from outside the school on a one year contract. Scott was working towards completion of a master's degree at a small, local university while participating on the committee.

The middle school had recently moved to its own separate campus, and began to develop its own identity within the Wolf Creek mission. Many of the individuals involved in the development of faculty orientation programming were focused primarily on the upper school; they had never taught at the middle school level, and had never given thought to the needs of those teachers. Scott was aware of the differences between the upper school and middle school, and was attentive to the needs of his middle grades faculty. In describing teacher turnover, Scott was keenly aware of the role that the triple threat model, in which classroom teachers also provided support in the dormitories and coaching responsibilities, saying:

"I think for boarding schools attrition is necessary due to school culture. There will always be turnover because of the triple threat model. A well run boarding school will have a group of younger faculty who are beginning a career, a group of adults who are entrenched in their career, and a group of older faculty who are at career end. The negative of that change is that fact that there is often a great deal of "new" every year. There are always new faculty to train, new people to acclimate, and students also have to adjust to all of that new. It is also costly to have the hiring and training of the new faculty."

Howard

Howard was in a unique position when he was asked to participate on the action research team because his role was one outside of teaching and administration. He had been hired part-time to act as a mentor for new faculty, and had just transitioned his job into a more dedicated role to provide support for all faculty on the campus. He would observe classes and provide positive feedback to new teachers. He was also a friendly face around campus and the dining hall whenever any teacher needed a sounding board. His previous experience in education was at the collegiate level where he was an adjunct professor for over 10 years at a local higher education institution. His perspective and role made his participation on the project immensely helpful. He recognized the importance of having novice teaching faculty on the campus, while also understanding the strain that turnover of young faculty has on the community:

“Positive [of turnover is that it] keeps school “relevant” as faculty are closer in age to students [and creates an] influx of new ideas, perspectives, energy; Negatives [of turnover are] constant drain on resources (human and financial) recruiting, [the additional] inducting and grooming [and] mitigates programmatic and curriculum continuity”

Team overview. In developing the AR team, it was clear that there were several positions as to the cause of turnover, the benefits and costs of turnover, and the acknowledgement that turnover might not have anything to do with the school community. AR team conversations often undulated between the positives and negatives and left each of the members questioning their initial thinking. As each team member was in a different stage of his career, it was interesting to see the changing perspectives. These angles were helpful in

understanding the various thoughts on the hiring practices, the supports available to new faculty, and the expectations of the individuals that are hired.

The team worked well together because the rapport between each of the individuals had been established prior to the group beginning to meet. Acting as the action research team leader was at times challenging because the other team members held a higher ranked positions than my position as a teacher and assistant of mentoring activities. There were times where I felt that my opinions were not held to as high a standard because of my lower administrative rank on the team, while as the lead researcher I often had the most literature based knowledge of the problem. While this was often frustrating, this was mediated by my ease of entry into the social environment that was established by the novice faculty. Both Harold and Scott were building capacity as leaders in their current positions. Their participation on the AR team provided them a means to interact with one another more regularly to achieve common goals, despite working on separate campuses. Howard also played a clear role and all team members recognized his position as critical to the development of new faculty. He participated on the faculty evaluation committee and admitted that he often used discussion topics from the AR team when producing the model for new teachers to the campus.

The Novice Teachers³

Seven novice faculty lent their services and stories to this study to describe their experiences and thoughts about being a novice faculty at Wolf Creek. These individuals were participants in many of the events that the action research team worked to provide for new teachers toward their integration into the community.

³ Pseudonyms used

Edward

Edward was a teacher that joined the campus with minimal teaching experience prior to his hiring at Wolf Creek. He taught both upper and middle school humanities courses. Edward attended boarding school as a young man and celebrated marriage to another of the study's participants during his first year on campus. A jovial and loquacious man, he coached two sports, was part of the dorm parent rotation in a 9th grade boys dormitory, and lived in a house on school property.

Bella

Bella moved to Wolf Creek after marrying Edward and while completing her bachelor's degree in hospitality. She began a Master of Arts in Teaching program the following spring and was hired as a first year teacher while taking classes online and in the evenings. She was hired at the start of the fall of 2015 as a middle school math teacher, a two season coach, participated in the 10th and 11th grade girls dormitory as a dorm parent, and lived in a house on school property.

Alice

Alice joined the Wolf Creek community while completing a master's degree in English. She began as an upper school teaching intern with a reduced teaching load, but was also the dedicated dorm parent in the 9th grade girls dormitory during her first year. During her second year, she transitioned into the classroom full time in the humanities department, served as the 10th and 11th grade girls dorm parent, and continued to reside in a dormitory apartment.

Esme

Esme taught in the world languages department. As a non-native English speaker, she helped to foster international student growth in a new environment. She was hired to teach in the middle school upon completion of her degree at a prestigious American university. Esme was a

coach and afterschool activity leader, a dorm parent in the 9th grade girls dorm, and lived in a school subsidized studio apartment.

Emmett

Emmett joined Wolf Creek with a master's degree in biology and extensive field work with the national forest service. He also worked as a dorm parent at a boarding school in a northern state. Originally from the West Coast, he exuded an air of casualness that was endearing to his biology students. Emmett was a two season coach of tennis, and a dorm parent in the 10th and 11th grade boys dorm. He lived in a dormitory apartment during his first year and a school subsidized studio apartment during his second year.

Jacob

Jacob was an exquisitely dressed teacher of history in the upper school at Wolf Creek. He spoke very eloquently and was passionate about the subject matter he taught, incorporating a number of new teaching methods to help deliver the content. As a private school graduate, Jacob was aware of the demands on his students' time. Jacob was a one sport coach, a one season activity leader, a dorm parent in the 10th and 11th grade boys dorm, and lived in a school subsidized apartment.

Jasper

Jasper was a graduate of a private high school. After receiving a bachelor's degree in mathematics from a nearby private college, he joined the Wolf Creek campus as the only male teacher of color. Jasper was rather shy and often quiet until he became comfortable with those he was around, and had a talent for recalling sports statistics quickly. He was a two season coach, a dorm parent in the 11th grade boys dormitory, and lived in a dormitory apartment.

The Journey

The action research team began meeting in April of 2015 to begin to review the data regarding turnover. Throughout the next 14 months the team met regularly. Initial meetings were used to define action research, describe the process the team would employ, and construct the plan the team would implement to build the supports for the novice faculty as they developed.

The AR team discovered that there were certain teaching positions that demonstrated a higher turnover rate than others. In particular, the 10th grade English position and the 9th and 10th grade science position showed a much greater likelihood of turnover than any others. Interestingly, these positions were often filled with teachers directly out of college, without teaching experience or a teaching degree. The action research team began to track students who had had those teachers. Specifically, we tracked seniors and found that the teacher that taught them 10th grade science or English was not in attendance at their graduation ceremony as an employee of the school. Students were aware of this, as they often talked about the teachers they had the last few weeks of school and were always remiss that the teachers they had their first years at the school were not present. One teacher, in fact, had a garden planted in his honor two years after he left to attend graduate school.

Initially the team believed that there was a lack of social capital among these individuals and they did not feel they had the ability to voice their opinions or make suggestions to the administration because these individuals were often quiet during meetings and did not question the administrative body. As the team began to delve deeper into the data and literature, recognizing the lack of kinship responsibility and adherence to the location, we identified that it

may not be the social capital that was lacking, but the social relationships in general. As such, our focus shifted toward social integration of new faculty.

The team agreed that social integration was key for new faculty to feel invested in the community and on the campus. In brainstorming how integration happens on campus, the action research team identified that many of the interactions happen in key locations around campus like the dining hall and the faculty rooms on each respective campus. Additionally, many of the residential campus faculty have spouses and children and participated in play groups which provided an opportunity for interactions with new faculty that were also parents

The AR team also identified when social integration is most likely to happen during a typical school day. Collaborative meetings, meal time, and during common planning periods with other teachers were found to be the most likely times for social integration to occur. Opening the scope, and looking at the school year, the team identified some key opportunities when relationships could be built. This included the beginning of the year, as many teachers are back on campus without teaching duties; although coaching responsibilities are often a constraint. Additionally, the breaks throughout the school year provide additional unconstrained points to build relationships.

Project timeline. The boarding school environment is extremely hectic and busy for everyone working in it. As such, it was imperative that a timeline was prepared to keep the team abreast of the plans for the project (see Table 4). The timing of new faculty cohorts arriving to campus and beginning work in August severely limited the work that was done prior to their arrival. While modifications were made in the overall timeline because the scheduling of meetings was difficult, most of the work was completed in an appropriate amount of time. The

action research team was very fond of this document, as it helped to focus and drive the meeting discussions.

Table 4. Timeline of action research plans

Action Research	
Phase I (March 2015- September 2015)	
<i>Action</i>	<i>Timeline</i>
Submit IRB	Complete by March 2015
Form action research team	Complete by April 2015
Engagement into the system	Complete by March 2015
Inquire into the System	Complete by March 2015
Initial meeting with AR team	Complete by March 2015
Phase II (July 2015-April 2016)	
<i>Action</i>	<i>Timeline</i>
Submit revised IRB	Complete by September 2015
Action Research Team meetings (every 3 weeks)	April 2015-April 2016
Develop and implement interventions	August 2015-March 2016
Phase III (September 2015-July 2016)	
<i>Action</i>	<i>Timeline</i>
Evaluate effectiveness of interventions	September 2015-June 2016
Write up results	March 2016-May 2016
Data Generation	
Phase I (March 2015-September 2016)	
<i>Action</i>	<i>Timeline</i>
Conduct background research in the literature	February 2015-June 2015
Review information local to the school	February 2015-March 2015
Conduct initial interviews with current novice faculty	June 2015-August 2015
Phase II (July 2015-April 2016)	
<i>Action</i>	<i>Timeline</i>
Orientation program refashioned	July 2015-August 2015
Interventions with novice teachers	August 2015-March 2016
Analysis of interventions	September 2015-March 2016
Phase III (September 2015-July 2016)	
<i>Action</i>	<i>Timeline</i>
Analysis of interventions	January 2016-July 2016
Interviews with novice teachers	May 2016-June 2016
Exit interviews with AR team	June 2016-July 2016

Table 5: Project Timeline

Proposed Intervention	Action research team activities	Anticipated outcomes	Proposed timeline	Collected data for evaluation
Welcoming Committee gifts	The AR team identified the needs of the new community members as they arrive onto campus and provide the information and items immediately upon their arrival	New community members will begin to recognize key names and faces of individuals on campus	July-August 2015	Interviews, surveys
Orientation Program	The AR team reviewed previous orientation program schedules and removed and modified sessions that were not of utmost importance, reorganized the 3-day session to provide both learning and social opportunities	New community members will meet and identify individuals in the community that are accountable for various responsibilities on each campus, discuss best practices on the Wolf Creek campus	August 2015	Interviews, surveys
Trimester inservices and gatherings	The AR team discussed the areas of strength and weakness or organize readings and groupings of new community members to grow and learn from each other	New faculty will utilize this time to form relationships with one another, discuss best practices and share experiences	September 2015-March 2016	Interviews, surveys, meeting minutes
Observations	The AR team conducted observations on each of the novice teachers, and helped to organize peer observations among all faculty.	Teachers will feel more comfortable talking about the practice of teaching among one another after viewing other teachers and being observed themselves.	September 2015-March 2016	Interviews, surveys, meeting minutes
Morning meeting time	Members of the AR team gathered faculty through faculty, dorm team and critical friends meetings to improve teaching practice	Teachers will gain confidence in talking about their teaching methods, identify weaknesses and strengths they hold and improve their teaching practice	August 2015-April 2016	Interviews, surveys, meeting minutes
Dorm Team interactions	Members of the AR team identified how key interactions are within the dorm teams. We discussed and vetted the vertical and horizontal teams, to ensure the best opportunities for support	Teachers will feel supported in the dormitory, finding time to interact with other faculty members as a result of having a purposefully selected dorm team	August 2015-May 2016	Interviews

Constructing (April 2015-July 2015)

The constructing phase of the research was completed as the first step of the project. The action research team gathered to review the turnover data. A number of patterns within the graphical, survey, and interview data were identified that helped deduce the problem. There were key teaching assignments that were often given to novice faculty. Additionally, many of the novice teachers had no formal education training although they had a strong grasp on the subject area content.

The action research team identified current novice faculty that would be helpful in providing details about their first year on the campus. In identifying these individuals, we recognized that there were individuals directly out of college and others that had a year of substitute teaching experience. There were also individuals that graduated from boarding school, from private day schools, and from public school. We were hopeful that the experiences that these individuals had would help us to identify the need for supports.

Planning Action (June 2015-February 2016)

Beginning in June, the action research team took the initial interview data and began to analyze it toward remodeling the orientation program, a weeklong gathering of all new teachers in both the upper and middle school grades. Additionally, two of the individuals on the action research team agreed to greet each new faculty member as they arrived to move in to their campus housing at the start of August. Since this was a brand new experience for many of the teachers, the team felt it was important for them to have a person to call on in the days before the orientation program began. While the theoretical framework had not yet been identified, it was clear that social integration was going to be a key piece from the early stages.

Additionally, in response to a number of concerns, the daily schedule of both the upper and middle school had been changed from the previous year. The new daily schedule required faculty to be present on campus at 8 am with classes beginning at 8:45 am. The 45 minutes before the start of classes was meant for meetings, class preparation, and collaborative work with colleagues. Both the Upper and Middle school administrations had different views on this time. The Upper School left this time fairly unstructured and unmanaged, whereas the Middle School opted to purposefully schedule this time with meetings. The Middle School administrator in the action research team felt that this could be an additional way to build in supports for novice teachers; the team brainstormed ways to best use that time.

After the social constructs were recognized as having merit with regard to novice faculty support, the induction committee began to think about using that morning time with more focus on the new teachers, and in particular the novice faculty. Using the time constructively by gathering all the new teachers together would provide a supportive place where many of the individuals in the room share similar feelings regarding their position in the fabric of the school.

Along with the daily schedule change, came a modification made to the boarding program. Previously, teachers had an extensive role in the dormitories on weekends and an occasional weekday. The new change had teachers participate in dorm teams, in which each team of eight individuals would rotate their duty every day of the week. The AR team recognized the influence that these dorm teams could have on novice teachers and began to review and analyze the teams; the horizontal teams with teachers in each of the dorms that were on the same day of the rotation, and the vertical teams with teachers assigned to each particular dorm. These built in supports had the potential to offer many of the new faculty common ground

with which to have conversations, build relationships, and interact with students and other teachers.

As with most schools during the summer months, it was extremely difficult to gather the action research team together to identify how the year was going to shape up. We were able to meet once to organize thoughts and plans for the New Faculty Orientation Program, scheduled for implementation in early August, but little else was accomplished due to vacations and other obligations. With renewed spirit once school began again in August, the team quickly converged on identifying the usefulness of the morning meeting time, and how better to support novice faculty in building relationships.

As the year progressed, one of the action research team members was a participant on the Comprehensive Employee Evaluation Program. As a private institution, faculty evaluations were not mandatory and were rarely completed. The Board of Trustees charged the Head of School with producing a campus wide employee evaluation system. New faculty to the Wolf Creek campus were going to be required to participate in an induction program that was informed by much of the work accomplished by the action research team. As a team, we brainstormed ideas that would help guide the individuals in charge of the induction program as well as produce strong teachers. We decided that it was important to have separate upper and middle school discussions, and in the year of focus, the middle school teachers contained all the novice teachers.

Each of the members of the action research team brought expertise in the areas of Upper School, Middle School, evaluation programs, and novice teacher entry, and the team worked extremely well together to produce key interventions that could provide better support for novice teachers and lead to additional data gathering regarding the research questions presented.

Taking Action (August 2015-April 2016)

When the action research team first looked at identifying ways in which growth of relationships and support could thrive on the boarding school campus, we recognized that the first moment an individual arrives to campus is significant. This typically occurs during the interview process the spring prior to a new hire moving to campus where they meet with an administrator to walk through the next day's interview events. The interview process is important but does not always allow time for current young faculty to interact with a novice potential hire. The team recognized this as a disservice for both parties because it does not provide the opportunity for connections to be made which can help to encourage novice teachers to accept an offer, nor does it allow for the school to be seen as an enjoyable place to work as a young person.

To combat this, the action research team suggested that the interviewees dine at local eateries with other novice teachers during the interview process. The change in pace and face, from stressful eight hour interview day with multiple administrators to a more relaxed atmosphere with peers was highly regarded by all involved. While the current young teachers did not have a role in hiring, they were able to provide relevant feedback to administrators with regard to fit.

Once hiring had taken place, the team realized that communication to new faculty before they arrived on campus in August was lacking. In the past, new hires had arrived on campus ill-prepared for the challenges of working in a boarding school community. New faculty felt that it was difficult to gain foothold once the school year began, so it was important to have their expectations met regarding housing upon their arrival. Most faculty are barred from moving onto campus until August 1; however, the orientation program begins on August 4, leaving little

time to unpack and set up new houses and apartments. The action research team took these concerns to the two individuals responsible for correspondence with the new faculty to provide more comprehensive and informative communication.

Many new teachers described a lonely feeling upon their arrival to campus because they were in a new location with only one or two contacts phone numbers. To address this, the action research team identified a number of people that were present during the typical move-in time for new faculty and asked them to participate as a welcoming committee. These individuals would bring a bag of goodies from the school and local community as a housewarming gift. Additionally, this group would offer to dine with the new faculty, either going out into the community or providing a dish to share. Since these individuals were not the administrators that the individual interviewed with, we felt that it would provide an additional layer of support to new teachers.

Orientation program. The orientation program has been through several iterations over the past eight years. Initially, there was a week-long program, but in recent years it was condensed into three intense days. To modify the program, the team considered the different needs of the individuals that would be participating. Some individuals had years of teaching experience in the public arena, others had experience in the private sector, and some had very little experience at all, so it was important to provide relevant information to each individual.

As an action research team and as the main members of the orientation program, we recognized the importance of ensuring that all the individual needs were met prior to the start of the program. We wanted to ensure that each teacher had the books they were going to use throughout the year, that their houses were furnished and arranged to a point that they felt comfortable, and that they were able to relax enough to “breathe through the nerves of starting a

new job” as one member stated. Additionally, we wanted all faculty to feel comfortable on both the Upper and Middle School campuses, and felt that it would be beneficial for all individuals if the orientation program was held on both campuses on alternating days.

The framework for the orientation program remains much the same as in previous years, however there was an added level of scrutiny regarding the necessary information and the order in which it was presented. We hoped for coherence as we laid out the planned schedule, however due to personal schedules, the original agenda had to be modified, causing small disconnects throughout the program. Additionally, this time was also usurped by early sports practices that involved some of the individuals participating in the program.

Each evening of the orientation program, new faculty and their families were offered a dine-out option. Dine-out attendance was optional, but because the outings were organized as part of the orientation program, many new faculty felt that they were required. The additional dinner piece added to a long, overwhelming day and seating did not allow for ease of conversation. As the action research team discussed other options, we made note that gift certificates could help alleviate some of the stress of cooking while also allowing the individuals a chance to relax and reenergize on one or two of the nights. We did decide to keep one standing dinner option available in order to help create more connections at the start of the program, but all others were alleviated to provide for more organic conversations among the new teachers.

Once the school year began, the action research team worked to provide opportunities to embed the new faculty into the woven web of faculty. The Middle School administrator persevered in scheduling meetings that were beneficial to the faculty. These meetings met three out of five mornings each week and included grade-level meetings, all faculty meetings, and critical friend group (CFG) meetings. Critical Friends Groups are a type of professional learning

community developed by the National School Reform Faculty, where members are committed to improving their practice. The four major goals of CFGs include a focus to support student learning, to build a collaborative and inquiry based culture, to promote school change and promote authentic inquiry regarding student work (National School Reform Faculty, 2014). During the preplanning week, all middle school teachers were trained in CFGs and each group had a teacher leader act as the major coach for the group. These groups of teachers met weekly during the morning meeting time to participate in the collaborative learning environment. The CFG meetings were adapted from Annenberg Institute for School Reform research to meet the time limitations caused by the daily schedule. Annenberg Institute for School Reform is an organization committed to conducting educational policy research and providing reform support to schools across the nation.

Additionally, the action research team hoped to provide time for authentic development of relationships among the new faculty. By asking these individuals to participate in three in-service meetings and three coffee socials throughout the year, we hoped for greater bonding between cohort members. Each of the in-service meetings asked the individuals to read or prepare thoughtful reflection upon a topic and it was discussed during the morning meeting time. In providing this opportunity, it was important for novice faculty to recognize that learning should never stop as a teacher, and that it was important to keep questioning the practice in order to improve one's own teaching. The coffee hours provided an opportunity for the cohort of faculty to communicate in an informal setting. The casual situation, without administrative members, allowed for an ease of conversation about the situations, concerns, and feelings that the new teachers had regarding their job. These meetings provided great opportunity for growth by all members of the new faculty, and were recognized as being helpful.

As part of the first year induction program, each novice teacher was required to observe two other classes. While it was difficult to schedule, especially when observations were between divisions, an action research team member facilitated all the logistics with regard to missed class and duty coverage to ensure that novice faculty were able to complete this portion of the induction program. By visiting the classes with the novice faculty, the action research team member was able to make observations and discuss them directly with both the observational teacher and the instructor of the lesson. These observations allowed for additional connections to be made between teachers outside of the division and departments, entangling the novice teacher into the web of the boarding school community.

Another area that the action research team was interested in providing additional support to build relationships was in the area of the dorm teams. With six upper school dormitories that required regular coverage, there were teams of eight individuals assigned to each of the dormitories. Following a natural rotation, these individuals would correspond via “dorm notes” and provide structure for the residents of each of the residences. On a regular basis, these dorm teams would meet to discuss questions and concerns facing the teenage residents. Additionally, the horizontal teams, or individuals that worked each of the dorms on the same day, met on a much more regular basis to ensure that duties and off campus trips were covered appropriately. Recognizing the importance of these teams, the action research team attempted to build supports for new faculty in each of the areas by purposefully selecting the teams to provide common free days among the novice teachers. In doing so, these individuals were often spread among many different dorm teams. By scheduling these individuals in a strategic manner, additional support and mentors were available to the novice teachers.

Conclusion

Action research provided a manner in which improvements were made to the induction program, leading to a more cohesive unit of faculty. The action research team provided interesting perspectives and worked in undefined but specific roles to help weave the new faculty into the fabric of the school. Participation on the action research team provided the members opportunities to explore their own leadership experiences further. Harold became the Head of the Upper School; Scott became the Head of the Middle School. Howard worked to solidify the induction program through the faculty evaluation process, and the lead researcher was able to gain experience and knowledge from each of the individuals that participated in the group.

As two of the individuals of the team have significant roles in the hiring processes, their participation in this process enlightened each to recognize their own biases regarding potential teaching candidates. In doing so, they were able to perceive a more comprehensive picture of the opportunity that Wolf Creek provides its new faculty.

CHAPTER FIVE

Findings

This chapter focuses on the findings of the action research team through this project regarding how social integration mediates the cause of turnover by improving job satisfaction, self-efficacy, and motivation of novice teachers within a demanding career pathway. The research questions guiding this research were:

Findings were gathered from questionnaire and interview data of both the action research team and novice faculty within the school. Throughout the discussion of these findings, key themes were recognized with regard to each question. Table 5 provides an overview of these results.

Table 6. Overview of findings

Research Question	Findings from Data	Sub-Category Findings
What role does school culture play in building relationships for new faculty within a rural, boarding school environment?	Participants perspective on school culture described as “in the trenches together”	<ul style="list-style-type: none"> • Nurturing and welcoming community • Familial in nature • Collegial support • Critical friends
	Student centered inside and out of the classroom	<ul style="list-style-type: none"> • Encouraging for students to try new things
How do the bonds, both on and off campus, help to influence job satisfaction, self-efficacy, and increase motivation of novice faculty in a constrained setting?	Interviews exposed the lack of collaborative time toward building collegial relationships	<ul style="list-style-type: none"> • Burden of being busy • Middle School and Upper School differences
	Teachers generally held favorable feelings toward job satisfaction and motivation	<ul style="list-style-type: none"> • Mission led • Enthusiastic • Supported
	Struggle for self-efficacy due to hectic pace	<ul style="list-style-type: none"> • Burden of being busy • Poor communication • Limits life outside of work
How has participation in an action research group changed the capacity of building leaders?	Interviews identified collective aspirations of improving the teaching craft in all faculty	<ul style="list-style-type: none"> • Streamlined orientation program • Development of improved teacher learning opportunities
	Participants became more thoughtful in their work	<ul style="list-style-type: none"> • Position to cause change • Sensitive to the needs of teachers

Teacher integration into the boarding school community. The first research question focused on the role that school culture played in the ability to form relationships within the community. The action research team realized how important integration had been in determining whether or not a new teacher felt they fit with the school, and more importantly,

how they could see themselves doing so in the future. Seven individuals were interviewed with regard to school culture and their feelings about how it helped them to integrate into the community. Once initial information was gathered, the action research team used the information to modify the interventions throughout the school year.

Research Question One:

What role does school culture play in building relationships for new faculty within a rural, boarding school environment?

Findings from Data	Sub-Category Findings
Participants perspective on school culture described as “in the trenches together”	<ul style="list-style-type: none"> • Nurturing and welcoming community • Familial in nature • Collegial support • Critical friends
Student centered inside and out of the classroom	<ul style="list-style-type: none"> • Encouraging for students to try new things

Table 7: Findings from Research Question 1

In the trenches together. The boarding school environment is unique among its educational counterparts. As a private institution, it is often free of many of the teacher certification requirements that public schools encounter. Additionally, private schools tend to be more relaxed with regard to what curriculum is taught, and how it is taught. Along with these benefits come a host of other issues private schools have to contend with outside state and federal mandates.

In particular, private school teachers are often paid less than their public school peers. This is partly due to the endowment, general tuition dollars, and the allocation of budgetary funds that are allocated at the discretion of the Board of Trustees. Private institutions also tend to be smaller than public schools, requiring teachers to wear many hats in addition to the one worn in the classroom.

Boarding schools are even more unique in their educational structure. Inviting teenagers from across the globe to reside on campus presents a host of distinct issues. The students tend to be more diverse than their private day school complements. Additionally, there is less parental involvement within the school because many of them live in other parts of the world. Teachers see students throughout the day in myriad capacities: as students in the classroom, as actors on the stage, as athletes on the fields, as teenagers at the dining hall, as learners during study hall, and as children as they prepare to go to sleep each night. Teachers have to rely on their jack-of-all-trades skills even more so than in private day schools because they also have to participate in dormitory activities. All of these facets come together to develop the culture of the school that students, teachers, and administration alike reside within.

Wolf Creek is unique among boarding schools because of its long history of serving both the local and greater community, while offering a premiere education to students that do not fit the common description of boarding students. These are students that may need significant financial aid; the Board of Trustees has mandated that at least 60% of the student population exhibit financial need. Additionally, the school's history with the Farm Family Program has continued to be cherished, with all students participating in various work opportunities to make certain that students are well rounded in all capacities.

The fusion of diverse experiences and backgrounds of the students is also exhibited by the teaching body. Similarly to the students, teachers at Wolf Creek have grown up around the world and around the United States; some having been raised in the private school tradition, while others were public school students. Each of their stories is woven into the fabric that is Wolf Creek.

Wolf Creek's perceived culture. Throughout the interviews with novice teachers, it was clear that they understood the history and mission of the school. One teacher, Edward, was extremely thoughtful when describing the school culture that he had joined the previous year when he stated,

Wolf Creek is definitely a community that has a family feel to it. The culture is really interesting because there is a lot of cross-culture within all student groups on campus. You have really interesting purpose... it is a nurturing and welcoming community.

Jacob also noted the feeling of the school and its focus on the child when he said, *"Wolf Creek tries to do a good job of crafting the whole student, instead of just the academic portion that a traditional school might do."* The sentiments from each of these teachers are reiterated in many of the other interviews.

While students are often the focus when questions regarding culture are discussed, the action research team was more interested in the feelings of collegiality among the teachers with regard to the school culture. Edward, again, noted that he did not feel there was enough time to interaction with colleagues, especially between the middle school and upper school division. Esme noted the same issue, although she did mention the critical friends groups she participated in as a middle school teacher. She stated *"I enjoy working with my colleagues; they have helped and encouraged me a lot."* Esme's statement lends credence to the impact of collegial support among faculty. Additionally, as a first year teacher, Esme described how open the environment is for observation and that the observations that others did in her class helped her to become more confident as a teacher.

Culture of teaching and learning. Many of the middle school teachers mentioned the usefulness of the Critical Friends Groups as helpful toward identifying the teaching culture as

one that is always learning and working to improve, no matter how much experience a teacher may have. Edward stated that the program had *“moderate faculty buy-in, but even moderate faculty buy-in produced results that were exponentially better than any of the professional development that I’ve had to attend.”* While Scott, the Middle School administrator, noticed the group devolve at times, the overall purpose of the work was positive, especially when it helped to develop relationships among teachers that may not have had interactions with one another outside of the group. He noted that the *“critical friends groups allowed for the level playing field of learning, simply meaning that everyone, no matter their experience, was willing to talk about their struggles and failures, allowing for new faculty to reap the rewards of feeling connected.”*

Both the Middle and Upper School teachers were becoming much more aware of how student centered teaching methods helped improve achievement and learning. Alice noted that the mentality of the school was:

“very student focused, very interested in keeping kids busy and I think that this is instrumental to the way the school approaches education in teaching kids, which is to let them try a lot of different things and encourage them to continue.”

Alice further noted how student centered teaching lent itself to keeping teachers busy as well and often made it difficult to improve one’s own practice in the stead. Compared to the success of the Middle School and the Critical Friends Groups, the Upper School was much less successful. The Upper School administrator, Harold, would often gather the robust upper school faculty for thirty minute lectures about the importance of teaching and learning. This method had much less recognizable impact with regard to building collegial support among the educators.

The action research team was surprised to see the difference in opinion regarding the culture of the two divisions. In attempting to understand the cause of the disparity, the size of the two faculty bodies was identified as one of the main concerns. Additionally, each of the department chairs held upper school positions, these department chairs provided management over sectors of the upper school teachers, where the middle school was relatively exempt from the department meetings and direct participation in department events. This additional layer of administration seen at the Upper School produced another tier of middle management that the Middle School was able to avoid. Unfortunately, the team did not make any changes to this piece of the program in the Upper School, but we did recognize the issues that it did present. The lead researcher acknowledged that teachers need to have clear examples as we stress student centered teaching models, offering more meaningful practice to the faculty.

Research Question Two:

How do the bonds, both on and off campus, help to influence job satisfaction, self-efficacy, and increase motivation of novice faculty in a constrained setting?

The second research question was directly related to how various relationships on the campus affect many of the feelings pertaining to burnout and attrition. Both on and off campus relationships were analyzed because it was difficult to deconstruct the attributes between the two.

Findings from Data	Sub-category Findings
Interviews exposed the lack of collaborative time toward building collegial relationships	<ul style="list-style-type: none"> • Burden of being busy • Middle School and Upper School differences
Teachers generally held favorable feelings toward job satisfaction and motivation	<ul style="list-style-type: none"> • Mission led • Enthusiastic • Supported
Struggle for self-efficacy due to hectic pace	<ul style="list-style-type: none"> • Burden of being busy • Poor communication • Limits life outside of work

Table 8: Findings from Research Question 2

Self-Efficacy, job satisfaction, and motivation in the workplace. As the action research team began to think about the causes of turnover that were identified as potential issues at Wolf Creek, we turned to the literature to further elucidate turnover in other areas. Many of the individuals hired at Wolf Creek did not come from traditional teacher preparation schools; thus, it was important to acknowledge potential differences in motivation for taking the job. Recognizing the expression, “*Those who can, do. Those who can’t, teach,*” we were intrigued by the method that teachers sought schools as workplaces. We felt the areas of self-efficacy, job satisfaction and motivation warranted further probing to identify similarities to the literature on turnover. As Klassen and Chiu’s (2010) work corroborated Huberman’s career stages, beginning teachers often mediate job stress with enthusiasm for the job (Klassen and Chiu, 2010; Huberman, 1989). This was also seen in the data gathered by Wolf Creek novice faculty.

While the action research team reviewed the literature, and prepared the questionnaire, we acknowledged that our own experiences affected our beliefs. Interestingly, as the lead researcher began to reflect more on her own experience, she identified with the feelings of self-efficacy, job satisfaction, and stress during a year of her tenure, which led her to seek outside employment. Each of the action research team members found they had witnessed this in colleagues during their careers, lending credibility to the role it might play at Wolf Creek.

Importance of collegial support. The novice faculty at Wolf Creek mentioned often that other faculty helped them mediate job related stress. For example, Edward toward the end of his second year of teaching stated “*Just having the support network in place, building relationships, gaining the mentors, and people you can turn to when the load is heavy*” with regard to the importance of other individuals that were “in the trenches” and understanding of the stresses of new teachers.

There were interesting differences in the experiences of upper school and middle school teachers when it came to collegial support. The middle school faculty, due to its focused Critical Friends Groups, grade level meetings, and the smaller size of teaching faculty, highlighted the vast opportunity for collaboration among the teachers. Esme stated *“in the middle school, I see a lot. History works with French, dance with music, the teachers in the middle school like to discuss and collaborate.”* Alice recognized that Upper School faculty had to seek out their own collegial support, because there was a lack of common planning time. She would use the chapel or convocation time in order to share ideas with a fellow English teacher.

Comparatively Emmett, the lone teacher who left after his second year of teaching Upper School biology highlighted this difference from his perspective:

In the science department, we were a little bit isolated for everyone else, and so I didn't see other colleagues in the hall or anything like that. Sometimes I didn't see other faculty members [at lunch], I rarely even seen them in the whole faculty meetings, and those were rare. And so sometimes, I'd go two weeks without seeing people outside my department.

Emmett provided interesting commentary because he worked in the position with the most turnover in a ten-year history, with teachers only remaining 2 years.

Job satisfaction and motivation in novice faculty. As interviews were being gathered, and analyzed by the action research team, it was exciting to see how novice teachers showed high levels of job satisfaction and motivation. Even Emmett, who left the school in the summer of 2016, recognized the fulfillment he had while teaching at Wolf Creek, identifying the mission of the school as being paramount to the happiness that was felt by all those around him. Each of

the teachers stated how the students helped their feelings of satisfaction about the work they were doing.

As a boarding campus, job satisfaction can come from many angles, including those outside the classroom. Jasper spoke of how his time in the dormitory has often reinvigorated him after a long day of teaching. Highlighting how students act differently in different situations, his dormitory duties often lightened the stressors that he was holding onto. The shared experiences with the students, through sports games that are played or watched, often bring together individuals with much more levity, allowing anxiety to dissipate.

In schools, there are many causes of teacher stress. Interactions with parents and with students can often cause anxiety. Additionally, there is stress related to the curriculum, the delivery of the content, and classroom management. Teacher burnout, a syndrome of exhaustion, cynicism, and reduced personal efficacy, has been associated with time pressure and work overload. Since boarding schools are places in which teachers must fulfill many roles, it is possible that this would play a potential role in turnover as individuals are asked to equilibrate job demands and job resource which mediate job stress (Hakanen, Bakker, and Schaufeli, 2006). Hakanen et al. (2006) identified teaching in Finnish schools as an “energetical process” in which job demands cause the job strain. Thus it applies in this case, because there is great demand on teachers in the small boarding school, although the social relationships through collegial and administrative support can have important implications in these settings.

Recognizing that many teachers, especially in the private sector, relate administrative support to autonomy within the classroom, it was not surprising to see many of the individuals find strength in this freedom. Emmett, the Upper School biology teacher, stated that *“I think if I had constant supervision, it would have been really difficult for me to become comfortable*

teaching in front of the classroom.” He recognized the value of having independence in his two years to help him figure out who he was as a teacher; but he also acknowledged the need for more supervisory support when he mentioned, *“It would have been nice to have more supervision to sort of know where my flaws were and things like that. As a new teacher it was hard to know what I was doing correctly and what I was doing incorrectly.”*

On the other hand, the middle school teachers often felt differently. They felt that they had ample amount of supervision and observation and found it extremely helpful. Esme stated *“I am really grateful for Scott and others who were sitting in my classes to observe and give me those suggestions on how to improve for next time.”*

Despite his contentment he had with the job, Emmett did highlight the struggles that he had his second year, in comparison to the first. He stated that his *“second year was more difficult because it felt like the students didn’t take me as seriously so it was more challenging trying to get them to want to learn at the same level.”* Emmett described his struggle during his second year as he was team teaching two courses with a new, but veteran teacher. He worked extremely hard but would often doubt his abilities.

Emmett had established himself in the courses that he had taught, but lacked the confidence in his second year of teaching to feel comfortable team teaching with a veteran teacher who had just arrived at the school. These feelings of uncertainty revealed themselves throughout the interviews and he admitted that it helped him decide to explore the job market in the later stages of this project. Because of the struggle for self-efficacy by all new teachers, it is important that they are given support past the first year. Wolf Creek provided a substantial induction program for the first year, but lacked the same opportunity during the second year of a teacher’s career. As most turnover occurs after the second year, greater efforts should be made

for these teachers. A member of the action research team was also a participant on the faculty evaluation committee, which allowed discussions from the AR team to inform the induction program. The program was officially made a five-trimester program to help improve support for these second year teachers at the crucial period during their careers.

Research Question Three:

How has participation in an action research group changed the capacity of building leaders?

Findings from Data	Sub-category Findings
Interviews identified collective aspirations of improving the teaching craft in all faculty	<ul style="list-style-type: none"> • Streamlined orientation program • Development of improved teacher learning opportunities
Participants became more thoughtful in their work	<ul style="list-style-type: none"> • Position to cause change • Sensitive to the needs of teachers

Table 9: Findings from Research Question 3

Significant advances were made by the action research team toward their understanding of the issues associated with teacher turnover. The AR team became more aware of methods used to solicit better interview data, to build better qualitative questions, and became more comfortable in asking tough questions. The team members each served in roles where opportunities were often provided to probe more deeply into the issues teachers, parents, and staff had to find clearer answers or to clarify the concerns of others. Additionally, the process allowed each of the members of the team to become more familiar with assessing gathered data.

Most of the team members were promoted during their participation in the study. While this is a testament to their ability to lead, it helped the entire team to grow in its capacity to affect change. The individuals charged with making hiring decisions were participants on the team and began to recognize their role in bringing the best possible hires to campus. They worked extremely hard to understand the underlying issues with regard to turnover because the understood the need for novice teachers to bring their enthusiasm, excitement, and relatability to

the children on campus. Scott and Harold, as administrators with a direct connection to hiring, were both influential in suggesting campus housing to the administrators in charge of the housing decisions, that allowed novice faculty to benefit from their peer groups. Overall, the action research team identified the strengths of the group as being enlightening, engaging, and causing growth toward deeper knowledge.

Collective objectives of all teachers. The action research team found that the previous iteration of induction programs focused on what the planning administrators thought new teachers would need as they began their tenure at Wolf Creek. Through this awareness of the problem and several literature reviews, team members identified that teachers were not provided the information, tools, and opportunities they needed to be successful at the start of their job, especially novice teachers at the start of their careers.

To achieve more equitable outcomes, the team focused on the needs of novice teachers who provided information about what they were not prepared for in their beginning weeks of teaching. As a starting point, it was decided that all faculty could benefit from the information, not just novice teachers or new teachers to the boarding school environment. Additionally, there were clear differences in the needs of middle school and upper school teachers, where deviations in the planning could again benefit the entire group of teachers.

This research project was focused on the reduction of teacher turnover and is limited in the longitudinal data. Harold recognized this stating:

“I do think that the project has identified and attempted to address some significant areas where novice faculty can be supported, and I think that the more formal and more comprehensive induction program will be an unmitigated good even if it does not change teacher retention.”

Scott reiterated the sentiment when he identified the teams' role as it "*discovered of number of key factors that connected over a sizable data set that helps us as we continue to try to recruit, and retain, good teachers.*" As division leaders, Harold and Scott lead the way in determining which teachers provide the best fit for the school. They may have had ample capacity as leaders prior to their participation in this work, but now they are armed with a much keener sense of the importance of retention among the young faculty.

CHAPTER 6

ANALYSIS, IMPLICATIONS AND CONCLUSIONS

The purpose of this research study was to determine the effects that social integration has on mediating novice teacher turnover. To that end, the research questions guiding the study were:

1. What role does school culture play in building relationships for new faculty within a rural, boarding school environment?
2. How do the bonds, both on and off campus, help to influence job satisfaction, self-efficacy, and increase motivation of novice faculty in a constrained setting?
3. How has participation in an action research group changed the capacity of building leaders?

This study serves to summarize the findings of the action research team, implications with regard to the theory and the conclusions of the study. It also suggests future prospective research in the area.

Study Summary

This study was focused on the supports available to novice faculty that increased social integration, thereby mediating turnover within their first two years of teaching. Through qualitative interviews, narrative questionnaires, and analysis, the action research team uncovered differences between the upper school and the middle school, and identified initial impressions of faculty about whether or not they would stay longer than two to three years at the small boarding school.

The motivation for studying turnover stemmed from first-hand experience with a number of novice colleagues leaving the school following the end of their second year of teaching. Historical data showed that this was not a new phenomenon; however, no changes had been implemented to study or resolve the issue. With new leadership, the timing and support of the project was fitting.

Study Conclusions

Conclusion 1: Development of informal mentoring opportunities causes, and has a reciprocating effect, on novice teacher's self-efficacy, job satisfaction and development as a teacher.

The most significant interactions on a school campus are those in which teachers are able to feel more confident about their practice. They are better able to identify weaknesses to improve upon, and strengths that they can trust in their classrooms. Novice teachers are not prepared to do this on their own while also ensuring they have a good grasp of the content and beginning to learn the rhythms of the school setting. It is important that they receive needed help and guidance. While administrators are often effective in this manner, it is difficult to find time within the school day to provide this assistance. Informal mentors, in which personal.

Price and Mueller (1981) discussed thirteen determinants that have an effect on turnover of nurses which include opportunity, routinization, participation, instrumental communication, integration, pay, distributive justice, promotional opportunity, professionalism, general training and kinship responsibility, job satisfaction and intent to stay. Within the school setting, the research team recognized that many of the factors they first believed to be critical were also identified in the research. Job satisfaction, the degree to which individuals like their jobs, is highly recognized in the literature as being a large determining factor for turnover (Skaalvik &

Skaalvik, 2011; Weiss, 2002). Job satisfaction has also been linked to self-efficacy (Skaalvik & Skaalvik, 2010; Klassen & Chiu, 2010).

With relation to the previous data, this research further elucidates the need for interactions and integration within the teaching profession to build efficacy. Informal mentoring was shown to be extremely helpful within the rural boarding school community to effect change in personal aptitude.

Conclusion 2: The action research process allowed individuals in critical administrative roles to identify useful strategies that helped mediate turnover of novice teachers.

Housing arrangements. Before a new faculty member arrives to campus, a number of the social cues have already been established because of where they may reside on the boarding school campus. Campus housing is an important factor related to the ties that new teacher will make throughout their time at the school. Housing must also meet the needs of the faculty member. As many novice faculty are directly out of college, the housing and its cost plays an important role deciding whether a faculty member has the ability to interact with their peers regularly.

Many novice faculty have been placed in dormitory housing because they are typically one bedroom, one bath units; this makes for extremely difficult interactions with colleagues because of the proximity to students. When options are available, these individuals should be placed in housing where social interactions can be prevalent in order to ensure integration into the setting.

In addition, this is often the first place new faculty see when they report to the boarding campus in the summer. It is extremely beneficial to make certain the house is up to par, move-in ready, and is a welcoming sight to the individual or family that will be moving in. A campus

that is warm and inviting is helpful in providing improved rational choice toward the persons fit in the setting.

New faculty orientation programs. New faculty orientation programs hold exceptional weight as they are the first experience many of these individuals have to interact with peers and with administration. By providing a clear, concise program the new faculty can begin to feel comfortable in the boarding school community, especially those individuals that have not worked in an educational setting prior to their tenure. Through these programs, the first impression of the school administration can be made by novice faculty and can also play a role in the rational choice regarding fitness at the institution. These programs should also provide additional peer and collegial support by including options for the wider school community to allow for additional connections to be made prior to the school year officially beginning.

Critical friends groups. Critical Friends Groups provide great opportunities for individuals to recognize their own strengths and weaknesses, and identify individuals with skillsets that would help them build their own abilities. Administrators have the capacity to affect change at the local level in private schools. The addition and support of critical friends groups is an exceptional program that helps all teachers to understand the culture of the school, build relationships with colleagues, and improve their practice, but most importantly, the novice faculty. These groups help improve the individuals feeling of self-efficacy, fit, and comfort with taking chances in the classroom. By taking chances in the classroom, there is a greater chance of expanding one's own practice and to improve outcomes of the children being taught.

Conclusion 3: More directed and focused hiring practices could benefit the retention of novice teachers in rural environments.

Benefits of family. In much of the research that was done throughout this study, the action research team identified that there were benefits afforded to individuals that had spouses and/or children. All individuals on campus were offered the opportunity to eat in the dining hall; this included family members for three meals a day. This additional support to families was a much larger benefit for novice teachers with families than those without. Additionally, the spouses of faculty were able to form additional friendships and connections with other faculty and their spouses helping to provide a larger web of interactions and support. These additional supports were extremely helpful in rural environments because of the difficulty in identifying and joining social groups in the area.

Faculty families are disadvantaged in the fact that they often have to seek out interactions with other individuals because it is not built into the community norms. It is extremely beneficial for faculty spouses and families to visit the campus with the candidate in order to gauge their fit to the campus and the different peer groups where they might participate.

Teaching load and responsibilities. With regard to novice teachers, it could be worthwhile to lessen the required load of teaching or responsibilities. Faculty are often under immense pressure with regard to time and energy to complete all their obligations well. To encourage and support great teaching, limiting the coaching responsibilities to one season could prove beneficial. On the contrary, if the individual is feeling strong in the classroom, the option increase the coaching responsibilities should be made available. This regulation may allow novice teachers from becoming burnt out without the necessary supports to handle the pressure or feelings of self-doubt.

Implications

Teacher turnover is inevitable however there has been ample research conducted about the subject in the past thirty years. This research focuses on a private boarding school in the United States, but it is important to recognize the many similarities to public and international schools. As a boarding school, however, there are implications that reach much further beyond motivation, self-efficacy, and job satisfaction to include the intent to stay before individuals even arrive to campus. Beekhoven, DeJong and Van Hout's research combining integration theory and rational choice theory regarding student success and retention in college has significant bearing upon the boarding school environment with teachers. There are many similar characteristics that help to describe the mindset of novice teachers. The utility of the integration and rational choice theories can be used in many settings within and outside of the school setting.

Social integration into the community can help mediate the turnover of novice teachers by providing the opportunity for increased informal mentoring to each of the teachers. By providing these chances, the entire school community can grow.

Teacher turnover is inevitable; however, there are many ways that this turnover can be mediated. Through qualitative interviews and questionnaires, it was determined that some faculty arrived to the rural boarding school with a preconceived notion as to how long they will remain. When this is the case, the rural environment and busy pace tend to expedite an earlier departure.

By increasing the opportunity for social integration, ensuring that there are other individuals of like age and experience, mediation of turnover can occur among these young teachers. The opportunities for social integration have to be both proactive and organic to ensure that the needs of all parties are met.

Boarding schools are unique environments. They provide new angles to the student-teacher relationship in which the bonds are robust and full of feeling. Additionally, the “in the trenches” mentality of the teaching faculty fosters teacher-teacher relationships as well. When individuals leave, there are strains to the many layers of the teacher’s life within the setting. As student achievement is linked to these relationships, it is all the more important for schools to be aware of the capacities they have toward mediating the turnover.

Recommendations

As the action research team reviewed previous data, interview and questionnaire data, and began looking more deeply at the future work of the program, they recognized the majority of early turnover often occurred within the upper school in comparison to the middle school. It is recommended that Wolf Creek implement more focused meeting time in the upper school to promote more social growth of young teachers. The time spent in the middle school in critical friend group meetings and grade level meetings were recognized as being extremely helpful by the faculty.

Additionally, it is important that the school provide additional support during the second year of teaching. As one individual described it “the first year, these individuals are in the deep end with life-jackets, life guards, and a big boat to sit in but during the second year, we take that all away and add in sharks.” A bit of an embellishment on the situation, however it is not to be overlooked. The action research team hoped the implementation of the new faculty evaluation system, with specific instruction toward the induction program for new faculty, would be beneficial in the future.

A final suggestion to the administration at Wolf Creek School would be to provide opportunities for more organic interaction. Current efforts in this area included the renovation of

a campus house into studio apartments with common space where young, single faculty can reside. Although these apartments are smaller than many other locations on campus, the individuals that reside there do so without paying for utilities. A more purposeful selection of which individuals will reside in the apartment can provide a location where discussions about strengths and weaknesses can be held more comfortably.

Throughout the research process, it was identified that novice teachers that were single and without families picked up more responsibilities than their married counterparts. This included providing supervision on lengthy weekend trips, overnight hospital stays, and providing coaching support for more of the travelling sports teams. As a boarding school, there is a delicate balance between the responsibilities of all individuals. As one individual shirks duties assigned to them, the balance gets distorted rather quickly and often, it is left to the novice faculty without families that get the extra work.

Future Research

As this research was not longitudinal in nature, it could be very helpful to continue this research in the rural, boarding school environment to see if a substantial difference is made in the rate of turnover. While more longitudinal data is gathered, additional support systems can be studied in which each of the other posts of a boarding school teacher are analyzed. This could also focus more directly on the dormitory or activity and athletic coaching positions of these teachers. As the implementations that were begun for this project continue, additional data could be gathered as a more millennial generation of teachers is hired.

The research at Wolf Creek could also focus on the living arrangements of the novice teachers. Often provided smaller housing options, the opinions and effect that these apartments

have may play a role in turnover. There is also a shadow among how these housing selections are made which may provide more clarity into the process.

As this research has been focused on a rural, boarding school, there are clear connections that could be made to any other rural school that hires outside the area. As Wolf Creek hires tend to be from around the country and world, there are few kinship ties to the area causing additional strain on the settling down of faculty in the area.

Conclusion

While this study provided clarity as to the work environment in a rural boarding school, it also identified a number of the factors that instigated early turnover of teachers. The research conducted stressed the mediation of attrition through social integration of novice teachers into the community. While the far-reaching results of this study may not be witnessed for some time, the research provided ample small techniques that may help future hiring practices, which would in turn benefit the students. Rural boarding schools are unique environments, and there are similarities among other schools in the United States. This study focuses on one small rural boarding school, however, the implications can be applied easily to many, and in turn, additional questions can be studied. The boarding school model of education in the United States is a remarkable case to study.

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APPENDIX A

Pre-Intervention Interview for Action Research Team Members

Please tell us your first name, your role at [REDACTED], your years of service in education and your years of service at [REDACTED].

Now that we know a little about your roles, the stage is set for understanding your experience as an educator.

Q. I want you to think back to your first years in this career. What factors attracted you to a career in education?

Q. How did you apply to your first education job?

Q. What attracted you to that first job experience?

Let us now look at your experience as an employee of [REDACTED].

Q. Now look back on your experience at [REDACTED]. What factors were important to you while applying, and therefore accepting a job at the school?

Q. What factors have led you to remain at the school for this period of time?

Now let us focus on the experiences for new faculty.

Q. What factors do you think would be important for new faculty joining the [REDACTED] community?

Q. What activities does [REDACTED] do well to encourage new faculty to build ties to the community?

Q. What does [REDACTED] lack in preparing new faculty for their life and job at the school?

Let us now combine our experiences to think about our new faculty in their beginning years of their career.

Q. What factors do you think are important for novice faculty, as they begin their careers?

Q. What do you think are the major reasons that turnover occurs among these young faculty at such high rates?

Q. What factors do you think [REDACTED] tends to well to foster the growth of these novice faculty?

Q. In what ways do you think [REDACTED] can improve to foster the growth of these novice faculty?

Q. In your job, has the attrition of new teachers within the first three years of their career affected you either positively or negatively?

Q. In your personal life, has the attrition of new teachers within the first three years of their career affected you either positively or negatively?

Finally, as I told you at the beginning, the purpose of this study is to get information about teacher turnover, particularly of novice faculty, at [REDACTED]. Is there anything that was left out during questioning that you feel would help the study?

APPENDIX B

Interview for Current and New Novice Teachers

As a starting point:

How long have you been employed at [REDACTED]?

Did you have any teaching experience prior to your tenure at [REDACTED]?

In your own words, explain the culture of [REDACTED].

Think of a time during your tenure at [REDACTED] where you felt nervous in the classroom. Can you explain the situation? What was it that made you feel this way? How did you cope during the class? Did you turn to anyone for help?

Think of a time during your tenure at [REDACTED] where you felt fulfilled in the classroom. Can you explain the situation? What was it that made you feel this way? Were you able to celebrate this feeling? Did you tell anyone of how you felt?

Think of a time during your tenure at [REDACTED] where you felt confident with regard to your classroom management. Can you explain the situation? What was it that made you feel this way? Did you tell anyone how you felt about the support?

Think of a time during your tenure at [REDACTED] where you did not feel confident with regard to your classroom management. Can you explain the situation? What was it that made you feel this way? What may have made you feel better in this situation? Did you tell anyone how you felt about the support?

Think of a time during your tenure at [REDACTED] where you felt well supported with regard to your teaching. Can you explain the situation? What was it that made you feel this way? Did you tell anyone how you felt about the support?

Think of a time during your tenure at [REDACTED] where you did not feel supported with regard to your teaching. Can you explain the situation? What was it that made you feel this way? What may have made you feel better in this situation? Did you tell anyone how you felt about the support?

Think of a time during your tenure at [REDACTED] where you were overwhelmed by the responsibilities to the school and your personal life. What made it feel overwhelming? How did you handle the situation? Did you turn to anyone for help?

Think of a time during your tenure at [REDACTED] where you were completely relaxed regarding the responsibilities to the school and your personal life. What were the characteristics that made it feel so? What did you do to celebrate the feeling?

Think of a time during your tenure at [REDACTED] where you felt supported during a change in policy. Explain the policy change and how you felt supported. What were the characteristics that made it feel so?

Think of a time when you were surprised that your pre-professional experience helped you in your job at [REDACTED]. What made you feel this way? What was the experience?

Think of a time when you felt your pre-professional experience was not helpful to you in your job at [REDACTED]. What made you feel this way? What experiences do you think may have been helpful?

Think of a time during your tenure at [REDACTED] where you enjoyed the fact that you were living in a boarding community. Explain and tell me about the feelings you had.

Think of a time during your tenure at [REDACTED] when you were overwhelmed by the boarding school experience. Explain the situation. Did you turn for help? Did your feelings shift at any point in time?

APPENDIX C

Post-Interview for Novice Faculty

General Training:

How much professional schooling have you had?

How many years have you been teaching?

School Culture:

How would you describe the school culture of [REDACTED]?

Professionalism:

How many memberships do you have in professional association?

How often do you attend meetings of a professional association?

Opportunity:

How easy would it be for you, with your current experience and credentials, to find a teaching job at another employer?

How would you describe the number of available teaching jobs, with all types of employers, for a teacher with your qualifications?

Routinization:

To what extent are the activities that make up your job routine?

- What would these activities be?
- Do you enjoy routine?
- What do you feel the benefits are to you with regard to the overall daily schedule?
- What do you feel the benefits are to the student with regard to the overall daily schedule?

How much repetitiveness is there in the activities that make up your job?

Participation:

For each of the following decisions, please indicate how much say you actually have in making these decisions:

- a. How you do your job?
- b. Changing how you do your job

Instrumental Communication:

How well informed are you about each of the following aspects of your job in the school?

- a. Priority of work to be done

- a. What things have you found can be completed later if necessary
 - b. When things should be completed
 - c. Expectations of the work that you complete
- b. Technical knowledge
 - a. How things (grades, dorm responsibilities, coaching responsibilities) are done?
- c. Nature of equipment used
 - a. How well do you feel you utilize the technology that is offered?

Integration:

While you are at school, how often do you see your department members with time for discussion and collaboration?

While you are at school, how often do you see other colleagues with time for discussion and collaboration?

While you are at school, how often would you see your close friends?

Pay and Distributive Justice:

Compared to the effort that you put into your job, how do you feel the pay and benefits that you receive meet the expectation?

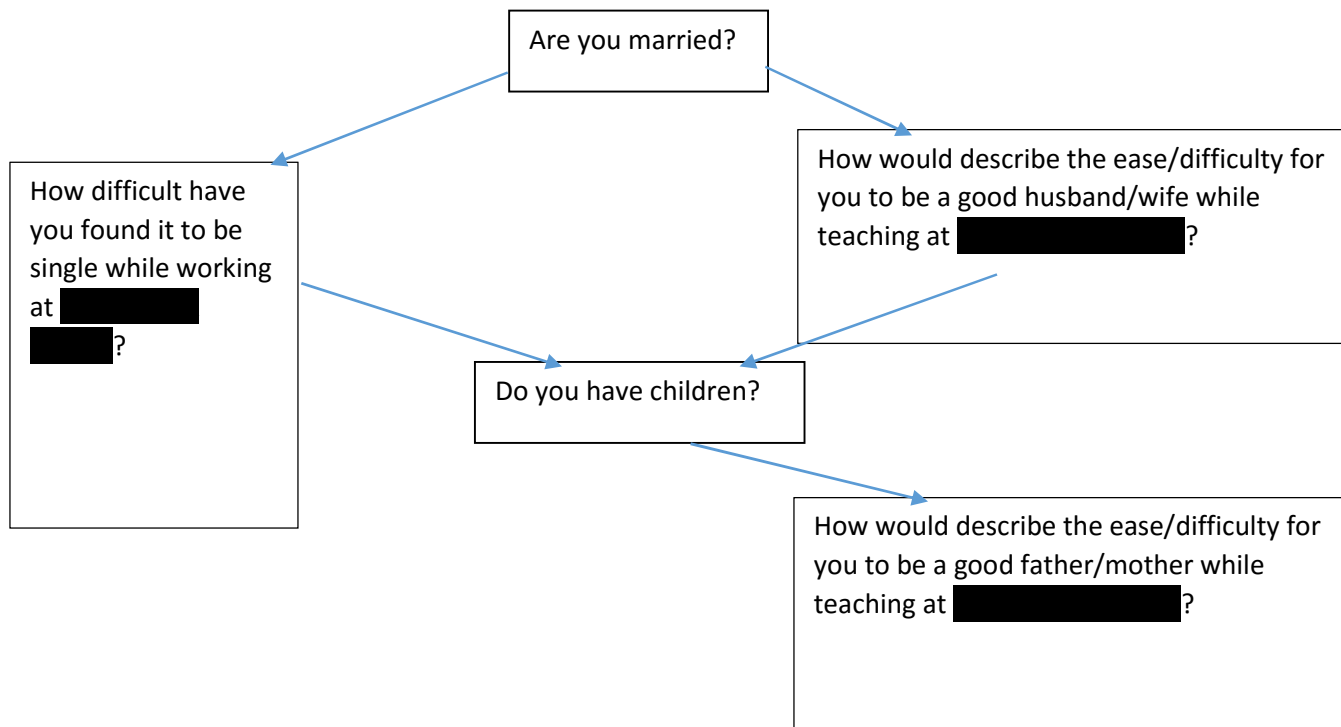
Promotional Opportunity:

How much do you agree or disagree with the following statement about promotional opportunities for a person with your qualifications somewhere in the school?

There is very good opportunity for advancement

Explain agree or disagree

Kinship Responsibility:



Job Satisfaction:

How much do you agree or disagree with each of the following statements: Please explain.

I find real enjoyment in my job

I am fairly well satisfied with my job

I definitely dislike my job

Intent To Stay:

Which of the following statements most clearly reflects your feelings about your future at [REDACTED] [REDACTED]?

Definitely will not leave in the next 2 years

Probably will not leave in the next 2 years

Uncertain

Probably will leave in the next 2 years

Definitely will leave in the next 2 years

Identify a single experience that you had in the past year that defines your year as a teacher at [REDACTED] [REDACTED]?

Think of a time during your tenure at [REDACTED] where you enjoyed the fact that you were living in a boarding community. Explain and tell me about the feelings you had.

Think of a time during your tenure at [REDACTED] when you were overwhelmed by the boarding school experience. Explain the situation. Did you turn for help? Did your feelings shift at any point in time?