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FINAL REPORT

TITLE OF THE RESEARCH : A COMPARATIVE POLICY ANALYSIS OF
THE TEACHER INDUCTION MODELS USED IN TURKEY AND IN THE
UNITED STATES

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GENERAL INFORMATION

RESEARCH TITLE	A COMPARATIVE POLICY ANALYSIS OF THE TEACHER INDUCTION MODELS USED IN TURKEY AND IN THE UNITED STATES
RESEARCHER NAME	SERPİL TEKİR
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Final Report Format:

1. Introduction

Brief information about the research

The first year of teaching is often experienced as overwhelming and intense. For many teachers it is mainly a difficult year, sometimes even described as traumatic. Beginning teachers encounter this challenge in their initial years regardless of the quality or source of their initial preparation. Because of this challenge, most new teachers leave teaching, or among those who stay, it can take years to develop the skills to be as effective as their more experienced colleagues (Goldrick, et al., 2012).

One of the main policy responses to such problems among beginning teachers is to support them with a formal, comprehensive induction program. Research suggests that comprehensive, multi-year induction programs reduce the rate of new teacher attrition, accelerate the professional growth of new teachers, provide a positive return on investment, and improve student learning (Goldrick, et al., 2012).

Acting on these findings and based on information collected by the the American Federation of Teachers (AFT, 2001) 22 states in the USA mandate induction and 29 states have policies for assigning mentors to beginning teachers. Thus, it is apparent that teacher unions and legislators in the US perceive induction as important in retaining and training new

teachers. However, in Turkey, there was not an establishment of beginning teacher induction program until 2016. The Turkish Ministry of National Education mandated all beginning teachers who are officially appointed to a state school to attend a one-year teacher induction program starting in 2016 (MEB, 2016).

In this research, it was aimed to examine how the USA, who has considerable experience in induction programs, and Turkey, who is gaining experience in new teacher induction, institute induction programs for new teachers and how new teachers and their mentors evaluate the merits of the intervention (i.e., comprehensive mentoring support for beginning teachers). This research utilized a cross-cultural, multi-phase, mixed design to answer the following research questions:

1. How do the authorities responsible for teacher professional development in the United States and Turkey institute beginning teacher induction program?

- a) What is the aim of the program?
- b) Who organizes the program?
- c) What is the program's intensity in each country?
- d) What facilities are offered to beginning teachers?
- e) What format is used?
- f) What is the program's content?
- g) What is the mentor's role?

2. What do the beginning teachers and their mentors in each country evaluate the merits of the program?

a) What kind of professional, social and personal support do they think that the induction programs offer to the beginning teachers?

b) What kind of challenges do they experience during the induction programs?

3. How different are the policies of Turkey and the USA on teacher induction programs?

4. How can the approaches and experiences of each country be used to make a set of policy transfers and lesson-drawings with regard to teacher induction program in the other country?

Each question drew on a different data source, and calls for a different method of analysis. Initially, qualitative data was collected through document analysis and interviews to explore major issues and trends in the instituting process. Then, through a survey instrument, data was

collected to provide comparative and evaluative data about the effectiveness of the current status of induction programs from new teachers' and their mentors' perspective. In the last phase, based on the findings, a comparative analysis of the induction programs used in both countries was done, and a set of policy transfers and lesson-drawings were suggested.

As a result, the findings of the study were expected to help in reviewing the existing new teacher induction policies in our country and strengthening them to better support beginning teachers upon their entry into the teaching profession.

2. Studies in report terms

I. Term:

- Previous research on new teacher induction both in national and international context were reviewed.
- Available policy documents and the curricula of the new teacher induction programs used in both Turkey and in the USA (i.e., Wisconsin–Madison area) were received and the content analysis was done to learn about the main components of the programs such as the aim of the programs, intensity, content, facilities offered, format used and role of the trainers/mentors etc.
- A structured interview protocol was designed and administered with the program leaders of the new teacher induction program used in Madison, Wisconsin because there were not many written official program documents that can help the researcher to answer the first research question. It was the program leaders who were knowledgeable about and responsible for planning and implementing the induction program, thus, the researcher interviewed with the program leaders of the Madison Metropolitan School District and Dane County New Teacher Induction Project.
- Interviews were analysed and the results were summarised on the induction program comparative table provided in the progress report.
- Two closed surveys were designed to collect data as regards how the new teachers and the mentors in both countries evaluate the induction program they took part in.
- Expert opinion was received from Thomas Smith, who is the dean and professor at Graduate School of Education, University of California, Riverside, from Ellen Moir, who is the founder and former CEO of the New Teacher Center in Santa Cruz and

Heather Lott, who is the program leader of the Dane County Teacher Induction Project.

- The surveys were piloted and revised.
- To be able to conduct the research in Madison, the researcher and the research director applied for the approval of University of Wisconsin-Madison IRB (Institutional Review Board) and received the approval.

II. Term:

- Surveys were administered to new teachers and their mentors.
- New teachers and their mentors were interviewed.
- Quantitative data was analyzed through descriptive statistics.
- Qualitative data was analyzed through content analysis.
- The data collected from each country was analyzed in a cross-cultural comparative way.
- Conclusions were made about effective induction programs.
- Policy recommendations that aimed to improve the design and implementation of future induction programs in each country were made.

3. Research results

Findings:

Research Question1. How do the authorities responsible for teacher professional development in the United States and Turkey institute the beginning teacher induction program?

a) What is the aim of the program?

Based on document analysis, the induction program in Turkey aims not only for the professional development of beginning teachers but also for their social and cultural integrity to the school and the school context and their professional adaptation to the teaching profession and the education system of the Ministry of Turkish National Education. To exemplify, some of the program objectives are set as training beginning teachers to be knowledgeable about the plan, conduct and evaluation stages of a lesson; material development and use; the possible common problems they may experience in

teaching/learning process and possible solutions to them; educational settings to work in and management procedures; the implementation of educational and social cultural activities that take place at school; the educational environment to be employed and its social structure; the stakeholders involved in the education and their operations; the importance of sharing of professional development and educational experiences; the importance of social responsibility projects and voluntary activities and how to prepare monitoring and evaluation reports on education and training processes and out-of-school activities.

In the official program document, the induction program in the USA focuses more on student gains as the program aims for having stability and consistency within the workforce so that educators early in their careers are better able to support student learning needs, supporting beginning teachers to get better, faster to enhance student learning, improving student learning by accelerating the effectiveness of teachers and school leaders, building capacity within districts and district partners to drive student learning, teacher effectiveness, and teacher and leadership development, and providing teachers with the skills and supports needed to create optimal learning environments that accelerate students' academic and social emotional success.

b) Who organizes the programs?

In Turkey, the new teacher induction program is organized by the Ministry of Turkish National Education, Directorate General for Teacher Training and Improvement, which is the sole body responsible for training all teachers in the country when they are hired by the Ministry and are appointed to a state school. Throughout the country, the same induction program is implemented by the Provincial Directorate of National Education in each city.

In the USA, there is a different regulation for teacher induction in each state. In the State of Wisconsin, where the study was conducted, a two year induction support is mandatory for all new teachers. However, each school district is free to plan and implement the induction program on its own. The induction program studied for the purposes of this research is organized by Dane County New Teacher Project, which is a consortium supporting beginning teacher success, mentor learning, and principal leadership in Dane County, Wisconsin. The consortium uses the New Teacher Centre's Induction Model, which is a national non-profit organization dedicated to improving a new generation of educators. They design induction programs to overcome challenges new teachers face throughout the country

by providing them with individualized support and resources necessary to succeed from their first day to their last.

c) What is the program's intensity in each country?

The intensity of the induction programs in each country varied strongly. In Turkey, it is a one-year induction program. It includes a total of 654 hours training (384 hours for classroom and school-based training, 90 hours for non-school based activities and 180 hours for in-service training.)

The program used in the State of Wisconsin (the USA) is a two-year induction program. In the first year, it includes mentoring/coaching, observations, seminars and in the second year it only offers seminars. However, there is no written program document prescribing the number of observations each new teacher should do or the hours of seminars they need to attend. During interviews, program leaders explained that it is the responsibility of the mentor to individualize the program to each mentee considering his/her need.

d) What facilities are offered to beginning teachers?

When the beginning teachers were asked about different types of facilities and support offered to them within the induction program, most of the participants from both countries stated that a mentor from the same grade level or subject field was arranged for them, they were given the chance to observe experienced teachers' classrooms, they were observed teaching in their class, and they could analyse and reflect on their own teaching and they had regular scheduled collaboration with other new teachers.

However, the qualitative data revealed that the mentors and mentees in these countries varied a lot in terms of their work schedules. In the high-intensity induction program of Turkey, there are full-time teacher mentors for each beginning teacher. These full-time teacher mentors were responsible for the support and guidance of beginning teachers without getting any release time from their teaching duties. Different from their mentors, the new teachers do not have teaching duties in their induction year. They only have induction related responsibilities and duties.

In the USA, on the other hand, it is a moderate-intensity induction program, and there are full-time mentors released from all teaching duties. These full time mentors are released from all teaching duties and they are only responsible for the support and guidance of beginning teachers, with more number of hours allocated for induction. In general, mentors

receive the amount of time that is required for their work in the induction program. However, the new teachers are not exempt from any of their teaching duties or responsibilities to take part in induction activities.

e) What format is used?

There are several formats in use in both countries to support beginning teachers. For instance, both induction programs start with an introduction/orientation meeting and go on with mentoring support, professional development seminars or training and classroom observations of experienced colleagues. In addition, both programs schedule group meetings for beginning teachers in which they could share their experiences with other beginning teachers, and individual meetings between the mentor and mentee. Different from its counterpart in the USA, the induction program in Turkey includes some additional formats. For instance, the Turkish program has non-school based activities like learning about the school neighbourhood, school district and the city, learning about volunteer organizations around the school and taking part in some voluntary community work.

Another difference between the programs is in terms of their frequency, duration, and character of the formats used. For example, in Turkey all the new teachers have to participate in all of the program components as described in the program document. The hours of training they have to take, the number of observations they have to do or the documents they have to complete are the same for each program participant. However, the induction program in the States is more customized for individual needs of each teacher. That is, the support offered to each new teacher depends on his/her need. New teachers who have prior teaching experience in some other districts or who need less guidance than their colleagues may receive less mentoring support or may attend fewer number of training. Indeed, new teachers do not have to attend all of the professional development seminars offered by the district. The seminars are announced to all the new teachers taking the induction program but they are free to choose which ones to attend. In this sense, the induction program in the USA is more individualized and flexible than its counterpart.

There are also differences in the way the individual meetings between mentors and beginning teachers are held in each induction program. In the case of Turkish induction program, the meetings with a mentor after a class observation take about 10-15 minutes in which mentor and mentee generally discuss what has gone well and what could be improved. On the other hand, the meetings in the induction program in the USA are either face to face or

video meetings lasting approximately an hour, in which mentors and beginning teachers thoroughly analyse the lesson and discuss how it could be improved.

f) What is the program's content?

The induction program in the USA includes attention for the three main areas: emotional support, practical information, and professional development. The mentors aim to welcome the new teachers, making them feel at ease and stimulating them to become part of the school community. For the professional development of their first year in teaching, they offer seminars on planning and preparation, classroom environment, instruction, and professional responsibilities, assessing student learning, summative and formative assessment, meeting the needs of diverse learners, differentiated instruction and response to intervention, building an optimal learning environment, creating emotionally, intellectually, and physically safe environments, meeting the needs of diverse learners, intentional lesson planning to amplify student voice, culturally responsive teaching, instructional methods to maximize opportunities for students to produce language and experience equity of voice in the classroom, and reflecting on the first year and anticipating next steps for their professional lives. In the second year, there are some inquiry groups (e.g., Language Learners, Gender Identity/Welcoming Schools, and Opportunities for Reflection and Growth for Problems of Practice, Culturally Responsive Practices Book Group, Arts Integration, Student Engagement, and Continuous Improvement). Beginning teachers in the program are free to decide on which group to attend and work more on.

The Turkish induction program is similar to the American induction program in that both focus on practical information and professional development; however, the induction program in Turkey aims for professional development more, but emotional support less than its American counterpart. Mainly, the Turkish induction program has a more prescriptive content. That is, it gives clear definitions about each component. For example, the program requires participants to do three hours of class observation and three hours of lesson planning, pre-preparation and evaluation for three hours per week for the first six weeks of the program. For the next eight weeks, they are expected to teach three classes and spend three hours on lesson planning, pre-preparation and evaluation on daily basis for three hours per week. School practice component includes observing and taking part in school's social, economic, cultural and administrative processes for one day per week during fourteen weeks. The program also requires new teachers to take part in non-school activities are also explained in detail in the

program. They are explained as visits to nearby public and private institutions taking place for one day per week for fourteen weeks.

The program also expects beginning teachers to read certain books and watch certain films for professional development purposes. It gives a list of suggested books and movies about education, educational systems and teaching profession by various producers and authors worldwide. Beginning teachers are required to choose ten books and movies from the list and reflect upon, compare and contrast after watching or reading them. In this sense, the Turkish induction program is far more prescriptive than the American program.

Besides document analysis and interviews, through surveys new teachers were asked about the program content. The surveys results revealed further information about how much attention some topics received in the induction program offered to the new teachers in both countries. To illustrate, the majority of the new teachers in Turkey stated that practical matters such as explanation of school rules and how to operate the equipment, instructional techniques appropriate for the grade level or subject matter they teach, planning lessons and designing instruction, classroom management techniques appropriate for the students they currently teach received a great deal or quite a bit attention while creating a positive learning environment, use of formal and informal assessment strategies, use of data (e.g., analysing student work or student test scores) to plan instruction and adapting instruction to meet the needs of students at varying academic levels received hardly at all or not at all attention.

On the other hand the majority of participants in the USA program responded that all of the listed topics received quite a bit or a great deal attention with the subject matter they teach, instructional techniques appropriate for the grade level or subject matter they teach, classroom management techniques appropriate for the students they currently teach, the use of textbooks or other curricular materials for their current position and planning lessons and designing instruction. Different from their Turkish counterparts, American teachers stated that topics for the well-being of new teachers such as handling the workload and stress also received some attention in the program.

g) The mentor

The roles and responsibilities of mentors are described in a different way in the induction programs. For example, the mentors in the USA have a greater role in customizing the induction program to the needs of each beginning teacher, so their role is more than an implementor of the program. Contrary to the Turkish induction program, the mentors are

expected to be the implentors of the program as it was planned by a higher authority, the Ministry of National Education, in the same way to all the beginning teachers in the program.

Although they have different roles, they share similar responsibilities. For example, the US induction program defines the responsibilites of mentors as having weekly meetings with beginning teachers, facilitatng the beginning teachers' reflective process using data and assisting them in making adjustments to their practice, empower new teachers to identify and develop their strengths, contributing to the professional community, and engaging in their own professional growth, planning and facilitatng ongoing professional learning seminars for beginning educators, attending ongoing district-supported Dane County New Teacher Project mentor training, planning a school-based orientation for the new staff to orient them to the building, neighborhood and culture of the school, the school's mission, school improvement plan, policies, procedures, school's equity vision, and general expectations for success in the school, holding a school-based welcome and orientation activities, ensuring beginning teachers understand the teaming structure in the building, with whom they collaborate, and structures in place to support these expectations (common planning time, Google Doc, etc.), taking the opportunity to help current team understand the contributions and assets the new educators are bringing with them to the team, meeting with beginning teachers as a group to address questions regarding policies and procedures, curriculum, classroom management, and other timely topics.

Similarly, the mentors in Turkey need to observe the beginning teachers' lessons (2 hours per week), have the beginning teachers observe their class, prepare and plan lessons with the beginning teachers, develop course materials and assessment tools together with the beginning teachers to guide them, prepare the work schedule of the trainer with the school administers, lead the commissions/workshops that beginning teachers working in the same district have.

Besides qualitative data from the document analysis, the surveys provided useful comparative data regarding the frequency of mentoring activities in the induction programs. For example, the American teachers reported that their mentor worked with them to develop a professional growth plan, demonstrated lessons for them in the classroom, worked with them on the course materials, planned lessons with them, discussed student assessment data with them to make decisions about instruction, talked with them about the strengths and/or needs of specific students, provided them the opportunity to reflect on their teaching practice, observed them and provided them instructional feedback at least a few times or monthly as described in the program. On the other hand, the Turkish beginning teachers stated that they

were engaged in the same activities either never or only once except for being observed teaching by their mentor, which was stated to be a few times in frequency.

Research Question 2. What do the beginning teachers and their mentors in each country evaluate the merits of the program?

a) What kind of professional, social and personal support do they think that the induction programs offer to the beginning teachers?

Regarding the second research question pertained to the induction program's influence on beginning teachers, most new teachers in the USA stated experiencing a positive influence of the program both on their well-being and their professional development. Qualitative data collected through interviews suggested that the induction program contributed to their well-being in several ways. First, the program fostered new teachers' socialization process in the school. Because of the introduction meetings, beginning teachers got to know each other from day one. Further group activities made the connection even stronger. The participants explained that by sharing experiences, attending each others' lessons, or working together, teachers established a strong bond with other beginning teachers. The contact with a mentor or mentors also contributed to the socialization process within the school and prevented feelings of isolation.

Second, the induction program contributed to the teachers' sense of feeling appreciated. The fact that they received special attention with an induction program, sometimes even including a special welcome breakfast or an introduction from the school leaders, made the American beginning teachers feel important and appreciated.

Third, the induction program contributed to teachers' confidence levels. Most teachers mentioned that often mentors paid explicit attention to the things that beginning teachers were doing well. Compliments about their qualities contributed to the teachers' self-confidence. Also, as their mentors put their struggles into perspective or tell of other beginning teachers who experienced similar difficulties, the beginning teachers in the USA reported increased self-confidence.

Qualitative data supported these findings about the value of support from the induction program on their professional development as most respondents in the States were very positive towards the program. More than a two thirds of the respondents either agreed or totally agreed that the induction program increased their knowledge of instructional techniques appropriate for the grade level/subject matter they teach, improved their classroom

management, increased their effectiveness in using textbooks or other curricular materials/instructional programs, improved their ability to use data (e.g., analysing student work or student test scores) to plan instruction, improved their ability to adapt instruction to meet the needs of students at varying academic levels, improved their ability to plan lessons and design instruction, improved their ability to evaluate and reflect upon their own teaching practices, helped them feel more effective as a teacher, made their first year in teaching easier, contributed to their decision to stay in the same school/school district. This suggests that most new teachers experienced a positive influence of the induction program on their professional development.

However, about two thirds of the new teachers were uncertain that the program deepened their grasp of the subject matter they teach, increased their ability to create a positive learning environment, and increased their effectiveness in using informal and formal assessment strategies.

The qualitative data revealed that as the most useful component of the program, beginning teachers regarded the mentoring support especially the mirroring function of that support. In this specific mentoring activity mentors are described to help beginning teachers to evaluate their own teaching practice. Through certain questions or explicit comments, mentors are said to make teachers aware of what was going well and what still needed improvement. Sometimes mentors used videotaping a teacher's lesson and having him or her review the recording. Beginning teachers in the States seem to experience mentor support as very informative.

In relation to the influence of the mentoring support on their professional development, beginning teachers also spoke of the tips their mentors gave them, such as tips on how to start a lesson properly, get students to do their homework and organize work. Some of the teachers also explained how they really started looking at themselves instead of only focusing on the students. Thanks to their mentors, all new teachers participating in the study in the USA were happy with the acceleration of their professionalization thanks to the induction program especially the mentoring component and were generally satisfied with the support they had received.

Similarly, the participants from Turkey have the idea that the induction program had a positive influence on new teachers' professional development specifically on their

professional self-confidence, classroom management skills, lesson planning, material and curriculum use and their feeling more effective as a teacher.

However, the same group of teachers do not believe that the program improved their ability to use data (e.g., analysing student work or student test scores) to plan instruction, to adapt instruction to meet the needs of students at varying academic levels, to evaluate and reflect upon their own teaching practices, or they do not make their first year in teaching easier.

The interview results suggest that as for classroom practices, all beginning teachers expressed that they benefited from the program. They mentioned learning and practicing how to prepare lesson plans and instructional materials, manage the classroom effectively, use their voice controllably, manage time, make use of smart board for increased interactivity, and understand student behavior. They also stated how they appreciate having many opportunities to test various teaching techniques and methods to see what works and what not with the assistance of their mentors. In addition, they mentioned having the chances to fill in the gap between theory-based training at college and practice at school thanks to the induction program.

About another component, the school based activities, the Turkish beginning teachers expressed that this component was useful for them to understand most of the procedures at the Ministry of Education better. This component is mainly about the formal duties which must be done by school administration such as keeping attendance data, maintaining official correspondence with other schools and institutions, calculating amount of money to pay teachers for extra classes, filing and keeping staff documents, and using online student and staff management system (i.e., MEBBIS). Although some participants mentioned that it might not be relevant to their job description, some others had positive opinions about this component.

On the other hand, the beginning teachers in Turkey seem to be not very satisfied about the impact of non-school based activities, which include visits to other institutions, schools, and public institutions, historical and natural surroundings. As regards these activities, which aim for new teachers' adaptation to social-cultural context of their school, most participants stated that these activities were useful to some extent for the initial adaptation period but later they became obsolete.

About the last component specific to Turkish induction program, suggested books and films, new teachers expressed that they found books and films to be contributing to their professional development claiming that they added to their understanding of individual and collective efforts for schooling, student needs and behaviors and constructive teaching processes from different cultural perspectives through examples; however, some other teachers found them redundant as they were similar to the readings they had in their undergraduate courses.

When the new teachers participating in the induction programs in both countries were asked about their perception of the impact of their mentors on their professional development, they shared very different perceptions. One of the differences is about the degree to which the mentors challenge the new teachers in their professional development. Most of the new teachers in the USA explicitly valued their impact on the professional development of new teachers. The mentors in the induction program of the USA have the roles of a guide, supporter and facilitator of the professional development and personal well-being of the beginning teachers based on confidentiality. The beginning teachers in the USA spoke of the degree to which their mentor is able to create a base of trust in order for them to feel at ease with their mentor. None of the new teachers complained about having problems with respect to trust issues with their mentor. The roles of an assessor and a mentor were strictly separated in the US induction program, which might lead the teachers to experience an important condition for trusting their mentor. Besides this formal arrangement of a separation between assessment and guidance, teachers also spoke about the mentor's attitude and the importance of the mentor's not judging mistakes or imperfect mentor's capacity to stimulate their professional development. These teachers spoke of their mentor's ability to observe things, to ask the right questions, to get the teacher to really think about or realize something teaching in order for the teacher to be able to trust and feel at ease with him or her.

Mentor supportiveness is the second important characteristic mentioned by the new teachers participating in the US program. Most teachers felt supported by their mentor and they very much appreciated the mentor's enthusiasm, positive attitude, energy, personal interest, and degree of involvement. According to the beginning teachers, such supportive attitude of mentors not only helped them to maintain their confidence and their own enthusiasm for their work, but also prevented them from becoming stressed or leaving their job.

On the other hand, in Turkey beginning teachers participating in the induction program had relatively lower opinions of their mentors and their impact in their professional development. Most participants in Turkey unfortunately mentioned inappropriate mentor selection and not qualified mentors as a drawback of the program. They also mentioned that mentors were not knowledgeable enough about the induction process. Some of them even mentioned not having a good relationship with their mentors.

Moreover, the degree to which the mentor can challenge the new teachers in their professional development is an important point that mentors in Turkey were explicitly criticized for. Some teachers found their mentor unable to help them in their teaching practice or stimulate their professional development. They asserted that mentors were too general in their comments, not clear, or ‘just not helpful’.

To sum up, although the beginning teachers in the USA have a positive perception both about the overall impact of the induction program and the mentoring support they received on their professional development, the beginning teachers in Turkey value the induction program but not the mentoring support for their professional development.

b) What kind of challenges do they experience during the induction programs?

The study also asked the participants about the challenges hindering a successful induction experience. One major barrier noted by the new teachers in the USA was a lack of time for teachers and mentors to meet. Some new teachers described competing demands that overrode mentoring time, such as Individual Education Program (IEP) and instructional team meetings set at the same time as mentoring. From the mentors’ perspective, one factor that limited their flexibility to schedule time with teachers included the demands of large mentoring loads spread across a wide geographic area. Ultimately, these competing demands could make it difficult for mentors to observe and assess new teachers’ practice and then to help them reflect on and adjust their practice.

Participants reported that both professional peers and leadership played roles both hindering and supporting mentoring. Mentors noted that new teachers’ team members who viewed subgroups of students through a deficit-based lens negatively colored the perceptions of new teachers and worked at cross purposes with the mentoring to bridge equity gaps for students.

Qualitative data from the new teachers' in the USA suggested that principals who did not value, make the time for, or promote mentoring within their schools limited its full potential, while those who embraced and supported mentoring, with an intentional focus on new teachers, were ultimately better positioned to tap into the potential of their new staff.

An additional barrier to mentoring cited by respondents was the use of mentors for general orientation rather than instructional mentoring. Interviewees indicated that buildings varied in the quality and completeness of their orientation and induction procedures. As a result, many teachers did not get the orientation support they needed and sought out this support through mentors. Several mentors noted that new teachers frequently requested orientation support, for example, questions about district or school procedures and policies, which took away from time that could be used for true instructional mentoring. Mentors felt that they had to actively pivot away from procedural support and toward instruction, deeper reflection, and educational equity concerns.

When the participants in Turkey was asked about what, if anything, hindered a successful induction experience, most of them listed several points. For example, they mentioned that the in-service training seminars offered in the induction process were not efficient as they were not provided by qualified instructors. They also added that the administrators were not properly informed about the induction program, they were not given enough opportunity to interact with students, to observe classes or to practise teaching and the mentors did not volunteer to mentor new teachers but were made to accept the position, the new teachers were not given any chance. They mentioned all these points as elements decreasing the impact of the program on new teachers.

In addition, Turkish beginning teachers expressed that they were given the opportunity to participate in the training program where they normally inhabit, so they did not have to participate in the induction at schools they were appointed to which collected a great deal of criticism about being unfruitful and useless. The induction program was also criticized against having ambiguities. However, the most talk was gathered around the similarity of the program to the internship practices at college and excess of forms to be filled in. Most of the teachers mentioned that paper work was too much and it was simply a waste of time and resources to fill up so many forms. Finally, Turkish beginning teachers complained about their status with students and the misfit between the school type of appointment and the school type of induction.

Research Question 3. How different are the policies of Turkey and the USA on teacher induction programs?

The policy documents in each country suggested that an effective beginning teacher induction program is viewed by both countries as solution in facilitating and easing the transition from preservice teacher to in-service teacher with the intent of improving student learning. Turkey and America possess similarity as both countries deploy comprehensive induction programs in which all beginning teachers take part for at least a year, and as both induction models use orientation, mentoring and professional development as the primary beginning teacher induction components.

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However, these two induction programs differ in some ways. For example, in the USA, each state authorities have their own specific policies and procedures to induct beginning teachers into the profession. By contrast, Turkey has standardized the beginning teacher induction throughout the nation by setting national guidelines on beginning teacher induction for all schools. Having a nationwide induction program allows the Ministry of Turkish National Education to systematically implement the induction program and oversee the quality of the program, but having different policies and procedures in each district enables the US authorities to plan and create personalized induction programs considering the variations in new teachers' contexts such as the rural, urban, socio-economic and racial demographics.

Beginning teacher induction in the USA is primarily the responsibility of each school, district. For instance, new teacher induction in the State of Wisconsin is district based and Dane County New Teacher Project provides support and guidelines to the school districts. Different from that, Turkey's beginning teacher induction program is planned, designed and implemented nation-wide by the Ministry of Turkish National Education. The Turkish beginning teacher induction program typically includes some form of orientation, mentoring and professional learning opportunities for beginning teachers. It is a comprehensive induction program including three key components which are mentoring, professional development and evaluation and assessment. In the United States, the key components of the induction program are orientation, mentoring, and professional development. There is no formal evaluation or assessment. The mentors evaluate the performance of the beginning teachers formatively throughout the induction process.

The US induction system possesses full-time mentoring model which is not found in Turkish induction system. The full-time mentoring model enables mentors to put their full time and energy into mentoring support and helping beginning teachers adapt to the profession. In Turkey, fulltime teachers mentor a beginning teacher and this is highly criticized by the participants as these full time teachers do not have the enough energy or time to support beginning teachers. It seems that mentoring by experienced teachers is a key component in both beginning teacher induction programs. Beginning teachers are mentored by experienced teachers to achieve the targeted competency in both countries; however, the hiring procedure in each country is different from each other. In Turkey, for example, mentors do not apply for the position, but they are given the job. As some of the mentors feel forced to do the job, they are not devoted to mentor their new colleagues. In the USA, on the other hand, experienced teachers who want to mentor beginning teachers need to officially apply for the position, and after a rigorous selection process, they start serving as a mentor.

Another important aspect that varies in each beginning teacher induction program is the teaching loads of beginning teachers. Turkish induction program provides the beginning teachers with no workload to enable them to participate effectively in the induction program. On the other hand, beginning American teachers do not have reduced teaching loads in their first year of teaching. They share similar workload and responsibility as their experienced colleagues. However, reduced teaching load can enable beginning teachers to cope better with the demands of teaching profession and work their way towards full registration, but giving no classes to teach like in Turkish case can give the beginning teachers the role of a college student rather than a teacher.

The professional development is another area that the induction programs differ. Although both programs have this component, beginning teachers in the USA have the opinion that they are provided with high quality professional learning to develop their knowledge and skill. However, the Turkish beginning teachers think that they could benefit from the professional development seminars as intended if the quality of instructors giving the professional development seminars had been higher.

Evaluation and assessment is another aspect that make the induction programs differ. This component is found only in Turkish induction program, and it involves evidence gathering and appraisals that are conducted at the end of induction period. Beginning teachers in Turkey who successfully complete the induction program is confirmed as permanent

teachers and in the USA the beginning teachers are formatively evaluated throughout the program by their mentors without getting any formal final exams and depending on their performance throughout the two-year induction program, successful completion of the program grants beginning teacher with full registration.

Research Question 4. How can the approaches and experiences of each country be used to make a set of policy transfers and lesson-drawings with regard to teacher induction program in the other country?

Both countries use a well-planned form of induction program. Based on the data collected, they both contribute positively to the state of well-being and professional development of beginning teachers. However, they have different weak and strong points. Considering the strong implementations and suggestions from the participants, recommendations that will improve the programs were made.

Recommendations for the induction program in Turkey

To start with, based on the data analysis, it is recommended that to sufficiently facilitate new teachers in Turkish induction program, the mentoring support should be revised and improved. To do that, the full time teacher mentor model should be changed. It should be either full time mentor model or if it is not applicable, then, part-time mentor models, which will require mentors being released from some of teaching duties, can be an alternative. Full time teachers are already busy in their professional role as classroom teachers. If mentoring duties are simply added to these teaching duties, it will limit their time and energy available for quality mentoring, and result in new teachers who receive inconsistent support.

To offer efficient mentoring support the mentors in the Turkish program need protected time so that they both can engage in mentoring activities, such as attending training sessions, preparing mentoring materials, and observing and meeting with their mentees. Mentors and teachers need considerable time to spend on induction program-related activities, timetables of mentors and beginning teachers have to match with the induction program, a physical space is necessary for meetings between mentors and teachers, and it is desirable that beginning teachers do not have the heavy workload that is common for experienced teachers. Meetings happen occasionally or ‘whenever the mentor and teacher are available’ is not effective for new teachers as the short fragments of time that may be found are typically insufficient for fostering real relationships and growth. Thus, mentors need sanctioned time to

focus on beginning teacher development, and both mentors and beginning teachers should have some protected time per week to allow for the most rigorous mentoring activities.

There should be a rigorous mentor selection in Turkish induction system based on qualities of an effective mentor. Without strong criteria and a rigorous selection process as in the current Turkish induction system, mentors are chosen based more on availability or seniority, rather than their qualifications to engage in meaningful interactions with beginning teachers. It is highly recommended that there should be a frame for mentor selection criteria. Qualities in this frame may include evidence of outstanding teaching practice, strong intra- and inter-personal skills, experience with adult learners, respect of peers, current knowledge of professional development. It is possible to gather input from school administrators and teachers to identify personality characteristics, work habits and skills that predict aptitude for good mentoring and use this information to develop the process and criteria that are used to select mentors. It is also important that selected mentors exhibit exemplary instructional practice that is cross-validated from a variety of sources, such as personal references, lesson videos, and both formal and informal evaluations.

Another important point of improvement in the Turkish induction program pertains to mentor training. Insufficient professional development and support for mentors is one of the reasons that decrease the effectiveness of the induction program in Turkey. The mentors in Turkey do not take any training for mentoring. Without initial, and ongoing, high-quality training to support their development, mentors may miss out on the knowledge and skills they need to support the developing practice of beginning teachers and address the challenges they face. It is highly recommended that there should be an ongoing professional development and support for mentors in Turkey. Mentors may not know how to teach adults or they may need to improve their communication and problem-solving skills to help new teachers. Therefore, high quality and ongoing training, as well as a professional learning community, are needed to help mentors develop the skills to identify and translate the elements of effective teaching to beginning teachers.

Still another crucial recommendation for the Turkish induction program is that mentors should be chosen from experienced teachers who have the ability to challenge beginning teachers in their professional development. To achieve this, when selecting mentors, besides motivation to support beginning teachers, it should be considered whether a candidate is capable of challenging beginning teachers in their professional development. For

example, it could be considered whether the candidate has shown a critical or reflective attitude towards teaching and whether the candidate has shown the capability of working constructively with other teachers.

Yet another point of improvement in the Turkish induction system concerns the degree of attention for professional development, especially the attention for pedagogy. Improving the facilities and the degree to which mentors are able to challenge beginning teachers in their professional development will probably also affect the degree of attention for professional development. Moreover, in terms of professional development of mentors, attention for pedagogy and other teaching-related issues is recommended.

Participants in Turkey also emphasized lack of collaboration with the stakeholders of the induction program. Without strong partnerships and alignment, instructional initiatives can be undermined. Beginning teachers may receive mixed messages from varying support providers, and feel overwhelmed, confused and frustrated by all the different layers of information coming at them. That's why, it is recommended that there should be a strong communication and collaboration among stakeholders, including school administration, mentors, beginning teachers, program leaders in the district and the ministry, creating a culture of commitment and ensures success. On the contrary,

As administrators play a critical role in setting the stage for beginning teacher and mentor success, creating time for induction, and establishing a positive culture for teacher development in their schools and in the system. There should be professional development for administrators and ongoing communication with them about the needs of new teachers, and the nature of the program. Without clearly articulated strategies to support beginning teachers, and protected induction activity time, principals may inadvertently undermine the prospects of beginning teacher success (e.g., assigning beginning teachers the most challenging classes, assigning additional responsibilities, or not anticipating their needs for basic resources).

Recommendations for the induction program in the USA

To start with, it is recommended that a longer duration for mentoring support and/or more intensive mentoring should be considered. Several new teachers expressed a desire for more mentoring hours per week so they could do more in-depth work. They noted that the number of teachers individual mentors supported made it challenging to get into this deeper work. They also wanted a longer term mentoring relationship, one that lasted beyond the first

year to delve into issues of deeper reflection. Some participants noted that longer mentoring relationships of two to three years were aligned with best practices and necessary for deeper reflection that, in turn, would promote practice change and equity goals and would support long-term retention of new teachers.

Secondly, mentoring should be coordinated with supports to help deepen and extend gains made through mentoring. Providing more intensive mentoring would likely require smaller caseloads and more mentors and would need to be considered relative to other district demands for resources. An alternative way to address new teachers' needs for longer-term supports may be the intentional coordination of mentoring with supports that will maximize resources and best meet new teachers' needs. Some participants noted while they appreciated the many supports the districts offered, it was unclear how they worked together toward common goals. Participants also noted that the benefits of mentoring could be maximized by coordinating mentoring in cohesive way with other teacher supports, particularly coaching, student support services, and building-specific induction.

Thirdly, participants offered that specialized teachers should be matched with mentors who can meet their needs. Regarding the process of matching mentors to new teachers, some mentors and teachers noted instances where it may be more effective to pair teachers with mentors who have prior experience in the content area or student population that new teachers are working with, such as English Language Learners and special education teachers. Sometimes the mentor has to be all over the city, and all over the district, which made it really hard. To deal with that problem, e-mentoring can be an alternative. E-mentoring process can be remote, so it does not have physical or geographical boundaries, and it does not require the mentor to travel excessively or it will be easier to match new teachers with a mentor from the same field who works in a different district, for example.

In addition, it is necessary to continue to develop the vision for mentoring as a support that develops teachers and promotes equitable access to education for all students. With regard to professional development of the mentors themselves, mentors were generally pleased with the training that they received for their role. Some mentors also spoke to advances in mentor training and vision for the mentoring program that is enhancing their work. Finally, as part of the focus on equity, some mentors felt it was important that the mentor workforce more closely reflect the racial/ethnic and linguistic diversity of the teaching staff they served.

In addition, there should be time for teachers to follow up on strategies used from previous seminars and discuss what worked and what did not work and why, and offer more guidance from experienced educators in how to address problems of practice. In instances where multiple new teachers faced a common problem and each faced roadblocks, they were frustrated when their mutual guidance was not effective. Teachers valued collaboration time with peers and providing more structure, facilitation, and materials for teachers to use in the classroom were suggestions that teachers shared. Lastly, teachers suggested more intentional group configurations, i.e., considering where homogeneous as opposed to heterogeneous groups—for example, based on grade, subject, or student population might facilitate better discussions and problem solving based on the seminar content.

4. Conclusion and Comments

Effective beginning teacher induction program can produce effective classroom practitioner and guarantee a quality educational experience for all students. Ingersoll and Strong (2011) claim that beginning teachers who participate in effective induction program demonstrate successful classroom management and possess better teaching skill. Although there is no universal best practice in beginning teacher induction, there are many programs around the world which are well planned and executed. When designing beginning teacher induction programs, it is wise to take into consideration the strategies and components that proved successful. With this aim, this research intended to investigate the new teacher induction programs of Turkey and the USA in detail and help in reviewing and strengthening the induction policies by considering the strategies and components that proved successful in each country so that beginning teachers are better supported upon their entry into the teaching profession.

Based on data analysis, some conclusions and recommendations were made that aim to improve the induction programs used in both Turkey and the USA. Some of the most prominent suggestions are having a targeted and tailored induction approach based on beginning teachers' needs rather than the common one size fits all approach, offering a multi-year mentoring, having a rigorous mentor selection based on qualities of an effective mentor, an ongoing professional development and support for mentors, sanctioned time for mentor-teacher interactions, giving effective, feedback to beginning teachers grounded in evidence about their practice, defining roles and responsibilities for administrators clearly and having collaboration with all stakeholders. These suggestions are expected to facilitate the design and

the implementation of an effective and comprehensive beginning teacher induction program, which is critical to develop highly competent teachers who can inspire their students to learn.

5. Outputs (Publications, presentations, etc.)

There is no finished publications from this study yet.

Note: The accrued rate of the proposed study should be reflected to the report.

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