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Know, Navigate, Negotiate, And Contribute: Exploring Experienced New Teachers' Perceptions Of Their Formal And Informal Induction And Transition Experiences

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KNOW, NAVIGATE, NEGOTIATE, AND CONTRIBUTE: EXPLORING EXPERIENCED

NEW TEACHERS' PERCEPTIONS OF THEIR FORMAL AND INFORMAL INDUCTION

AND TRANSITION EXPERIENCES

A Dissertation

Presented to

The Faculty of the School of Education

The College of William and Mary

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

By

Joshua Wesley Wilson

January 2022

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Dedication

This dissertation is written to and for the most important women in my life; my mother, Jillmarie, my paternal grandmother, Jane, my wife, Darci, and my daughters, Elaina and Molly. My mother had hoped to attend the College of William and Mary as a young woman but was unable to do so for a number of reasons. Mom, because your name is written in this dissertation, you will forever have a link to the College and I am honored to share this enduring connection with you. For my grandmother, you were always so proud of anything I achieved, regardless of the significance of the milestone. But, most of all, this dissertation is dedicated to my wife, Darci, and our two wonderful daughters, Elaina and Molly. I do not know what I did to deserve this life with you all, but I am eternally grateful for your support and your love. To Elaina, daddy is done working hard for a while.

Acknowledgments

I began writing these pages before I put forth any significant amount of effort in this dissertation. My hope was that I would have the opportunity to write down the names of the many people that had supported me in my journey throughout my doctoral studies and the dissertation process. Although this was an unorthodox approach, beginning this portion of my dissertation proved to be quite helpful for reflection. As I moved forward in the various stages of this project, I reviewed these acknowledgements and thought of all those who had supported me through this process. I considered all of the people who had played such a positive role as I developed from a struggling teacher to a seasoned professional and from a nearly expelled undergraduate to a doctoral student. I could not have possibly finished this dissertation without the existence of such a strong network of support. While the following paragraphs are not sufficient to express my gratitude to the many people who have encouraged me during my graduate studies and dissertation process, I hope these meager words attempt to show my profound appreciation.

I want to thank my colleagues at Grafton High School in Yorktown, Virginia. I came to the school with the intention of leaving after a single year of teaching. I soon realized that I was called to be a teacher and Grafton High School gave me the opportunity to develop as an educator. I owe a debt of gratitude to Julie Barrett, the former social studies department head at the school. During my first few years at Grafton, Julie challenged me to constantly improve as an educator. At times I bristled under her authority but she always told me what I needed to hear, regardless if such information was not complimentary. I realized that Julie demanded excellence from her department and forced me to become a better teacher. I want to thank Mr. Royce Hart, former principal of Grafton High School. Mr. Hart always let me leave a few minutes early when

necessary to attend classes as I pursued my master's and doctoral degrees. My colleagues at Grafton were wonderful and there are so many that I worked with over the course of my 11 years at the school. I am especially grateful for those colleagues that became close friends; Gary Haigh, Matt Auth, and Mike Bennett. I am especially grateful for the support of Stephen Meade. Stephen is one of the best friends that a guy could ever ask for and I will always be grateful for our conversations about research, teaching, parenthood, and life in general.

I am indebted to the wonderful students that I have had the pleasure of teaching over the course of my career. During my time at Grafton, I had the opportunity to not only work with incredible students but also get the chance to know several terrific families. I have been tremendously fortunate to have had the chance to work with students that have since graduated high school and are pursuing their education and professional goals. To Kim Hale, Maura Malone, Joseph Dennie, Julia Larsen, Erin Malone, Jalen Banks, Malia Valentine, Laurel Nicks, thank you for continuing to allow me to be a part of your life and to share in your journeys as you move forward. I was inspired to begin graduate coursework because of my students and I continue to draw inspiration from them. I want to extend additional gratitude to the Nicks and Malone families for their constant encouragement and support.

I would like to further thank my colleagues, administrators, and, most importantly, my students at Merrill High School. When I relocated to Wisconsin to begin teaching at Merrill High School in the fall of 2019, I was exceedingly nervous about what to expect. During my first few months, I came to work filled with anxiety about how I was interacting with my students, my colleagues, and my school administrative team. I was confident in my content knowledge but was I connecting with the students? Did my students value my classes and our time together? In the spring of 2020, I received a note from a senior that was set to graduate that May. That note

said how grateful the student was to take my class and that I had been her favorite teacher throughout her K-12 academic career. As the school year concluded, I received several messages from parents and guardians telling me how happy they were to have their students enrolled in my courses. These messages helped me understand that I was welcomed into the school community and I remain grateful to have had the opportunity to work at Merrill High School.

This dissertation is further written in memory of David Nicks. I had the opportunity to get to know David while he was a member of the junior varsity football team that I coached at Grafton High School. I then taught his younger sister, Laurel, when she was a sophomore. My wife and I had the great fortune to get to know the Nicks family of Barrett, David, Laurel, and parents Luanne and Brandon. There just are not enough great things that I could say about the Nicks family. They are a beloved family in York County, Virginia for good reason. In February of 2020, David tragically passed away at the age of 24 in a boating accident. David graduated from the College of William and Mary in the fall of 2019. I bumped into David on a few occasions while he and I were both students at the College. We would always spend a few minutes catching up and talking about our families. Although I never had the opportunity to teach David, many of my former colleagues remarked about his intelligence and his compassionate demeanor. David was a wonderful young man. He was bright, compassionate, engaging, gregarious, and was bound to do great things in the world. I have every confidence that David would have continued his education and would have been very successful in all that he pursued. Although David will not have the opportunity to earn an advanced degree, I hope this dissertation will serve as a means to make sure that David is remembered in the academic life of the College of William and Mary for years to come.

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Abstract

Induction is a process in which teachers that are newly hired to a school district are provided an opportunity to learn about the needs, expectations, and obligations of their school, community, and students. A formal induction program is implemented through such experiences as assigning mentors for a newly hired teacher and requiring participation in pre-school professional development. Informal induction occurs outside of the structure and mandatory nature of the formal induction process and can include experiences such as speaking with colleagues or a new teacher finding a trusted companion in their building. The induction process is most often tailored for teachers who are beginning their careers in education rather than experienced teachers that are new to a school but not new to teaching. Newly hired experienced teachers--that is, experienced new teachers (ENTs)--provide a wealth of knowledge and professional experience with them to their new schools and classrooms. As ENTs move through their formal and informal induction processes, their needs are different from that of their inexperienced colleagues. Additionally, when ENTs move from classrooms outside of a state or geographic region to a new state, not only must they address the expectations of a new school but they must also acclimate to a new culture. ENTs progress through a process in which they *know* or learn about the expectations and policies in their new school, *navigate* existing expectations in their new school, *negotiate* or consider their past experiences in education with the demands of their new school, and finally *contribute* to the school culture and climate as a valued member of the faculty. This qualitative study seeks to understand what ENTs who moved to public high schools in Wisconsin from outside of the Midwest region valued and did not value during their new induction processes. Results may serve to improve formal and informal induction processes and outcomes for ENTs.

KNOW, NAVIGATE, NEGOTIATE, AND CONTRIBUTE: EXPLORING EXPERIENCED

NEW TEACHERS, PERCEPTIONS OF THEIR FORMAL AND INFORMAL INDUCTION

AND TRANSITION EXPERIENCES

Chapter 1: Introduction

This dissertation is the culminating product of a transformative experience in my life and the summation of the personal reflections that so often accompany such a momentous personal experience. As I began writing this dissertation, I was in the midst of my 15th academic year as a social studies teacher in a public school setting. My first 2 years after earning my teaching credentials were spent at a middle school with the next 13 years spent teaching in two separate public high schools. I taught for 11 years teaching at a high school in Virginia and I am currently in my second year teaching in Wisconsin. In the early spring of 2006, I attended a job fair for educators at the University of Northern Iowa in Cedar Falls. I planned on graduating with my bachelor's degree in the spring with my teaching credentials. Present at the conference were school divisions from throughout the Midwest as well as school divisions from Texas, California, and Florida. As I walked around the conference hall, few districts were interested in hiring social studies teachers. The districts that were hiring social studies teachers had already filled their vacancies for the upcoming school year. After handing my resume to several prospective employers, I was granted an interview with a school district in southeastern Virginia. Following a brief interview, I was hired by the school district and held a contract before I left the event.

I arrived in Virginia in August of 2006. The school year started in early September, and I wanted to settle into my apartment and become familiar with the area before the school year began. I distinctly remember driving through the historic section of my new community. I stopped for a moment as I waited for a street light to turn from red to green. To my left, I noticed

a massive Confederate memorial which was certainly something that I had not seen growing up in the Upper Midwest. It was at that moment that I realized I was in a distinctly different cultural environment than the one in which I had grown up.

A few days after I had moved my belongings into my new living space, I contacted the principal at my school to ask if I may be able to visit my new classroom and get acquainted with the layout of the school. She happily agreed and also encouraged me to contact Mr. Jones (pseudonyms were used throughout this dissertation to protect anonymity), the head of the social studies department at the school. The principal stated that since I would be teaching a seventh-grade U.S. history course, Mr. Jones would be particularly helpful in getting me acquainted with the building. My principal gave me Mr. Jones' phone number and asked that I reach out to him as soon as I had time to do so. That afternoon, I called Mr. Jones and we arranged to meet at the school one hot and humid day in late August. Mr. Jones was a well-respected figure in the school. The region where I began my teaching career had a large military presence. Mr. Jones had served in the United States Navy for many years and, after retiring from active duty, obtained his teaching certification from a local university and began his teaching career. I quickly formed a positive rapport with Mr. Jones and relied heavily on him throughout my first months in my classroom as he offered continuing a source of solace during times of struggle and doubt. Mr. Jones taught students that often struggled with behavioral or academic concerns. He spoke to those students in a clear and disciplined manner while maintaining an air of compassion and acceptance. His students respected him tremendously and I admired the positive relationships that he had established with all of the learners entrusted to his tutelage.

The middle school where I began my teaching career was structured in such a manner that students were divided into teams with teachers assigned to a specific team offering

instruction in classrooms that were in close proximity to one another. Because of this arrangement, my own classroom adjoined science, math, English, and reading classrooms. In my first year at the school, I was grateful for the support of the teachers in my team and their varied levels of experience and expertise. The science teacher in my team was a young woman that was in her second year of teaching after a previous stint as a research assistant in a marine biology laboratory. The English teacher was, like myself, entering their first year of teaching after completing their undergraduate education at a nearby university. The reading and science teachers had been teaching for several years and provided a steady guiding presence for our instructional team.

While I had forged a close bond with the teachers in my team, the most impactful member of the team was a seasoned math teacher named Mrs. Powers. Mrs. Powers was a dynamic force in the team and in the building. She spoke clearly to her students with her slow, Southern drawl, and held high expectations for all learners at the middle school. While student test scores in multiple subjects were often below state expectations, Mrs. Powers' students routinely excelled on their end of course exams and their progress was a great source of pride for her. When a student misbehaved, Mrs. Powers pulled her eyeglasses down and peered over them to catch the gaze of a student. That small gesture never failed in correcting the student without uttering a single word. Mrs. Powers was quick to point out something that I had done well and was clear with me in areas where improvement was necessary. In the fall of 2006, Mrs. Powers knew that I was homesick as Thanksgiving approached. I was away from my mother, my family, and my girlfriend. I wanted to return to the Midwest but knew that I would not have enough time to make the trip back to Minnesota for Thanksgiving break and, as a first-year teacher, booking a round trip plane ticket from Virginia to Minnesota during the holiday season would have been

prohibitively expensive. Mrs. Powers invited me to her home to celebrate Thanksgiving with her and her husband and I gratefully accepted the offer. Every year at Thanksgiving, I think of Mrs. Powers fondly and her simple act of generosity for a homesick new teacher.

I taught seventh grade United States History at that middle school for 2 years before I grew increasingly frustrated with my position for a number of reasons. I contemplated leaving education and finding a different career. My girlfriend, now wife, encouraged me to try teaching at a high school before I continued to entertain leaving the field of education. In the spring of 2008, I applied to several school districts with open positions for high school social studies teachers. I was offered a position teaching at a high school in southeastern Virginia beginning with the 2008-2009 academic year and immediately accepted. Before I began teaching at my new school, I participated in a week-long formal induction process held at a different high school within the district. An induction program is often utilized as a process in which teachers new to a school district are provided with an opportunity to learn about the culture, expectations, and experiences deemed necessary by school leaders for success in their new classroom (Bickmore & Bickmore, 2010; Howe, 2006). Induction is divided into formal and informal processes. Formal induction includes teachers new to a district participating in previously developed programming with the stated intentions of providing a new teacher a seamless transition to the new school as possible (Howe, 2006). Formal induction may take the form of mandatory meetings with an assigned mentor or activities in which a teacher new to the division learns about instructional or pedagogical methods implemented by the division (Desimone et al., 2014). Informal induction processes occur outside of the mandated protocols or experiences established by the school or school district (C. C. Griffin, 2010; Risser, 2013). Examples of informal induction may include a novice educator speaking with an experienced educator not assigned to them in a formal

mentorship capacity. Informal induction may also include an experienced teacher who is new to a school speaking with their similarly experienced peers and engaging in reflection or collaboration as a means of collegiality or instructional support. In other words, induction to a new school can happen organically as adult professionals begin to undertake the day-to-day work of teaching in the same school.

As a beginning teacher in my first school division, I experienced a formal induction program as a part of the larger weeklong pre-school session in which all teachers new to the division, regardless of their level of experience in the classroom prior to being hired, were expected to attend. Yet, the formal induction process was not nearly as helpful as the informal induction that I had experienced when I spoke with Mr. Jones and Mrs. Powers. Mr. Jones and Mrs. Powers shared practical advice with me concerning instruction, planning, pedagogy, and the practicalities of working within the confines of public education. When I switched districts after two years, my new district required that all newly hired teachers attend a formal induction program. I arrived at the formal induction program with some expectations of what I would confront and experience during this formalized process. I felt as though I had developed a few workable, clear classroom procedures and protocols over my first 2 years in the classroom and that I would have a seamless transition to my new building. I thought that my requirement to attend an induction program was unnecessary as I was not new to the classroom. As I looked around the cafeteria where the formal induction program had begun, most of those in attendance were new to the profession and were embarking on the start of their careers in education.

During those first few days in the formal induction program, I sat with two women, Ms. Dennis and Mrs. Hughes. Ms. Dennis had been hired to teach at a middle school that fed into the high school where I was assigned to teach. Mrs. Hughes had been hired to teach social studies at

the same high school that I was assigned. After the formal induction program was completed, we agreed to stay in contact with one another. Like me, Mrs. Hughes was entering her third year in the classroom and was new to the division but not new to teaching. Mrs. Hughes and I quickly forged a close professional and personal relationship. Mrs. Hughes' husband, who was not an educator, and I quickly developed a friendship as did my significant other and the boyfriend of Ms. Dennis. Ms. Dennis had graduated the previous spring from a small, private liberal arts college in the Midwest similar to one that I had attended. Ms. Dennis and I spoke about our shared upbringing as Midwesterners and our experience now as outsiders living in the coastal South. We often discussed the peculiarities of Southern life that contrasted with our own backgrounds in our home states.

As a component of the formal induction process, I was assigned a mentor at my new school. While I was formally assigned a mentor, the conversations we were to share were expected to be rather informal. I was to discuss my struggles and successes throughout the year and I would receive anecdotal feedback based on the mentor teacher's years of experience in the school. Despite the stipulations for this formal mentorship process, meetings were supposed to be collegial and supportive. Yet, I rarely met with my mentor and, when we did meet, they seemed distant, cold, and were often distracted due to conflicting obligations after school including coaching duties and the pursuit of an advanced degree. Despite this lack of formal mentorship, I relied heavily on the informal induction process by speaking often with my new department head, Mrs. Briles. She had earned a strong reputation for academic excellence and cared deeply about her students and the reputation of the school as a whole. Mrs. Briles lived in the community in which she taught and her two children had both graduated from the high school in which she was employed. Mrs. Briles felt a strong sense of devotion to the school and

consistently worked to improve the academic lives of her students and had become a trusted teacher to hundreds of students throughout her time at the school. Although our relationship began in a tense environment as she was highly, and justifiably, critical of my teaching during my first few months at the high school, I came to realize that I needed to elevate my own standards and expectations for myself and my students. Mrs. Briles' high expectations forced me to be a better educator and the positive effects of her informal mentorship continue to shape my career. My informal induction process was far more impactful than the formal induction process.

My new school district had a reputation throughout Virginia for high student academic achievement and, in my first few months at the school, I certainly felt as though that was an apt description. I worked with terrific colleagues, and I was backed by an administration that supported me in the classroom. I felt valued, encouraged, and respected. As a result of my experience at the school, I quickly began to embrace my role as a teacher and the subsequent expectations incumbent upon me as an educator and member of the community. In a few short months, I moved from searching for employment outside of education to searching for paths where I could continue my teaching career and become a more effective and impactful classroom teacher. I felt as though teaching had become my vocation. What was intended to be a yearlong sojourn at a high school to prove to my fiancée that I needed to exit the field of education turned into an 11-year tenure and the realization that I was meant to be a teacher.

Transitioning to a Public High School in Wisconsin

Despite the decade plus of service in the same high school in Virginia, in the late fall of 2018 my wife and I started discussing returning to the Upper Midwest to raise our family. Over the course of spring 2019, I applied to several high schools throughout Wisconsin. After a handful of interviews, I was offered a position in the north central part of the state and my family

and I prepared for our move back to the Upper Midwest that summer. As the date for our move approached, I became overwhelmed at times with the gravity of the decision to leave Virginia. I was leaving a place that was instrumental to the formation of my own personal and professional identity. I had developed lifelong friendships and was a fixture at a wonderful high school for over a decade. I remained in contact with former students and would often meet them for lunch during their breaks from their respective universities. When my oldest daughter was born, she received onesies and baby toys from numerous students that were emblazoned with university insignia from seemingly every college in Virginia and throughout the East Coast. My students babysat my daughter and their families invited us to their homes for celebrations. I had attended the weddings of several former students and held some of their own children. I slowly realized that I was giving all of these experiences up for an uncertain future in a state in which I had never lived.

I was to begin my first year at my new school in Wisconsin in the fall of 2019. Before the school year began, I was required to attend a week-long *formal induction program* for faculty and certified staff that were new to the division. Like my previous division, all newly hired staff, regardless of years of prior classroom experience, were expected to attend. As induction programming is often used in education settings as a means of providing an acclimatization process for teachers beginning their careers in a new school division, I looked forward to the opportunity to meet my future colleagues. On the first day of the formal induction program, all attendees were asked to speak to the group as a whole and provide some brief biographical information about personal and professional backgrounds. The majority of the recently hired educators present were beginning their teaching careers. These educators had completed their credentialing programs at nearby universities and were now entering the workforce as a new

college graduate. They were "new" teachers in the truest sense—*novice teachers*. I was seated at a table with six of my colleagues that were assigned to teach at the high school along with me. My professional experience and personal background were anomalies amongst my new colleagues. I had not spent any extended time in Wisconsin during my upbringing, undergraduate education, or professional career, and I had already taught for 14 years in two different schools. While I was new to the school district, I was not new to education. I was an *experienced new teacher* (ENT).

The preponderance of educators present at the formal induction program originally hailed from north central Wisconsin. I was astounded by the number of alumni that had graduated from the community's high school and were now returning to schools in the district to begin their professional career. At least half of the attendees were alumni of the school district. I was an anomaly at the formal induction program in that I was not a graduate of the high school at which I was to begin teaching, I had not attended a campus of the University of Wisconsin, and I had not spent any significant time in Wisconsin. As of this writing, the entire math department and half the social studies, special education, and science departments are alumni of the high school. Both librarians are graduates of the high school as is the principal. During my first year teaching at the school, I was assigned to work with a special education teacher and a teacher's aide that were also both alumni of the school.

At the formal induction program, topics discussed ranged from available technology in the division, touring district facilities, and the introduction of individual school officials and district administrators. The focus of these formal induction sessions emphasized classroom preparation as well as introducing pedagogical and instructional models that the district encouraged teachers to implement in their classrooms. Further time was devoted to discussing

reflective practices for new teachers to utilize and to share with their mentors. Additional sessions addressed productive classroom management and effective parent/guardian and student communication. Teachers that were beginning their careers after receiving initial certification were expected to complete a series of personal reflections and set meaningful and measurable academic goals for students and themselves. This year-long process involved teachers completing a series of online forms that were developed by an outside supervisory administrative organization and centered on self-reflection in the classroom in which these new teachers were placed. Once the formal induction program was complete, new teachers were expected to continually convene with their peers to discuss the goal-setting process throughout the school year. As an ENT, I was not required to attend these meetings. Although I was 15 years older than most of the teachers hired to the division, I missed that chance to work with my fellow newly hired classroom educators. I often felt as though I was missing an opportunity to connect and share successes and struggles with my colleagues that were similarly new to the division.

The week after the formal induction program was devoted to spending time at my assigned school in meetings and preparing for the start of the school year with all faculty and staff members. Unlike most of my colleagues that attended the formal induction program, I was not beginning my career in education. I believed that I had an understanding of what I needed to be successful in my classroom during my first year teaching in Wisconsin. At that stage in my career, I was confident in my subject knowledge and classroom management practices that I had honed over a decade in the classroom. I entered the 2019-2020 academic year as an experienced educator with a firm understanding of my own pedagogical philosophy and the academic and procedural expectations that I had for my students.

This personal sense of confidence should not be misconstrued as a statement of professional infallibility. I was exceptionally nervous about numerous issues that confronted me as I began my career at the new high school. Fortunately, before the school year began, I had frequent conversations with Mr. Larson who assuaged many of those concerns. Mr. Larson had taught in the school division for nearly 30 years. Like many other teachers at the high school, he was raised in the community, had graduated from the school, attended a nearby satellite campus of the University of Wisconsin system, and returned to the community to begin his teaching career. Mr. Larson was integral to my informal induction process. During the summer when my family and I moved to Wisconsin, I called him often and asked for his advice. Before the 2019-2020 academic year began, Mr. Larson invited the social studies department to his house for a meal where I had the opportunity to meet my colleagues and their families before working with them in a professional environment. In addition to Mr. Larson's support, I frequently spoke with another colleague in my department, Mr. Yates. Like Mr. Larson, Mr. Yates was a graduate of the high school and was three years into his teaching career. Mr. Yates and I formed a friendship and spent time together outside of school as he introduced me to the community. Mr. Larson and Mr. Yates were not formally assigned mentorship roles in working with me. Rather, Mr. Larson and Mr. Yates became my de facto professional support system as I made my way through my first months at the school and beyond and represented the influence of an *informal induction process*.

Although I remained certain that my knowledge of course content and instructional delivery methods would translate successfully to my new classroom, my concerns regarding the new academic year centered around logistical issues and the fostering of professional and personal relationships with my new colleagues and the school community. As the school year

began, I asked myself several questions: Was there an ongoing formal or informal process to address classroom or instructional issues that may arise within my classroom? Who would I talk to about any issues or concerns that may arise throughout the academic year? How would I be able to develop personal and professional relationships at my new school? Was this a community where I would want to raise my family? \Is the community welcoming to people arriving in the town? Does the community hold the same values as I do? Is this a school district where I would be comfortable with my children attending throughout the entirety of the K-12 educational career? Would I be proud to know that my own children graduated from the school system, and would I be confident that they would be taught well throughout their academic careers in the school district?

I was beginning my tenure in a school district with a stunningly high percentage of alumni now employed as educators throughout the district. I worried if I would ever be fully embraced as a member of the community. Would I be forever viewed as an outsider? Would I have the opportunity to become a part of my new community and, if so, how long would the process take to transition from being considered a new arrival to a valued and respected part of my new school and town? Moving to a new school in a new state was a daunting experience. But, I surely was not the only teacher to have made such a dramatic relocation and I wanted to know more about the experience of teachers who taught for an extended period of time in one state who then moved to Wisconsin to continue their career in the public school classroom.

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Statement of Problem

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Teacher induction programming, as both a formalized and informal process, has been used for decades as a means of supporting teachers that are entering a new school district (Bickmore & Bickmore, 2010; Kutsyuruba, 2020; Ronfeldt & McQueen, 2017). Teacher

induction programming has been used by school districts to address concerns of teacher attrition, teacher migration, and to provide an opportunity for teachers new to a school district to become acquainted with the culture and expectations of their new district (Carver & Feiman-Nemser, 2009; Wang et al., 2008). While the issue of induction programming for novice or beginning teachers has been well-documented in academic literature, there appears to be an absence of scholarship regarding experienced teachers that choose to move to a new district and move through a formal and informal induction process (Bickmore & Bickmore, 2010; Wang et al., 2008). The needs of an experienced teacher entering a new school district may be different from their novice counterparts who are embarking on their careers in education. As experienced teachers leave the state in which they had previously taught for a state in different geographic region in the United States, their induction program, whether formal or informal, must not only address the unique needs of experienced teachers beginning their time in a new district, but also seek to familiarize the experienced teacher with the sociocultural norms and values held by the residents of the new geographical region as the experienced teachers progress through their transition process.

Understanding the experience of seasoned educators who have relocated to a new school, in a new district, in a new geographic region can be framed within larger discussions of teacher migration and teacher attrition. Teacher migration refers to the concept of teachers leaving one school either during or after the conclusion of an academic year while continuing to serve as classroom teachers (Feng, 2009; Swars et al., 2009). While attrition is often used in conjunction with migration, teacher attrition is defined as teachers leaving the profession either during or at the conclusion of any given academic year (S. P. Harris et al., 2019; Imazeki, 2005). Both teacher migration and teacher attrition have been studied extensively in academic scholarship

and discussed in national media outlets (Boe et al., 2008; Kent et al., 2009; Smith & Ingersoll, 2004). Frequent calls advocating for a highly qualified teaching corps repeatedly garner public interest and remain a salient point of conversation for stakeholders in K-12 public education (Lee, 2018; Yost, 2006). In 2018, a report asserted that "more than 44 percent of new teachers in public and private schools leave within 5 years of entry" (Ingersoll et al., 2018, p. 21). Although the authors noted such a high percentage of teachers leaving the profession must be disaggregated using further criteria to understand larger trends leading to teachers departing the profession so quickly after entry, the significance of high rates of teacher attrition in U.S. schools is alarming. Additional research spanning several decades has shown that roughly 15% of all teachers leave the field entirely each year (Ingersoll, 2003). Of the number of teachers that leave the profession in any given year, only a small percentage of these educators have entered into retirement after completing a full career of instruction in the classroom (Ingersoll, 2007). While nearly half of all teachers leave the profession within their first 5 years in the classroom, a substantial number of teachers, regardless of years of experience, are seeking to end their employment in education prior to reaching the age of retirement (Fitzpatrick & Lowenheim, 2014).

Provided within the larger context of public education in the United States and the number of educators currently employed that comprise the nation's teacher corps, teacher migration has been a longstanding concern among policymakers, teacher preparation faculty, and school administrators and often serves as the basis for implementing a successful teacher induction program. Ingersoll (2003) wrote that teachers accounted for "4% of the entire civilian workforce" and that there were "twice as many K-12 teachers as registered nurses and five times as many teachers as either lawyers or professors" (p. 11). Using research from the fields of

organizational studies and leadership theory, Ingersoll (2001) provided an analogy that continuing issues of teacher retention were akin to a "revolving door" in which teachers left the classroom prior to reaching retirement age with school administration working to replace departing teachers before the next school year. Similarly, the concept of a "leaky bucket" has been used to describe the phenomenon of new teachers being prepared through teacher education programs, entering schools and school districts as novice teachers, but then moving from the school or district, if not leaving the profession altogether, well before they have reached retirement (Ingersoll, 2007; Mokoena, 2012; Zepeda, 2006). Together, these two analogies have been used frequently in contemporary education scholarship in an attempt to provide a situational awareness of the phenomenon of teacher attrition. As a result of these startling statistics, teacher induction programs developed and implemented by school districts are created with the intention of ensuring that newly credentialed teachers remain in the division and remain in the classroom (Bickmore & Bickmore, 2010; Carver & Feiman-Nemser, 2009).

Yet, despite such a wide body of literature available regarding formal and informal teacher induction for novice teachers, scant research currently exists that provides a holistic examination and comprehensive study of induction processes for experienced teachers that are new to a district but not new to teaching. Fewer studies, if any, have been devoted to experienced teachers that begin in a new district in a different geographic region than the one in which they had begun their teaching career or had spent any significant time. In a study conducted using data from K-12 schools in Washington, researchers found that most teachers in the state that moved schools, transferred to either a new school in the same district or a new school in a new district within the state (Elfers et al., 2007). Elfers et al. (2007) found that there were 49,573 teachers employed in public schools in Washington state during the 1998-1999 academic year

and that 20% of all teachers left Washington state's public education system after the conclusion of the school year. Of the nearly 10,000 educators that left Washington state's public education system, not all retired from the profession or ended their careers in the field once they reached retirement age (Elfers et al., 2007). The study found that 23% of teachers in Washington state from 1998 through 2002 moved schools within the state itself (Elfers et al., 2007). Although Elfers et al. (2007) provided some insight into teachers that moved within a specific state's educational system, the limitations of the study illustrate a greater need for scholarship in understanding what experienced teachers are searching for as they continue their employment in public schools. Yet, the data collected on teachers leaving Washington state's public education system were not disaggregated by what those teachers intended to do after they ended their tenure in classrooms throughout the state.

The unique personal and professional situations and expectations of experienced teachers who do make such a life-altering decision to leave their former school to seek employment in a new district has not been given little attention by scholars. Coggshall and Sexton (2008) shed light on teachers that sought to transfer to a new state after establishing a career in one state. Using available data from the National Schools and Staffing Survey that sent questionnaires to randomly selected public-school teachers found that ".7 percent of U.S. teachers, or roughly 22,400 teachers, reported that they had worked in a public school in another state the previous year" (p. 14). The researchers further acknowledged that a shortage of data exists in examining the characteristics and experiences of experienced educators who leave for a new school in a new state.

Benefits Associated With Employing Experienced Teachers in Public Schools

This study aimed to contribute to the understanding of experienced new teachers as they navigate their entrance to a new school or district through induction programming into a new professional environment after years of service as a teacher outside of the Midwestern states of North Dakota, South Dakota, Iowa, Minnesota, Illinois, Wisconsin, Michigan, Indiana, Ohio, Nebraska, Kansas, and Missouri. Specifically, the study used the stories of public high school teachers employed within the state of Wisconsin in order to understand the experiences of experienced new teachers that have chosen to relocate to the state from outside the Midwest or within the Midwest but outside of the state of Wisconsin. To distinguish between an experienced teacher and a novice teacher, the term *experienced new teacher* (ENT) is used throughout the course of the study. An ENT is new to a school but not new to teaching. An ENT is defined as a teacher who has taught for at least 3 full academic years and has continued their career in a new school. This 3-year time frame was specifically selected as teachers that have successfully completed 3 years of teaching in the classroom are regularly offered a tenured position in their respective schools and often viewed as experienced educators (Coleman et al., 2005; Kahlenberg, 2016). ENTs offer schools a unique opportunity to consult with seasoned professional educators in support of novice teachers or other colleagues that may be experiencing some sort of professional struggle in relation to their classroom practices. Meijer and colleagues (2002) found that experienced teachers were particularly supportive when working with novice teachers as well as educators that were entering the classroom for the first time after completing their requisite credentialing programming. Meijer et al. (2002) argued that as novice teachers left their institutions of higher education, they struggled with the application of theories taught in their classrooms to the realities and challenges of an active classroom with students of varying

academic ability levels and learning needs. Subsequently, an ENT that has developed a professional working knowledge of age-appropriate classroom procedures, routines, and intended outcomes for students may offer profound support for novice and struggling classroom educators in need of assistance and guidance.

Mentorship, as both an informal and formal experience, is a process in which novice educators are matched with an experienced educator as a means of developing a supportive professional development network operationalized within the school itself. Mentorship is not synonymous as a term for formal and informal induction programming. Rather, mentorship is typically considered to be a component of a more comprehensive induction process, whether within a formal program or through informal induction experiences. Experienced teachers who serve as mentors for novice classroom educators are an effective tool in supporting the needs of teachers beginning their careers in the classroom (Mathur et al., 2012). Yet, the process of developing a mentor-mentee relationship does not only benefit the novice teacher. Rather, engaging in a mentoring relationship as an experienced educator provides such seasoned teachers an opportunity to reflect on their own practices and routines as well as learn new practices and theories emerging from schools of education (Foreman-Peck, 2015; Mathur et al., 2012; Russell & Russell, 2011). To put it simply, the mentorship process of novice educators collaborating with experienced educators is a reciprocally beneficial relationship for teachers at varied points in their professional careers.

While experienced teachers have been shown to be effective in supporting novice teachers' entry into the field and their subsequent development within the teaching profession, experienced teachers provide a litany of additional benefits for the schools in which they teach. Experienced educators were found to be more effective than their novice counterparts in

improving student achievement as well as understanding and addressing non-academic signs of student success such as absenteeism (Ladd, 2013). Effective induction programming limits the number of teachers who leave their schools in addition to providing a cost-effective opportunity for school districts to limit district expenditures on teacher recruitment and hiring (Gamborg et al., 2018; Howe, 2006; Ronfeldt & McQueen, 2017; Taranto, 2011). As Howe (2006) noted, "quality induction programs…pay for themselves with reduced attrition and improved learning" (p. 289). From a cost effectiveness perspective, employing experienced classroom teachers within a school is a powerful method of supporting classroom instruction while limiting the financial burden of recruiting, hiring, and retaining qualified staff to serve within a district or school's classrooms. Watlington et al. (2010) found that "when high-quality teachers leave the classroom, the effect on both student performance and school and district fiscal performance is significant and deleterious" (p. 22). Further research has argued that should an experienced teacher leave a school district, thousands of dollars are spent by the district on finding a qualified teacher to fill the void left by the departing instructor (Brown & Wynn, 2007; Kelly, 2004; Watlington et al., 2010).

Additionally, experienced educators play a crucial role in advancing the mission of a district or school by assisting the implementation of new policies put forth by district or school administration (Angelle & Schmid, 2007; Weiner, 2011). Experienced teachers are used to support school reform through their participation in action research in which they are asked to reflect on their own instructional practices and pedagogy (Levin & Rock, 2003). As experienced educators often fill roles of teacher leaders within a school, administrators that recognize the knowledge and expertise of experienced teachers in working to implement programs or

instituting any number of school reform initiatives or programs witness a higher level of teacher support in instituting such policies.

Experienced educators are more likely to remain in the same school building and in the profession longer than their less-experienced, novice counterparts. Such experienced educators were shown to continue teaching for intrinsic reasons and remained in the classroom because they believed they contributed to the lives of students and made a positive difference in their schools and communities (Buckley et al., 2005; Chiong et al., 2017). Therefore, while novice teachers beginning their service in public schools leave the profession at alarmingly high rates, their more experienced counterparts remain in the classroom and are less likely to leave their posts than novice teachers. The development of formal and informal induction programming that is effective in addressing the needs of ENTs in a school district is integral to the success of seasoned educators that are new to a district but not new to the classroom. Understanding how the unique needs of ENTs may be addressed in a formal or informal induction program has the potential to offer a powerful tool in keeping such experienced professionals in the classroom for an extended period of time. Valuing the professional expertise of ENTs may provide the school with an additional perspective and insight in how to appropriately support student achievement and the propagation of the institution's mission.

Theoretical Framework

I studied the experiences of ENTs relocating to public schools in Wisconsin was explored through the lens of Schlossberg's (1981) transition theory. Originally developed to assist counselors supporting adults as they maneuvered major changes in their lives, Schlossberg's transition theory provides guidance to those experiencing a period of significant personal and professional change (Anderson et al., 2012). Schlossberg's theory focuses on a central theme of

significant change that is both anticipated and unanticipated and the impact that such powerful alterations in one's life has on an individual's ultimate ability to successfully negotiate the often-challenging nature of such momentous personal experiences. Schlossberg's transition theory has been amended to not only include one's own awareness of events or non-events that have led to a transition in life but contain a framework from which to take personal inventory of "assets and liabilities" that may influence how an event is received, interpreted, internalized, and acted upon (Anderson et al., 2012, p. 62).

Schlossberg's research provides an understanding of how one moves through a period of personal transition (Schlossberg et al., 1995). As the formal and informal induction process implemented by school districts throughout the United States serves as a forum in which to prepare newly hired teachers for employment in their new classrooms, the very implementation of the induction process is a recognition that such newly hired teachers are engaging in a transition as they become acquainted with the expectations and realities of their new schools (Bickmore & Bickmore, 2010). Additionally, ENTs who have sought a relocation from a geographic region in which they have been employed for several years to a new geographic region in an attempt to continue their careers in the classroom, confront a transition process compounded by an immersion in a new regional and school culture that may be remarkably different than that of their prior place of employment.

Schlossberg's transition theory (1981) has been used extensively by researchers interested in understanding the experiences of adults coping with momentous personal changes impacting any number of aspects of their life from graduating from an undergraduate institution to entering post-military life as a civilian (Carpenter & Silberman, 2020; Rosemond & Owens, 2019). Undeniably, experienced classroom teachers that are continuing their educational careers

in a new geographic region have encountered monumental changes in their professional and personal lives as they separate themselves from their personal and vocational lives in their former geographic region to relocate to Wisconsin. Therefore, Schlossberg's (1981) transition theory provides an important and appropriate theoretical framework from which to not only develop a more thorough understanding of the transition process of an experienced teacher's relocation to a different state to continue their teaching career, but also is an apt lens to explore how such educators progress through an induction program as a new employee an establish themselves as a valued component of their new professional environment.

Purpose of the Study

The professional and economic impact of hiring, training, and retaining qualified teachers has been a frequent discussion topic in academic and popular presses for decades. The cost to school districts throughout the United States to hire teachers in an effort to replace departing instructors has been estimated to range from $2 billion to over $7 billion annually (Phillips, 2015; Synar & Maiden, 2012). In an attempt to limit the number of novice teachers exiting the profession within their first three to five years, school districts throughout the U.S. have developed induction programs to support newly hired teachers to their school divisions. Implemented formal and informal induction programs are designed to provide novice teachers opportunities to become acclimated to the culture in the school in which they teach (Howe, 2006). With increasing mobility a factor in teachers willing to relocate from region to region, hiring and retaining qualified and experienced educators in school divisions may provide schools with seasoned, professional educators that are more effective in the classroom versus their counterparts that are new to the profession (Gamborg et al., 2018). While ENTs who seek to continue their teaching careers in new high schools must contend with adjusting to a new

professional environment, is such an adjustment compounded for an ENT who moves from one geographic region in the United States to another geographic region? Do ENTs who have chosen to leave one region or state to continue their teacher careers in a new region or new state require the same formal and informal induction processes as a novice teacher? Does an ENT demand the same type of ongoing institutional and collegial support as an educator that is entering the profession immediately after the completion of a teacher preparation program or a teacher who has taught for under 5 years? As ENTs transition to a new classroom in Wisconsin from outside the Midwest, is their professional experience valued by their peers and administrators and is that experience utilized for professional development purposes? Is the ENT valued in an informal context through peer-to-peer discussions and relevant conversations on curricula, classroom management, lesson planning, or any other day-to-day activities? Is the ENT valued in a formal capacity by being asked to lead professional development sessions or offering a critical gaze at school policies with a new perspective?

I developed this study with the of understanding how ENTs who have taught for at least three years outside of the Midwest and that currently teach in a public high school in Wisconsin viewed their formal and informal induction process as they transitioned to their new classrooms in the state. I sought to understand what challenges and successes these ENTs faced in their personal and professional lives as they acclimated to a new working environment and how their professional experience was either valued, devalued, or not valued. I was further concerned with exploring how participants managed their formal and informal induction process and their management of working and living in a new geographic region as an ENT. Participants consisted of public high school teachers who have moved from outside of the Midwest to Wisconsin to continue teaching. I asked study participants were asked about their experiences through both the

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formal and informal induction process and their experiences in continuing their teaching careers in a new professional environment.

The study implemented a collective-case study design approach and focused on answering the key overarching research question: How did the formal or informal induction processes serve or ignore the needs of ENTs in their transition from their former school to their public high school in Wisconsin? Within the confines of the study, the following sub-questions were addressed in an effort to specifically address core components of the participants' experiences as an ENT.

1. What do ENTs perceive that they require in formal and informal induction processes to successfully transition to a new high school?

2. How do the ENTs perceive the existing culture of the new school in juxtaposition with prior expectations and experiences of the academic, professional, and social culture of a school?

3. To what extent, if any, was the ENTs career expertise utilized by their new school in either a formal or informal setting?

4. What people, systems, or institutions were utilized by the ENT as they made sense of their new professional environment?

5. At what point, if any, did an ENT feel comfortable in sharing their voices or experiences in their new schools to promote the mission of the institution?

Significance of the Study

This study addressed an existing gap in the available literature regarding experienced teacher mobility and the role of formal and informal induction programming for experienced educators transitioning to a new school. Currently, issues of novice teachers leaving the

education profession within their first five years in the classroom is a well-researched field of inquiry and has been the focus of intense scholarship over several decades (Boe et al., 2008). As such, the value and significance of formal and informal induction programming for these novice teachers in an attempt to meet the needs of beginning teaching professionals has been heavily researched (Carver & Feiman-Nemser, 2009). Further, significant scholarship has examined the organizational, professional, and personal decisions that lead to experienced teachers either leaving a school for employment elsewhere or simply ending their careers as educators entirely (Ronfeldt & McQueen, 2017).

Yet, limited scholarly attention has been devoted to understanding the transition process of ENTs who have crossed state or geographic regional lines to continue their teaching careers. Consequently, this study represents an important examination of ENTs that have transitioned to a new public high school in Wisconsin from a classroom outside of the state or region in order to continue their careers within the classroom. This study provides much needed research into what these experienced educators feel is integral to the successful implementation of a formal or informal induction program. Finally, this study provides a nuanced examination of the personal and professional experiences of ENTs as they negotiated expectations, anxieties, and the realities of continuing their careers in public high schools in Wisconsin.

Conceptual Framework

In a concerted effort to help clearly define the transformative process an ENT encounters as they transition from a public high school outside of the Midwest or within the Midwest to a public high school in Wisconsin, a conceptual framework was developed in accordance with available scholarship on the formal and informal induction processes of K-12 educators. A conceptual framework is distinct from a theoretical framework and is a practical tool that is to

assist the researcher in carefully designating and exploring the process of the studied experience (Egbert & Sanden, 2019). For the purpose of this study, the induction processes were categorized into formal induction and informal induction. Formal induction is defined as a purposeful program implemented by a school division for the means of acculturating teachers new to the district. Such formal induction programs may include the assigning of a novice teacher to a mentor that is an experienced teacher, periodic meetings with a site-based induction leader, routine classroom observations performed by mentors and administrators, and engagement in structured reflective practices (Hagger et al., 2011; Iordanides & Vryoni, 2013; Pogodzinski, 2012). Formal induction is structured, purposeful, and deliberate. Conversely, informal induction is defined as the experience of teachers new to a building learning about the school culture, climate, and expectations outside of the structure of formal induction (Desimone et al., 2014; Kidd et al., 2015). Such informal induction encounters include teachers collaborating with their peers outside of a formal mentoring program and engaging in ongoing conversations aimed at all facets of the teaching process.

With formal and informal induction serving as an overarching process, the goals of formal and informal induction are divided into the intended outcomes of the induction process itself with procedural, instructional, and cultural induction being either a formal or informal process. *Procedural induction* is characterized by recently hired teachers learning about issues such as payroll, procedures for acquiring substitutes, and either district or classroom procedures specific to non-academic issues. Such issues addressed through procedural induction may be related to the school itself or district and statewide mandates. *Instructional induction* pertains to classroom procedures related to academic instruction including curriculum and learning objectives or standards specific to the state or the school district (Boyce & Bowers, 2018).

Finally, *cultural induction* refers to the process of teachers new to a building understanding the norms, expectations, and values in the school, the community, the state, and the region that underscores the classroom experience (Gaikhorst et al., 2014).

As an ENT progresses through the formal and informal induction process, they are forced to encounter and examine school expectations and experiences that may be different than what they have previously experienced in their educational careers at other schools and districts. Therefore, ENTs move through an ongoing process of self-reflection and evaluation as they make sense of their new professional environment. As the ENT enters the formal or informal induction process, they are confronted with a wealth of information that can be overwhelming. ENTs will then be tasked with the challenging process of acclimating to their new classroom, school, and community. While the ENT possesses prior knowledge about such concepts such as content knowledge, pacing, curriculum planning, student procedures and policies, they move through the formal and informal induction process with an awareness of what they need to know. That is, the ENT *knows* what they may need from the induction process to be successful in their classrooms. Navigation is centered on an ENT engaging with their professional environment while continuing to define or find their place in a new school. This process of placing new experiences encountered during the formal and informal induction process within an existing body of professional knowledge is explored as "negotiation." During the negotiation process, ENTs may seek to either accept, amend, or reject the information that is provided during the formal or informal induction process. Understanding one's own place in the school academically, professionally, and collegially is integral to the negotiation process. The induction process is an ongoing collection of formal and informal actions in which ENTs continue to make sense of their new professional worlds. Finally, ENTs move into a phase called "contributing." This phase

asserts that the ENT feels as though their voice and expertise is valued by their colleagues and

their school administration as they actively support and encourage the ENT to share their

knowledge and experiences for the betterment of student achievement and school success. It is

therefore surmised that an ENT moves through a series of distinct stages as they make sense of

their new professional environment (Figure 1).

Figure 1

Practice and Action of an Experienced New Teacher Throughout the Induction Process
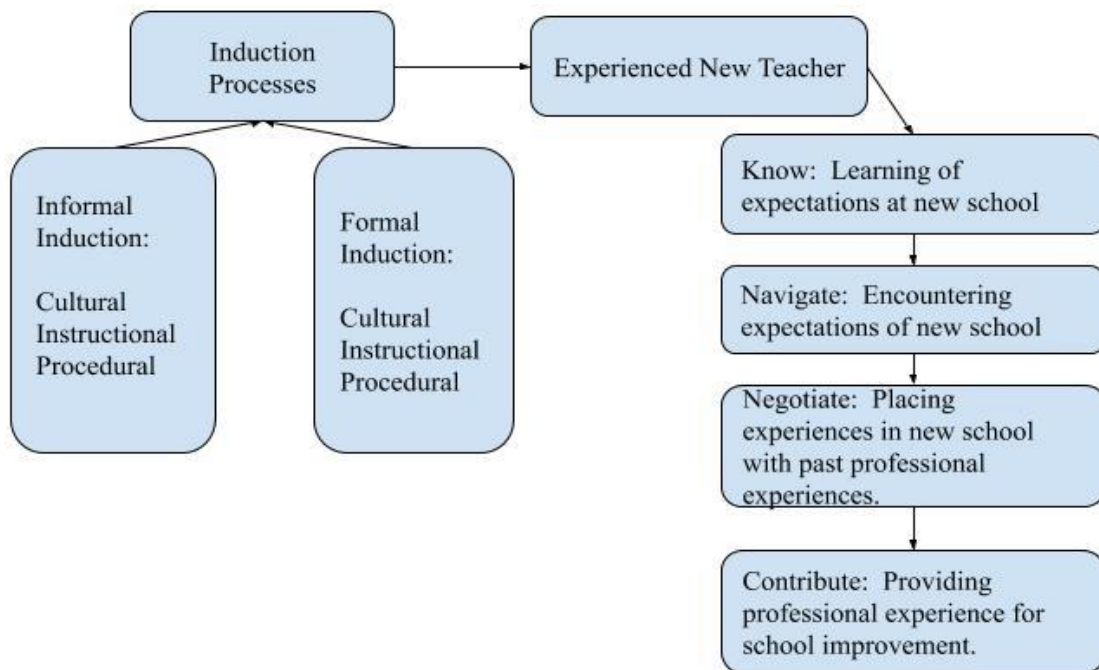
Incorporating the Social Constructivist Paradigm

Due to the reflective and personal nature of the study and the research questions posed,

social constructivism was selected as the paradigm to further understand the world of ENTs.

Social constructivism assumes that one's reality is constructed through social interactions

(Savin-Baden & Major, 2013). Because of the unique situations of each participant, social

constructivism was selected as an appropriate paradigm due to the underlying assumption that

individually and communally constructed realities may alter significantly between individuals experiencing the same phenomena (Mertens, 2005). The act of navigating such a momentous transition as well as the recognition of the realities of ENTs as a product of meaning-making through interaction with new colleagues, the induction process, and the role of a new teacher in a new school environment, renders the social constructivist approach especially appropriate in seeking to understand how ENTs seek to make sense of their previous professional experiences and expectations and their translation to a new working environment. Social constructivism acknowledges that individual reality is developed based upon one's interpretation and that "the process of knowledge construction is an active rather than a passive one" (Savin-Baden & Major, 2013, p. 201). Lincoln and Guba (2013) wrote that the social constructivist paradigm is rooted in the concept "that social reality is relative to the individuals involved and to the particular context in which they find themselves" (p. 39).

As ENTs embark on a new professional environment, their new realities are constructed in relation to their past experiences in education. Similarly, as social constructivists argue that one's reality is uniquely developed through social interaction and experiences, the inherently social world inhabited by high school teachers is a pertinent environment in which to employ a constructivist paradigm to understand the often deeply personal reflections and self-inventories associated with the transition of experienced teachers from a familiar workplace to a new environment.

Chapter Summary

The purpose of this study was to develop an understanding of the experiences of ENTs that left their teaching positions in public high schools either outside of Midwest or within the Midwest but outside of Wisconsin to teach in public high school classrooms in Wisconsin and

their encounters with their respective formal and informal induction processes in their new schools. I addressed a need in developing scholarship regarding teacher induction programming for experienced educators who are new to a school or division but who are not inexperienced teachers. I intended to provide a detailed analysis of the experiences of ENTs as they came to terms with departing a school in which they have taught for 3 or more years before and continuing their teaching careers within a new school setting. I placed on emphasis upon the experiences of ENTs as they moved through the formal and informal induction process at their new school and made sense of their new working environment through the formation of professional and personal relationships.

<h3 style="text-align:center">Definition of Terms</h3>

Acculturation: An ongoing process in which a teacher seeks to internalize the professional and cultural expectations placed upon the by school division, an individual school, an academic department within the school or the community at large.

Acclimatization: The process by which a teacher becomes familiar with the existing school culture.

Experienced New Teacher (ENT): An experienced new teacher, or ENT, describes an educator that is new to a school but not new to the teaching profession as a whole. An ENT is similarly described as a teacher that has experience in the classroom for an extended period. For the purposes of this study, the term "experienced new teacher" was employed and will be defined as a teacher that has at least completed three full academic years of teaching.

Induction: A set of experiences through which teachers who have been newly hired by a school division learn the professional obligations, responsibilities, and expectations incumbent upon them as they begin their employment. Although the terms induction and onboarding are used

interchangeably within the academic literature, this study utilized the term of induction to refer to such a process.

> **Formal:** A coordinated process in which new teachers are expected to move through a specific program with intended outcomes, strategies, and goals.

> **Informal:** A process that occurs concurrently with and/or separate from formal induction. Informal induction may consist of a new teacher speaking with their colleagues in their department or throughout the building. Informal induction is not a mandated process and therefore is developed based upon the discretion of the new teacher seeking or receiving advice as deemed integral and appropriate to their development as a teacher.

Leaver: A teacher who discontinues their employment as a teacher entirely.

Mover: A teacher who leaves one school for a new school. Extent scholarship on teacher mobility defines a "mover" as a teacher that leaves one school for employment in a different school. For the purposes of this study, a "mover" is defined as a teacher that left a school outside of Wisconsin to teach in a public high school classroom within Wisconsin.

Novice Teacher: Available research on novice teachers provides various definitions for the years of classroom experience necessary for one to be considered a novice teacher. A novice is defined in this study as a teacher with 3 full academic years of total classroom experience.

School Climate: The environment in which teachers, administrators, and stakeholders impact the learning experience of students attending the school.

School Culture: The interconnectedness between teachers, staff, and administrators in defining the expectations, values, and norms of the school.

Socialization: The process by which experienced teachers attempt to understand the cultural norms and values held and expressed by any number of groups within the school community.

Stayer: A teacher that has opted to continue their professional career in the same school in which they taught the previous year.

Teacher Attrition: Teachers seeking to leave the teaching profession.

Teacher Mobility: Teachers seeking to leave their classrooms in one school for a classroom in a different school building.

Teacher Retention: Teachers that remain in a classroom throughout the duration of an academic year or teachers that remain in the same building from one year to the next.

Chapter 2: Literature Review

Limited scholarly research has been conducted in terms of exploring the transition of ENTs who have ended their teaching career in one geographic region or state and continued their career in a different geographic region or state and attempting to understand their encounters with formal and informal induction in their new professional environments. As the stated goals of both formal and informal induction programs are to ensure that newly hired teachers to a school district remain in their classrooms throughout the academic year and beyond, issues of teacher migration and mobility are summarily addressed in this literature review as well. Finally, this literature review provides a discussion of Schlossberg's transition theory which has been selected as the theoretical framework to be implemented within the proposed study as a means of understanding the experiences of the included participants as they transitioned to a public high school in Wisconsin.

Migration and the Transition of ENTs to New Professional Environments

Understanding the issues that confront ENTs in relocating from one geographic region to a new geographic region as explored through informal and informal induction programming is critical to offering a smooth transition to a new professional environment for educators engaged in such a transitory process. A detailed exploration of the issue provides substantive context in exploring formal and informal induction processes for ENTs who presumably have a preconceived and nuanced understanding of what they value in their professional lives. Schools that experience a high teacher turnover rate are forced to confront a litany of issues in staffing their schools in an ongoing effort to ensure that students receive an adequate educational

experience and are instructed by capable, competent, and qualified faculty. Such departures may take place either willingly through elective transfers or involuntarily due to budgeting issues or poor performance reviews. Teacher retention within the United States remains intensely examined in scholarship exploring American K-12 public education. Carver-Thomas and Darling-Hammond (2019) found that annual teacher turnover rates, or the rate at which teachers leave their classrooms, have "ranged from 5.1% in 1992 to 8.4% in 2008…in a workforce of 3.8 million, this seemingly small amount adds about 125,000 to the annual demand for teachers" (p. 3). Carver-Thomas and Darling-Hammond (2019) analyzed data regarding teacher departures after the conclusion of the 2011-12 and 2012-2013 academic years and found that only 18% of teachers ending their teaching careers were doing so due to reaching retirement age (Carver-Thomas & Darling-Hammond, 2019). The remaining 82% of teachers left the field of education prior to reaching approximate retirement age.

Issues of teacher retention are routinely centered around the experience of novice teachers. While the definition of the term "novice" varies, a novice teacher is generally considered to be defined as a teacher that has spent less than three full academic years in the classroom (Scales & Rogers, 2017; Schatz-Oppenheimer & Dvir, 2014; Wood & Stanulis, 2009). Conversely, an "experienced teacher" is defined as a teacher that has served in a classroom for at least three full academic years and has gained a sense of professional awareness, content proficiency, and instructional intuition (Bakkenes et al., 2010; Ersozlu & Cayci, 2016). The term ENT is used throughout this study to describe a teacher that has gained a level of professional knowledge and awareness of their teaching obligations after having served as a classroom teacher for at least three full academic years prior to their arrival at a school in a different district.

Concerns regarding teacher attrition have been well-documented and the percentage of teachers leaving the profession prior to reaching retirement age is striking (S. P. Harris et al., 2019; Imazeki, 2005). Glennie et al. (2016) stated that "in the United States, within 5 years of beginning teaching, about 20 percent of new teachers left teaching altogether, and another 10 percent changed schools" (p. 245). Zembytska (2016) found that amongst teachers, "40% to 46% leave within the first 5 years" (p. 69). An oft-cited statistic regarding the number of inexperienced teachers that leave their classrooms posits that nearly 50% of novice educators leave their classrooms within the first 5 years of beginning their teaching careers (Gamborg et al., 2018; Synar & Maiden, 2012). Successful induction programming for novice educators attempts to stem the tide of teachers leaving the profession within their first 5 years of service while also attempting to provide such novice teachers with the foundation to build a blossoming career in public education. Yet, ENTs do not experience the high rate of attrition as that of their novice counterparts (Coggshall & Sexton, 2008). Therefore, the formal and informal induction process for ENTs must acknowledge the unique background and professional experiences of seasoned educators and assist their transition to their new professional environment.

State Specificity, Geographic Regionality, and the Impact on Teacher Mobility

Teacher mobility is defined as the rate of educators concluding their tenure in one school and seeking employment in a new school, effectively establishing a fluid teacher corps, or a phalanx of classroom educators interested in relocation for professional purposes (Feng, 2009; Hancock, 2016; Swars et al., 2009). Most teachers who choose to leave the profession are teachers that have three years or less of classroom experience or are teachers that are nearing retirement age (Coggshall & Sexton, 2008). Novice teachers experience a higher rate of mobility than their more experienced counterparts that have established themselves within the classroom

(Riordan, 2013; Singer & Willett, 1988). The preponderance of literature on teacher mobility provides state or regionally specific information that examines why classroom educators left their teaching assignments after the completion of a given academic year. In 2017, a report published by the National Center for Educational Evaluation and Regional Assistance studied teacher mobility rates in Texas (Sullivan et al., 2017). This researchers found that, from 2011-2012 to 2015-16, the teacher mobility rate in Texas had increased from 19% to 22% of the total teacher corps in Texas. While the report mirrored larger national trends in showing that the majority of teachers that were leaving their classrooms in the state had moved to other schools within the same district or schools within the state, the authors of the report noted that "teachers leaving Texas public schools accounted for the larger share of the teacher mobility rate over the period" (Sullivan et al., 2017, p. i). Elfers et al. (2007) mirrored data found in the Texas report with an analysis of teachers in Washington state. Elfers et al. (2007) found that 20% of teachers that left Washington state between 1998 and 2002 had completely exited the public school system. While it should be noted that Elfers et al. (2007) did not disaggregate their data to find a specific number or percentage of teachers that left the Washington state public school system through retirement or relocation, the study did state that the reasons for a teacher relocating within the district, state, or region were highly dependent upon a multitude of conditions that may be unique to any one school, district, or state. Podgursky et al. (2016) examined teacher mobility rates in Minnesota, Wisconsin, and Iowa between the 2006-2007 and 2010-2011 academic year and found that "the average annual intrastate educator mobility rate was 6.8 percent in Iowa, 9.3 percent in Minnesota, and 8.2 percent in Wisconsin between 2006/07 and 2010/11" (p. 4). Data from a similar study examining teacher mobility in Colorado, Missouri, and South Dakota found that between 2015-2016 and 2016-2017, 8% of teachers were classified

as "movers" in that they left their teaching assignment one academic year for a new teaching position within the state itself (Espel et al., 2019). Carver-Thomas and Darling-Hammond (2017) found that the percentage of teachers that have sought to leave the profession entirely or move to a different school to continue their teaching career has risen in recent years and has provided a sincere source of concern for stakeholders intent on retaining qualified educators within U.S. public school classrooms (Carver-Thomas & Darling-Hammond, 2017). Using data from 1991-1992, 1994-1995, and 2000-2001, Boe et al. (2008) found that 9% of general education teachers and 4.2% of special education teachers that left their own schools did so to seek employment in school divisions outside of the state in which they were currently teaching. Therefore, seeking to understand how an ENT may be supported in their new professional environments through formal and informal induction programming at their new school is essential to mitigating the concerning rate of teacher mobility and promoting the effectiveness of ENTs in their new professional environments.

Interregional and Intraregional Variants in Teacher Mobility

While articles in the popular press have addressed the particular phenomenon of interregional mobility for experienced educators, current academic scholarship has not given attention to interregional or intraregional teacher mobility and the potential stressors that confront classroom teachers that have relocated from one region to another within the United States. According to data from the United States Census Bureau, the lowest number of Americans relocated in 2016 since data were first collected in 1948 (Ihrke, 2017). While most Americans remain stationary in their residence, teacher mobility rates have increased in recent years (Carver-Thomas & Darling-Hammond, 2017). Such statistical discrepancies underscore a

realization that teachers are moving to new schools after beginning their professional careers in classrooms elsewhere.

Regionality in the United States plays a powerful role in determining the values, norms, and identities shared among residents in a particular area. The United States Census Bureau divides the United States into 4 distinct regions; Northeast, Midwest, South, and West with each region divided into several subregions (U.S. Census Bureau, n.d.). A geographic region in the United States is expressed as a distinct collection of states that share cultural, historical, political, and economic experiences both as an area and in the collective memory of inhabitants (Gimpel & Schuknecht, 2004). Mellow (2008) offered a particularly compelling definition of a region within the United States by writing that "regions are politically significant precisely because they use the material and ideational experiences of their inhabitants. This fusion, deeply informed by history, is what makes them potent and enduring" (p. 14).

Regional designation and distinctions in the United States are frequently defined as a shared cultural identity or heritage. Clerkin et al. (2013) argued that regionality is characterized by a sense of place, community, and belonging. Clerkin et al. (2013) further stated that culture, defined as the norms, beliefs, values, and experiences held by residents of a particular region, may vary greatly depending on the specific region in which one resides. Clearly defining a region is difficult as specific descriptions of regionality may fluctuate depending on the nature of a phenomenon studied and the perspectives of individuals participating in a study (Nelson & Rae, 2016). Yet, the consensus on regionality shows that the term "culture" is used most often to define what a group of people share in common in comparison to what that same group of people considers to be different (Mead, 2018).

In any new employment situation, teachers need to familiarize themselves with state mandated curriculum, the expectations of the school and the community, new colleagues and the unique power dynamics in the building and district. Yet, ENTs must also make sense of larger instructional and logistical issues such as changes in certification and state mandated curriculum. Although preparation for a successful transition to a new classroom in a new region or state may prove daunting in and of itself, an ENT must simultaneously contend with the potentially confusing and complex experience of teaching in a new region or state where the cultural norms and values may be quite different than that of the region or state where they had formally taught.

While Podgursky et al. (2016) noted that less than .1% of teachers studied in Minnesota, Iowa, and Wisconsin left their classrooms to move to classrooms out of the region, Carver-Thomas and Darling-Hammond (2017) stated that the number of teachers leaving their classrooms varies dramatically depending on the region one is leaving. The National Center for Education Statistics (n. d.) reported there were 3.2 million teachers in public schools throughout the United States in 2020 with numbers expected to increase in subsequent years. Podgursky (2016) found that an average of 6.8% of teachers in Iowa and 9.3% of teachers in Minnesota left their respective states annually from the 2006-2007 through 2010-2011 academic years. In the 2019-2020 academic year, the state of Iowa employed 37,299 full time teachers within the state's public schools (Iowa Department of Education, 2020). During the 2019-2020 academic year, Minnesota reported that there were 58,315 full time public school teachers within the state (Podgursky, 2016). Therefore, combining state data with Podgursky's (2016) analysis, it can be found that over 2,500 teachers will leave Iowa and over 5,400 teachers will leave Minnesota each year searching for instructional positions outside of their respective states.

Factors Concerning Employment for Public School Teachers in Wisconsin

Although larger national studies have provided some context to teacher migration, specific information pertaining to teacher migration to or from specific states remains extremely limited in available literature. Exploring the realities of teacher migration and subsequent induction programs within public schools in Wisconsin offers a critical analysis of the state's contemporary staffing issues. In 2018, colleges and universities throughout the United States experienced a steep decline in the number of students seeking enrollment in teacher preparation programs (Will, 2019). In 2019, the University of Wisconsin in Madison, the state's flagship public institution, established a task force to address Wisconsin's teacher shortage (University of Wisconsin System, 2019).Yet, as seats are now significantly limited at the University of Wisconsin-Madison for future educators seeking certification in subject fields that have an oversaturated labor market, the University and the Wisconsin Department of Public Instruction (DPI) has acknowledged that a teacher shortage does indeed currently exist in Wisconsin public schools with no discernable end in sight.

Attempting to examine the reasons for experienced teachers departing one region to teach in a different state in a different region would be a challenging task in order to capture the realities and unique situations of each state's K-12 education system. For the fall of 2020, an estimated 3.2 million full-time teachers were employed through public schools in the United States (Riser-Kositsky, 2020). In the 2018-2019 academic year, school districts within Wisconsin employed 60,649 classroom teachers alone (Wisconsin DPI, n.d.-a). The term "teacher shortage" has long been used to explain such a nationwide deficit of qualified educators that serve as classroom teachers that certainly does not leave Wisconsin in a unique situation. Walker (2019) noted with concern the dwindling national teacher corps, arguing that qualified teachers were

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desperately needed and that such a shortage in educators was especially concerning in schools that had a high rate of students in poverty. Whereas novice teachers with 5 years or less of classroom experience constituted most teachers ending their careers in the classroom prematurely, thousands of teachers leave the profession as they approach retirement age. D. N. Harris and Adams (2007) found that while most teachers that left the profession before the conclusion of their 5th year of service, a significant number of teachers departed as they neared retirement. While issues of teacher shortages are frequently documented in academic literature and the national media, continued debate exists in which a teacher shortage exists within the state of Wisconsin, especially when considering a school's needs in finding educators to fill vacancies in traditionally hard to staff subject areas such as STEM courses and special education (Office of Postsecondary Education, 2020).

During the 2013-2014 school year, Wisconsin had a total of 40 teacher preparation programs ranging from 4-year institutions to alternative licensure routes for obtaining the appropriate credentials to teach (Public Policy Forum, 2016). Of those individuals seeking initial licensure in Wisconsin, 5,437 licenses were granted for students that completed their teaching credentials within the state and 1,529 were granted for those who completed their preparation programs outside of the state during the 2009-10 year for a total of 6,966 new teachers granted licensure in Wisconsin (Public Policy Forum, 2016). Yet, despite the number of newly minted educators receiving their Wisconsin teaching licenses at the conclusion of their teacher preparation programs, issues of teacher shortages are a complex issue that extends beyond filling vacant positions at the end of one school year in preparation for the next.

Although Ingersoll's (2007) analogy of a "leaky bucket" referred to teachers continually entering the profession but leaving teaching within their first 5 years, the expected supply of new

teachers exiting their pre-service programs ready to find teaching positions appears to be a growing concern for numerous stakeholders throughout the state. Over a 5-year period from 2011 to 2016, the number of students pursuing careers in education dropped by 37% in Wisconsin's institutions of higher learning (Peterson, 2019). This precipitous decline in enrollment throughout the state's traditional teacher preparation programs affiliated with colleges and universities is further exacerbated by the reality of starting wages for classroom educators and an often uncertain future in the classroom with the doctrine of "last hired, first fired" (Ingersoll & Merrill, 2010). Therefore, within public schools in Wisconsin, it is imperative to recruit qualified teachers for service for the state's classrooms and ensure that such experienced personnel are provided with an induction program that serves their diverse and unique needs.

Ingersoll's (2007) analogies of schools as "revolving doors" and "leaky buckets" in constant need of educators to fill teaching positions are especially apt for describing the realities of modern public education and teaching in Wisconsin. While declining enrollment in teacher preparation programs is representative of a larger national concern, Wisconsin does appear to be producing a significant number of teachers that wish to enter the field of education. Yet, novice teachers continue to leave the profession after a limited period of time in the classroom. Although specific statistics are unavailable regarding the number of experienced teachers who have moved from out of state to teach in Wisconsin public schools, Wisconsin's in-state production of new teachers is simply not sufficient to fulfill the state's public education needs which are now being supplemented with alternative routes to licensure and the issuance of emergency waivers to teach in public schools throughout the state.

Induction as a Cost-Saving Measure

As Ingersoll (2007) examined in his analogies of leaky buckets and revolving doors, novice teachers enter the profession in large numbers annually but leave the field in substantial numbers causing school districts to scramble for new hires and to allocate significant financial resources to recruit and retain new teachers. Watlington et al. (2010) found that while the cost of teacher turnover is difficult to describe in terms of monetary impact on school divisions, the researchers did note that the cost of teacher turnover is exacerbated by the impact that continual hiring and recruitment plays in retaining qualified teachers. Ingersoll (2001) developed the term of a "revolving door" to reflect schools that must continually replace teachers that depart their classrooms prior to retirement. U.S. school divisions spend $4.9 to $7.3 billion annually on costs associated with teacher turnover (Synar & Maiden, 2012). Substantial district funds must be allocated to the recruitment of educators to replace those choosing to depart their respective schools each year (Sorensen & Ladd, 2020). Both formal and informal induction programming is not only significant in supporting the needs of teachers new to a district in terms of retaining their services in successive academic years, a powerful and robust formal and informal induction program may save money for school districts by ensuring that newly hired teachers remain in their classrooms in successive academic years.

The Stated Intentions of Formal and Informal Induction Programs

In an attempt to support the transition of teachers from inexperienced educators to valued professionals, induction programming has become a useful component of the novice teacher experience. An effective induction program is essential for retaining classroom educators in an attempt to offset the large number of teachers that begin their tenure in the classroom but leave the field of education prior to reaching retirement age (Bickmore & Bickmore, 2010). While

scholars have recognized the importance of formal and informal induction programming in supporting novice teachers, induction programming is not implemented universally throughout public schools in the United States. In a report published in 2016, 29 states required some form of induction programming for novice teachers (Goldrick, 2016). A study by the Education Commission of the States (2020) found that the number of states requiring formalized induction programming for novice teachers had risen to 31 in 2019. The Education Commission of the States (2020) report further showed that only nine states (Delaware, Hawaii, Louisiana, Maryland, Massachusetts, Michigan, North Carolina, Ohio, and Utah) mandated that teacher induction programs extended beyond the first year in which a novice teacher was employed in a new school district. The Education Commission of the States (2020) report further found that induction programming, as implemented by each state, varied dramatically in determining which teachers were to be included within such programming. Utilizing search terms such as experienced teacher induction, experienced teacher mentoring, experienced teacher onboarding revealed no available studies on mandatory informal or formal induction programming implemented for ENTs.

Teacher Retention and Student Achievement

Schools that experience particularly high rates of novice classroom teachers leaving their classrooms either during or after a given academic year are forced to confront a disruption to the learning environment and due to a lack of continuity and stability in the school (Olsen & Huang, 2019; Ronfeldt et al., 2013). Several studies have emphasized that effective and experienced educators are routinely well-versed in both content knowledge and pedagogy with their students scoring higher on standardized exams than students instructed by teachers with less years in the classroom and less advanced education as their more experienced counterparts (Akram, 2019;

Fetler, 1999; Irvine, 2019; Leigh, 2010). Moreover, as student achievement is frequently linked with teacher effectiveness, encouraging experienced teachers to remain in their current classrooms is often viewed as a means of promoting student academic success.

Induction Programming, Acculturation, and Acclimatization

One of the most salient features of formal induction programming is the role of familiarizing beginning teachers with the expectations of their school's culture and climate. From an organizational approach, the concept of ensuring that teachers are aware of the culture and climate of their new institution is representative of a larger awareness of the goals of the particular organization itself. Bolman and Deal (2017) wrote that culture was enforced through ritualization and ceremonies. Ritualization plays a significant role in novice teachers understanding the unique processes and expectations of the school (Bolman & Deal, 2017). Accordingly, ceremonies therefore emerge as a method in which organizational values and norms are communicated to employees or teachers in a school setting. Such ceremonies allow for teachers new to a division to understand what the school community values and wishes to embrace throughout the academic year and beyond.

Scholarship on school culture has struggled to concretely define the term but continues to place culture within a larger sociological or anthropological context. J. Harris (2018) stated that culture includes both a formal and informal component. J. Harris (2018) supported Bolman and Deal's (2017) positions regarding culture as the professing of ceremonies and rituals but extended the definition of culture as key to identity formation. Bower and Carlton-Parsons (2016) found that the formation and promulgation of a positive school culture can lead to the transformation of teacher identity in supporting the mission of the school itself as teachers internalize elevated expectations for students and exhibit those intentions in both classroom and

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collegial environments. While school culture reflects those values and norms that a school or larger school district wishes to embrace in an attempt to operationalize their mission, the school climate is reflective of the interaction between school personnel and students. Cohen et al. (2009) defined school climate as both an individual and collective experience in which student well-being is placed as a core component of the learning experience. MacNeil et al. (2009) summarized the difference between culture and climate as "often the climate is viewed as behavior, while culture is seen as comprising the values and norms of the school or organization" (p. 74).

A school with a supportive and encouraging culture and climate has a positive effect on teacher morale and overall job satisfaction. Aldridge and Fraser (2016) stated that "creating a supportive community in which teachers can work and share ideas and practices is beneficial for teachers in terms of both teachers' self-efficacy and job satisfaction" (p. 302). Similarly, Weiner and Higgins (2017) found that a positive school culture and the existence of supportive relationships between faculty members has a beneficial effect on student learning and behavior management. With the prevailing assumption being that positive school culture and climate have an affirmative effect on teacher motivation and morale, impactful teacher induction programming seeks to provide newly hired teachers with a thorough understanding of the expectations and experiences necessary for them to find success in their respective classrooms.

Formal Versus Informal Teacher Induction

Formal and informal induction processes, while sharing goals of acculturation, acclimatization, and retention, differ in their approaches to preparing newly hired teachers in a school division. A formal induction program is a professional development process in which newly hired teachers attend a series of mandatory meetings designed to provide support for the

upcoming school year (Bickmore & Bickmore, 2010; Howe, 2006). The formal induction

process may incorporate such experiences as professional development opportunities prior to the

beginning of the school year and throughout the academic year. Additional formal induction

processes may include assigning a mentor to a newly hired teacher with regularly scheduled

meetings and opportunities for personal and professional reflection. Informal induction exists as

an orientation program outside of the mandated meetings and professional development sessions

assigned through the formal process. Informal induction, while not explicitly developed or

mandated by the school or division, is an elemental component of the induction process and

remains crucial to the successful transition of a teacher to a new professional environment (Kidd

et al., 2015; Papatraianou & Le Cornu, 2014; Sanderson, 2003). Such informal induction

processes may include mentorship with a colleague not assigned during the formal process,

developing a network of similarly experienced educators that share personal and professional

stories in a face-to-face or virtual format, and making sense of the de facto leaders within the

building.

A search of informal induction programs revealed limited scholarship on the topic. A

paper published in 2012 stated that informal induction is conducted in a manner that accounts for

the individual needs and expectations of novice or beginning teachers and exists outside of the

realm of formalized induction processes (Shanks et al., 2012). In the study, researchers asked

participants who supported their development the most as a new teacher and respondents stated

that their collaboration with their colleagues was particularly helpful in forming their

development as teachers (Shanks et al., 2012). Newly credentialed teachers are frequently

assigned as mentees to experienced faculty members. A 2020 study found that beginning

teachers preferred working with experienced mentors of their own choosing (Colognesi et al.,

2020). While the scholars noted that an informal collaborative experience and ongoing dialogue may exist in a mentor/mentee relationship, the link between the experienced and inexperienced educator may be viewed as a component of the formal induction process itself. When related terms of informal onboarding, informal mentorship, informal orientation, combined with education, teacher training, and teacher preparation were entered into academic search engines, similarly limited results were obtained.

As an opportunity for professional development, informal learning has a robust and rather expansive research base in extant scholarship. Informal learning is defined as the acquisition of knowledge in an unstructured and spontaneous manner and outside the traditional confines of professional development (Hoekstra et al., 2007; Jurasaite-Harbison & Rex, 2010). As Lohman (2006) wrote, "teachers prefer more interactive learning activities, such as talking and sharing materials with others, than independent learning activities, such as searching the internet and reading professional publications" (p. 152). Therefore, while scholarship on informal induction is minimal, informal learning is a salient topic in professional development for educators.

The Role of Experienced Educators in Induction Programming

Experienced educators that have begun teaching in a new school have different needs than that of their less experienced counterparts. Formal induction programs frequently employ a mentorship approach in supporting the needs of beginning educators. The mentorship process often involves pairing a beginning teacher with an experienced educator that serves in the same school as the beginning educator (Dorce, 2014; Mascio, 2018; Strong & Baron, 2004). The one-to-one mentorship component of formal induction is highly individualized and provides an opportunity for honest, sincere, and constructive feedback offered from an experienced educator to a novice teacher as means of providing professional support and a sense of collegiality within

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the workplace (Bickmore & Bickmore, 2010; Bressman et al., 2018). While the length of a formalized mentorship relationship may vary from a yearlong assignment to a multi-year commitment, teachers paired with an experienced mentor offer a powerful forum for the process of an ENT in furthering their sense of professional identity while adjusting to the expectations of their new professional environment.

Whereas formal induction programs have been used to varying levels of success in the prevention of novice teachers exiting their classrooms before the completion of the first 5 years in the field, there is a stark lack of research with regards to ENTs transitioning to a classroom in a new school. Wisconsin's DPI offers a series of documents on their website that clearly state the institution's commitment to induction programming as instrumental to the success of novice teachers. Additionally, the Wisconsin DPI (n.d.-b) stated that it was the responsibility of school districts throughout the state to provide "beginning teachers with comprehensive induction programs that include quality mentoring support" (p.3). Searching through contemporary formal teacher induction programs both in the available scholarship and programs offered from state departments of education and local school systems show that induction programming specific to the needs of ENTs is simply either not addressed or not prioritized (Education Commission of the States, 2020; Goldrick, 2016).

While the experience of novice teachers in a new school has been explored in great detail in existing scholarship, experienced teachers who left their current school to continue their teaching careers in a new school have not been afforded much, if any, attention in extent academic literature (Coggshall & Sexton, 2008; Goldhaber et al., 2015; Podgursky et al., 2016). ENTs must carefully manage their own pedagogical and instructional expectations developed over multiple years of classroom experience with the unique personal and professional

expectations of their new institution. Additionally, ENTs entering a new professional environment must also make sense of faculty and school leadership dynamics, organization responsibilities, and the administrative expectations demanded of teachers that may be unique to the particular school. It is important to note that ENTs who take multiple years of classroom experience with them to a school in a different state must also contend with teaching according to course content standards unique to their new state or their new school and, as a result, may lead to significant planning and preparation from the teacher as they develop materials for their students in accordance with such course obligations.

Experienced Educators and Identity Formation

Unlike their novice counterparts, an ENT presumably possesses an awareness of the expectations and obligations awaiting them in their new classrooms. ENTs that have forged a career in education have formed a sense of their own professional identity within the context of their role in the school and community. As Pillen et al. (2013) wrote, "developing a professional identity is very important to becoming a successful teacher" (p. 241). As ENTs engage in reflective practices, judging their professional success and failures as teachers and members of the school community, the crystallization of a core self-defined teacher identity provides a foundation from which to establish oneself as a valued professional. Battey and Frank (2008) noted that "identity is shaped by the knowledge and skills we acquire and shapes the knowledge and skills we seek to develop" (p. 128). Additional work in conceptualizing teacher identity strongly asserts that the formation of one's identity as a teacher exists as both an act of individual agency and the role one plays within the larger social structure of the school environment (Battey & Frank, 2008; Beijaard et al., 2004). Battey and Frank (2008) noted that "teachers follow a trajectory of learning similar to the apprenticeship model" in which their own experiences within

the classroom inform and augment their continued sense of professional identity and classroom practice (p. 129). Noonan (2019) discussed the concept of experienced teacher identity formation by the exploring identity itself as a fluid and continuous process by stating that "generally understood as teacher's conceptions of self and their role, teacher professional identity is formed and reformed over time and represents a diverse range of influences" (p. 127). An examination of teacher identity highlights the expectations that teachers forge their identity through an ongoing process of self-reflection and personal reevaluation (Battey & Franke, 2008; Beijard et al., 2004; Noonan, 2019). Therefore, an ENT that has arrived in a new school brings with them multiple years of participation in such reflective experiences and must combine this previously developed professional identity with the realities of their new school.

Addressing Concerns of ENTs During the Formal and Informal Induction Process

There is a significant body of literature examining the myriad of concerns and issues that teachers confront both personally and professionally in deciding to leave their schools for employment in other schools or district and a similarly robust literature base exists in providing an examination on the innumerable factors that contribute to classroom teachers ending their employment in any given school division. As the formal and informal induction processes are designed to provide classroom educators with a positive, encouraging, engaging, and supporting professional experience to support their retention, extant scholarship provides an academic foundation for experiences that teachers and administrators are able to exert some level of control over within the school and the classroom itself.

Job Satisfaction and Teacher Happiness

As formal induction programs are intended to keep qualified teachers in district classrooms, conveying to ENTs a positive perception of the school may be significant in

supporting ENTs in their transition to a new school. De Stercke et al. (2015) showed that when teachers experience an elevated level of contentment with their employment, they often remain in the same school for a longer period of time than classroom teachers who feel frustrated and resentful in their school. Additionally, while teachers who choose to move to a different school cite a multitude of reasons in justifying their transfer, providing a thorough examination of each teacher's rationalization for seeking a transfer would be an impossibility. Aziri (2011) argued that job satisfaction is defined as the degree to which an employee is able to perform their obligations while feeling a sense of happiness, accomplishment, and fulfillment in doing so. Job satisfaction has been further framed within a personal construction as an experience, that while sharing similarities that span across professions, remains an intensely personal experience with a highly individualized expression of feeling competent and content within their working environment (Alegre et al., 2016; Polatcan & Cansoy, 2019; Sarikaya & Keskinkilic Kara, 2020). While specific components related to job satisfaction for teachers may fall into the larger parameters of job satisfaction research in any number of professional fields, narrowing a definition of job satisfaction within the world of public education offers further clarity regarding teacher's perceptions of their own employment. Supporting the prospect of teacher job satisfaction and carefully showcasing a positive school culture in the induction process may provide a particularly powerful opportunity for a division to enforce the positive aspects of continued employment in the division.

ENT-Administration Relationship Development and Formal Induction

Formal induction programming provides an opportunity for ENTs to learn about school-based leadership and to begin the process of relationship building with administration. Promoting a positive relationship between ENTs and administrators is an integral component to promoting

teacher retention and encouraging ENTs to remain in their classrooms. Bickmore and Bickmore (2010) wrote that a part of an effective formal induction program is "characterized by a positive view of school leadership, that is, leadership that supports collaboration, collegial leadership, and provides resources" (pp. 1006-1007). Positive teacher-administration relationships have been linked to the development and promotion of a positive school environment and culture in which teachers find themselves happy enough in their position to remain within their classrooms at a school (Moye et al., 2005; Price, 2012). Khan (2019) wrote that "effective leadership behavior that contributes towards developing a positive organizational climate is crucial to enhance teachers' commitment and helps an organization to effectively accomplish their goals" (p. 328). Khan further noted that the development of a positive school climate as maintained by school leaders enhanced teacher commitment.

In addition to the role that school administrators play in promoting a positive school climate as an elemental component of teacher job satisfaction, classroom educators clearly desire school administrators that they can trust in promoting the best interests of the school, the students, and the faculty. Administrators that trust in the professionalism of their teachers to make sound instructional and pedagogical decisions have found this trust reciprocated in how teachers view the decisions made by school principals and leadership (Babaoglan, 2016). Teachers that believed their principal genuinely supported and cared for their well-being as educators were found to place substantial trust in such administrators and further conducted themselves with a heightened sense of professionalism (Tschannen-Moran & Gareis, 2015). The formal and informal induction process provides an opportunity for administrators to engage with ENTs and to express their commitment to the success of ENTs in their transition to their new school. Within the process of formal induction programming, the support of administrators is

crucial in the delivery and success of an induction program with school and division administration playing an integral part in how an induction program is implemented and summarily received by its participants (Conway, 2006; Gee & Gonsier-Gerdin, 2018).

Teacher Relationships, Collegial Interaction, and Informal Induction

While formal induction follows a specified and structured program, informal induction relies on the development of substantive relationships between the newly hired teacher and their colleagues. The significance of teacher relationships has been explored from the perspective of school cohesion, institutional buy-in, and teacher well-being. The day-to-day experiences of teachers within the classroom is often a study in professional isolation. Shah (2012) stated that due to the inherently frenzied schedule of classroom teachers, collaborating with colleagues and forming meaningful relationships with peers is a persistent challenge. The significance of forming collegial relationships amongst faculty members has been indicated to improve school culture, climate, and individual teacher's connectedness to their schools, students, and their classrooms (Fielding, 1999; Shah, 2012). Additionally, the development of positive teacher relationships amongst the faculty aides in collaborative experiences, planning, and school engagement.

As teachers engage in conversations regarding planning, effective instruction, and student relationships, classroom educators bond over their common duty and level of commitment to their students and their work. The reality of promoting teacher collegiality has been shown to alleviate teacher attrition (Abdallah, 2009; Pogodzinski, 2014; Pogodzinski et al., 2013). Furthermore, Abdallah (2009) noted that engaging in collegial relationships amongst faculty members "breaks down the feelings of isolation, and lack of positive interaction with peers cited by so many as reasons for attrition" (pp. 1-2). While educators exist in a professional

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environment in which they interact with numerous people over the course of the day, teachers who have formed lasting and impactful relationships with their fellow faculty members have found themselves more likely to trust their peers in a professional and personal capacity (Fallon & Barnett, 2009; Podalsky et al., 2019). Such trust-building experiences and important relationships lessen the isolation that many teachers experience and play an impactful role in a school retaining classroom teachers.

Induction processes, whether formal or informal, that provide support systems for newly hired teachers tend to experience a greater level of success. Howe (2006) wrote that "benefits of superior teacher induction include attracting better candidates, reduced attrition, improved job satisfaction, enhanced professional development and improved teacher and learning" (p. 287). As induction processes emphasize the procedural, instructional, and cultural aspects through both formal and informal induction, offering individual educators a forum in which to explore the unique professional worlds of their new schools promotes an ongoing supportive work environment, improves teacher retentions, and provides a financially responsible method of encouraging effective teachers to remain in their classrooms from year to year (Howe, 2006; Ingersoll & Strong, 2011; Kearney, 2017). Understanding that the identity of experienced and novice teachers may vary tremendously, developing an induction process to meet the needs of ENTs is essential to ensuring their continued success, especially if those ENTs have arrived at a new school from outside of the state or the geographic region.

Teacher Mobility and the Impact on Rural and Urban Public Schools

Issues of teacher retention impact both rural and urban schools at greater levels than their suburban and wealthier counterpart districts. Additionally, schools that routinely struggle with academic performance are confronted with a higher proportion of teachers that leave the school

prior to reaching retirement age (Clotfelter et al., 2008). Schools that serve a population with a high percentage of students living in poverty are placed in a particularly precarious situation. Such districts must simultaneously address an elevated proportion of students deemed to be "at-risk" with less financial resources as wealthier school divisions (Levy et al., 2012; Watlington et al., 2020). Teacher retention rates are frequently dependent on the economic and geographic situations in which school districts find themselves.

Teacher Retention and Urban Public Education

Within the urban setting, teacher attrition disproportionately affects schools with students of color (DeAngelis & Presley, 2011; James & Wyckoff, 2020). A study released in 2009 by the Consortium on Chicago School at the University of Chicago corroborated previous studies on new teachers departing the field within their first 5 years of service and the negative impact that such attrition has on urban schools with a high number of minority students. Research conducted through the study found that within the Chicago Public School system, over the course of a 5-year period in any given school within the division, half the teachers in a building will leave and they will do so for a variety of reasons (Allensworth et al., 2009). The University of Chicago study provided a stark assessment of a dire situation noting that "about 100" schools in the expansive urban district lost "a quarter or more of their teaching staff every year" in schools where "the majority of the student body is low-income; in most of the schools, all students are low-income" (Allensworth et al., 2009, pp. 1-2). The authors concluded that the hiring of new teachers remained a critical priority in the success and continuity of student learning by stating "there must be continuing and ongoing efforts to hire and develop new teachers or the efforts of any new initiative or program will die out after just a few years" (Allensworth et al., 2009, p. 1).

Research in urban education paints a concerning picture regarding the mass exodus of educators from urban public school systems with a predominantly white teacher corps. A study conducted in 2017 that examined 16 school districts found that 44%-74% of new teachers in urban public school districts 44%-74% left their classrooms within their first 5 years of teaching (Papay et al., 2017). As McKinney et al. (2007) stated,

> the educational realities, detrimental effects of poverty, and human despair that often depress high-poverty communities can prove to be quite overpowering for many teachers new to the profession and significantly contribute to high levels of teacher absenteeism, attrition rates, and teacher shortages (p. 1).

Urban schools in high-need areas must address a continuity of teachers that depart their classrooms early in their professional careers.

Another concern regarding the early exit of teachers from America's urban schools centers on the issue of sociocultural differences between the teacher corps and students (Sachs, 2004). Sachs (2004) wrote that as most teachers working in urban classrooms are White and from middle class backgrounds and their students are more often minorities from socially disadvantaged backgrounds, teachers find it difficult to relate to their students within their own classrooms. Therefore, students in schools that are economically disadvantaged frequently have inexperienced teachers who may prove ineffective in supporting student achievement (Rivera Rodas, 2019; Vagi et al., 2019; Wronowski, 2017).

Public Schools in Rural Communities

The realities faced by urban divisions regarding teacher departures from high need schools are frequently mirrored by rural divisions throughout the United States. Koricich et al. (2018) argued that rural schools face a litany of challenges regarding inadequate funding and that

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a community that finds itself struggling economically may be unable to provide sufficient funds

for school operations. As school districts rely heavily on funds garnered from local property

taxes, school districts in rural areas of the United States often lack the financial resources to

adequately pay teachers to remain in isolated, rural communities throughout the nation

(Edmondson & Butler, 2010). Rural schools face high levels of poverty, dropout rates, and

dwindling economic opportunities for graduates (Longhurst, 2012). With such sustained issues

facing rural schools, many teachers serving such communities disproportionately make the

ultimate decision to seek employment outside of such communities.

Theoretical Framework

As ENTs make sense of their new professional environments and move through the induction

process, a clash between the knowledge gained in the classroom of their former school comes

into conflict with the reality of teaching in a new school (Joslin, 2002). Additionally, ENTs that

have continued their time in the classroom in a new region must contend with understanding the

regional peculiarities distinct to their new professional environment (Podgursky et al., 2016). In

attempting to understand this formative transition period, the incorporation of Schlossberg's

transition theory is useful in providing a theoretical framework from which to place the lived

experiences of experienced-new teachers as they renew their professional life in the classroom

(Figure 2). Figure 2 has been adapted from Schmitt and Schiffman's (2019) work that provides a

detailed illustration of Schlossberg's transition theory (p. 2).

Figure 2

Adaptation of Schlossberg's Transition Theory (Schlossberg, 1981; Schloss et al., 1995).
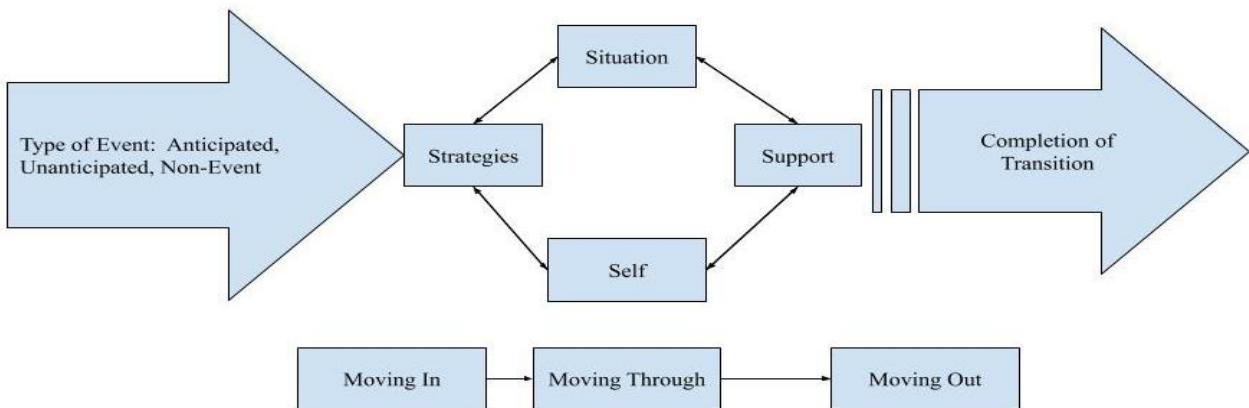
The Development of Transition Theory

Schlossberg's transition theory has been a continually studied and implemented theoretical framework in the social sciences in order to understand the personal decisions and changes that one encounters when they progress through a transitory process. Schlossberg's theory originated in the mid-1960s through research in adult men interested in seeking employment outside of their current careers (Barclay, 2017). The theory continued to be refined in the early 1980s through counseling adults who had recently experienced a loss in employment (Schlossberg et al., 1995). Rooted within the field of adult counseling practices and service, transition theory acknowledged that adults experiencing a transition "are often confused and in need of assistance" (Schlossberg et al., 1995, p. 25). Roskell (2013) studied international teachers that relocated to schools outside of their home country. Roskell (2013) noted that all teachers studied "made a positive life choice to work in an international school" and that "all change which disrupts the familiar pattern of life entails some degree of substitution, growth, and

loss" (p. 167). Scholars have explored the concept of teacher relocation to international schools and have emphasized the sense of personal challenge a teacher confronts when engaging in such a substantial change in their professional life (Von Kirchenheim & Richardson, 2005; Sharplin, 2009). While ENTs in this study have not relocated internationally to continue their teaching careers, their transition to a new state from outside the state or geographic region is nevertheless impactful. Subsequently, an ENT's move through a formal induction process plays a critical role in determining a sense of belonging within their new school. The ENT moves through the formal induction process reconciling their professional obligations with that of their former institutions. As the formal induction process continues and the ENT encounters the realities of their new school, the ENT engages with colleagues in an attempt to merge their roles as a new teacher to the building with their own professional experience, effectively embracing the 4 Ss as explored by Schlossberg (1981).

An individual making sense of a transition in their own life is mitigated by the support, or lack thereof, from familial and social networks in ensuring that the transition is successfully encountered and internalized or becomes a negative experience with profoundly detrimental implications in one's life (Schlossberg et al., 1995). In Schlossberg's research, a transition is explained as "an event that creates a disruption of roles, routine, and relationships for the individual experiencing the transition" (Barclay, 2017, p. 23). Ultimately, using Schlossberg's transition theory frames an ENTs move to a new school as an opportunity to reflect on one's prior experiences, expectations, and assumptions of professional culture and identity (Barclay, 2017). Schlossberg's transition theory therefore provides a continual opportunity for an ENT to exist within their new school, routinely making sense of their surroundings and the obligations

upon them within the understanding that their prior workplace experiences have helped form their current professional identity and practice.

The Contextualization of Transition Theory

Schlossberg's transition theory is centered within the greater context of the nature of change as encountered by an individual. For the purposes of this study, Schlossberg's transition theory is utilized in an effort to understand the potentially disruptive event that encompasses the experienced new teacher seeking to find a professional home in a new school as they pass through the informal and formal induction processes. Schlossberg's transition theory includes a three-pronged approach to understand how one approaches, navigates, and moves beyond specific transformative experiences within one's life (Anderson et al., 2012). Transition theory provides a contextual foundation from which to understand the interconnectivity between self, place, and relationships that combine to either help or hinder one's own process of change. Placing a transition within a larger context of personal reflection and extant and emerging relationships is integral for the successful maneuvering through uncertainty. Reviewing Schlossberg's theory, Barclay (2017) noted that a "transition is a process that takes place over time rather than at one point in time" (p. 24). According to the transition theory, a transition does not exist suspended in some sort of ethereal environment. Rather, a transition is a fluid experience constituting a series of personal evaluations in an ongoing reflective process.

Schlossberg's Transition Theory and Educational Research

Schlossberg's transition theory was developed within the context of the impactful nature of transitions encountered in the lives of adults. While the theory has long since been used in studies regarding counseling adults, research incorporating Schlossberg's transition theory has been implemented into higher education research where scholars seek to examine the lives of

college students as they navigate their experiences in enrolling in higher education and pursuing advanced degrees. Rosemond and Owens (2019) used Schlossberg's transition theory in a study of the experience of college students as they completed their undergraduate education and began professional and adult lives. Similarly, Workman (2015) incorporated Schlossberg's work in an examination of the relationship between college students as they explored their own experiences during the first year in an undergraduate program and how they coped with a newly recognized independence that comes with collegiate life in planning for their future declaration of a major and considering the educational and vocational paths required as they move forward throughout their undergraduate careers. Studies in higher education incorporating Schlossberg's transition theory have addressed the relationships between nontraditional students entering institutions of higher education. Scholars have addressed the unique challenges confronting nontraditional students entering college after having served in the United States military (Gordon et al., 2016; K. A. Griffin & Gilbert, 2015; Rall, 2016; Rumann & Hamrick, 2010). Moreover, research into higher education applying Schlossberg's transition theory frequently examines the relationship between secondary students navigating the conclusion of their high school education and their respective forays into young adulthood and collegiate life (Marks & Jones, 2004; Sewell & Goings, 2020).

Despite the acceptance of Schlossberg's transition theory in scholarship regarding higher education, the application of Schlossberg's theoretical framework to educators employed within public high schools does not exist. Using search terms "Schlossberg's transition theory" combined with "teachers" or "educators" revealed no results concerning teachers that were employed in public schools. As Schlossberg's transition theory was originally developed with the intent of examining the transformative process of confronting and coping with change in the

lives of adults, analyzing the lives of public school teachers is further justified through burgeoning research in secondary education that has incorporated Schlossberg's theoretical framework to explore the relationship of high schools students and their academic and non-academic environs (Lenz, 2001; Rall, 2016). Further, studies that have examined the phenomenon of student transitions at the secondary school level acknowledge the multifaceted and complex relationships in which students exist amid a web of personal friendships, professor-student interactions, and the realities that accompany students in a new learning and living environment (Epstein et al., 2021; Heck & Mahoe, 2006; Mac Iver et al., 2015).

"Moving In, Moving Through, and Moving Out"

Exploring the context of the transitory event is instrumental to managing and coping with transition. Schlossberg et al. (1995) provided a context from which to understand the unique situations in which one finds themselves as they encounter transitions and make sense of their developing world. The "moving in" component of recognizing a transition allows for an individual to develop their own situational awareness of the experience which they will soon encounter (Barclay, 2017). A "moving through" experience exists within the event itself. As Schlossberg et al. (1995) stated, "moving through represents a time in transition for achieving as much learning about the new roles, relationships, and routines as possible" (p. 24). The "moving through" process allows for an individual to acquire information to assist them in acknowledging, accepting, and the multidimensional aspects of transition. Finally, the "moving out" process exists in which the transition has been approached, examined, and completed. As Schlossberg et al. (1995) believed that a transition may be deemed successful when an individual experiences a growth as a result of the overall process, "moving out" represents the finality of the experience and the continuity of post-transition life.

Identifying Types of Transitions

Transition theory proposes that taking stock of an individual transition is instrumental in recognizing the type of response required. Transition theory includes a series of specific types of transitional experiences that confront an individual at any given point in their life. Schlossberg's research identified three specific types of transitions that confront those that are experiencing some sort of personal or professional upheaval: *anticipated*, *unanticipated,* and *non-event*. Identifying and understanding the type of event faced by an individual is helpful in acquiring the resources necessary to successfully mitigate the transition (Anderson et al., 2012).

An *anticipated* transition is one that the individual assumes will take place. Anticipated events can take any number of forms but remain as an occurrence in which one assumes an experience will be realized (Anderson et al., 2012). Within the framework of the proposed study, an anticipated transition can be illustrated with the experience of an experienced teacher that has accepted a teaching position at a new school. Having applied, interviewed, and finally accepted a new position in a new state, an anticipated transition for an educator involves the understanding that the teacher has finished their education career in one institution and now seeks to move to a new classroom. While there are numerous experiences that constitute the process of relocating one's career, the anticipated transition nonetheless exists in the form of a seasoned professional accepting a new position outside of their current state.

An *unanticipated* transition is a markedly different experience than that of the anticipated transition. Schlossberg et al. (1995) defined an unanticipated event as something that is unforeseen. Research frequently identifies an unanticipated transition as a fundamentally negative event (Schlossberg et al., 1995; Winter, 2014). Such unanticipated transitions within the field of public high school teachers can include such experiences as a position being cut, an

unexpected transfer from one classroom to another, or a teacher being asked to either instruct

new courses or discontinue teaching a particular subject or class without prior warning.

Finally, transition theory includes a third type of transition known as a *non-event*. A non-event represents an experience that an individual assumed would take place, but which ultimately does not occur (Schlossberg et al., 1995). An unanticipated event may be particularly challenging in that an event was either hoped for or expected by the individual. As Schlossberg et al. (1995) stated that to an individual, "the realization that the expected transition did not and will never occur alters the way they see themselves and might alter the way they behave" (p. 30). Schlossberg et al. (1995) have discussed four types of non-events. A *delayed* event exists when something has not happened but may very well still take place. A *personal* event occurs when an individual experience does not take place. As Schlossberg et al. (1995) pointed out, a *ripple* non-event is something in which "the unfilled expectations of someone close to us, which in turn, alters our own roles, relationships, and assumptions" (p. 30). Lastly, Schlossberg et al. (1995) offer the experience of a *resultant* non-event in which an individual encounters an event which leads them to the realization that future experiences will not happen based on the initial event itself.

The Four S Construct

Within Schlossberg's research, transitions are successfully managed with a combination of a strong network of support and taking stock of one's own life experiences and expectations through careful, thoughtful, and continual self-analysis and reflection. As the transition process unfolds in the life of those that experience such transformational events, conscientious inventory is taken as a means of honestly confronting the transition at hand. Perhaps the most widely examined and applied component of Schlossberg's transition theory is the coping strategies

collectively known as the "Four Ss." The four S concepts include *situation*, *self*, *support*, and *strategie*s and are used to provide a framework for successful navigation through the often murky waters of transition.

Much like the awareness of the type of the transition, situational awareness is paramount to a successful negotiation of a transition. Anderson et al. (2012) stated that an awareness of the unique series of events that leads to and surrounds a transition is significant. The *situation* of a transition can change dramatically based on what prompted the transition and the length of the transition (Anderson et al., 2012). Furthermore, a situational awareness of the transition is also influenced by the individual's perception of the event and if the event is prolonged experienced or a brief encounter (K. A. Griffin & Gilbert, 2015). A situation in which an individual may find themselves as they approach a transition dictates the continual reevaluation of the transition process within the confines of personal awareness of the event.

The concept of *self* as explained in transition theory begins with an analysis of oneself. K. A. Griffin and Gilbert (2015) stated that "self-reflected factors focus on how internal resources and personal characteristics influence coping" (p. 73). Barclay (2017) added that "if students are to transition smoothly and with increased purpose, they need to be self-aware of their beliefs, self-perceived abilities, perceptions, and attitudes" (p. 26). Individuals must carefully assess their own backgrounds and their capacity and capability to encounter and handle transitions appropriately. The individual must be aware of their own strengths and shortcomings with regards to handling a transition based on past experiences and its impact on their current transitory experience.

Support refers to the larger expanse of peers, family, and institutions that one is connected with before, during, and after the conclusion of an event. K. A. Griffin and Gilbert

(2015) stated that "support is largely social, and addresses the ways in which caring, affirmation, and positive feedback can facilitate transitions" (p. 74). Incorporating Schlossberg's concept of mattering further extends the significance of personal networks in providing support for an individual experiencing transition. An awareness of support structures within one's own life not only provides a sense of belonging but an opportunity to support change through the role of constructive and sincere criticism (Anderson et al., 2012). *Suppor*t exists in a litany of forms that seek to bolster the attitude and mental perceptions of those experiencing transition.

Strategies comprise the final component of the four S framework. With the understanding that a transition is a disruptive event in the life of an individual, possessing an arsenal of coping strategies can be particularly helpful to moving forward throughout a transition. Anderson et al. (2012) believed that strategies are dependent based on the needs of the individual and the particular situation in which the event transpires. Strategies are gained through discussion with significant others, counselors, friends, families, and any number of other personal and professional advisors that may be of benefit to the person going through the transition (Schlossberg et al., 1995). Strategies may serve as either the developed personal responses to the transition or an awareness of institutional structures that may serve to support the individual as they process a transition.

Mattering and Marginality in Schlossberg's Research

Mattering and marginality are linked to Schlossberg's transition theory and are helpful to more fully understand the nature of transitions and the impacts of such experiences on the people going through powerful transformational processes. Mattering refers to the desire for an individual to be cared for, supported, and encouraged (Rayle, 2005; Rayle & Chung, 2007; Rosati et al., 2019; Schieferecke & Ward, 2013). The concept of mattering illustrates an

individual's need to feel valued and cared for. Marginality, however, provides an opposing

perspective to mattering. Marginality is concerned with an individual feeling ostracized or placed

on the periphery of acceptance and welcomed interaction (Huerta & Fishman, 2014; Schlossberg,

1989). Effectively, marginalized individuals feel disconnected from peers and a community.

While Huerta and Fishman (2014) acknowledged that the term "community" may represent

highly variable experiences depending on individual perspectives, they contended that a

disconnection and a lack of participation with a larger network of caring supporters would have a

negative impact on one's own sense of belongingness and mattering. Schlossberg further added

that mattering is a mutually beneficial process in which those that care for others expect for their

support to be repaid accordingly (Barclay, 2017).

Integration of Transition Theory and the Study's Conceptual Framework

Providing a textual and graphic representation of Schlossberg's Transition Theory and

the conceptual framework of this proposed study is helpful in providing further contextual

information in understanding the relationship between the theory, the framework, and the

experience of ENTs. Schlossberg's exploration of the 4S framework of self, strategies, support,

and situation are at the center of the transition theory itself. As the ENT moves forward through

formal and informal induction processes, they continually rely on a network of assistance. While

this assistance network may fluctuate as the ENT progresses through the transition of teaching in

a new high school, the ENT will maintain a connection to the 4s framework in the hopes of

continuing on a successful transition path.

First, the ENT has an awareness of what they need to *know* or obtain from their formal

and informal induction process. The ENT is able to rely on past professional experiences and

seeks to find information, either in a formal or informal context, to help them ease their transition

to their new school. The *know* component of the conceptual framework is linked to the *moving in* aspect of Transition Theory due to the relationship in approaching the beginning of the transition phase. The ENT is aware that they are experiencing a transition and are actively seeking information about their new working environment. The *navigate* and *negotiate* portions of the conceptual framework are linked with the *moving through* portion of the theoretical framework. An ENT has moved from the *know* portion of the conceptual framework and is now aware of the expectations of their new school in terms of personal and professional obligations. *Navigate* is followed by *negotiate* in the conceptual framework yet continues to be a component of *moving through.* As the ENT begins to understand their role in the new school as well as the institution's culture and climate, they are still learning and finding their place within the school itself as a new faculty member. Also linked to the *navigate* and *negotiate* components of conceptual framework and the *moving through* portion of the theoretical framework, is *marginality* as explained by Schlossberg (Rayle, 2005). As an ENT begins their time in a new school, they may feel as if they must temper sharing their opinions with their colleagues and administrators out of concern for not respecting or understanding previously established norms. Should the ENT continue to feel as though they are unable to support the instructional and cultural programs of the school, they will remain in the *moving through* stage of the transition and will persist in feeling marginalized.

The *contribute* phase of the conceptual framework is linked to the *moving out* component of the theoretical framework in addressing the conclusion of the transition itself. The ENT now feels that their thoughts and experiences will be valued by their colleagues, administrators, and the school community as a whole. The ENT has succeeded in *moving out* of the transition of teaching in a new high school. *Contribute*, *moving out*, and *mattering* are linked in that the ENT feels as though their voice is respected and their expertise is valued. *Mattering*, as expressed by

Schlossberg, allows for the successful completion of the transition of an ENT to their new school as they progressed from being a new faculty member to a respected colleague. An understanding of the relationship between the transition of an ENT and their reliance on the 4S framework is further detailed in the following graphic (Figure 3).

Figure 3

Integration of Schlossberg's Transition Theory and the Conceptual Framework in the Formal and Informal Induction Process
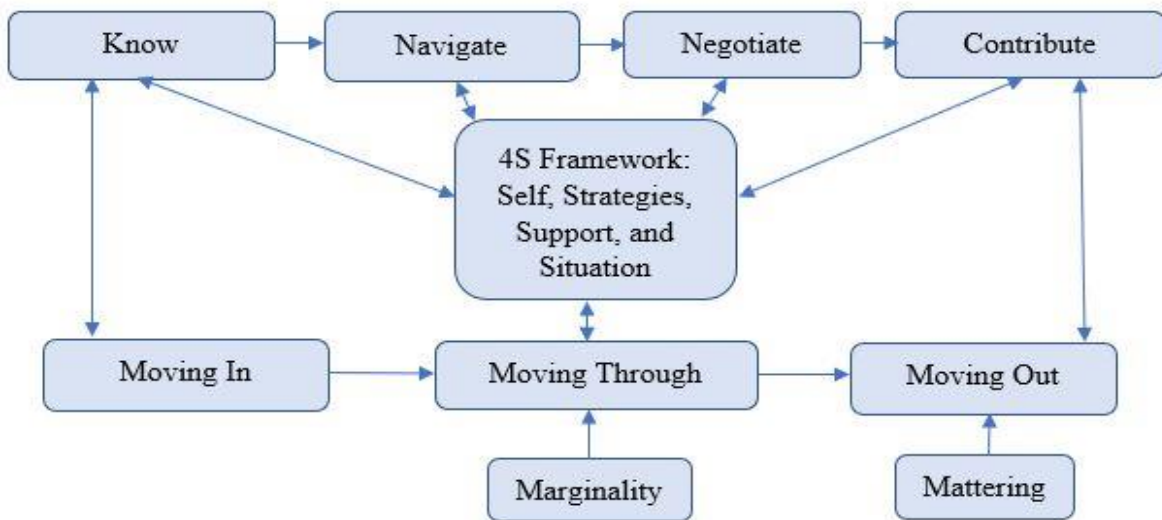
Critique of Transition Theory

Schlossberg's transition theory is not without criticism. Schlossberg offers no timetable as to the completion of a transition outside of the *moving in*, *moving through,* and *moving out* stages (Schlossberg et al., 1995). An ENT that has relocated to a new school from outside of the state or geographic region, their expectation would be that their voluntary transition would be a welcomed opportunity and a generally positive experience. Yet, such assumptions may not become reality and the ENT may feel as though they are an outsider in their professional environment. Additionally, research has shown that teachers are more likely to leave a school

where they believe they do not fit within the organizational structure of the building (Vekeman et al., 2017). To progress through each state of the transition may take a significant amount of time and not be the quick process that the ENT had envisioned when relocating to their new school.

A Review of Schlossberg's Theory

Schlossberg's theory is a fluid network of expectations and coping systems aimed at successfully encountering transitions and then moving through the transitory period successfully. Rather than an unalterable and static framework for which to examine the realities of transitions and the impact on the lives of those experiencing such events, Schlossberg's transition theory acknowledges the realities that individuals encounter transitions with profoundly varied personal experiences and coping mechanisms. Schlossberg's transition theory remains a powerful lens from which to understand the experience of people in transition as they take stock of their own strengths and weaknesses in encountering such significant events. While scant research exists regarding the lives of teachers as they encounter a transition in moving from one school to a new school environment, Schlossberg's transition theory is an appropriate tool to understand the extraordinarily complex world of teachers and the development of their professional connections that can greatly extend through several years of service to one school and one community. Using the background of Schlossberg's transition theory in educational research at both the K-12 and higher education level as a guide, Schlossberg's transition theory is implemented within the context of this study as a means of framing the transition of ENTs leaving their classrooms in one region to move to a new building in a new region and understanding how they have coped with such significant change.

For the ENT that has accepted a teaching position in a public high school in Wisconsin from outside of the region or the state, following Schlossberg's transition theory as outlined

above constitutes a series of expected movements. First, the ENT encounters an anticipated event in their movement to a new school. As the ENT begins their formal and informal induction process, they are *moving in* to the transition and encountering the realities of professional life in their new school. As the ENT *moves through* the transition, they take stock of resources at their disposal to assist their transition. *Situation* may be a recognition of professional experiences previously encountered by the ENT in providing an appropriate response to a given event. The ENT relies on their repertoire of professional knowledge in assisting them with events that unfold throughout the course of the school day. An ENT may use *support* through formal or informal relationships developed through collegial interaction and collaboration. *Self* may be a personal recognition of one's own professionalism and confidence in decision-making from academic and logistical perspectives. An ENT may refer to *strategies* as the cumulation of years of prior experience in the classroom and an understanding of how to successfully manage a classroom and provide students with the support that they may need. As the ENT progresses through the formal and informal induction process, they continually reflect on the 4 S model developed by Schlossberg. Finally, as the ENT works to establish themself within their new professional environment, they *move out* of the transition and either accept or reject their role as an experienced classroom educator in their new school.

Chapter Summary

Attempting to understand the unique world inhabited by ENTs as they seek to transition to a new school in a state within a new geographic region, is a complex and challenging endeavor. While induction programming has been developed and implemented by several states and local school systems, such programming attempts to support novice teachers in their first years in a school for essentially two related, but distinct, functions. First, formal induction

programs are developed in a concerted effort to mitigate the unfortunate pattern of novice teachers leaving their classrooms or their profession within the first three years of service. Secondly, formal and informal induction programs are aimed at providing novice teachers with an opportunity to understand the unique school environment in which the roles they are expected to play within the school and the community at large.

Yet, ENTs do not receive the same level of attention as teachers entering the profession or their novice counterparts. While new teachers beginning their time in the classroom far outnumber the number of experienced teachers that are transitioning to a new school, the experienced educators continuing their careers in a new school is worth exploring. Experienced teachers transitioning to a new classroom environment provide a wealth of professional knowledge to their new professional environments. Yet, their experience must be tempered with the expectations of their new school. As significant research has been conducted with regards to what personal and organizational expectations teachers value in their schools, such research may be applied effectively to understand what ENTs desire in induction programming or other initiating experiences as they begin their service in a new school. While experienced educators are more likely to remain in their classrooms and have been shown to be more effective for student learning as opposed to their novice counterparts, providing an opportunity for understanding the wishes and goals of experienced teachers entering a new classroom in a different school and what they may need in an induction program may be of immense benefit in easing their transition and ensuring that their first years in a new school are powerful, effective, and meaningful from both a professional and personal perspective.

Chapter 3: Methodology

This chapter provides a guide for the implementation of the study, participant selection, data generation, data analyses, and subsequent report of the findings. This chapter offers justification for the utilization of a collective-case study with a cross-case descriptive analysis as an appropriate research approach to meet the goals of the study and the questions that guide the research. As the study explored the lives of ENTs as they moved through their formal and informal induction processes at their respective schools compounded by relocating to a new geographic region from their previous place of employment, providing a descriptive analysis of the case study afforded an opportunity for a dynamic comparison of concepts established by Schlossberg's (1981) transition theory and the information shared by participants. Finally, this chapter offers a justification for participant selection and data generation and further acts as a procedural guideline for the implementation of the study and the subsequent analysis of collected data.

Research Questions

The study design implemented a descriptive, collective case study approach in an attempt to understand the experiences of ENTs who have relocated to teach in public high schools in Wisconsin after teaching outside of the Midwest for a minimum of 3 full academic years. The core question that guided this study was the following: How did the formal or informal induction processes serve or ignore the needs of ENTs in their transition from their former school to their public high school in Wisconsin? The following sub-questions guided the research and data analysis:

1. What do ENTs perceive that they require in formal and informal induction processes to successfully transition to a new high school?

2. How do the ENTs perceive the existing culture of the new school in juxtaposition with prior expectations and experiences of the academic, professional, and social culture of a school?

3. To what extent, if any, was the ENT's career expertise utilized by their new school in either a formal or informal setting?

4. What people, systems, or institutions were utilized by the ENT as they made sense of their new professional environment?

5. At what point, if any, did an ENT feel comfortable in sharing their voice or experiences in their new schools to promote the mission of the institution?

Collective Case Study Methodological Framework

This study developed a detailed and nuanced understanding of the informal and formal induction processes and the complexities of the transition process and experiences of ENTs who have spent a minimum of 3 full academic years teaching outside of the Midwest before relocating to the state of Wisconsin to continue their teaching career in a public high school within the state. As each participating ENT sought to make sense of their new classroom, school culture, relationships with students, colleagues, and the larger community, their specific workplace experiences and professional obligations are entirely unique to the individual. Due to the unique circumstances of participants who have transitioned from a public high school outside of the Midwest to a public high school in Wisconsin, a collective case study approach was selected in which to frame the study and to answer the research questions as they pertained to the lived experiences of the participants. For this study, the case was defined as the experience of

ENTs who have relocated to teach in a public high school classroom within the state of Wisconsin with research questions aimed at uncovering the transition process of ENTs to their new schools.

As a qualitative approach, Creswell and Poth (2018) stated that "case study research is defined as a qualitative approach in which the investigator explores a real-life, contemporary bounded system or multiple bounded systems over time, through detailed, in-depth data collection" (p. 97). The concept of the case study has further been hypothesized as a specific event in which the larger context of the event is essential to the researcher's understanding of the situation in which the participant experienced the phenomenon or phenomena that is intended to be studied. Case study research was developed with the expectation that the research participant will have the forum in which the experience of the participants will be explored and discussed in as great as detail as possible (Yin, 2018). A case study is intended to provide a deep understanding of an event or experience through a careful and holistic analysis of the phenomenon (Creswell & Poth, 2018; Yin, 2018). Creswell and Poth (2018) wrote that a case study begins with "the identification of a specific case that will be described and analyzed" (p. 97). By exploring the transition of the ENT to their new school in Wisconsin through the lens of Schlossberg's (1981) transition theory, it is hoped that a more complex and nuanced understanding of the experience of ENTs will be developed for use in supporting the needs of such educators engaged with their formal and informal induction process.

For this particular case study, a collective case study model was adopted from the work of methodologist Stake (1995). Stake's (1995) explanation of a collective case study asserted that the researcher actively seeks to incorporate several participant experiences into the overall study. The collective case study will incorporate multiple participant experiences that fit the criteria for

inclusion within the study. The concept of a collective case study, as defined by Stake (2005), allows for numerous participants to be included within the study in a concerted effort to provide a more robust exploration of the experience intended for analysis and review. While the participants all experienced the process of relocating to a public high school in Wisconsin after having taught at a different school outside of the Midwest, at the time of this study they were currently teaching at different public high schools throughout the state. It is important to note that interviews were conducted at the conclusion of the 2020-2021 academic year. When interviews began, some participants had concluded their academic year while others were finishing the Spring 2021 semester. Yet, all participants in the study stated that they intended to return to the same school for the 2021-2022 academic year in which they taught during the 2020-2021 academic year. As a result of the ENTs finding employment in various public schools throughout Wisconsin, the study of a single informal and formal induction process at one school would be inappropriate for the goals of the study. Therefore, incorporating a collective case study approach provided an opportunity to explore the formal and informal induction processes and transitions as experienced by the participants in their individual schools throughout Wisconsin and allowed for a greater number of participants to share their experiences with the researcher.

The collective case study findings were reported using a descriptive analysis format. Descriptive reporting allows for a clear and accurate representation of the experiences of participants as expressed through the multiple methods of data generation (Vaismoradi et al., 2015; Yin, 2018). Descriptive reporting of findings further served as an additional measure of protecting objectivity due to the researcher's own experience as an ENT in Wisconsin. Rather than placing external expectations and assumptions of what participants *should* or *could* have

experienced during their formal and informal induction programs and transition processes as an ENT, a descriptive reporting of the collective experiences of the participants provided for a representation of the thoughts and sentiments of participants included within the study to be captured and reported as clearly and as accurately as possible.

Social Constructivism as Paradigm

The core research questions that guided this study addressed the experiences of ENTs that relocated to teach in public high schools in Wisconsin from their former schools outside of the Midwest and the formal and informal induction processes experienced as a component of their transition. While the professional world of classroom educators is filled with multiple daily interactions between themselves and students, administrators, parents, guardians, colleagues, and any number of other stakeholders, the case study approach implemented in this study was utilized as a means of exploring the experience of ENTs and their ongoing construction and reconstruction of their identity in their professional and personal worlds.

Social constructivism was selected as the study's paradigm due to the highly communal and interactive world of which teachers inhabit in a professional environment. Social constructivists contend that reality is continually constructed and revised through ongoing social interactions (Beck & Kosnik, 2006; Quay, 2003). Social constructivism establishes the importance of perpetual meaning-making processes within the larger context of the interactions that comprise a classroom teacher's personal and professional life (Creswell & Poth, 2018; Savin-Baden & Major, 2013). Therefore, the research questions guiding this study were elemental to the development of a nuanced understanding of the experience of participants transitioning to a high school located within a different geographic region than the one in which the participant was previously employed. While the study focused solely on ENTs and their

unique and individualized experiences, the participants' formal and informal induction process and their transition from their former schools outside of the Midwest to their current schools within Wisconsin provided an optimal opportunity to explore the engagement and interaction of ENTs within the highly social world in which they work. Therefore, social constructivist theory was an apt theory for implementation in the study as a means of underscoring the research with an acknowledgement of a profession that exists within such a highly communicative world.

Social Constructivism in Educational Research

Vygotsky's work on the contextualization of one's knowledge acquisition within social interaction has long been used within the field of educational research. Contemporary social constructivists involved in educational research have developed an understanding that the near-constant human interaction which occurs within a school over the course of a class period, a day, and the duration of the entire academic year provides a powerful opportunity to examine the application of the theory in a real-world context. Young (2008) noted that "social constructivism argues that all knowledge is the product of social practices; knowledge is therefore inescapable from a standpoint or perspective. No knowledge is privileged or, in any strong sense, objective" (p. 145). Whereas limited research exists that addresses the relationship of social constructivism from the perspective of the professional educator, social constructivists involved in educational research have also pointed to the reality that knowledge acquisition exists both within the school and outside of the building's walls (Bozkurt, 2017). The limited research that does exist exploring social constructivist principles within teachers and their working environment emphasizes the importance of collective learning and personal development that may occur through professional interactions and collaboration that may take place in pre-service education or professional development (Redden et al., 2007).

Yet, this study did not seek to incorporate all potential factors that could have impacted the ENT throughout their formal and informal induction programs and their respective transition process to their new schools. The study acknowledged that the professional expectations and experiences of ENTs have played a substantial role in determining how smooth or challenging the participant's transition to their new school in Wisconsin may have been. As a result, this study used participant reflections on the social interactions that may have impacted their successful or unsuccessful transitions to their respective public high schools throughout Wisconsin.

Social Constructivism and the Experiences of a Classroom Teacher

The experiences of classroom teachers are rooted in their own highly interactive profession. Using the operationalized definition of an ENT as classroom educator with over 3 years of experience that is beginning their time in a new classroom after having previously taught in other schools outside of the Midwest, using the social constructivist paradigm was an appropriate in framing how the participants internalized the transformative process of leaving one classroom in a school outside of Wisconsin and then restarting their careers in a public high school in a different state or geographic region. A teacher's interaction with their colleagues, administrators, students, parents/guardians, community members, and any number of other stakeholders plays a formative role in defining and redefining the teacher's perception of their own professional practice and the relationships that may subsequently play an important role in their lives both in and out of the classroom.

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Schlossberg's Transition Theory and ENTs

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The transition of ENTs and their experiences form the core of this study and are explored through Schlossberg's (1981) transition theory. Academics have frequently used transition

theory as an effective framework from which to understand the nature and subsequent impact of

a transition on an individual (Koltz & Koltz, 2019; Rodriguez-Kiino, 2013). Within the confines

of the study, Schlossberg's (1981) transition theory provided a compelling theoretical framework

that acknowledged that the move of an ENT from one school district outside of the Midwest to a

Wisconsin public high school classroom does, in fact, constitute a transition. It may reasonably

be assumed that ending employment in a school in which one has served for several years

constitutes a transition within the life of an educator. While this study could not reasonably

surmise which part of the overall transition and induction process would be most impactful to the

participant, Schlossberg's transition theory provides a frame of reference for how the participant

experienced the transition and how such a transition impacted their own personal and

professional lives (Figure 4).

Figure 4

Schlossberg's Transition Theory

Moving In:	**Moving Out:**	**Moving Through:**
The participant anticipates that a transition will occur or has recognized a transition is occurring.	The participant experiences the event as it is unfolding.	The participant has experienced the transition and has completed the transition process.

Schlossberg's (1981) transition theory accounts for the myriad experiences potentially

encountered by an individual faced with an anticipated or unanticipated transition in their life.

An ENT arrives at their new school with an understanding of professional expectations and

obligations developed over a number of years of classroom experiences. From the perspective of

an ENT who made the decision to leave a teaching position that they have held for over three

years to move to a new region or a new state, transition theory is appropriate in examining how

an ENT encounters a new professional environment and moves through the formal and informal

induction process as a part of their becoming a faculty member at a new school. Transition theory provides an understanding that as an ENT moves from being a newly hired experienced teacher to a valued and respected member of the faculty at their new school, the expectations of their professional experiences at their new school may or may not match the expectations that they had held prior to beginning their new position.

Participant Selection

Participation was limited to include ENTs who have taught for a minimum of 3 consecutive academic years outside of the Midwest and who currently teach in public high schools within the state of Wisconsin. Participants were selected using purposeful sampling. Purposeful sampling is a method of selecting participants based on the researcher's assumption that selected participants fit the specific criteria developed by the researcher for inclusion within the study due to the participant's intimate familiarity with the event that is the intended focus of the study (Creswell & Poth, 2018). Patton (1987) stated that "the power of purposeful sampling lies in selecting *information-rich cases* for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the evaluation" (pp. 51-52). Palinkas et al. (2015) wrote that purposeful sampling is particularly useful when "identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest" (p. 534). Participants were selected using two distinct methods.

The first method of procuring participants was done through consultation of Wisconsin's Cooperative Educational Service Agency (CESA). Organized through the Wisconsin DPI, CESA provides public school districts throughout the state with professional development opportunities for teachers and administrators (CESA, n.d.). Programming offered by CESA is also available

for private schools throughout the state. There are 12 CESA agencies that offer support for 422 public school districts throughout the state of Wisconsin. In an attempt to ensure that teachers working in a variety of school districts throughout the state were given the opportunity to participate in the study, 10 principals from public high schools in each of the 12 CESA districts were contacted via email. The principals were given a document with a summary of the study and a description of participant search criteria with 33 school administrators responding to the message (see Appendix A). Of those 33 school principals, six stated that faculty members currently employed in their schools met the participant criteria. These principals then shared contact information for faculty members that were eligible for participation in the study. An email was sent to potential participants who had been suggested by their respective principals (see Appendix B). From this email, I received a message from five potential participants expressing interest in joining the study. A posted a succinct summary of the study and participant criteria on teacher and education groups on Facebook as an additional means of acquiring participants. From these posts, I received five messages directly from teachers who met the participant criteria and that were willing to be a part of the study.

From 10 total potential participants that were acquired through direct contact with principals of public high schools in Wisconsin and through Facebook, five participants were randomly selected for inclusion within the study. The participants were given a summary of requirements for participation, asked to sign a participation form and return it at their earliest convenience. Once the signed participation forms were received, participants were given access to their individual dialogic journals and scheduled for their first individual interviews. All participants were assigned pseudonyms in an attempt to protect their anonymity as much as possible, and those pseudonyms are used throughout the duration of the next two chapters.

Figure 5 provides a brief summary of the participants professional background and where they taught before arriving in Wisconsin. A much more detailed explanation of their professional experiences as an ENT is provided in Chapter 4 (Figure 5).

Figure 5

Participant background information.

Participant Name:	Current Year Teaching Full-Time/Completed in Wisconsin at Time of Study:	Region in Which Participant Taught Prior to the Study:	Region Participant is From:	Subject Currently Teaching/ Taught and Instructional Setting
Kate	2nd	Western United States	Midwest	English/ Language Arts; General Education
Liz	2nd	Southwestern United States	Southwest	Mathematics; Special Education
Mike	6th	Southeastern United States	Midwest	Social Studies; General Education
Rob	2nd	Southeastern United States	Midwest	Social Studies; General Education
Tim	4th	Western United States	Midwest	Science; Alternative Education

Data Collection

Data generation was achieved through three individual interviews with participants, one focus group, and participant dialogical journaling. It was hoped that by offering participants several methods and options of engaging with the researcher and sharing their experiences, that a

more well-rounded and encompassing story of the participant's experience with transitioning to a public high school in Wisconsin would emerge. Over the course of three individual interviews, one focus group, and the dialogic journals produced by participants, a total of 314 single-spaced pages of data was collected and subsequently analyzed.

Individual Participant Interviews

Each participant engaged in three personal interviews and two focus group interviews. The individual interviews were expected to last approximately 90 minutes in length and followed a semi-structured interview format as clarified by Seidman (2006). According to Galletta (2013), "semi-structured interviews incorporate both open-ended and more theoretically driven questions, eliciting data grounded in the experience of the participant as well as data guided by existing constructs in the particular discipline within one is conducting research" (p. 45).

Prior to the first round of individual interview, participants received an electronic copy of questions to consider in preparation for the interview (see Appendix C). These initial questions were not the same questions used in the interviews themselves. Rather, the initial questions were used as a means for participants to begin reflecting on their own personal experiences in preparation for the individual interview. It was hoped that by allowing participants the opportunity to reflect on their own experiences in connection to the conceptual framework of *knowing, navigating, negotiating,* and *collaborating* prior to the individual interview, they would more readily share such related information with the researcher and recall formative experiences in their transition process. The participants were asked to carefully consider their responses to these pre-individual interview questions. There was no expectation or assumption that the participants would type their thoughts in the document that they received prior to the interview. These questions were distributed to the research participants via email in an editable document

and, should participants have chosen to write responses to the pre-interview questions, they were given the opportunity to reflect on their written responses throughout the course of the interview. I asked that any written reflections on the pre-interview questions be emailed to me prior to the interview so that I would have a copy of the participant's reactions to the questions posed during both rounds of interviews. Prior to the second round of individual interviews, I distributed a series of pre-interview questions in the same manner as that of the first round of pre-interview questions. The second round of interviews followed the same protocol as that of the first round of interviews. Questions that were asked in both the first and second round of interviews were developed prior to the interview with study participants (see Appendix D). The third and final individual interview took place after the conclusion of the focus group. The third interview followed the same format as that of the previous interview rounds. The questions that were presented to the participants in the third individual interviews were based on themes that emerged from a posteriori concept-coding of transcripts from the first and second individual interviews as well as the focus group. Like previous individual interviews, participants received a list of guiding questions to consider prior to the third interview taking place (see Appendix E). The purpose of these pre-interview questions was not to have participants record formal responses, but rather to provide participants with an opportunity to reflect on their experiences prior to the interview taking place.

Using the semi-structured questions for the first and round of interviews granted a foundation from which to ask follow-up questions for the third round of individual interviews that dove deeper into the individual experiences of the participants. The usage of a semi-structured interview format provided an opportunity to delve into lines of questioning with the intention that such queries would lead to the uncovering of rich stories from the participant that

may not have been addressed directly through the questionnaire. All interviews were audio-recorded using a handheld digital recording device and all participants were made aware before the fact that their interviews were recorded.

After the conclusion of each round of interviews, researcher notes from the interviews, participant responses to the provided second round questionnaire, and transcripts were summarily coded and analyzed. Seidman (2006) stated that data collection may occur through separate interviews spaced approximately 3–10 days apart from one another. Seidman (2006) argued that the time and spacing of the interviews is instrumental in developing a positive relationship with the research participants while also allowing the participants to think reflectively about their experiences in an effort to share the totality of their experiences with the researcher. As a result of Seidman's (2006) work, research participants in this study were individually interviewed on two separate occasions and participated in two focus groups. Interviews were conducted via telephone with all interviews being audio recorded. Once interviews were completed, the interviews were uploaded to a transcription service, downloaded and checked for clarity. All documents were stored securely on Box, an online, encrypted repository. It is important to acknowledge that at the time of the interviews, all participants were currently employed as teachers in classrooms throughout the state of Wisconsin. Therefore, interviews were conducted outside of instructional hours so as not to serve as a distraction for students and participants alike. Due to the timing of conducting this study in the midst of COVID-19, teachers must divide their time between professional responsibilities and personal obligations during the continued pandemic. The schedule of participants was taken into consideration in finding times to conduct the individual interviews and focus groups.

Focus Group

After the conclusion of the second round of interviews, participants were invited to engage in one focus group discussion. The focus group session served as a complementary discussion concerning the first and second personal interviews that centered on the formal and informal induction process as experienced by participants. The focus group addressed questions from the second individual interviews and discussed the overall transition of the ENT as explored through Schlossberg's (1981) transition theory. Masadeh (2012) suggested that focus groups should range 30 minutes to 2.5 hours. To maintain consistency amongst individual interviews and the focus group, the focus group interview lasted no longer than 90 minutes and will be conducted using an online video conferencing platform.

As interviews with participants have taken place individually, the focus group provided an opportunity for participants to share their own lived experiences in transitions from outside of the Midwest to Wisconsin with their fellow participants based on themes that emerged from the first two rounds of individual interviews (see Appendix F). As Hennink (2014) stated,

> it is the group environment that brings out the variety of perspectives, but the interactive discussion that prompts rationalizations, explicit reasoning, and focused examples, thereby uncovering various facets and nuances of the issues that are simply not available by interviewing an individual participant (p. 3).

The focus group allowed the participants to find commonalities and differences with their experiences and share such information with each other and the interviewer. The homogeneity of the group allowed for participants to voice their experiences with their professional transition with the understanding that their experience as an ENT at a public high school Wisconsin was not a unique occurrence and that their fellow focus group participants have shared in such an

event (Hennink, 2014). After the conclusion of the second individual interview, I sent an email to participants with three specific meeting times for the focus group to take place. Participants had 48 hours to respond to the message with their preferred time slot for the focus group meeting to occur. It was hoped that by offering multiple potential meeting times, participants would be able to accommodate the meeting in their respective schedules. Once participant responses were received, I shared the focus group meeting date and time with participants.

Before the focus group commenced, I reminded participants that their comments would be audio recorded using a digital, handheld recording device. As with the individual interviews, I engaged in member-checking throughout the focus group meeting and, after the conclusion of the focus group, I emailed each participant a summary of their remarks in order to ensure accuracy. In an effort to maintain confidentiality, I established clear parameters regarding confidentiality and anonymity. I asked that participants refrained from using any information about themselves that may identify the school in which they teach, their colleagues, or their students. I stressed to the participants that they refer to both themselves and the other focus group participants by their pseudonyms assigned to them and used throughout the study. The focus group began with a brief personal introduction and warm up questions for participants such as "can you discuss your daily obligations and what classes you teach?" Informal questions such as this provided participants with a chance to develop a sense of collegiality with their fellow ENTs (Hennink, 2014; Kamberelis & Dimitriadis, 2013).

The focus group began following the establishment of the introductory questions and the establishment of confidentiality procedures. I used a discussion guide composed of questions developed from themes that emerged from the first and second rounds of individual interviews. According to Hennink (2014), "a discussion guide is a pre-prepared list of topics or actual

questions used by a moderator to guide the group discussion" (p. 48). The focus group followed a semi-structured format, and the incorporation of the discussion guide provided an opportunity to solicit responses from a specific set of questions while maintaining an environment in which participants were able to share their responses freely. The discussion guide offered me, as the researcher, an opportunity to ensure that specific topics are addressed by the participants while simultaneously embracing the spontaneity that may occur through interviews. As the focus group commenced, I did not necessarily call on specific participants to respond to each question individually. Yet, I worked to ensure that no one participant in the focus groups dominated the discussion and that all participants felt as though their voices were heard and valued.

To support the organically developing conversation and engagement with the questions, the experiences, and the participants, I allowed for participants to speak freely and to expand on their colleagues' comments as they feel necessary. Yet, I used the discussion guide to ensure that specific topics were addressed collectively by participants. While the discussion guide used in the focus group emphasized larger questions posed to the group based on individual responses in the first two rounds of questions, the discussion guide also included specific questions tailored for specific participants. For example, if, after reviewing the transcripts from the first and second interviews, a participant had a unique experience unlike their counterparts, I used the focus group as an opportunity to ask the particular participant to expand on their experience. It was my hope that by drawing attention to a specific participant's experience within the greater focus group itself, other participants would reflect on similar experiences and share related thoughts as well.

Dialogic Journals

The research questions posed were intended to serve as a method of encouraging participant interaction with the researcher. As means of extending lines of communication

between the researcher and participant, each participant and the researcher engaged in an ongoing textual communication through the implementation of a dialogic journal. Once the signed consent form was received from the participant, the participant received access to their individual dialogic journal. The dialogic journal remained available to the participant for one week after a summary of the third individual interview had been sent to the participant for their review.

A dialogic journal is a form of written communication that exists as a flow of questions, discussions, and the sharing of ideas and information between two or more participants (Greene, 2020; Ruth, 2014). The dialogic journal is intended to help support collegiality and rapport between the researcher and the participant (Greene, 2020). While individual interviews serve as an opportunity for a verbal exchange between participant and researcher, the dialogic journals are a tool for data generation that is fluid and allows for the participant and the researcher to engage with one another outside of the confines of the personal interview in an ongoing written space. The dialogic journal may be utilized by the participant at their discretion to document past experiences in their transition and induction processes as they are remembered at any given moment throughout the course of the study. Once I received participation forms from ENTs included within the study, I shared an electronic, editable document with each participant for their independent use that would be used as the dialogic journal. Only the participant and myself had access to the document. To protect confidentiality, the dialogic journal was uploaded and stored using a secure online repository throughout the writing and edit process of the journal itself. The dialogic journal began before the first round of interviews and concluded shortly after the completion of the second focus group.

There were multiple purposes for the incorporation of a dialogic journal within this study. Before the first interview begins, I asked each participant to engage in the writing process using the dialogical journal. I created a document in which the participant and I had exclusive editing privileges. I asked participants to share their educational background, their experiences as an ENT during the first weeks of the school year, and particular events of note that took place within their formal and informal induction processes. Initially, the participants provided contextual information that was helpful in developing a better understanding of the nature of their transition and the uniqueness of their experiences as an ENT. As participants wrote in their dialogic journals, I asked specific follow-up questions by adding them directly to the shared document and asked for clarification or expansion of the participant's ideas in an attempt to fully develop the participant's thoughts and experiences. Finally, dialogic journals were used to pose questions emanating from a single participant's personal reflections to the larger group. For example, if a participant wrote in their dialogical journal that they experienced something specific as a result of their transition from their former school to their public high school in Wisconsin, I was then able to ask if any of the other participants shared a similar experience while simultaneously maintaining the confidentiality of the individual participants. Such questions were worded to protect the confidentiality of all participants but encouraged participants to reflect on their own experience and perhaps recall information that they had not previously considered.

The dialogic journal was analyzed in the same manner as that of the transcript of an individual interview and focus group. Participants were given one week after they received a summary of their third individual interview to complete any final thoughts or concerns that they wanted to share with me via their dialogical journals. I reviewed the dialogic journals and asked

for clarification from the participants as necessary in order to more fully understand their thoughts. Once participants confirmed with me that they were confident that their thoughts were accurately captured in their dialogic journals, I downloaded the dialogic journals and began the coding process. The dialogic journal was concept-coded as a single document.

The first round of coding took place with a review of the dialogic journal and consisted of descriptive coding. Saldaña (2011) stated that descriptive coding "is particularly useful when you have different types of data gathered from one study" (p. 104). As data were generated using interviews, focus groups, dialogical journals, and documents from participant experiences with their induction process, using descriptive coding allowed for a streamlined process of initial coding that remained the same regardless of the type of data analyzed. After capturing the experiences of the participant using descriptive coding, the initial codes were then categorized into clusters based upon similar descriptive codes (Saldaña, 2011). The clusters developed were then expanded into larger descriptive themes that were used to more accurately and effectively capture the experience of participants in the study.

Member Checking

Throughout the course of the interviews, I engaged in repeated member-checking within each interview itself. Member checking is defined as the process by which the researcher ensures the validity and comprehension of the information that has been offered by the participants through the data collection process (Carlson, 2010; Simpson & Quigley, 2016; Snyder, 2012). During the course of the interviews, I frequently sought to ensure that I was understanding the experiences of the participants as they were shared with me. Engaging in frequent review of the participants' voices allowed me to ensure that I was understanding and recording the lived experiences of participants as thoroughly and as completely as possible. After each round of

interviews, I summarized the information that was shared with me. I then emailed the summarization of individual interviews to participants. I asked that participants review the summarization of the interviews and return the email with any corrections or clarifications that they may have felt was necessary for me to more thoroughly understand the complexity of their experiences. As the focus group is a collective interview, I summarized the responses of each participant exclusive of their fellow participants. I sent an email to the individual participants with a summary of their responses provided during the focus group.

Memoing

In order to ensure that data are continually considered, I engaged in the process of memoing. Memoing is a reflective practice whereby the researcher writes a series of notes throughout the entirety of the research process (Birks et al., 2008). Traditionally, memoing has been utilized in grounded theory but the practice has been largely adapted through the field of qualitative research (Creswell & Poth, 2018; Mayan, 2016). Using the reflective process of memoing, I was able to provide further contextualization for both the participant's experience and my own understanding of the data as I began to process the information. Memoing allows the researcher to become increasingly involved within all stages of analysis. As I began to make sense of the data collected, memoing allowed me to make a continued series of notes containing my own observations, thoughts, and sentiments regarding the research process as it unfolded. As data collection moved forward to the process of analysis, I reviewed the memos that I had created in an effort to provide a more detailed description and careful analysis of the participants' experiences and data that they have shared with me throughout the entirety of the study.

Timeframe of Study

The individual interviews and focus group were spaced 7-10 days apart from each other according to the structure developed by Seidman (2006) and took place dependent upon the schedule of participants (see Appendix G). The focus group was spaced similarly apart and commenced after the conclusion of the second round of individual interviews. As the case-study intended to explore the experience of ENTs as they experienced their formal and informal inductions processes and made sense of their new classrooms in public high schools throughout Wisconsin, participants were at varied points in their professional careers. Seidman (2006) argued that by scheduling interviews close to one another, participants remain connected to the research and participation within the study. Allowing large gaps of time to lapse between interviews, whether they be individual or focus groups, may cause participants to lose a sense of rapport developed between themselves and the researcher and also find themselves disconnected from the research itself.

The research question that drove the study design was centered around the experience of ENTs as they progressed through the formal and informal induction processes at their new public high schools in Wisconsin. This study did not follow the ENTs as they moved through their respective formal and informal programs. Rather, this study asked participants to reflect on their formal and informal induction process and their transition as newly hired teachers to established faculty members in their new school. Therefore, the timeframe in which the interviews were scheduled was not predicated upon the specific moment in time in which the ENT was amid their formal or informal induction process during their first few weeks at their new school. This study acknowledged that induction, both as a formal and informal process, can occur throughout the duration of a single or multiple academic years (Wood & Stanulis, 2009). While Schlossberg's

(1981) transition theory was the theoretical framework for the study, it should be understood that

at the time of the study, participants may not have completed their transition process and may

have felt as though they were in the midst of their transition process. Although it may be

surmised that participants in this study have all experienced a successful transition and were now

in the post-transition phase having, according to Schlossberg (1981), *moved through* the

transition, referring to the transition itself having been completed may very well not be

appropriate. It was not essential that the timing of the interviews was spaced out over several

weeks or months to capture the experiences of ENTs as they progressed through their induction

and transition processes. Rather, interviews were specifically designed to be close together to

capture the experiences of ENTs as they recalled their transitory process. A timeline of

interviews and data generation are attached in Appendix G at the conclusion of this document.

Data Analysis

Whereas case studies have been widely accepted in academic research, there are

numerous approaches and methodologies that may be incorporated by researchers interested in

pursuing case study research. Therefore, it is important to refine the chosen research approach by

defining the "type" of analysis that the case study will follow after the conclusion of data

generation. This study used a descriptive case study approach in its analysis. A descriptive case

study is designed with the intention of accurately describing the data volunteered by the research

participant (Savin-Baden & Major., 2013). A descriptive lens through which to develop this

descriptive case study was particularly appropriate for this research project due to the

complexities involved in a case study as a research approach and to convey the participant

experiences as accurately as possible in conjunction with Schlossberg's transition theory. As

case study research intends to provide contextualization for the event or time frame that is

experienced by the participant, the descriptive case study offered the opportunity to carefully and purposefully describe and document the experiences of the participant in their transition to their new school with clarity and brevity for use in the subsequent analysis.

Interview and Transcription Review

Each interview took place via telephone with the exception of the focus group. The focus group was conducted using a videoconference and only the audio was digitally recorded. Each interview's audio was digitally recorded and, after the conclusion of each interview, the recording was uploaded into an online transcription service known as Otter.ai. The completed transcript was then downloaded and reviewed by the researcher. The downloaded transcript was compared with the digital recording of interviews to ensure that the transcript was accurate. I reviewed the transcript and made any corrections as necessary to ensure that the transcript was as true a representation of the information shared with me by participants as possible.

Rather than send participants a completed transcript of their interview and comments during the focus group, a summarization of the transcript of each round of interviews was emailed to the participant for their review. Although participants were offered a complete transcript of the interview at each step in the data generation process, a total review of the transcript is a time-consuming process and the participant may find that a careful review of their own transcribed interview may be a time-consuming process. Therefore, I summarized major ideas that were shared with me during the interview process and that appeared in the transcript. I asked for the participant to review the summarization of the transcript and requested that any clarifications or additions be submitted to me within 1 week so that the participants would have a better chance at recalling the specifics of our interview. By offering participants an opportunity to review major thoughts expressed through the interviews, a clearer understanding of the

participant experiences was captured and subsequently analyzed. If corrections were necessary, I asked that the participant share such clarifications with me via email so that I could keep an accurate record of what the participant wished to address. After the recipient received the summarization of their interview and revisions were made, the transcript was then reviewed for the purposes of coding.

Data Analysis Spiral

Creswell and Poth (2018) described conducting data analysis in qualitative research using "the data analysis spiral" (p. 186). The analysis pattern as examined by Creswell and Poth (2018) will be dutifully followed throughout the course of the research process and the representation of the findings. First, data that was collected was organized into manageable electronic files and stored in a secure online repository, Box. For the purposes of this research study, all data that was collected was stored carefully in password protected accounts to ensure the highest level of confidentiality possible. The files were organized based on individual participants to prevent instances of misattributing participant responses.

In the next stage of the process, Creswell and Poth (2018) wrote that it is imperative for researchers to "continue analysis by getting a sense of the whole database" (p. 187). This analysis took place in distinct phases. First, the initial round of interviews was conducted, transcribed, and reviewed by the researcher. During this process, I engaged in consistent memoing as a means of continuously reflecting on my own thoughts regarding the data generation process and the information shared with me by participants. Next, I began coding the data and considered any emergent themes emanating from the first round of interviews.

Coding

     I began the coding process by first reviewing the transcript for relevant text. Relevant text is defined as information that specifically pertains to the research questions on which the study is based (Auerbach & Silverstein, 2003). For each round of individual interviews and focus groups, all codes were added a posteriori. That is, after the transcript was reviewed, codes were developed that summarized the participant's experience as expressed in the interview. As the transcript was initially reviewed, data was examined in conjunction with any memos that were written during the interview itself to enhance clarification. From the relevant text that was refined from the raw transcript, concept coding occurred as the main source of data analysis used in examining information shared by participants. Saldaña (2016) wrote that concept coding "assigns meso or macro levels of meaning to data or to data analytic work in progress" (p. 119). Saldaña (2016) continued the explanation of concept coding by stating that such coding is especially appropriate for qualitative research as the method expands on emotions and the participants' conceptual understanding of an event or experience. As Saldaña (2016) stated, concept coding provides an expansion on the participant's experiences by exploring "a word or short phrase that symbolically represents a suggested meaning broader than a single item or action" (p. 119). The reality of the participant experience was expressed by analyzing the transcripts and dialogic journals for processes experienced by the individual participants with emergent concepts used as initial codes.

     An example of data analysis at this level can be found from Kate's first interview. Kate was asked about what her formal induction program looked like and what type of experiences she was expected to participate in as she moved through the pre-school programming. Specifically, Kate had stated earlier in the interview that she had been assigned a formal mentor.

When asked to expand on her relationship with her formal mentor in her first high school in Wisconsin upon relocating from the Western United States, Kate offered the following during her first interview,

> So, I didn't know the grading platform we were using and I would ask her for help, but she was often busy teaching her own classes and maybe expected more from me since I was a veteran teacher. But, I wasn't. I just felt like a new teacher there. So maybe she wasn't expecting to give me as much guidance as I needed, like one-on-one time.

Through concept coding, this statement was considered to be an extant phrase. The code that was ascribed to this phrase was "assigned mentor/go-to person was unhelpful." The purpose of assigning a code such as this in concept coding was to capture the thought of the participant and the phrasing that was used intentionally in their response to the line of questioning.

The second stage of coding occurred after the first iteration or review of the transcribed interview as the initial concept codes were then placed into larger categories. The categories were developed after a review of the transcript and the initial codes that were assigned during code mapping were placed into specific categories. Next, the categories were further expanded to provide a succinct, but detailed definition of the codes that were placed in the subcategories. Finally, the fourth iteration was developed into a theme or concept (Creswell & Poth, 2018; Saldaña, 2016). With Kate's example as representative of the large data analysis process, the code assigned to this specific phrase was placed into a larger category. For Kate's previous quote, the category to which it was signed was entitled "participant reactions to formal mentorship programming." As the next stage of data analysis in concept coding places categories into themes, the theme used to capture Kate's quote was "participants who had mentors who

were unhelpful or unwilling to assist them held a negative perception of their overall experience of the formal induction process at the particular school to which they were assigned."

After the conclusion of the second round of interviews, the coding process as previously described was repeated with subsequent emergent themes being used to develop the questions for the semi-structured focus group. Following the conclusion of the focus group meeting, transcripts moved through the same coding process as was followed after the conclusion of the first and second round of interviews. Additionally, the dialogic journals of all participants followed the same coding process as previously described with the individual interviews and focus groups that were coded and categorized accordingly. A depiction of the coding process is provided below (Figure 6).

Figure 6

Representation of the Coding Process

Stage 1:	Development of initial codes with concept mapping. Codes were added a posteriori following the conclusion of the interviews and a review of interview transcripts.
Stage 2:	Codes were placed into larger categories based on the experiences represented.
Stage 3:	Categories were expanded to represent the shared or unique experiences of participants.
Stage 4:	Categories were placed into larger themes that emerged from the data generation process.

Descriptive Analysis and Reporting of Findings

After finishing data analysis and coding, the case study was written in a descriptive format. Descriptive research is a concerted attempt to provide the reader with as clear an understanding of each participant's thoughts, beliefs, and experiences as possible (Atmowardoyo, 2018). The study served to highlight the individual experiences of participants free from the

forceful application of expectations and assumptions placed upon the information that they shared during the course of the data generation phase. A descriptive representation takes the form of the researcher seeking to clearly and accurately represent the participant's experience through careful and thoughtful analysis and wording (Cortazzi, 1993; Creswell & Poth, 2018; Reisman, 2008). The final iteration of the presentation of the results of the study was developed with the intent of appropriately illustrating the experiences of the participant in a matter which carefully framed the results within a larger descriptive analysis fully exploring the nature of the studied phenomenon. A descriptive analysis provides the audience of the study with the opportunity to gather insightful information regarding the often intensely personal experiences described by the participants through the data generation process.

Inclusion of Cross-Case Analyses

The incorporation of multiple participants who relocated to Wisconsin from outside of the Midwest and within the Midwest was purposefully done in an attempt to provide the perspectives of more than one individual that experienced the transition that is the center of the study. In an effort to draw themes that emerge from the generated data, additional analysis was conducted using a cross-case approach. Essentially, themes that developed from individual participants were compared with research participants in an attempt to ascertain what experiences were shared among the participants and what experiences were unique to a single individual. While each participant's case was viewed in the unique context of their experience, the information volunteered and clarified by individual participants was compared and analyzed for a larger understanding of similarities between the cases as well as any unique situations expressed by the participants themselves. This cross-case analysis provided an opportunity for a richer understanding of the similarities and differences of transitions experienced by participants.

Validity and Reliability

Issues concerning validity and reliability within the proposed study were addressed through a series of internal and external measures. Bush (2012) defined validity as "whether an item measures or describes what it is supposed to measure or describe" (p. 82). Ensuring that the research instruments and data generated remained effective in providing clear and substantive data was imperative for the dependability of the proposed study. Merriam (1998) posited that several methods may be used by the qualitative researcher to ensure the validity of the study and the data generated. To ensure that all research questions posed in the study were sufficiently addressed by participants and the results were reflective of the aims of the study itself, several methods of data validation and reliability were implemented.

Interview and Focus Group Protocols

Castillo-Montoya (2016) wrote that four phases of an interview protocol must be followed by the researcher in order to ensure that the information offered by participants reflects the goals of the study. Castillo-Montoya (2016) suggested that these four phases include aligning questions with research goals, developing a dialogue with the participant that allows for the participant to share their experiences without being led to specific answers, eliciting feedback on the protocol and questions from researches not participating in the study, to develop a pilot review for the further honing and refinement of research questions and interview protocol as necessary.

In ensuring that questions asked of participants appropriately and sufficiently addressed the aims of the study, a table of specifications has been developed for the two rounds of individual interviews. The role of a table of specifications was to ensure that questions posed to participants were internally and externally valid and adequately reflect the nature of the

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experiences intended to be addressed within the study itself (Jugar, 2013; Sinclair et al., 2020).

In creating questions for the individual interviews, the incorporation of a table of specifications allows the researcher to make certain that questions are aligned to the theoretical and conceptual framework of the study and seek to effectively elicit responses from the participants that address the ENT experience in transitioning to a new school in a different geographic region. In the first round of individual interviews, questions focused on the formal and informal induction process as experienced by participants (Figure 7).

Figure 7

Individual Interview 1 Table of Specifications: Formal and Informal Induction Processes.

Question	Conceptual Framework	Sub-Question Addressed
Did you participate in a formal induction program at your new school? If so, describe your experience.	Formal induction process: Instructional, Cultural, and Procedural Schlossberg: *Moving In*	1.
How were classroom and school expectations communicated to you through the formal induction process?	Formal induction process: Cultural, Instructional Schlossberg: *Moving Through*	1.
What, if anything, did you learn in your formal induction process that was helpful in your new school?	Formal induction process: Cultural, Instructional, Procedural Schlossberg: *Moving Through*	2.
What was your perception of the formal induction process at your new school? Was it effective or ineffective and why?	Formal induction process: Instructional Schlossberg: *Moving Through*	2.
Discuss your relationships with your colleagues during the first month in your new school. Were there any colleagues that you spoke with to assist you?	Informal induction process: Cultural, instructional, procedural Schlossberg: Support	2.
How did you become familiar with the school community during your first few months at your new school?	Informal induction process: Cultural	3.
What resources did you rely on to ensure that you taught course material that was aligned to state learning standards?	Informal induction process: Instructional Formal induction process: Instructional Schlossberg: Support, Strategies	4.
Were you able to confide in another colleague or colleagues? If so, how did this relationship start and develop? If not, what prevented the development of such a relationship?	Informal induction process: Instructional, procedural, and cultural Schlossberg: Support, Strategies	5.
What did you do to foster relationships with students and parents/guardians during your first year at your new school that transcended geographic regionality and culture?	Informal induction process: Cultural	6.
What were the strengths and weaknesses of your formal induction process?	Formal induction process: Instructional, Cultural, and Procedural Schlossberg: *Moving Through*	1.

In the second round of interviews, questions centered on the transition of the ENT from a teacher beginning their time at their new school through the end of their first year as a teacher in Wisconsin. The questions in the second round of interviews referred to the conceptual framework explored in Chapter 1 as well as Schlossberg's (1981) transition theory (Figure 8).

Figure 8

Individual Interview 2 Table of Specifications: Relationship to Transition Theory and the

Conceptual Framework.

Question	Conceptual Framework	Sub-Question Addressed
How did you learn of what was expected of you in your new school from an instructional and non-instructional perspective?	Know: Learning of expectations at a new school. Schlossberg: *Moving in*	1.
How did you navigate the expectations of your new school with your job responsibilities?	Navigate: Encountering expectations of new school	2. 3.
How did your experiences in your former school shape your experiences in your new school?	Negotiate: Placing experiences in new school with past professional experiences Schlossberg: *Moving through*	4.
As an ENT, to what extent was your professional experience helpful for you and your colleagues in your new school?	Contribute: Providing professional experience for school improvement Schlossberg: Self	4.
Compare your experience as an ENT to your first year in the classroom. What was unique about your experience as an ENT?	Schlossberg: Situation, Self	6.
To what extent do you feel valued at your current school?	Contribute: Providing professional experience for school improvement Schlossberg: Self	5.
Explain your transition process as a whole. To what extent is your transition complete or incomplete?	Contribute: Providing professional experience for school improvement Schlossberg: *Moving through*	5.

The focus groups and dialogical journals followed the same process of validation as the individual interviews and are attached as appendices. It is important to note, however, that questions developed for the focus groups were dependent on emergent themes from the first two rounds of individual interviews. The focus group followed a semi-structured interview format.

Rather than using specific questions to guide the focus groups, I incorporated a discussion guide. Prior to the discussion guide being implemented within the focus group, I created a table of specifications to ensure that the questions presented in the focus group adhered to the overall focus of the study.

Expert Review

Throughout the course of the data generation and analysis process, I relied on the advice of experts in ensuring that all protocols, questioning, and data analyses were completed in as rigorous and as appropriate a manner as possible. An expert review allows for the researcher to have an objective third party review components of the study to ensure reliability and validity of data generation and analysis (Wu et al., 2016). As the study commenced, I sought the advice of committee members to ensure that the discussion guide for the focus group questions were appropriate and reflective of the aims of the study. I sent proposed topics for the focus group along with a table of specifications to a member of the dissertation committee before I began the collective interview. After the committee member reviewed the discussion guide, topics and specific questions were altered to ensure reliability.

For example, my original intent in the interview process was to send participants the full list of questions that I intended to post to them in the first and second interviews. I had wanted participants to write notes and reflections on these questions in preparation for the individual interviews. My thought with doing this was to provide the participants with an opportunity to reflect on the questions before our interviews began. Yet, in sharing this idea with one of the committee members, I was encouraged to send a limited number of probing questions to the participants prior to our individual interviews. As explained by the committee member, sending probing questions would serve to refresh the memories of participants and ensure that questions I

asked in the individual interviews did not become redundant. I did not wish for the participant to simply repeat what they had written in response to receiving interview questions before the interview itself. This advice was well-received and followed explicitly and led to robust discussions during the interview process.

Additionally, an expert review was used to ensure that interview questions were aligned with the goals of the study. Potential interview questions were shared with one of the members of the committee who reviewed them and suggested creating a table of specifications for each round of interview questions. This table of specifications provided an impactful opportunity to reflect on the nature of each question to determine if interview questions were helpful or not in uncovering the experiences of ENTs participating in the study. In preparing for the focus group interview and the final individual interview, a table of specifications was organized to ensure questions were aligned with the purposes of the study as well and were added as appendices at the end of this document.

The expert review method was also employed with the dialogical journal. As the dialogical journal was designed to replicate an ongoing conversation between researcher and individual participant, the focus of the dialogical journal was to add follow-up questions and seek clarification in understanding the experiences of the participants outside of individual interviews and focus groups. There was not a specific set of questions that each participant was expected to answer within their dialogic journal. Prior to the data generation process, I consulted with a member of the committee in understanding what a dialogic journal looked like and what I should try and glean from the information provided. The committee member was well-versed in the concept of dialogic journaling and had conducted studies previously that used the data collection method. As I reflected on the dialogic journals and reviewed participant thoughts as

they added them to their individual journals, I continued to ensure that the committee member's advice was followed closely to ensure that my questions and clarifying points in the participant's dialogic journals were objective and helpful in uncovering and carefully exploring the participant experience as an ENT.

Pilot Study

Prior to full implementation of the study, a pilot study was conducted. The purpose of a pilot study is to make certain that the research questions and protocols are reliable, appropriate, and relevant to the focus of the study before the study is expanded and data is generated for a larger-scale investigation (Malmqvist, et al., 2019; Sampson, 2004). The pilot study used a participant that met the criteria of the study but who was not included in the greater study. The pilot study participant, Dave, was randomly selected after responding to a post I had made on social media requesting participation for the study. Dave was originally from Wisconsin, had attended a small liberal arts college in the Midwest after high school. After graduating from his undergraduate institution with his teaching credentials, he relocated to a small community in the southeastern United States. Dave taught social studies at a high school and served as an assistant coach for the high school football team. After multiple years teaching in the southeastern United States, Dave ultimately decided to return to the Midwest. Upon his resignation at his high school in the southeastern United States, Dave accepted a graduate assistantship position to serve as a coach for a football program at a small public college in a rural community in the Midwest. The college was in the Midwest but not in Wisconsin and Dave did not enjoy his time at the school. After the conclusion of the football season, Dave began applying for positions in Wisconsin. Dave accepted a position in a city nearby his hometown. He relocated to the city in which he now teaches and has remained at the school for multiple years.

I asked Dave to keep a dialogic journal and engage in two rounds of individual interviews. I used the interview questions previously developed for the first two rounds of the study with the pilot study participant. I coded and analyzed the data as I intended to do so in the larger study. I engaged in a reflective process in which I considered the responses of the participant and how the responses adequately, or inadequately, addressed the research question and the goal of the study. Dave was thoughtful and conscientious in his responses to questions posed. What was particularly helpful with Dave's participation in the pilot study was to reflect on the goal and outcome of each question posed during the interviews. Dave would consider his own experiences and would also consider the experiences of his colleagues who had undergone a similar relocation. Dave currently teaches in a large high school with many faculty members. He would offer examples from his own experiences and that of his colleagues who had been ENTs at one point in their professional careers whose experiences may have contradicted his own. Therefore, Dave's comments were not just a reflection of his own transition experience, but reflective of the experiences of a number of ENTs.

Triangulation

Data gathered through the research process will be triangulated. Triangulation refers to the process of collecting data from multiple sources in an effort to ensure that the generated information is authenticated (Creswell & Poth, 2018; Merriam, 1998; Savin-Baden & Major, 2013). The study collected data from multiple sources including several rounds of interviews and questionnaires that were provided to the study participants. The incorporation of the dialogic journal was critical in providing contextualization to thoughts that unfolded by the participant in real-time further supported through the ongoing incorporation of memoing.

In addition to the triangulation of data sources, I engaged in member checking to ensure that the research participant felt as comfortable as possible with the data that they were sharing over the course of the research process. Member checking involves collaboration between the researcher and the participant (Creswell & Poth, 2018; Merriam, 1998). The concept of member checking allows individual participants to view and understand the data generated as an accurate representation of their own experiences and as reflective of the questions that were asked of them. To ensure that participants felt comfortable in that I had fully captured their thoughts accurately both during and after the interview process, throughout each interview I repeatedly asked for the participants to clarify their thoughts to ensure that their remarks were sufficiently captured. I then summarized their thoughts and sent them an email with the summarization for their review after each round of interviews.

A peer-review further supports the validity of the generated data and, by extension, the validity, reliability, and accuracy of the reported study results. Creswell and Poth (1998) wrote that the validity of a qualitative research study can be effectively bolstered through a continual process of peer evaluation. To support such a goal, I engaged in conversations with individuals that did have a connection to the proposed study. While maintaining the confidentiality of the participant, I routinely spoke with individuals removed from the study to elicit sincere and constructive feedback throughout the research process in the hope that any irregularities or inconsistencies that I may have been unaware of were summarily addressed by external reviewers and subsequently clarified by myself.

Audit Trail

Ensuring the reliability of the research study and analysis was integral to ensuring the honesty and integrity of the study. Bush (2012) defined reliability as "probability that repeating a

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research procedure or method would produce identical or similar results" (p. 76). First, I was throughout my research process in preparing an audit trail. An audit trail is defined as "recording all the steps taken in the research process, from beginning to end, and includes decisions made during the entire process of the research" (Henry, 2015, p. 26). Therefore, as I moved through the research process of generating data and then analyzing the information and writing results, I followed the detailed path established prior to beginning the study itself with the intention that all information gathered was able to be replicated by researchers interested in the same topic as the study.

Reflexivity

Finally, acknowledging my own implicit biases and assumptions regarding the nature of the study before, during, and after the conclusion of the research provided yet another opportunity to ensure that as a researcher, I was being honest and sincere with the nature of my study. Acknowledging such presumptions in the research elevates the objectivity of any qualitative study (Creswell & Poth, 2018; Merriam, 1998). In Chapter 1, I documented my own experiences as I transitioned from teaching in a public high school in Virginia to a classroom in Wisconsin and experienced an induction process at my new high school after having served at my former school for over a decade. This transition was a tremendously impactful experience for me and I was under the presupposition that the participants in this proposed study were similarly changed by such a profound alteration in their own professional and personal lives. Merriam (1998) wrote that acknowledging the selection and utilization of the research paradigm further promotes the trustworthiness of the research. I have included social constructivist theory as the selected paradigm for this study due to the fundamental interconnectivity of the world of classroom teachers. As I reflected on my own tenure as a classroom teacher, I knew the

importance of forging and maintaining relationships between students, colleagues, parents/guardians, administrators and a multitude of stakeholders within the school community. Further, I was aware of my own experiences with formal and informal induction processes. I had assumption of what an ENT would wish to experience in their formal induction program yet every attempt was made to ensure that such assumptions did not dictate the course of the data generation and analysis process.

The interactions between such a varied group of people played a fundamental role in the development of my identity as an educator and my beliefs regarding the nature and purpose of my view of education at the most elemental of levels. As this study sought to interview ENTs who have moved to a new classroom setting in a new state and have continued their career in education by serving as a teacher in a public high school in Wisconsin, it was my assumption that the teachers participating in this study underwent a similarly transformative process throughout their career in the classroom. To be certain, my role as a researcher was to remain as neutral and objective as possible so as to not skew the results or unduly influence the participant's voice in the research. Yet, by being sincere and forthright about my own hypotheses regarding the experiences of the research participants I was able to fully expose my own preconceptions and work to negate such sentiments as expeditiously as possible.

Anonymity Statement

While every attempt at ensuring the anonymity of participants was maintained throughout the course of the study. Participants were assigned pseudonyms by the researcher that were used throughout the course of the study and subsequent analysis of the data. Transcripts of interviews were uploaded to a digitally encrypted transcription service and then kept on a secure online storage site. Access to saved documents and transcripts were password protected as an additional

step in attempting to use all reasonable efforts in protecting the anonymity of participants as much as possible.

Limitations and Delimitations

The collective case study approach was selected as the design of the study in order to understand the impact of the induction process for ENTs and their transition in beginning at a new school in a new geographic region as experienced by the participants. Traditional single case studies explore a specific event or phenomena in as complete a manner as possible, this study utilized multiple sources of data including dialogic journals, interviews, and focus groups but nonetheless contains limitations and delimitations that impact data collections. This study was hypothesized to include ENTs that sought to leave their classrooms in one region and then continued to teach in a new region.

Limitations

Expectations and experiences of elementary, middle, and high school teachers may vary significantly based upon the uniqueness affiliated with each educational level. Therefore, subject participation was limited to include experienced public high school educators with at least three years of experience teaching in schools outside the Midwest prior to beginning their time teaching in a public high school classroom in Wisconsin. Further, the study was limited to participants currently employed only in the state of Wisconsin. Understanding the unique and complex political, social, and legislative frameworks in which individual state public school systems operate, providing a thorough analysis of all state public school educators and their experiences in their respective informal and formal induction processes would be an impossible exercise for a qualitative researcher. The study was limited to include public high school teachers in an attempt to separate their experiences from the similarly unique educational arena in which

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elementary and middle school teachers exist. The study assumed that participating ENTs underwent a period of significant personal change as they entered their new school in Wisconsin.

This study also assumed that formal and informal induction programs varied dramatically as delivered by the school in which the participants are employed. Therefore, the study was not an assessment of the quality of induction programs as they were implemented in the various Wisconsin school divisions in which participants were employed. Rather, the study sought to understand the experiences of ENT transitioning to a new school, the expectations of their formal and informal induction programs, and how these induction programs met or did not meet their needs as ENTs in a new professional setting. ENTs who participated in the study were in various stages of their professional careers with any number of years of teaching experience, educational attainment level, and subjects taught in their current positions.

Delimitations

In order to create a more focused study, teachers relocating to the Midwest were selected for participation to emphasize the commonality of ENTs that moved from public high schools outside of Wisconsin to teach in classrooms throughout the state. Region was specifically chosen as a geographically defining term with the intention of capturing the totality of the ENT transition process through formal and informal induction. An ENT that moved from one state to a neighboring state may not encounter the same cultural differences as an ENT that may move from one region to a different region.

ENT participation was not limited to where the participant taught prior to teaching in a public high school in Wisconsin. Rather, for inclusion within the study, participants were only required to have taught outside of the Midwest for at least three full academic years and, at the time of their interview, were teaching in a public high school in Wisconsin. Similarly, there was

no stipulation made for the academic year in which ENTs began teaching in Wisconsin or how long they had taught in the state as a whole. Therefore, some participants may be several years removed from their transition process while others may have recently moved through their formal and informal induction process. Participation was not limited to age, sex, how many years ENTs had taught in Wisconsin, or their former schools provided they had taught for a minimum of 3 full academic years in their former schools. Participation was not limited to ENTs who taught in a specific geographic area within Wisconsin. There were no stipulations made about the type of school in which participants taught. Participants may teach in suburban or urban schools with large student populations, or they may teach rural schools with few attendees. Similarly, there were no demographic stipulations regarding the student body with which participants worked in their respective classrooms. Additionally, participation was further bound by the requirement that ENTs were currently teaching in public schools in Wisconsin. Should an ENT relocate to Wisconsin from outside the region and then move outside of the state, that ENT would not meet the requirements for participation in the study. There were also no stipulations that participants fit any sort of a demographic requirements such as race or sex. Participation was open to any teachers regardless of what instructional or grade level they had taught at prior to relocating to Wisconsin provided that the participant had met the study criteria for teaching in three full academic years in a public school setting. In order to help ensure that participants were not far removed from their induction programming, participation was limited to teachers that had begun teaching in Wisconsin no earlier than the 2015-2016 academic year. Finally, participation was limited to teachers who taught in a public high school in a face-to-face setting during their first year of teaching in Wisconsin. For example, if an ENT began teaching in Wisconsin at a

public high school during the 2020-2021 school year and were exclusively teaching students in a virtual or online format, they would be excluded from participation.

Generalizability

The experiences of the participants were unique in terms of the transition process undergone by those included within the study. While the experience of ENTs moving to a new school and engaging in a formal and informal induction process may be impactful for the ENT in and of itself, the compounding variable of relocating to a new geographic region within the United States, specifically the Midwest, was a key feature within the study. Subsequently, attempts to extrapolate the data and analyses garnered from this study may not necessarily reflect the experiences of ENTs that transitioned to public schools within the same state and same geographic region as which they had previously taught. Similarly, an ENT that seeks to relocate from one geographic region to any other geographic region outside of the Midwest may not experience the same cultural or social clash as that of an ENT that relocated to a new school in a new district that may be located in close proximity to the ENT's former district or school of employment. It was hoped that this study may be useful for school, district, and state-level administrators in planning effective induction programming for ENTs. It is also hoped that this study will be reviewed by experienced teachers and educators considering relocating to a new school, a new school district, or a new state in an effort to provide an understanding of what to expect with the induction process and how to successfully transition to a new professional environment.

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Chapter Summary

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This chapter provided a conceptualization of the methodology, approach, paradigm, and data analysis that is to be incorporated throughout the study. A case study approach with multiple

participants was selected as a means of providing a space and context for a holistic exploration of participant experiences as they sought, accepted, and continued their career in education by teaching in a public high school in the state of Wisconsin. The adoption of the social constructivist paradigm was done with the understanding that teachers exist within a highly complex social world within their professional lives. As teachers interact with a multitude of students, colleagues, administrators, and parents/guardians over the duration of their teaching career, these interactions are presumed to impact the participant's expectations, perceptions, and experiences as educators.

The collective case study approach is designed to provide a detailed exploration of the lived experiences of teachers within a public high school that have taught for at least three full academic years outside of Wisconsin before continuing their careers in education within a public high school in Wisconsin. Through a series of two interviews, one focus group, and dialogic journals kept by each participant, a thorough understanding of the lived professional and personal experiences of ENTs was developed. The intent of this research was to provide further insight into the unique situations of ENTs as they adjusted to their new professional obligations in a public high school in Wisconsin and how their informal and formal induction processes served their needs as they transitioned to their new professional settings. By providing systematic coding of interviews and dialogic journals, a nuanced description and analysis of the induction process and the subsequent impact of such programming has been made available for school administrators and leaders to utilize in the implementation of effective orientation opportunities for teachers new to a school but not new to the profession. Understanding that each participant's experience is unique as an ENT, information regarding the participant's educational and professional background will be essential for the reader to frame their understanding of each

participant's lived experiences as a teacher in their former school outside of Wisconsin and in their current school within Wisconsin. With a detailed understanding of the background of the participants, the reader will be able to place the findings of the study in a more comprehensive framework.

Chapter 4: Findings

Interviews occurred over several weeks in the late spring and early summer of 2021. Participants were either concluding or had concluded the 2021-2022 academic year. The findings reflect the experiences of participants shared during the data collection process and represent the challenges and successes of ENTs as they managed their transition to their new public high schools in Wisconsin. Through three individual interviews, independent dialogic journals, and a focus group, participants shared their experiences as they sought to find their role in their new schools throughout the state.

Biographical Information of Study Participants

At the time of her interview, Kate taught English in a small high school in rural southeastern Wisconsin and completed her first year in her current school in the spring of 2021. Kate is one of two teachers in her department and also teaches a course in the district's middle school that is connected to the high school. Kate was raised in the suburbs of a large city in the Midwest outside of Wisconsin and began her teaching career in the region before accepting a non-teaching position in public education that took her to the American West. After several years serving as an instructional coach, state funding for her position was eliminated and her position was cut. Deciding that she wanted to return to the Midwest to be closer to her family, Kate accepted a job at a small public high school in western Wisconsin beginning with the 2019-2020 academic year. After the conclusion of the 2019-2020 school year, Kate resigned from her first school in Wisconsin and accepted a position at her current school beginning with the 2020-2021 school year.

Liz was raised in the Southwestern United States and began her teaching career in the same region. Liz began her career as a math teacher before obtaining her license to teach special education with an emphasis in mathematics. Prior to accepting her current position, Liz taught at high school in an urban school district in the Southwest. In the fall of 2019, Liz accepted a position to teach mathematics in the special education department of a public high school in a small city in eastern Wisconsin. Liz teaches students with special needs in her own classroom and assists students enrolled in special education courses with their schoolwork from other mathematics classes. Additionally, Liz collaborates with general education mathematics teachers serving students with special needs in the traditional classroom setting.

Mike has served as a social studies for over a decade in a number of school districts throughout the course of his career. Raised in a small community in the Midwest, Mike attended a large public university in a different state in the region after graduating from high school. After graduation, Mike relocated to a metropolitan area in the Southeastern United States. For the next 2 school years, Mike served as a substitute teacher in a large suburban public district before accepting a full-time social studies teaching position in a high school in the same district. In 2015, Mike returned to the Midwest after he accepted a teaching position at a small school district in central Wisconsin. As the only social studies teacher for both the middle and high school, Mike was responsible for planning and delivering instruction for students in Grades 6 through 12. At the conclusion of the 2017-2018 academic year, Mike accepted a social studies position in a small school district in rural southern Wisconsin. While Mike no longer works with middle school students in his current position, he remains the only social studies teacher at the high school in which he is now employed.

Rob began his teaching career in a large public high school in a metropolitan region in the Western United States. After several years of teaching in the region, Rob accepted a position teaching in the Southeastern United States and continued teaching in several public high schools in suburban areas in the region. In the fall of 2020, Rob accepted a job teaching in his hometown, a small city in central Wisconsin. Rob has retained strong connections to the area through his family and the relationships he had formed throughout his childhood and early adulthood. Rob is one of six social studies teachers at his current school and in addition to his teaching duties, Rob also coaches high school athletic teams during the winter and spring sports seasons.

Tim graduated from a large public high school in a suburban area of the Midwest. Tim completed his undergraduate education at a large public university in the same state in which he was raised. After graduating, he accepted a position as a science teacher in an alternative high school in a small city in the Midwest. Tim taught at the alternative high school for several years before accepting a position teaching science at a traditional high school in the same district. After serving a single year at that school, Tim resigned from his position and decided to continue his teaching career in the Western United States. Tim then taught in several private schools in Western United States for a number of years. Tim returned to the Midwest when he accepted a position as a science teacher at a public alternative high school in a small city in northern Wisconsin for the 2015-2016 academic year. Tim's alternative school shares a building with the community's traditional, comprehensive high school. Tim is the only science teacher in the alternative education program and collaborates frequently with three other teachers of core subjects that are assigned to the alternative education program as their full-time position.

Structure of Formal Induction Programs Experienced by Participants

The formal induction experiences of participants ranged fairly dramatically based on the unique situation in which the ENT found themself in their new school. For Rob, his formal induction program consisted of a single week-long program that took place at the district's central office building. Rob stated that all newly hired staff to the district were present at the formal induction program. The formal induction program was led by an elementary teacher who had served as the director of the induction program for a number of years. At the induction program, Rob stated that he heard from several school administrators throughout the experience including the superintendent, building principals, and central district staff. Rob further shared that newly hired teachers were expected to participate in monthly meetings with the leader of the new teacher induction program. Yet, Rob was not sure if he was required to attend these monthly meetings as an ENT so he often did not participate.

Liz and Tim experienced similar formal induction programs as that of Rob. Both participants were expected to attend a week-long induction program with all newly hired staff in their respective school districts. They heard from school leaders, district administrators, and building principals. Liz and Tim were assigned formal mentors during this formal induction programming. While Liz found the experience of formal induction training a frustrating experience in that her mentor was not new to the district but new to the high school setting, Tim found his formal induction training to be greatly beneficial as he adjusted to his new place of employment. Tim's assigned mentor had been a teacher in his district for a number of years. Additionally, Tim was hired along with two other teachers who were assigned to serve the alternative education program. While his formal induction program was structured in the week-long training before the school's full staff returned for the start of the academic year, Tim had

multiple opportunities to speak with his colleagues in the alternative education program to develop coursework and goals for the future of the program.

Mike did not have a formal induction program at his first school in Wisconsin. He stated that he assumed this was the case because of the small size of the school. Mike said he was the only new teacher to be hired at the building for the school year. He was expected to come to the school a day before the remainder of the school faculty were set to arrive for the beginning of the academic year. Mike stated that his formal induction program consisted of him meeting with the school's principal, a human resources representative, and then having the rest of the day to fill as he saw fit. At Mike's second school in Wisconsin, he was one of three new hires to the high school. His formal induction training consisted of a week-long training session before the beginning of the school year with members of the high school faculty only. The program was led by the principal of the high school. Mike stated that he and his fellow newly hired teachers were expected to participate in a number of activities. Mike added that the principal made every effort to make formal induction a valuable experience, but he felt as though the principal was not able to spend a great deal of time on ensuring that the formal induction training was a success due to his attention being divided among his new job responsibilities.

Formal induction programming at Kate's first high school in Wisconsin was a clearly defined experience with a set agenda, objectives, and outcomes. Kate attended a week-long formal induction session with all newly hired faculty and staff to the school district that took place in the week prior to the arrival of all faculty and staff members for the beginning of the academic year. Kate stated on several occasions throughout the data collection process that she was impressed with the formal induction process and felt it was extremely well organized. Kate noted that she had monthly meetings with her formal mentor, and they discussed specific

monthly goals. Kate's concern was not with the formal induction program but rather with her assigned mentor as she believed her formal mentor did not offer her enough support as she managed her transition to the new school. After a single year at the school, Kate resigned her position and accepted a position at a different school in southwestern Wisconsin. Like her previous school, Kate attended a formal induction program for all newly hired teachers to the district. Yet, Kate stated the formal induction program at her current school was not as well organized and deliberate as that of her former school. While she was assigned a formal mentor and was expected to attend formal induction training sessions prior to the beginning of the school year, due to the ramifications of COVID and safety protocols, Kate attended formal induction training sessions in a virtual format. Kate stated that while she certainly understood attending training sessions remotely, she felt as though she lacked the opportunity to develop relationships with her new colleagues because she was not meeting and working with them in a face-to-face setting.

Reporting of Findings

Findings are reported in this chapter based upon participant responses to each research question. Rather than providing a detailed narrative representation of individual experiences with formal and informal induction programs that would be summarily categorized into sections representing each participant's overall transition process to their new schools, all participant experiences are expressed in relation to each research question. This method of reporting was done intentionally as a means of capturing potential commonalities and differences in the responses of individual participants and being able to highlight such contrasting responses in a meaningful manner throughout the course of the chapter. Additionally, reporting participant

responses in such a manner was done with the intention of providing a clear, meticulous, and accurate representation of participant experiences.

Research Question 1: What Do ENTs Perceive That They Require in Formal and Informal Induction Processes to Successfully Transition to a New High School?

When asked about what specific experiences, activities, or actions in a formal induction program would be of benefit for an ENT transitioning to a new public high school, participants stated that their respective formal induction programs served, at a minimum, an important role in acclimating them to their new place of employment. Participants spoke more positively about the informal induction process yet their responses varied to the extent of how helpful the informal induction process was for ENTs. Most notably, key themes shared by participants regarding their respective formal and informal induction programming centered on the extent to which the processes were helpful or unhelpful in affording them an opportunity to meet other teachers that were newly hired to the school district, being introduced to school and district leaders and administrators, and serving as a forum in which to become acquainted with the expectations of their academic and non-academic roles in their new schools. Major findings from research question one includes the following:

- ENTs believed their formal induction program "set the stage" for future professional development experiences.

- ENTs were critical of the formal induction program as a whole but recognized the potential benefit of such a program.

- Formally assigned mentors were not as helpful in the transition process as informal mentors.

- ENTs sought support based on their individual needs as professionals.

Formal Induction is the First Professional Development Experience for an ENT and is Viewed as Representative of Future Learning Experiences

For an ENT, the formal induction process is often the first experience that they have with professional development opportunities in their new school and district. Professional development provides an ongoing opportunity for teachers to engage in a litany of experiences throughout the academic year that may have any number of intended goals and desired outcomes. Whether such professional development experiences are aimed at implementing substantive institutional reform or enhancing classroom-based instructional practices, professional development can be a lauded or lamented practice in the minds of teachers participating in the experiences. While this study did not specifically explore formal and informal induction programming as a professional development opportunity, reframing or reimagining the transition process of an ENT as an ongoing professional development experience would serve as an important research opportunity into understanding the effectiveness of professional development practices for teachers new to a school or building and their perceptions of the district's structured learning experiences for educators.

As the lone participant who expressed that his formal induction experience was beneficial in preparing him for his current school in Wisconsin, Tim's thoughts on his formal induction process reflected a general belief that school mandated training sessions would be helpful. As Tim stated,

I mean, it sounds very dull and dry as an experienced teacher, you can't do anything if you don't know any of that stuff. [My current school's] induction program, they plan a week to induct all of their new teachers. Actually, it's really good. So they go through…and they help you understand how to access everything. Here's the different

paperwork, here's the different departments. Here's who you need to talk to get this, this

person does this, this person does that. The entire time I'm furiously taking notes, just

these are the things that when I've gone to a different school, you just have to figure this

out as time goes on. And so it was really nice to have it laid out in front. [Interview 1]

Tim went on to acknowledge that a positive experience in his formal induction program offered

him the view that future training sessions held by his school and district would be of benefit as a

purposeful and structured process as he moved forward in his career in his school.

At Kate's current school, her first interaction with her building administrator proved to be

a frustrating experience. As Kate mentioned in her first interview, Kate viewed her school

principal as "unorganized and not following up with things." While Kate did not express a

general sense of resentment towards the school's principal, she did go on to state that she felt as

though school professional development opportunities lacked cohesion in addressing specific

learning objectives, outcomes, and goals. Rob felt as though his experience in his formal

induction program was indicative of future professional development opportunities mandated by

his district. In his first interview, Rob discussed how formal induction leaders and school

administrators spoke to attendees about COVID protocols that would be in place during his first

year at the school.

There were school-wide and district-wide expectations on certain data that they wanted

us to have. And I think that year was extremely unique with the pandemic situation that

no one really knew how day-to-day classroom and building day-to-day activities would

go as far as managing a classroom setting for virtual learners and face-to-face learners.

So I think they had a general idea of how things had gone and tried to keep it consistent

for the students. But as far as their general day-to-day operations and how things were

going to work with mass and spacing didn't, I don't think anybody knew much including

the leader of the induction service or building or district personnel. [Interview 1]

Although Rob explained that much of the confusion he experiences in his formal induction

program was the result of offering face-to-face schooling in the midst of a global pandemic, he

felt as though this experience did not bode well for how future issues would be handled,

addressed, and communicated to staff as the school year progressed by district leaders.

Mike explained that at his first school in Wisconsin, his initial encounters with the

building principal and district leadership process were negative experiences as he became

familiar with his new professional environment. Mike shared that at his first school in Wisconsin

he was expected to be in the building before the other faculty members arrived for the beginning

of the school year. Yet, his pre-school professional development did not consist of a formal

induction program with any structured experiences or outcomes. Mike attributed the lack of

formality to the small size of his school district, but also stated that the absence of a formal

induction programming was representative of the ineffective leadership of school administration.

As Mike stated,

To be very honest, I do believe that the administration and the superintendent and the

principal do not want to be pointed out when they were inaccurate and wrong, whether it

was a union member as a non-union member. And they got to the point that if you do that

multiple times, then they would start to find ways to get rid of you. [Interview 1]

Mike believed that as school leaders were responsible for providing professional development

opportunities and operated in a manner where they wished to absolve themselves of as much

responsibility and accountability as possible, he felt as though he could not rely on them to make

sound decisions on supporting teacher training and continued education. Conversely, while Liz

did not speak positively about her formal induction programming, she had a positive relationship with her school leadership team. Liz's major source of concern with her formal induction was rooted in her desire to familiarize herself with new software required to perform her job duties at her new building as she "needed to get up and running." Liz became concerned about the practicality of the formal induction process which may be representative of future concerns regarding the effectiveness and the usefulness of forthcoming professional development opportunities.

While none of the participants were explicitly asked about how their formal induction program impacted their perceptions of future professional development opportunities offered by their schools or districts, participants who had a negative experience with their formal induction program expressed a general sense of frustration and concerns about other professional development programming. Throughout the study, four out of five participants shared that they felt their needs were not met in their formal induction program. As the first professional development ENTs experienced in their new schools in Wisconsin, a positive formal induction experience laid the foundation for optimism in future professional development opportunities while a negative experience created a sense of frustration with the formal induction program itself and a general questioning and anxiety concerning the goals and effectiveness of subsequent professional development learning experiences.

ENTs Believed Formal Induction Could Be Helpful as They Began Teaching at Their New Schools But Often Was Not Beneficial

Participants in the study believed that although the formal induction program was an often structured and purposeful process, their experiences progressing through formal induction programming did not serve their specific needs as experienced educators. Although Kate's first

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school in Wisconsin offered her a formal induction program, she felt as though her prior experiences as an ENT were not acknowledged by school leaders responsible for the formal induction program itself. In her first interview Kate stated that while her first school in the state offered a carefully thought out and developed formal induction program, her relationship with her formally assigned mentor was a challenging experience. Kate stated that early in her single year at her first school, she began to clash with her formally assigned mentor who Kate described as controlling, demanding, and unwilling to recognize Kate's strengths as an ENT. As Kate shared in her first interview,

> So at the beginning we did a social outing together. And then I don't know, we did not
> work well together. At school I felt like I couldn't trust her. I felt like she wasn't upfront
> and direct with me about my, about what the principal was saying. I've always felt like
> she went right to the principal and tattled, for lack of better words. [Interview 1]

Like Kate, Rob believed that the formal induction process was an important experience in acculturating newly hired teachers to their new districts but felt as though his formal induction process was an ineffective and inefficient use of his time. Rob's formal induction program not only consisted of a week of training sessions with newly hired employees throughout the school district, but also monthly meetings throughout the school year conducted via videoconference. Yet, despite the structured nature of the formal induction program in place at his district, Rob expressed a sense of frustration with his experience with the formal induction programming. Rob explained in his first interview,

> I mean, I understand why you have to go through this to get health insurance and
> everything else you need to do your job overall, like a one-time thing but as far as the
> meetings throughout the year where they had educator effectiveness and new teacher

meetings beyond the contracted time, I did not feel that was effective and I've never

really felt that it has been effective. [Interview 1]

During the first initial interview, Rob stated that in his pre-school formal induction program, all

newly hired teachers and staff were in attendance. He stated that he was in the same training

session as teachers who had recently obtained their teaching credentials and left their respective

undergraduate institutions. Rob stated that experienced teachers were present as well as social

workers, guidance counselors, and any number of other newly hired staff members. Rob stated

succinctly that he felt it would be an impossibility for the formal induction program he

experienced to adequately address the needs of all attendees before the beginning of the school

year.

Liz believed that her formal induction program at her current school was helpful to an

extent but did not address her needs as an ENT. In her first interview Liz stated, "I think the

induction process was good for morale and to learn faces. I think as far as the work that needed

to be done in the classroom, it was not the best way to spend time." Yet, when asked about how

her formal induction program prepared her for her new school, she offered the following

explanation:

It felt kind of irrelevant as it's the same stuff I heard in Arizona. It's the same stuff I heard

when I got my bachelor's, it's the same stuff I heard when I got my master's, it's not new

information moving one district. There may be some different expectations, such as the

words you put in the IEP [Individualized Education Program], those kinds of

expectations, but as far as different curricula that they use, I have not found that there has

been a huge difference, at least from district to district that I went to. [Interview 1]

While Mike did not provide a generally positive overview of formal induction programming at his former and current schools in Wisconsin, his experience with a lack of formal induction at his previous school was an experience that provided an ominous harbinger of what he would come to contend with during his time in the district. In Mike's initial interview, he described his formal induction process at his first school by stating,

I did have my principal kind of walk around the building again and ironically they did that during my job interview. They even walked me through the building, kind of showing me what the building was like. And to be very honest [at my first school], they kind of march at the beat of their own drum, at least that's why I kind of learned the very first time. And they, I later found out that the reason they did that, they walked me around the building at the interview was because they are so small that they had a lot of people that literally would see, they'll be like, "Oh my gosh, I can't be here." So they kind of do that to get a feel for candidates. So during the introduction day, my principal did walk me around one more time just to help rekindle my memory for whatnot. But I do remember though afterwards, basically, I just kind of got a sheet that had some of I guess, policies, procedures, things like that, but it wasn't really a checklist. It was just a document to kind of say, "Hey, here's some of the new things or some of the things you might want to consider." And so I kind of went through that...So when I was meeting with the business director, my principal, she was doing her work in her office and whatnot. And I just kind of was if I needed something like a code for how to use the copy machine, where the gaps, all that kind of stuff, I would just walk to the office and talk with the secretary or anybody else in there. And just, it was kind of a 'come and ask' for help when you need it. [Interview 1]

Participant responses reflected a consensus among most participants that formal induction processes served an important role in providing an introduction to the ENT's new school and district. Participants all believed that the formal induction program was a necessary component to the transition process as they sought to understand their new classrooms, schools, and communities. Responses revealed that while participants had varying opinions regarding the effectiveness and efficacy of their pre-school formal induction programs as they experienced it, they shared a belief that the formal induction program had the potential to be beneficial to their transition process and that an effective and impactful formal induction program had the potential to be particularly useful in supporting ENTs as they continued their careers in a new classroom.

Positive Experiences with the Formal Induction Process Experienced by Participants

Both Kate and Tim shared positive comments about the formal induction programming that they experienced. Kate taught in public high schools in two different districts since arriving in Wisconsin from outside of the region. Kate described her single year in her first high school in the state as an overwhelmingly negative experience that was so upsetting she considered leaving the classroom entirely. Yet, in her first interview she noted that the formal induction program at the school was organized, effective, and efficient. In Kate's first interview, she discussed her sentiments regarding the thoroughness of the formal induction program:

> We met with our mentors once a month, then we met with the whole group. We did assignments together where it was Google docs. So you could share like every one, each one of us got the new teachers to the district and got the same assignments. You could read each other's and collaborate...and comment on them. So that was, I felt like it was really organized. And for example, when parent teacher conferences came up, you'd talk

about that month. I don't know if grades come up, you talk about that. But it was very

nice to have that structure in my opinion. [Interview 1]

Kate was expected to meet with her assigned mentor periodically throughout the school year.

Kate and her formal mentor, the other teacher in the English department, worked through a series

of documents designed to reflect on her experiences as a new faculty member. Kate was

impressed with the organization of the formal induction program and was one of only two

participants that experienced such a program that extended beyond a pre-school year session

throughout their first year in a new school.

Tim praised his experiences with his formal induction program. Tim currently serves in

an alternative education setting that has four teachers of core academic subjects who teach in the

program as their full time teaching placement. Tim was hired along with two other teachers in

the alternative education program when he began. Tim stated that the only teacher that had

remained in the alternative education program from the previous year had 15 years of experience

teaching in the alternative education setting at the school and was committed to the success of

the program. A component of Tim's formal induction program was dedicated to meeting with his

new colleagues in the alternative education program. Upon meeting the faculty members in his

program, Tim stated in his first interview that,

There was a lot of turnover in the alternative program. People didn't want to be there.

And the one teacher that had been there for…15 years was the only person left on the

team and there were all new people. And it just so happened that all of us, all of us chose

to be there. We weren't stranded there. We didn't have this assigned to us or anything

like that. We had all chosen to be there and that…was a game changer. [Interview 1]

Tim expressed that his experiences in meeting his departmental colleagues was profoundly beneficial. Tim noted that his coworkers in his alternative education program felt a common sense of purpose in developing a leading alternative education program in the state and that this shared vision contributed to a positive work environment, further cementing the effectiveness of the formal induction program as he experienced it.

Liz and Mike did not share a particularly positive view of their formal induction program. In Liz's first interview, she stated that the formal induction program was helpful in granting her a level of familiarity with her department as she was one of several newly hired teachers in special education. When asked to expand on her thoughts regarding formal induction and what it is that she may have gained from participating in such a program, she refrained from articulating. Similarly, Mike stated in his first interview that his formal induction program at his first school in Wisconsin was an overall negative experience and, while his formal induction program at his current school was markedly better, it still was not a particularly impactful or powerful event. Mike admitted in his first interview that his formal induction program at his current school may have been hampered by turnover in school leadership noting that, "in my opinion, I think that [the high school principal] did a very good job for the very first time that they had done it." Mike was pressed to provide further information about his formal induction but stated that his formal induction process was brief due to the small size of the district in which he now teaches. He believed that the formal induction program would have been more expansive should he have taught at a larger school or district.

While only a single participant expressed a completely positive experience about their formal induction program, all participants shared at least one beneficial event or activity that occurred within their respective formal induction programs at their current school. Therefore,

while four out of five participants were clear in their resounding judgment of their formal induction programs, participants were able to reflect on positive components of the formal induction process as a means of gaining some sort of benefit, albeit in varying degrees of effect, from their participation in such a program. Throughout the data generation process, only Mike held an overall negative impression of a formal induction program with such an opinion reflecting larger issues that he experienced at his first school in Wisconsin. Yet, despite larger concerns with their formal induction programs, participants felt as though their formal induction programs provided some sort of benefit as a result of their participation in the program.

Experiences With Building Administrators Were Not a Deciding Factor in Determining the Success of an ENT's Transition

Participant perceptions and experiences working with school-based administration, such as principals and assistant principals, played an important role in determining if ENTs felt as though their formal induction process was successful. Participants stated that their school level administration did not necessarily lead the formal induction program at their current schools. While participants expressed various opinions regarding the level of support they received from building principals and assistant principals during the first year in their new classrooms, participants expressed that building leadership in their respective schools was not a hindrance to their transition experiences. Meaning, that while participants may or may not have had a positive and mutually beneficial relationship with their building principals, a negative experience with school leaders was not a determining factor in determining if an ENT experienced a successful or unsuccessful transition.

As an ENT, Tim's experience with his first building principal was extremely positive in supporting his transition to his current position. Tim stated that the principal who hired him "had

been there for a long time so he had a vision for the school and what the alternative education was going to look like in the school. I definitely agreed with his philosophy about that." Tim expressed that his relationship with his building principal was built on a mutual understanding of the value of alternative education as a means of supporting students that had limited success in the traditional high school setting. Unfortunately, Tim's experience with building leadership did not remain constructive throughout his tenure in the school. The building principal that had hired Tim and that he found as a staunch advocate for alternative education retired and was replaced with a new building principal who did not share Tim's vision for students in his program. As Tim explained in his first interview,

> Well [the principal] who hired me had been there for a long time. So he had a vision for the school and what the alternative ed was going to look like in the school. I definitely agreed with his philosophy about that. The next principal that came in was trying to institute some equity based reforms and it didn't go over well with staff and basically had, what I would say, a rebellion amongst the general staff where he just ended up getting fired. Then the longtime principal of the middle school was tapped to come into the high school and try to resolve the situation. They shuffled around a bunch of admin and they're trying to bring somebody in who could bridge the gap and figure out how to do some of the things that people wanted to do. That kind of explains what's going on with the differing visions. [Interview 1]

As Tim shared in multiple interviews, current district leadership believed that subject teachers should deliver the same content and assessments regardless if they are in the general education setting or the alternative education environment. Tim believed that by implementing a uniform instructional approach and content delivery spanning the entirety of the high school

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curriculum, the concept of his program that served as a viable alternative to the traditional education program had been unmistakably undermined. As a result of these actions, Tim does not hold a positive view of his current building leadership. He stated in his second interview that "the principal should be interested, care, and want to help." When prompted to expand on this thought, Tim offered the following:

So I've been advocating for our program trying to make sure that we have space for autonomy and to do things that are alternative and it's just been adversarial. So we definitely have different visions on what this is going to be. And so right now I'm in kind of like a wait and see mode to see what's going to happen with some of the reforms that they're, they're trying to do. I mean, they're trying to do standards based grading. This is based on a lot of the equity training that has gone into the district. And what that's doing is it is removing a lot of the autonomy that we previously had in order to serve children. [Interview 2]

Mike's experience with his principal in his formal induction program at his first school in Wisconsin was a negative one and led to larger concerns about his future at the school. Mike noted that, not only did he find his formal induction process "as ineffective as possible," he shared that he found his building principal to be dismissive and disingenuous. Mike shared that the principal at this school had been in the building for several years and seemed disinterested in Mike's experiences as an ENT. When Mike asked a question or showed concern regarding a program, policy, or initiative implemented at the school, he stated that his principal would simply respond with a remark about how the school had been following such a protocol for several years and that a review or change of extent issues were unnecessary. Mike's experiences

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with his building principal foreshadowed his relationship with school leadership for the duration of his time in the school. In Mike's second interview, he stated that

> I'm also going to be very frank and honest that after looking back on it now, I know that the administrator that hired me at that time, the principal and a business principal and the superintendent, they're not very good at their jobs and in what that would have required more work for them to actually set up some type of, "Hey, this is what we're doing with this schedule." [Interview 2]

The negative interactions he had with the building principal ultimately played a defining role in his determination to end his employment in the district and seek a position elsewhere

Participant interaction with school administrators revealed a mixed set of emotions and experiences. Positive experiences with school administrators, such as Kate's relationship with her principal at her first school did not necessarily equate to an overall positive experience with the new school as a whole. For example, Kate stated that she enjoyed a supportive relationship with the principal at her first school in Wisconsin but resigned her position at the school after a single year. Conversely, Mike's relationship with his building principal at his first school in Wisconsin was a negative experience and served as an important factor in hastening his resignation from the school. No other participants stated that they felt as though their current principal was specifically effective or ineffective as a building leader. No participants reported that either their formal or informal mentors used the prior professional experiences and content knowledge possessed by ENTs. While Tim discussed using his past experiences in working with alternative education programs and his IB training as being of immense benefit to the vision and mission of the alternative education program at his current school, he did not discuss how and to what extent this knowledge was viewed or appreciated by his colleagues. Ideally, additional

probing questions regarding the current nature of relationships formed between participants and their building leadership team should have been developed as a means of providing further context and analysis in understanding such a significant professional relationship.

Criticism of the Concept of the Formal Induction Process as Expressed by ENTs

Four out the five participants reported that the formal induction process they experienced did not effectively serve their needs as ENTs. Rob began at his current high school in the fall of 2020, amid the COVID-19 pandemic and district leadership had the full intention of offering full-time face-to-face instruction through the duration of the 2020-2021 school year. While Rob's formal induction program met in an in-person setting over the course of 4 consecutive days before the beginning of the school year, he believed that too much time was devoted to understanding safety and public health measures that would be implemented by both the school and the district in light of the ramifications of the COVID-19 pandemic. In Rob's first interview, he stated:

> I don't know if [formal induction leaders] covered this or not. There were expectations
> like school wide district wide expectations on certain data that they wanted us to have.
> And I think this year was extremely unique with the pandemic situation that no one really
> knew how day-to-day classroom and building day-to-day activities would go as far as
> managing a classroom setting for virtual learners and face-to-face learners. So I think
> they had a general idea of how things had gone and tried to keep it consistent for the
> students. But as far as their general day-to-day operations and how things were going to
> work with mass and spacing didn't, I don't think anybody knew much including the leader
> of the induction service or building or district personnel. [Interview 1]

Rob felt that the sheer amount of information communicated to him in his formal induction

program was simply overwhelming as it combined COVID-19 safety protocols and sanitation

efforts with a variety of other academic and non-academic materials related to his district and the

school in which he would soon be teaching. He noted that his exasperation with the formal

induction program was compounded by expectations that he needed to understand everything

from gradebook policies, curricular guidelines, attendance regulations, specifics regarding health

insurance forms and any number of instructional and non-instructional policies related to the

district itself in a short period of time. Rob stated in his first interview that,

> I feel like the whole day-to-day things were very fluid; rules would change, schedules
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> would change, lunches changed. And it was just kind of like coming into a new place, I
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> get that you don't know what you're going to do because you don't plan for a pandemic.
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> But regular day-to-day stuff I felt was you're expected to know this as you go along. And
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> so that, in addition to the pandemic, it was really kind of overwhelming. And I think it
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> was overwhelming for veteran teachers as well. They didn't know how they were going to
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> do the virtual hybrid and everything and all the other rules that we were expected to do as
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> new hires. [Interview 1]

Liz's experience in her formal induction program mirrored Rob's perception of his

formal induction program. Liz reported that she was expected to attend several days of formal

induction programming that occurred prior to the beginning of the school year. Liz stated that the

formal induction program in which she participated was "mundane" and repetitive. In Liz's first

interview she shared that, "I think the induction process was good for morale and to learn faces. I

think as far as the work that needed to be done in the classroom, it was not the best way to spend

time." Liz said that at one point in her formal induction program, she and her newly hired

colleagues in the district were sent to a convention center in the community in which she would soon be teaching. Liz had assumed that the day's activities would be differentiated in some manner from the previous sessions and offer a welcome departure from the monotony of the formal induction program itself. Liz stated, "we just sat in their conference room. I mean, I think the idea was we would get out of normal, boring walls, but we got out of normal, boring meetings to sit in a conference room somewhere else." Liz found this 1-day sojourn to be unnecessary as she believed that she could have spent that time completing other activities more relevant to her new position.

Mike's experiences were unique amongst participants in that he taught at two different public high schools in Wisconsin after relocating to the state from outside of the region and that he held negative perceptions about the formal induction program offered at both high schools. When Mike arrived at his first school in Wisconsin, he was the only newly hired teacher in the district and there was no formal induction program offered. Mike stated in his first interview that "I did not have a mentor at [my first high school in Wisconsin]. There was never an assigned mentor to me." Mike was invited to come to the school before his colleagues were expected to arrive for the beginning of the school year. He was given a brief tour of the building by the principal and then shown to his classroom. Mike was not given a formal induction program at his first school in the state. As he explained in his first interview,

> I was the only new teacher there. So I basically got to kind of do whatever I needed to do that day. I remember I ended up meeting with our business director at [the school] for about an hour and a half to go through insurance options and to go through health insurance, for dental, for retirements and things like that. I didn't really have much else for the beginning. I mean, I was able to go around and say "hello" to all other teachers

that were in the building and introduce myself, but most of them, because most of the

teachers had not yet arrived because they didn't have to report till the next day. It was

basically after I did my administrative paperwork, it was kind of, I can do whatever I

want throughout the rest of the day, which is ultimately what I did. [Interview 1]

Mike went on to state that he was particularly frustrated with entering his classroom as he

found materials from previous teachers left in his desk and filing cabinets. Although the school

principal told him that the district was excited about having him join the school system, he felt as

though that sentiment was disingenuous as he sifted through discarded papers left from past

instructors who used the classroom. In Mike's second interview, he explained:

I was cleaning up the mess of the teacher or teachers before. And when I say cleaning up

the mess, I literally mean cleaning up the mess. As in materials were just all over the

place and on desks. My teacher's desk was unclean. It still had all sorts of stuff and junk

in the room, filing cabinets, full of books and papers. I mean, I've gone through and I was

throwing out stuff…that was from the 1990s…it made me frustrated at both locations that

there had not been more things done either by the previous teacher or by the school, by

the administration, whomever to ensure that I did not have to come in and spend large

amounts of time wasting my time, in my opinion, for things that should have already

been taken care of by somebody else previously. [Interview 2]

Mike felt as though the state of his classroom cluttered with outdated materials and previous

teachers' materials left in the room did not match the positive statements expressed by the

building principal of the school's professional environment and, as a result, he did not feel

welcomed in his new position.

When Mike resigned from his first school in Wisconsin to accept his current position, he participated in a formal induction program that he described as "chaotic." In his current school, Mike was one of three new teachers hired to begin the same academic year. In addition, the school had hired a new principal and several district administrators to begin that year as well. While Mike stated that the confused nature of his formal induction process could be attributed to a change in building and district leadership, he described portions of the formal induction program as "a waste of my time." Mike stated that at both schools he has taught at in Wisconsin, the formal induction programming was unremarkable, sharing that,

> I think there wasn't much of anything that was overly hopeful. And I'll just say probably not. I think the reason was for both places, the next day was going to be the whole staff and that's when it seemed like most announcements and we're putting in place. [Interview 1]

Kate began her first year at her current school confronting logistical and instructional issues affiliated with the COVID-19 pandemic. Her formal induction programming devoted a significant amount of time to explaining how teachers were expected to manage their regularly assigned teaching duties in the midst of a public health crisis. Kate expressed a concern that her current school held virtual meetings for her pre-school formal induction program. While Kate stated that these meetings were scheduled in lieu of face-to-face meetings that were normally conducted, she found remote meetings were unhelpful in that she was unable to interact with her colleagues as she would have should they have met together in the same physical location. Kate further noted that since much of her time was devoted to virtual meetings, she was unable to successfully familiarize herself with online grading and class organization platforms that she was expected to utilize in her classroom for the upcoming school year. Kate explained that if she

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were given the opportunity to learn such platforms and feel comfortable with them, then she would have felt more prepared and comfortable with the arrival of her students at the beginning of the school year.

Tim's experience was unique amongst his fellow participants in that he felt that his formal induction program was a powerful experience. In his initial individual interview, he spoke about his expectations of the formal induction program and compared those experiences the program he participated in his current school stating,

> So this is the onboarding process: How do you help the teacher understand the district and the processes that are going on at the district? How do you access all of the different resources? What is even available to you? When you want to do something, what are the forms that you have to fill out? What is the, what's the bureaucracy? How do you get through that? I mean, it sounds very dull and dry as an experienced teacher but you can't do anything if you don't know any of that stuff. [My current school's] induction program, they plan a week to induct all of their new teachers. Actually, it's really good. So they go through all the things I was just illustrating right there and they help you understand how to access everything. Here's the different paperwork, here's the different departments. Here's who you need to talk to, this person does this, this person does that. And I'm like the entire time I'm furiously taking notes, just because these are the things that it normally is, when I've gone to a different school, you just have to figure this out as time goes on. And so it was really nice to have it laid out in front. [Interview 1]

In the first round of interviews, participants were asked about their understanding of a formal induction program and what types of experiences and activities that they would expect to encounter during such a process. All participants expressed that they believed the goal of formal

induction was to help newly hired teachers feel comfortable in their new schools, meet new colleagues and leaders, and familiarize themselves with the expectations and obligations of teaching in a new professional environment. Yet, the expectations of participants regarding formal induction programming were often not the reality faced by the ENTs in the study. Participants possessed an assumption of what they believed a formal inductive program would entail yet, with the exception of Tim, were forced to consider their assumptions of the formal induction process with the specific experiences they encountered as ENTs in their new school districts. As a result of this schism between expectations and tangibility of their formal induction programs, four out of five participants felt as though the overall formal induction program was a disappointing and ineffective experience.

Critique of Implemented Formal Induction Programming as Experienced by ENTs

When discussing their experience with the formal induction process, participants frequently criticized the length of time spent devoted to the overall program prior to the beginning of the school year. Participants stated that their formal induction programs generally lasted four to five days and believed that such time was either not utilized in a constructive manner. As Mike stated in the focus group, "formal induction procedures could probably be reduced by about half and, from my experiences for all of the schools that I have been in, the recommendation would be to just cover local items."

> Rob expanded on Mike's sentiments in the focus group by explaining, I know the
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> districts I've been in it's been 2, 5 days of district stuff and I don't need procedures. I need
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> to know kind of more day-to-day stuff on what we're going to be doing at that school, at
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> what my position is requiring of me. Sitting there and watching videos and going over,
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> you know retirement and HR stuff…I think that can be done on our own. A lot of it, I

think, is learning like icebreakers and learning what the district has to offer upfront. I'm

like at that point, I'm just ready to dive in and just trying to get my classroom set up,

getting it, setting up everything else. And I just think it's kind of tedious to have three to 5

days' worth of induction stuff that could be spent doing stuff elsewhere. [Focus Group]

Rob's thoughts on his formal induction program further reflected his prior professional

experience spent working in large, urban schools. He stated that in previous formal induction

programs in larger districts, all new teachers to the district attended the same meetings. Rob

found the experience to be frustrating as he explained in his second interview that, "we're all

going to have different experiences at the end. Ultimately, it's more helpful spending time in the

building and with building procedures than district-wide."

Further criticism of the length of formal induction programming was expressed by both

Kate and Liz. Liz described the formal induction process that she experienced as "mundane."

Kate stated that while her first school in Wisconsin had implemented an effective and

comprehensive year-long formal induction program, her current school's program was "more of

like a cookie cutter...this is what we do everywhere else."

A single participant, Tim, shared that his experience in his formal induction program was

fulfilling and that the time devoted to the process was beneficial for his transition to his current

school. As Tim explained in his first interview,

I really appreciate when we have some formal induction so that I can learn who's who in

the district…I want to know who are the power players, who are the people who are

actually pulling weight, who are the people who are making decisions, the people that

actually do things? And that's, that's the thing, you know, like whenever you enter a

system you're entering in politics...where are my limitations? What can't I do? You

know? I'm always asking myself whenever I'm going into a different job and eight

different districts. [Interview 1]

Tim immensely valued having the opportunity to learn about his new school as he began to

understand de jure and de facto leaders within the building and the district while immediately

planning for the future of his alternative education program.

With the exception of Tim, no other participant spoke about their formal induction

program as an overall experience that they felt was particularly beneficial in helping prepare

them for their classroom in their new schools. While each participant either stated that certain

components of their formal induction processes were useful or that they believed a formal

induction program could be beneficial in supporting ENTs as they began their service in new

schools, four out of the five participants in the study described their respective formal induction

programs as a process that provided little meaningful or impactful information relevant to their

new positions.

Relationships With Formally Assigned Mentors Were Often Unhelpful

Participants frequently spoke about their relationships with mentors assigned to them as a

component of the formal induction program. With the exception of Mike in his first high school

in Wisconsin, all participants were assigned mentors as a component of their formal induction

program. The thoughts shared by participants reflected larger themes regarding the significance

and impact that fostering a positive relationship with a formal mentor played in the participants'

respective formal induction processes.

Tim felt as though his relationship with his formal mentor was particularly helpful in his

process in transitioning to his current school. Before relocating to the West Coast of the United

States, Tim had taught science in an alternative high school in Midwestern city outside of

Wisconsin. Tim noted that in his prior experience as an alternative education instructor, he relied heavily on access to a plot of forested land owned by the school district. When Tim decided to return to the Midwest, he searched for an alternative education program where he could again have access to a school forest. Tim applied for his current position in large part because the school district possessed a dedicated school forest where he could continue to offer science lessons in such a unique setting. When Tim accepted the position at his current school, he was assigned a formal mentor that, while employed as a full-time teacher in the district, split their time between teaching general education science classes and serving as the director of the school forest. In Tim's first interview he explained about this situation, stating

> Well, partly it was the chance to work at an alternative school again but also the chance
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> to work at this job where they wanted to form this partnership with the school forest. That
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> really, that really got me enthusiastic. I've also had the chance to just work in private
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> schools and travel to go and see lots of different areas around the world. This was such a
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> beautiful area. It's really unique in the world where you've got access to so many different
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> types of outdoor opportunities. [Interview 1]

Tim found the process of collaborating with his formal mentor to be a positive experience. He noted that both he and his formal mentor valued the concept of the school forest in serving the needs of students within the alternative high school setting and they both believed that a school forest provided a wonderful opportunity to apply lessons learned in classes to a practical setting. In his first interview, Tim expanded on the relationship with his formal mentor noting that "[school administration] wanted me to collaborate with the school forest and she was the school forest coordinator. So we got to put our heads together and really started cooking up some plans for the next year." Tim believed that both he and his formal mentor shared a

collective vision for using the school forest as an instructional resource and he felt supported by such a beneficial and collegial professional relationship.

Despite Tim's supportive relationship with his formal mentor, his experience was not shared by the other participants in the study. Prior to relocating to Wisconsin, Kate had served as an instructional facilitator in a public school district in the American West as well as a teacher at a juvenile detention center for males in the same state. Kate arrived in Wisconsin at the start of the 2019-2020 school year to begin teaching in her first school in the state. Kate had not taught in a traditional high school setting since the conclusion of the 2011-2012 school year and entered her first school in Wisconsin with the assumption that she would face significant challenges in acclimating to the traditional classroom setting after several years away from such an educational environment. In Kate's first interview, she discussed her trepidation in returning the classroom explaining that,

> I would ask her for help, but she was often, you know, busy teaching her own classes and maybe expected more for me since I was a veteran teacher. I just felt like a new teacher there. And so maybe she wasn't expecting to give me as much guidance as I needed, like one-on-one time. [Interview 1]

Unfortunately, Kate described her relationship with her formally assigned mentor at her first school in Wisconsin as unhelpful and, at times, distressing. Kate stated that she had hoped her formally assigned mentor would be supportive and encouraging during such a period of intense change in her life but lamented that her formal mentor simply exacerbated her own sense of frustration and self-doubt in her abilities to perform her duties as a teacher.

When asked about specific instances in which her relationship with her formally assigned mentor were particularly troublesome, Kate provided an example of seeking her mentor's help with questions regarding gradebook practices. In her first interview, Kate stated,

> I didn't know the grading platform we were using and I would ask her for help, but she was often…busy teaching her own classes and maybe expected more of me since I was a veteran teacher…I just felt like a new teacher there and…maybe she wasn't expecting to give me as much guidance as I needed [Interview 1].

Kate went on to say that her relationship with her formal mentor was especially jarring due to an initial impression of her as positive. Kate's formal mentor taught the same subject as her and had taught at the high school for several years. When the school year began, Kate had hoped that her formal mentor would be willing to support her as an experienced educator who could offer helpful data-supported and anecdotal advice on instructional and non-instructional issues. Yet, as the school year progressed, Kate's formal mentor was less and less willing to help her with concerns that arose. By the time her school moved to virtual instruction in the spring of 2020 in response to the COVID-19 pandemic, Kate expressed a sense of relief in that she would not have to work with her mentor in any sort of formal capacity for the remainder of the school year.

Kate harbored additional concerns about her formal mentor as both a confidante and as an advisor in extracurricular activities. Kate shared that her experience as an ENT in her first school in Wisconsin after leaving her previous position out of the state was challenging. In her first interview, Kate explained that she felt her mentor was being disingenuous with her. Kate stated that she wished her mentor would,

Be upfront with me so I can change it or whatever. Maybe that's just how she is. It was

almost like she was a veteran, so she was better. And then she already had her clique and

I don't know, I just didn't catch on. I didn't fit in. It was really awkward. I didn't want to

ask her questions at the end because I didn't feel like she was genuine. [Interview 1]

Kate further noted in the interview that she struggled with several personal issues related to her

relocation and these issues manifested themselves in hampering her success in the classroom.

Kate stated that before winter break began in December of 2019, she was placed on an

improvement plan by the school's principal. Kate acknowledged that being placed on an

improvement plan was warranted and that her principal had seemed genuinely concerned and

interested in helping her improve as an effective teacher. Yet, she felt as though when she spoke

to her formal mentor in confidence about her struggles in both her professional and personal life,

her mentor betrayed that trust by sharing Kate's words with the principal. Kate stated,

At the beginning, we did a social outing together. And then, I don't know, we did not

work well together. At school, I felt like I couldn't trust her. I felt she wasn't upfront and

direct with me about...what the principal was saying. I've always felt like she went right

to the principal and tattled, for lack of better words [Interview 1].

Kate further expressed her frustration with her formal mentor, assuming that she would

be taking on an advisory role for an extracurricular club that was sponsored by the mentor. When

Kate shared with her formal mentor that she did not feel comfortable taking on such a position,

her formal mentor demanded that she reconsider. Kate felt pressured to relent and served in a co-

advisory position of the club but felt as though her opinions on any issues with the club were

quickly dismissed by her mentor who was unwilling to relinquish any control over the

organization's affairs to Kate.

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While not as entirely unpleasant as Kate's experience, Liz's relationship with her formal mentor was fraught with challenges. In her formal induction process, Liz met with her assigned mentor but found their relationship unhelpful. Liz's formal mentor was also a special education teacher. Liz stated that her formal mentor was not new to the district but had been transferred to the high school the same year as Liz began teaching in the district. Liz was concerned about the professional background of her mentor and the potential lack of impact he may have in assisting her during her transition to her new school. As Liz noted in her first interview, "he moved up from elementary school, so I have more high school experience. One time we were working on an [Individualized Education Program] together and I was teaching him how to do things." Additionally, Liz explained that her formal mentor worked in a classroom that was not close to hers and had planning periods that were different from her own. Due to this lack of proximity and common planning time, Liz rarely spoke with her mentor. When asked if she sought her mentor's advice at the beginning or end of the school day, Liz stated that she was a single mother with children and felt as though her time outside of contracted hours was limited due to her personal obligations.

Mike and Rob's relationships with their formal mentor at their current schools were similar to that of Liz. Rob's formal mentor taught in the same department as he did and had taught in the same high school for multiple years. Rob noted that while his classroom was in close proximity to that of his formal mentor, he was not required to meet with his assigned mentor at regularly appointed times or intervals. Additionally, Rob is the only member of his department that teaches a specific subject in social studies. Rob's instructional duties consist of teaching the same subject to students in a general education classroom as well as an inclusion setting in which he co-teaches with a special education teacher. Rob's formal mentor taught

entirely different classes and Rob did not feel as though his assigned mentor would be able to assist him in instructional and content planning concerns specific to his content area. In his first interview, Rob noted in his first interview that "I was assigned a mentor, but a go to person. I can't say that we met more than twice. I would go to that person and that was about it. I felt obligated to go to that person." Mike's experience with a formal mentor reflected Rob's experience. Although Mike was assigned a formal mentor at his current school, Mike remained the only social studies teacher at the high school and did not seek out the advice of his formal mentor with regularity. Mike did not provide any further information regarding the continuation or current state of a professional and collegial relationship with his formally assigned mentor.

The first individual interviews with participants were devoted to a larger discussion of formal induction programming. Participants were asked about their relationships with the formal mentors and the impact that such relationships had on their transition processes in their new schools in Wisconsin. With the exception of Tim, no participants discussed a positive relationship with a formal mentor. Kate and Liz shared that their formal mentors were dismissive of their concerns and they both believed that their relationships with these mentors did not provide them with the support and encouragement that they had hoped. Rob and Mike's experiences with their formally assigned mentors, while not as concerning as that of Liz and Kate's experiences at their first schools in Wisconsin, did not prove to be a constructive experience. Yet, Liz, Kate, Rob, and Mike did not lament the lack of a relationship formed with their formal mentors, Tim's experience with his formally assigned mentor provides an illustrative example of the benefits that could be obtained through the formation and maintenance of a positive relationship with a formal mentor.

ENTs Wanted Time in Their Classrooms Before School to Prepare for Their New Students

Although all participants stated that they believed an effective formal induction program would be helpful in introducing them to school expectations, climate and culture, four of the five participants stated that they felt the formal induction process devoted a significant portion of the time to concepts they found irrelevant or unnecessary in continuing their careers in a new educational setting. Participants shared that their respective formal induction programs took place over the course of multiple days before the remainder of the faculty members arrived for pre-school training and preparations for the beginning of the school year. Participants believed that, as ENTs, they possessed an understanding of what they needed to do or complete in order to effectively prepare themselves for their classrooms in their new school and that such a prolonged formal induction program was tedious and repetitive.

Rob's formal induction process was a 4-day process with a limited amount of time devoted to spending time in his new classroom. Rob stated that the amount of information shared with him at his formal induction program was, at times, bewildering. In the focus group, Rob discussed his experiences with formal induction programming both at his current school and at previous schools in which he taught, sharing the following:

> I know the districts I've been in it's been two, five days of district stuff and I don't need procedures. I need to know kind of more day-to-day stuff on what we're going to be doing at that school, at what my position is requiring of me. Sitting there and watching videos and going over retirement and HR stuff. I mean, I think that can be done on our own. A lot of it, I think, is learning like icebreakers and learning what the district has to offer upfront. I'm like at that point, I'm just ready to dive in and just trying to get my classroom set up, getting it, setting up everything else. And I just think it's kind of tedious

to have three to five days' worth of induction stuff that could be spent doing stuff

elsewhere. [Focus Group]

Rob noted that he was not given adequate time to mentally process any materials and feel

comfortable with what was presented. Although Rob returned to his hometown and his alma

mater, he had not lived regularly in the community since he graduated from high school two

decades prior. Rob stated that he "was nervous" to return to his former high school and wanted to

spend time in his classroom preparing pacing guides, lesson plans, and materials related to his

first few days with students when the school year began. In Rob's third interview, he reflected on

his formal induction process and noted,

Going to a new district and coming back to Wisconsin, I think there's definitely some

value in it and getting to know the general overview. But I think it'd be more beneficial to

spend time in the building and working with building supervisors and administration

rather than sitting with everybody in the entire district for a few days, especially for

experienced teachers. For brand new teachers, I think it would be extremely valuable. But

experienced people, health insurance and filling out W2s, all the ins and outs of just

being a new hire anywhere. I think experienced people have a grasp on that. [Interview 3]

Rob had taught in several schools and districts outside of the Midwest prior to relocating to

Wisconsin. Rob noted that while completing forms related for the district's human resources

department and other pertinent documents was certainly important, it was not necessary to spend

any significant time in completing these forms during the formal induction process. Rob's

statements further indicate that ENTs were well-aware of their own needs as experienced

educators and wished to be in their own school buildings in order to have direct access to school

leaders for the purposes of seeking them out to answer questions and address concerns.

Liz shared Rob's assessment of the length of her formal induction program. Liz stated that her formal induction program was a four-day experience before the beginning of the school year. Similar to Rob, Liz believed that the amount of information she was given during her formal induction program was excessive and, once she received access to a school assigned computer and gradebook, she "wanted to figure it out." During meetings and presentations, Liz spent her time focused on preparing for the beginning of the school year. As Liz continued in her final interview, "I needed to get up and running rather than hearing…about mission and vision and purpose."

Kate did not volunteer information regarding her perception of how time was utilized during her formal induction. In her third interview, Kate was asked to provide an overall assessment of the effectiveness or ineffectiveness of her formal induction programming. Kate did not provide much, if any, feedback in response to the question and rather stated that she was simply happy to be in a new professional environment and was trying to put her experiences from her first school in the state behind her. Additionally, Mike did not provide any details as to how he viewed the use of his time in the formal induction program. Tim, the lone participant in the study that held an overall positive view of his formal induction program, did not provide any specific information regarding activities or experience that he felt was unhelpful or unnecessary during the process. Rather, Tim discussed the relationships he held between his formally assigned mentor and the first principal who he worked with at his school as experiences that greatly assisted him in his transition process.

Rob, Liz, and Kate expressed that time spent in their pre-school formal would have been better used in preparing for their classrooms and their students. Rob, Liz, and Kate's formal induction program spanned multiple days before the beginning of the school year and included

all newly hired faculty members to their districts. Mike's experiences were unique in that he did not have a formal induction program at his first high school in Wisconsin and had a single day formal induction program at his second high school in the state. Although Tim's formal induction program took place over multiple days prior to the beginning of the academic year, he found his time used efficiently by positive collaboration with both his formally assigned mentor and his fellow newly hired teachers in his department. Results of the study revealed that participants were acutely aware of what they perceived they needed from their formal induction programming. Additionally, participants expressed a sense of frustration when their time in their formal induction program was not spent on activities that would be of immediate benefit to them as they adjusted to their roles in their new classrooms.

An Exploration of Participant Perceptions of the Informal Induction Process After They Experienced Their Transition

The participants in the study spoke at length about their experiences in becoming acquainted with their new schools. Each ENT possessed several years of professional experience in various classrooms and, with the exception of Kate, felt confident that their content knowledge and prior work background would be helpful in acquainting them with their new school environments. Yet, all participants expressed trepidation and anxiety about continuing their careers in their respective institutions. As Tim put it in his third interview, "it's a bunch of chairs in a dark room and my normal speed is to hit the ground running and start doing things. But that ends up with you tripping over a bunch of chairs." Effectively, Tim's comments reflected the larger sentiments of participants in engaging with and adapting to their new professional environment. Participants relied on their prior professional experiences in education as means of informing their reflections regarding how both the formal and informal induction processes met

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their needs as ENTs. Tim's metaphor encapsulated the sentiments of participants that entered their new schools in Wisconsin with a prior understanding of their responsibilities as teachers but were unsure of their niche in their new buildings. While ENTs may be eager to begin preparations on such items as lesson planning, pacing, and developing syllabi, they still require an informal understanding of their unique academic and cultural environment of their new schools that was not addressed during the pre-school formal induction program. As a result of needing a more nuanced understanding of their new professional environment, ENTs subsequently relied on gathering knowledge about their new schools through informal induction and mentorship.

ENTs Benefitted From Having a Trusted and Reliable Informal Mentor

The experience most often shared by participants regarding a successful informal induction process was how relationships with informal mentors were developed and maintained. All participants shared that they actively sought out informal mentors to assist them as they managed the often-challenging experiences of the transition process. Yet, each participant did not receive a relationship with an informal mentor that was meaningful. Rob relied heavily on the advice and experience of an informal mentor. Rob's informal mentor was a member of the same academic department as Rob and, like Rob, was raised in the community, had graduated from the same high school, and had been teaching in the same high school for over 30 years. Rob grew to quickly trust his informal mentor's experiences and expertise. Rob noted that his informal mentor was unendingly supportive and honest when Rob needed advice stating in his second interview that,

He was always able to help out and willing to help out if I had questions on just little

stuff and just general procedures in the school and just how to figure out technology stuff

and just general schedule stuff in school day to day operations [Interview 2].

Rob stated that his informal mentor had a unique perspective in providing insight into how

policies were developed, enforced, and revised over the past several years.

Rob explained that his relationship with his informal mentor was something that he

valued as a means of deepening his own understanding of content knowledge applicable to his

own classroom. While Rob valued teaching in schools outside of the Midwest and bringing

different perspectives to his new school, his informal mentor became a trusted source for

learning about his community. In Rob's first year teaching at his current school, he was asked to

teach a class on local history. Further, Rob taught the class with his informal mentor. Such a

unique teaching experience was valued by Rob as he stated in his second interview that,

Just because one of my colleagues has been teaching [at the high school] for the past 25

years doesn't mean he has a limited worldview and that his opinions and his methods and

his experiences aren't valid things. It's a whole different thing. He's got a million stories

that are relatable to Wisconsin and [the county] that I can still learn from [Interview 2]

In Kate's current school, she relied on an informal mentor who, while employed in the

district, was not employed in the school. Kate's informal mentor had taught in the school district

for several years but was now serving in an administrative and supervisory capacity outside of

the building itself. Kate valued the experiences of her informal mentor in assisting her with

lesson planning and content delivery. Kate especially appreciated her informal mentor as being

an impartial voice during times when Kate sought support stating in the focus group that, "one

thing that was helpful was the district facilitator because that person was more less biased and

less cliquey because they were working and they had been in the district and they knew people's personal personalities." Kate further explained in the interview that due to the informal mentor not being in the same building as Kate herself, she could speak with her openly and honestly and receive impartial and sincere advice without fear of offending one of her fellow faculty members and unintentionally damaging extant or potential relationships with her colleagues in the school.

Tim's experience in collaborating with an informal mentor was similarly beneficial in his transition process. In Tim's alternative education program, a single teacher had multiple years of experience in teaching in the setting at the school. As a result, Tim often spoke to this informal mentor seeking clarification and advice. Tim further stated that his classroom and that of his colleagues shared a common area and, due to the close proximity to which his colleagues in the alternative program worked together, their sense of community and collegiality was enhanced. Tim found the experience of having classrooms adjacent to one another to be especially helpful in that his colleagues would share ideas on curriculum and planning frequently by simply stepping into the common area to voice their thoughts about school policies or functions. Tim explained in his third interview that,

> We have a big, common area where all of our classrooms open up into those commons. And so we can actually get together and team teach in those commons. And our students also can come out there and they can play there, they have their lunch in our common area. [Interview 3]

Tim felt as though he shared close connections with his colleagues and that they were able to trust each other with the direction of the program as a whole.

Results showed that the formation of a relationship with a trusted informal mentor proved to be a particularly impactful opportunity for ENTs in their transition process to their new

schools. Informal mentoring occurred outside of the confines of designated meeting times or the structure associated with formal mentorship experiences. Informal mentors provided a sense of confidentiality and impartial judgment for ENTs seeking advice and support. Further, informal mentors were consulted with more regularity than formal mentors and became a more regularly used source for information and feedback as ENTs adjusted to their new schools. Additionally, participants found that forging relationships with teachers that had extended experience in the schools in which ENTs were now employed was of immense benefit as a means of learning about the unique operations and functions of the school itself.

Informal Mentorship as a Negative Experience

Whereas Rob, Tim, and Kate's experiences with their informal mentors served in effectively supporting their transition to their new schools, Liz struggled with finding a suitable informal mentor. Liz reached out to the head of her academic department when she began at her current school. Yet, the relationship between Liz and her department head quickly turned sour. Liz shared in her second interview the following;

> I went to her until she threw a fit and was like, "I don't know why everybody always comes to me. You have your own mentor. I don't get paid the same as either of you and you come to ask me questions." I don't think she knew everything that being a leader entailed, especially in a new department. And I think she was just frustrated because she felt like she was doing more than her fair share of the work. [Interview 2]

Liz believed that her department head did not have enough experience in education to serve as an effective informal mentor. Although the special education department head was not new to teaching, Liz believed that she was too young to effectively lead her team. Further, Liz felt as though her department head was far too unpredictable and unreliable to be in any position of

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leadership and appeared overwhelmed with managing her new duties as a department leader. Liz's relationship with her formal mentor, combined with unsuccessfully finding an informal mentor in the building, led her to become uncomfortable and unwilling to share concerns or seek advice from anyone outside of her building administrators.

Results indicated that providing a positive and successful transition to their new classrooms was the formation of a close relationship with a trusted mentor was integral to the success of their transition. While all participants, with the exception of Mike at his first school in Wisconsin, were assigned formal mentors, relationships between ENTs and their informal mentors were especially helpful in easing their transition process. As informal mentors were not assigned to work with participants in any sort of mandatory capacity, participants expressed that they were able to share information with informal mentors regarding concerns in their classrooms and in the school itself as well as sources of anxiety and frustration in the ENTs professional and personal lives.

During the data generation process, three participants shared that they had negative experiences in interacting with informal mentors or colleagues that they believed could have served as informal mentors. The lack of such positive informal relationships and interactions resulted in a challenging experience for the participants as they transitioned to their new schools in classrooms. In Liz's second interview, she explained that she had attempted to forge an informal relationship with the head of her department. Liz had indicated that as she was new to the school, she wanted to make sure that she was entirely comfortable with her instructional duties and made aware of any paperwork to be completed regarding IEPs and 504 plans and the needs of students with special needs. When she asked her department head for details and information concerning such issues, her department head grew exasperated and verbally

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criticized Liz and her experiences. As a result of such a negative interaction, Liz expressed that she was more likely to keep her concerns private rather than share them out of fear of repercussions. In Liz's second interview, she provided an example of how she has become disengaged from commenting in meetings as she said,

> I mean, an example for you would be the [professional learning community] that we had yesterday where we were trying to set up some scheduling stuff for next year. I started trying to say something and essentially asked the question to write it down and kind of take some notes on it. I couldn't even get my sentence out before other people had taken over and were just going off and doing what they're wanting to say without listening to me. [Interview 2]

The relationship between participants and informal mentors reflected an opportunity for the formation of a collegial exchange between ENTs and their fellow classroom teachers. Yet, in Liz's experience, lacking an informal mentorship resulted in a feeling of disengagement with her colleagues. Despite the fact that Liz noted that she was content with her role in her new school and emphasized her positive relationships with her students and school administrators, she did not have a trusted colleague in the building who she could confide in should she need support or assistance. Although Liz was critical of her department head and some of her colleagues, she shared in her second interview that "90 to 95% of the teachers are quite lovely and easy to work with. There's some that are not good to work with." While Liz did not necessarily lament her lack of an informal mentorship, she was clear that she had support from her school administration and was able to receive their help as necessary. As Liz noted in her second interview,

I was told today by the administration, I have my end of the year meeting and the

comment was made that they understand my frustrations and the things that often

frustrate me are the same things that frustrate them. If it's not what's best for kids, why

are we doing it? We're reaching everybody. They tend to agree with me on that. And [the

principal] said, "if you leave, I'm losing one of my soldiers." [Interview 2]

Participants addressed the value that they placed in informal mentorship and the support that

such relationships offered for them as they moved forward in their new professional

environment.

An Example of an ENT's Absence of Informal Mentorship

Mike's experience with an informal mentor was unique amongst his colleagues.

Throughout his individual interviews, dialogic journal, and focus group, as his colleagues were

discussing their relationships, or lack thereof, with informal mentors, Mike remained quiet. Mike

did not discuss any informal mentors, nor did he discuss the formation of collegial relationships

with his colleagues.

At both Mike's former and current schools in Wisconsin, he has worked with institutions

in small towns. Mike has also been the only teacher of his academic subject in both of these

schools. Mike stated that due to the small size of the school district, he was able to obtain

information regarding his concerns by simply asking those in positions of authority and

leadership within the district. In his third interview, Mike reflected on the focus group discussion

and shared,

In Wisconsin, where I taught at all these smaller schools, having the ability to go in and

sit down, basically whatever I want with the district secretaries, the district administrators

you know, the business officers that puts a different perspective than I think some of

those other fellow teachers that were in the focus group were mentioned. So I think a lot

of it just has to do with perspective. [Interview 3]

Mike neither stated that he sought out, needed, nor valued an informal mentorship experience.

Rather, his past professional experiences made him feel comfortable in approaching those in

positions of school leadership when he confronted an issue in need of clarification.

ENTs Sought Support Based Upon a Recognition of Their Own Needs

A common theme that emerged from the shared experiences of participants reflected their

own belief in the power and worth of professional knowledge accrued from previous years of

employment in classrooms outside of the Midwest. Participants expressed a common sentiment

that they would have preferred to seek help from colleagues and administrators as they found

necessary rather than being inundated with materials, data, and information during their

induction process. Each participant shared that their formal induction program contained a

myriad of policies and practices that they felt overwhelmed them at times as they considered

managing their roles in their new schools with the instructional and non-instructional

expectations incumbent upon them as faculty members.

Rob felt as though the sheer volume of information he received from his formal induction

process often went unnoticed and unheard by himself and his colleagues attending the program.

Yet, as the school year progressed, Rob found that questions that arose regarding academic

concerns and school procedures had not entirely been addressed throughout the formal induction

process. As materials distributed during the formal induction program were sent electronically,

Rob stated in his third interview that he was able to consult related documents throughout the

course of the school year sharing the following:

It's useful to go back because there's a lot of information, a lot of stuff being thrown out there, but it's just something to go check and back. It's just in addition to all the other information that was thrown out there. [Interview 3]

Yet, when Rob had time to review materials that were distributed during the formal induction, he found that not all of his concerns were adequately addressed or were answered to his satisfaction. Resultantly, Rob found himself contacting either his informal mentor or other de facto leaders in the building such as school administrative assistants to help him with questions that arose over the course of his first months in his new position.

Mike's experience in his formal induction process did not serve to answer all of his concerns over the course of the beginning of his tenure at his current position. In his first school, Mike stated that when he asked for assistance from his principal regarding any concerns that he confronted, he found that his principal was dismissive of his apprehensions. Mike explained in his first interview that,

As the years went along, I did have negative interactions with both the superintendent and the administration of the principal. They did stem from disagreements about philosophical processes. They stem from disagreements about job descriptions and job duties, things like that. [Interview 1]

At Mike's current school, his experience has been that questions ranging from academic issues to personal matters such as health insurance may be presented to the appropriate school representatives on his own time. Mike noted that the business director for the district's office is housed in the same building as his current school. Mike stated that on several occasions he spoke to the business director in an informal manner and found his advice most useful and appropriate. In Mike's third interview, he reflected on this relationship stating,

At my current school, the business director's office was literally in the same room or the same little area as the superintendent and as a principal and as the regular secretary, he's where kids come in to check in, in the morning, things like that. I mean, I used to literally have lunch with our business director on an almost daily basis. [Interview 3]

Participants shared that they valued seeking assistance on their own time from building and district leaders. Rob felt that each school year is a fluid experience in which all questions cannot possibly be answered prior to receiving students in classrooms at the start of the year. Participants that then sought out answers to questions outside of the expertise of their informal mentors, valued the approachability of administrative personnel and de facto leaders within the school and the district. Participants that received assistance from such leaders in a timely, constructive, and supportive manner reported that they felt more comfortable with their transition process than those that were summarily rejected, ignored, or discounted when searching for clarification or solutions to problems confronted by ENTs.

Research Question 2: How Do ENTs Perceive the Existing Culture of the New School in Juxtaposition with Prior Expectations and Experiences of the Academic, Professional, and Social Culture of a School?

Participants expressed various concerns regarding their management of prior professional experiences in public education with the daily reality they faced in their new school settings. Each participant had served in multiple schools prior to teaching in Wisconsin which provided an opportunity for further exploration of the transition process as experienced by those in the study. While the professional and personal experiences were not uniform events encountered by all participants, there were several key themes that emerged from the research and data generation

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process that illustrate how ENTs addressed their roles in their new schools. Key findings from this research question are as follows:

- ENTs had to make sense of the unique academic expectations in their new schools in Wisconsin as opposed to those in their former schools outside the Midwest.

- ENTs relied on past experiences in schools outside of the Midwest in creating policies and procedures in their schools in Wisconsin.

- ENTs did not view relocating to the Midwest from outside of the region to be a challenging endeavor.

- ENTs did not confront significant challenges in adapting to the culture of their schools in Wisconsin.

Participants Confronted Different Academic Expectations at Their Schools in Wisconsin Than They Had Experienced Outside of the Midwest

Three of five participants expressed that they felt a sense of frustration with the academic expectations in their classrooms throughout Wisconsin. Mike, Kate, and Rob felt as though academic expectations were not as rigorous in their schools in Wisconsin as they were in previous institutions where they had taught. The biggest academic and instructional challenge that these participants confronted in their new institutions was how they would manage elevating student expectations while still operating without alienating students and the school community.

Mike felt especially frustrated at his first school in Wisconsin when he began his tenure in the building. Before arriving at the school, Mike had taught at a large, public high school in the Southeastern United States and had developed challenging coursework that he felt was bolstered by his experiences in attending subject related conferences and presentations. Mike recalled in his first interview that he was told by a colleague early on in his first school year in

Wisconsin that "we are not that smart. We are not that financially secure. You just have to deal with this and whatever." Mike further shared in the interview that, "and I remember the very first day, there was a person, a teacher that made a comment…and it just absolutely hurt me. Basically he was saying, this is the way that it is and you can't change it."

After 3 years of teaching in his first school in Wisconsin, Mike resigned from the school and accepted a position in a different school district in the southern part of the state. When Mike began teaching at his current school, he similarly found that students held low academic expectations. Mike stated that the teacher he had replaced in the district was not well-regarded amongst his colleagues and school community. Mike met with members of the community that shared a similar concern for a diminished level of student achievement in the high school. Mike felt that instituting a higher level of rigor would be essential to his success at the school. Mike stated that initially students bristled under his instruction and expectations. Yet, he remained confident that student work was improving and learners in his classroom were producing better quality work than previous classes he had taught earlier in his time at the school. Additionally, Mike noted that the 2021-2022 academic year would be his fourth year at his current school. As Mike is the only social studies teacher in the high school, he has valued having near total control over the content in his courses. Mike stated that since he will teach nearly all students in the building in multiple classes throughout their high school career, he will know precisely what a student should have learned through their entire 4-year high school career. He found this realization and process to be a rewarding endeavor and a demonstration of his ability to develop, and attain, meaningful instructional objectives.

At Mike's current school, he has worked to develop a series of courses that serve to support his students and their learning needs. Yet, his work was conducted without reliance on

any formal or informal mentorship processes. Mike received no guidance in understanding what students learned under the prior social studies teaching in his current school. Yet, through his reliance on his past professional experiences and developing relevant and applicable coursework, he has felt as though he has elevated rigor and outcomes in his classroom. Mike reflected on the academic expectations sharing in his third interview the following:

> I've had students email me saying, you know, as much work as they don't want to have to do for me, they appreciate it because they've learned so much knowledge compared to other teachers that they have. I had a school board president seek me out and speak with me in a positive manner about my Advanced Placement United States history test scores. And I've had other parents just simply send me emails saying, "whatever you're doing in the class, it's very successful for my son or daughter." So those kinds of things do occur and they were very positive comments from them. So that is one of the ways that I did feel valued and appreciated. [Interview 3]

Rob expressed a similar concern regarding academic expectations held by his students and some faculty members. Rob was struck by materials that were used by several of his colleagues. As he stated in his second interview, "what I noticed…is that what is taught hasn't changed in 11 years as far as the standard of instruction or the method of instruction and actual materials hasn't changed." Rob noted that social studies standards adopted by the Wisconsin DPI were vague and experienced great difficulty in attempting to provide challenging instruction without alienating students and parents/guardians who felt such coursework was unnecessarily difficult. Further, Rob noted that he received some resistance to his instruction and content amongst students who were not accustomed to his level of expectations. While Rob was able to speak with his informal mentor about his own concerns with the level of student expectations, his

informal mentor did not have experience in teaching American Government and was unable to offer him much support in helping Rob with instruction or content knowledge of the subject.

Kate spoke of her experience in attempting to teach a different genre of literature to her students at her first school in Wisconsin. She stated,

> I didn't have the autonomy to work to my strengths. For example, I said, 'do I have to teach science fiction because I'm not a big fan' and that's their main reading books...so I did teach it, but it was hard because it was a new to me unit which didn't make it any easier. [Interview 1]

When Kate approached her colleague in the department, she was told that she could teach something else that would cover specific learning objectives aligned with the prescribed curriculum, but she felt that her expertise and comfort in other literary genres was summarily dismissed.

Mike, Rob, and Kate each shared that they clashed with either students, administration, or members of the school community with regards to seeking to reform or adapt instruction in an attempt to raise student achievement. Each of these participants expressed that when they sought to alter instruction in any significant manner in contrast to what had been taught in prior years, they were met with resistance and a chorus from opponents stating that the school or curriculum had operated in a specific manner for years and that change was not needed. Yet, when Kate sought assistance from a formal or informal mentor, she was not supported or encouraged. When Rob sought advice from his informal mentor regarding improving his American Government class, his informal mentor was unable to support him due to his own lack of experience with the content. Mike simply did not have any source of support in his building to help him with instruction or content knowledge as he was the only social studies teacher at the school.

The lack of support between informal or formal mentors in supporting instruction and content knowledge for participants revealed a complex series of experiences. For example, in Kate's experience, the lack of support she received from her formal mentor caused her to feel uncomfortable and uncertain about her own content knowledge and effectiveness as an educator. Rob's informal mentor, although a valued source of information and expertise on school culture and logistics, was not able to provide content-specific support for Rob's American Government class. Mike did not seek nor receive instructional or content support from his colleagues as he remained the single social studies teacher. Participant experiences reflected a larger concern about the role that formal and informal mentors had on ENTs seeking to feel confident and comfortable with delivering instruction in their new classes. Only Kate's formal mentor had content specific knowledge about Kate's classes and her lack of understanding Kate's needs and strengths as an ENT led to Kate feeling overwhelmed and anxious about delivering instruction in her courses.

Participants Sought to Address and Codify Non-Existent Policies in Their New Schools Rooted in Previous Experiences

As participants became acquainted with their new professional settings, many felt as though they had a challenging time in navigating specific policies implemented within their respective school. Or, just as significantly, many of the participants felt as though a lack of consistency in policies or an absence of policies led to a sense of confusion and anxiety about how to move forward in a particular situation.

At her first school in Wisconsin, Kate found that the implementation of several policies was not uniform throughout the school. She stated in her first interview that,

One time my principal said…"you have to be consistent and talk about classroom

management." I said, "well, it's hard when some of the policies aren't consistent." And

he goes, "give me an example." And I don't think he expected me to give him one when I

said, "well, your bathroom policy." And he just shut up and never said anything because

he's the one who made the bathroom policy…and he knew it was inconsistent. [Interview

1]

While Kate believed she had a professional and supportive relationship with the principal at her

first school, her concern over not understanding the rationale behind the creation and subsequent

implementation of distinct policies led her to experience an elevated level of frustration and

dissatisfaction with her time in the district.

Rob also expressed a similar sentiment as Kate regarding policy on academic and non-

academic issues at his school. Rob began teaching at his current position in the fall of 2020, amid

the COVID-19 pandemic. As a result, Rob was fully aware that certain policies and procedures

were more than likely going to be reassessed and altered as the pandemic continued and school

year progressed. Yet, he found the fluidity of the situation to be a source of anxiety. Rob noted in

his third interview that teaching in a pandemic was explained as a situation in a constant state of

flux with rules changing often noting that,

We're accepting this model that nobody knows what we're going to do…we're supposed

to teach bell to bell and rigor and everything else. They expect us as teachers, but then it's

kind of like, "oh well, don't worry about it. You're doing your best. We'll figure it out."

And that's kind of mixed signals. We want to go on as we've always gone on, but this is

all brand new and we're figuring it out and it's kind of going back and forth between

what's acceptable. What do I need to enforce? And what can I kind of make up as I'm

going along because every day is just something else. [Interview 3]

Due to the amount of time spent on such policies at the formal induction program, Rob continued

in the third interview that "I didn't feel as if I was classroom ready coming out of there."

Mike shared his frustration with a lack of policies implemented at his first school. Mike

stated that on multiple occasions he would ask his principal a question regarding a policy that he

had assumed would have been previously in place and was surprised when he was informed that

no such policy existed. In his first interview, Mike discussed his experience at his first school

explaining,

I was very frustrated that there was not, or has not been, very clear and concise. "This is

our school-wide policy, and this is what you need to do." That was never presented both

in my original, very first hire meeting as well as since that time period. [Interview 1]

As a result of this experience, Mike found himself often creating policies that he felt would be

helpful in instituting consistency should such an issue arise in the future. Mike also felt as though

his principal at his first school was not interested in preparing policies for implementation to

guide teachers in instructional and non-instructional matters. Mike believed that his principal

intended to push responsibilities onto the teachers under the guise of providing autonomy. Yet,

Mike felt as though this situation was purposefully done by the principal so as to avoid any sort

of blame or retribution should a complaint arise against a teacher.

Liz and Tim did not express any concerns with the communication, enforcement, or

interpretation of school and district specific politics. Yet, for Kate, Rob, and Mike, the

enforcement and implementation of policies remained a salient topic of discussion. For these

participants, seeking clarification of such policies was important to defining and understanding

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their roles in their new schools. When these participants felt that a policy was not covered in their formal induction program, they sought clarification from an informal mentor or trusted colleague. In effect, ENTs held a working knowledge and assumption of larger school policies that they assumed would be implemented in schools regardless of physical location. For example, when Mike noted that a policy did not exist at either one of his schools in Wisconsin, he referred to similar policies implemented in his previous high school in the Southeastern United States. Mike then crafted a policy for his schools in Wisconsin rooted in the established policies implemented in former schools outside of the Midwest. ENTs possessed a knowledge of what policies were implemented in their former schools and utilized knowledge of these policies to help them in addressing present needs in their schools. When a question arose regarding a specific policy implemented at their current schools, ENTs would ask either their school administrative team or their informal mentors for clarification suggesting that ENTs were aware of how a situation would normally be addressed and then sought clarification in meeting the exact needs of students in their current school.

Relocation from One Geographic Region to a New Geographic Region Was Not a Source of Concern for ENTs

Understanding the experiences of ENTs that have relocated from one geographic region to a new geographic was an important component of the study in seeking to provide an opportunity to explore the isolating experience that may come with an ENT uprooting their personal and professional lives in continuing their professional careers in a new school in a new state. Research into concepts of regionality emphasized that culture represents the shared values, norms, and behaviors held by residents of a specific geographic region (Clerkin et al., 2013; Mead, 2018; Nelson & Rae, 2016). All participants felt as though relocating from one

geographic region to a new region was not a challenge. The participants believed that their relationships with students and their content knowledge made their transitions easier and regionality was not a barrier or a hindrance to their successful transition process. Current research on regionality shows that the term "culture" is used to define commonalities among a region's inhabitants (Clerkin et al., 2013; Mead, 2018). Yet, no participant discussed cultural differences between the region where they had previously lived and their current schools. The only participant that had not lived in the midst prior to teaching in Wisconsin was Liz. Liz mentioned that she only recognized limited differences between her previous region of the American Southwest and the Midwest. Yet, she clarified these remarks in that these differences did not pose a challenge to her in acclimating to her new state. While the findings do not suggest that cultural differences are nonexistent from geographic region to region in the United States, they do illustrate that geographical differences did not pose a significant issue for ENTs in transitioning from schools outside of the Midwest to schools in Wisconsin.

Participants expressed a mixed sense of trepidation and enthusiasm about continuing their careers in a new state. When the participants arrived in their respective schools, they all noted that the larger social culture of the community in which they were now teaching was not entirely foreign to them. For example, Tim referred to his transition to Wisconsin as "coming home." He stated that he was looking forward to returning to the region and was expecting a smooth transition to his school in Wisconsin due to his understanding of the area. Liz was the only participant in the study that did not have a connection to Wisconsin or to the Midwest prior to coming to the state to continue their career in the classroom. Liz shared that she had a personal issue arise that led her to consider employment opportunities outside of the Southwest. She searched for the best states for teachers and found that Wisconsin ranked highly. Liz then applied

for special education positions throughout Wisconsin and accepted a position at her current school. When asked about any challenges she perceived about the culture at her school, she succinctly replied that her main concern was the success of her students and any additional experiences that detracted from her commitment to the students on her caseload as a special educator was irrelevant. She simply stated in her third interview that "kids are kids wherever they're from."

Although Rob had not lived in his hometown since he graduated from high school, he was looking forward to his returning to his alma mater as a teacher. Rob noted that when he accepted the position at his current school, he received several calls and messages from friends that not only lived in the community but taught at the school as well. In Rob's third interview, he reflected on his decision to return to his hometown,

> Just moving back to Wisconsin, it just happened to work out that I ended up in my hometown. So living in the community was just not even a second thought about it. It's good to get a house and settle down here in the community. And since I was in my hometown and I've lived here for a large portion of my life, there was really no other place I'd consider living. Because for larger districts, when I worked there, I always tried to live outside of the schools to try to avoid you know, kind of keep working life separate, keep that balanced, but now it's pretty much unavoidable. So just being part of the community is extremely important here, I believe. [Interview 3]

Rob continued to explain that he found his situation to be rather unique in that he was now a colleague with teachers that had previously had him as a student but expected a relatively easy transition to his current school as he knew the community intimately.

Participants Believed That the Culture of Their Current School Was Not a Barrier to Their Transition Process

No participants in the study discussed finding school traditions or culture in their respective schools and communities as something that was markedly different from previous schools in which they worked or communities in which they taught. Only Liz mentioned anything that she found worth noting in terms of differences between her former school and her current school. She stated that in her former school, she worked with a largely Hispanic student population and, at her current school, students in her classes were predominantly white as she noted in her third interview,

> The highest non-Caucasian population is Hmong. There are a sprinkling of Mexicans and I'm coming from Arizona. I'm saying it politically incorrect, but that's just how it is in Arizona. It's Mexican. And some African Americans, I would say my caseload does not have any African Americans on them, but my pullout classes had one; one this year and two last year. Well, I can think of one Hispanic girl that I have worked with on my caseload. So, you know, you can start counting the number of minorities except for the Hmong population, which is quite large comparatively. I think I have three Hmong kids on my caseload. [Interview 3]

Liz further stated that she found people in her current community to be more pleasant and outgoing than at her previous school. She noted that when she would go to the grocery store in her current community, she was often approached by colleagues or the parents of her students who wished to talk with her in a friendly manner. Liz was unsure if she attributed this level of comfortability in residing in a smaller community that she had in the Southwest or if such

friendliness was a cultural characteristic possessed by people in Wisconsin or the Midwest as a whole.

Yet, despite assumptions that successfully acclimating to the school culture would be an easy task, many participants struggled with managing their own expectations of their transitions and the reality of continuing their careers in a new professional environment. Most notably, Rob, Kate, and Mike each stated that a large percentage of their colleagues were raised in the community in which they now taught or had taught in the community for several years and had become entrenched in their classrooms. Rob stated that many of his colleagues at his current school had graduated from the same high school in which they now teach. Rob stated that while many of his colleagues valued his input on any number of academic and logistical concerns, many teachers were reluctant to consider his thoughts due to a perception that Rob was unfamiliar with "the way things were done." Rob shared that unlike many of his colleagues, he gained valuable professional experiences and personal development by leaving his hometown and the Midwest for several years. When he returned to his hometown and began teaching in his current school, Rob was surprised to find that his values and goals as a teacher were, at times, at odds with his colleagues. Rob stated that unlike many of his colleagues, he had taught in several schools throughout the United States serving students from a variety of backgrounds and socioeconomic situations. When Rob would speak to his colleagues and refer to his past experiences in education, he found that his colleagues did not have an extant framework necessary for making sense of his experiences and seemed to dismiss his thoughts as irrelevant to the needs of students and the community at his current school.

At their first schools in Wisconsin as well as in their current schools, Kate and Mike shared that they felt as though faculty members that had been employed in the school for an

extended period were both beneficial to their transition as well as the source of anxiety. Similar to Rob's experiences, Kate and Mike felt as though many of their colleagues viewed their approaches to their classrooms as unusual in light of accepted instructional practices within the school. Kate stated, "I did a lot of brain breaks and class builders because I had learned that in Wyoming. I think the students liked it, even though it was kind of novel for them." Kate felt as though her colleagues were unsure of the benefit of such an activity and dismissed it as detrimental to the overall learning environment of students. Mike's experiences in both his first school in Wisconsin and his second school in the state reflected an initial challenge with the status quo. As Mike was determined to elevate student learning expectations for his students, he found that a number of his colleagues let him know in no uncertain terms that previous teachers in his department were not beholden to such lofty standards for their students.

Although Rob, Mike, and Kate shared that a select few established colleagues in their schools were reluctant to listen to the opinions of newly hired ENTs, they felt that having colleagues that were deeply familiar with the school's culture and traditions were especially helpful when immersing themselves in their new school environments. Mike and Kate held similar views of colleagues that had served in their buildings for several years. Both participants stated that such long-established colleagues had a deep knowledge of the community, students, and, in many instances, had developed and maintained relationships with members of the public. Participants believed that these experienced teachers were able to access such connections to provide advice and timely feedback regarding the ramifications of instructional decisions or curricular planning so as to assist ENTs in understanding what modifications or reactions they may receive from students and the community.

For ENTs in the study, participants shared that they were not at all concerned about becoming a valued part of the community in which they taught. As Rob was raised in the town in which he now teaches, he felt as though he did not have any significant barriers in becoming a part of the community. Rob explained that his experiences teaching and living in the Western and Southeastern United States afforded him different experiences than his colleagues who had taught only in his hometown or in Wisconsin. Yet, he did not feel as though he was an outsider in his community. Tim, Mike, and Kate each felt as though they were accepted and valued members of the school community and did not express any barriers to such acceptance. Liz was the only participant in the study that did not have a prior connection to Wisconsin or the Midwest prior to relocating to the area to continue teaching and stated in her third interview that she did not seek to live in the community which she teaches but ultimately chose to do so. When asked about her connection to the community, Liz stated that she did not purposefully seek to develop connections with the community. Such sentiments shared by participants reflected that while ENTs acknowledged a sense of anxiety in becoming familiar with their new school community, barriers to acceptance by the community were minimal.

Research Question 3: To What Extent, If Any, Were ENTs' Career Expertise Utilized by Their New School in Either a Formal or Informal Setting?

All participants included within the study possessed multiple years of experience in both public and private classrooms working with a range of students from any number of backgrounds. As participants spoke about their transitions to their classrooms in Wisconsin, their experiences varied widely in how their career expertise and professional knowledge was accessed or valued by their respective schools. Key findings from research question three are as follows:

- ENTs were concerned about being granted immediate and complete autonomy in their new classrooms.

- ENTs expressed frustration in new colleagues not listening to or respecting their opinions as new members of the faculty.

- Past professional experience was helpful in planning curricula, lesson plans, and activities in new schools.

ENTs Did Not Often Want Complete Classroom Autonomy During Their First Year at Their New Schools

Mike and Rob shared similar thoughts regarding their planning and preparation as their time in classrooms in Wisconsin commenced. At both schools in Wisconsin, Mike was the single social studies teacher. At his first school in the state, Mike was the lone social studies teacher for both the middle and high school and at his current school he is the only high school social studies teacher. Mike stated that in his 3 years at his current school, he has offered several courses for his students on a range of subjects in social studies. While Rob teaches in a social studies department with five other colleagues, he is the only teacher of American government within the school. Mike and Rob held mixed views of the autonomy granted to them as the only teachers of their respective academic disciplines in the building. Yet, both felt as though their previous professional experiences and content knowledge were not necessarily the reason for their classroom independence but rather a condition of their roles as the only teachers of their academic subjects or courses.

Mike stated that he felt as though the level of autonomy granted to him at his first school in Wisconsin was a reflection of the school culture in which he found himself. Mike found himself in frequent disagreements regarding policy and practice with the principal. Mike stated

that the principal at his first school in the state was unaware of Wisconsin specific instructional standards for social studies education. As he shared in his first interview,

> In Wisconsin, we have what is called *Wisconsin Act 31*, which is that you have to teach all of the American Indian requirements or all the American Indian tribes that live in the state of Wisconsin. She had no idea that I found out about that. [Interview 1]

As Mike noted, he did not feel as though this principal was supporting him in his role as an ENT, granting him the autonomy to make instructional decisions based on his content knowledge and professional expertise.

Mike explained that he believed he was given autonomy in the classroom so that the principal could shield themself from any of Mike's teaching methodologies or instructions that administration, parents/guardians, or school representatives found controversial. As Mike stated in his first interview,

> I would put it like this, the principal there basically just did the easiest thing possible…and then she left it to us as teachers to make sure to know…what all was expected. To be very frank and honest, I believe the reason that that was the case was so that the principal could throw it out and not blame herself. Instead, she could blame the teachers or the test scores. [Interview 1]

Effectively, Mike believed his prior professional experience was not valued by the school administration and was that he was used as a sort of scapegoat should his students struggle on any state or national assessments. He felt as though such autonomy granted to him loomed as a potential instrument for his termination should the need arise. As a result of this experience, Mike found his time at his former school in Wisconsin a frustrating ordeal.

In the fall of 2021, Mike will enter his fourth year at his current school and his interpretation of his classroom autonomy has changed dramatically from his experiences at his previous school in Wisconsin. Mike believed that his current school has afforded him the opportunity to practice a significant level of autonomy in his classroom. In one interview, Mike stated that he was replacing a teacher in his current school who was not highly regarded among the students, faculty, or the community. When Mike began teaching at his current school, he believed that his professional experience was valued by school administrators and district leaders. As Mike stated in his second interview,

> I am a person that believes, as an educator, that I have been hired to be the content expert. And so because of that, I am trusted to make sure that I am covering the material in a satisfactory manner in the methods that I deemed to be successful and achievable. The only issue that I do have with my having so much autonomy, there can be potential issues that can arise from other sources if after the fact that those sources don't agree with or are not compatible with what I, as a teacher, deemed to be an appropriate measurement of learning and other items like that. When I say sources, that would include parents, school board members and the administration, other teachers, community members. [Interview 2]

Mike explained that he was "very deliberate" in what he chose to teach and that being a smaller school provided him with an opportunity to

> Make some more challenging or risky content decisions than what I would have at a larger school. And the reason that I typically say that is because at a smaller school, I often teach the students in multiple subjects. So, I think I can kind of cross reference even

if it is a more controversial topic, I can tie it into multiple social studies subjects.

[Interview 2]

At Mike's current school, he believed that his level of autonomy was directly related to his multiple years of professional experience combined with an administration that was supportive and trusted his ability to make his own pedagogical decisions.

Rob's experiences at his current school echoed that of Mike's most recent experience. Rob noted that he felt as though his school administration trusted him to make pedagogical decisions based on what he deems appropriate for his students and their learning needs. He felt as though he was not micromanaged and was given the opportunity to act independently as an educational professional. Further, Rob noted that he received positive performance reviews by school leadership which has led him to believe that his efforts have been well-received by building administration.

Yet, Rob felt as though the autonomy afforded to him in his position has not come without an initial sense of anxiety. Rob stated that he was unable to collaborate with any other teachers in his department on lessons and pacing guides. Rob believed he was given no instructional support at any level in the building and was under the impression that if he was not reprimanded or corrected by the assistant principal charged with periodically observing his classroom or the building principal themself, he could assume that he was performing adequately in his teaching duties. In his second interview, Rob explained,

> I think, and just my opinion, in these larger schools, because you have twice as many teachers, and you have two to three times more students. I felt like administrators at these schools felt the need to be on top of their teachers so they thought their job would run more smoothly. Like they control their teachers. If they were on top of their teachers,

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then the teachers followed the rules. They were like, "this was the way you're going to do

this." [Interview 2]

Rob shared that at his previous schools he felt as though school administration had a more

heavy-handed approach to managing what was taught in classrooms throughout the school. He

continued this sentiment by stating that "whereas in [current school], it is like, we have an

overall general goal and however you get there is how you get there. So I don't feel there's a lot

of micro-managing, which is pretty good as a teacher."

As Rob's first school year teaching in Wisconsin commenced, he experienced a sense of

consternation in being left to his own devices in his classroom with little administrative

interaction in observing his lessons. Yet, as the school year progressed, Rob began to feel more

comfortable with his level of autonomy granted in his classroom stating,

I don't feel there's a lot of micro-managing, which is pretty good as a teacher. At first it

was kind of frustrating but looking back and realizing, "oh yeah, this is good." The

journey to get to that realization is frustrating [Interview 2].

Liz, Tim, and Kate did not address a sense of autonomy in their classrooms. For Liz and

Kate, they were able to communicate with members of their department on a regular basis.

Although Tim was the only science teacher in the alternative education program, he was able to

rely heavily on his departmental colleagues for encouragement and support. Additionally, Tim

communicated with other science teachers in his building who taught courses outside of the

alternative education program. Yet, for Mike and Rob, as the only teachers of their specific

subject in their buildings, a sense of isolation permeated their experiences as ENTs in a new

building who were the sole teachers of their subject. While both Mike and Rob had previously

taught the same subjects that they were now expected to teach in their current schools, the sense

of not having a mentor that was familiar with their course content caused a sense of anxiety and frustration.

Participants' Prior Professional Experiences Were Often Not Valued by Colleagues

Liz arrived at her current school with over a decade of experience teaching various levels of mathematics at the general education and special education settings. She was confident in her content knowledge and her commitment to her students. During interviews, Liz often discussed her ability to form meaningful relationships with her students at any level and at any school that she has taught. In relocating to Wisconsin from the Southwestern United States, Liz stated that she was not at all concerned about how she would fare in her new school as she believed that her most important responsibility would be to her students and their needs. Liz spoke positively about the administrative staff at her current school in her second interview stating "our administration is lovely. They really are…they're in my corner a hundred percent. I feel very supported and valued by the administration." She went on to say in the same interview that

> I have been told that if I ever need to vent, I can just go down and vent my frustrations and brainstorm with the principal or one of the assistant principals…and the principal specifically said to me, you know, "you have a bazooka in your corner if you need me."

Yet, despite her ability to forge positive connections with her students as well as having the support of her school administrative team, Liz has found it rather difficult to develop collegial relationships with her colleagues. When asked about her experiences, Liz explained that working with other teachers was not always a positive experience. During her second interview, Liz shared that a teacher that she worked with left a note for substitute teacher in reference to her, stating that "there's this helper that comes in the room first hour so she can help you find rulers if you need help with that." Liz continued that one of her fellow teachers felt the need to

dominate conversations in which she was involved, stating that "well, one of the people I would venture to say thinks she's better than everybody else. She's been teaching for 20 years and therefore knows everything and there's no point in anything else happening."

Liz believed that her expertise as a special education professional was ignored by several of her coworkers. As Liz explained, when she began in her current position she felt as though she could and should contribute in faculty meetings, essentially providing a supportive voice for students with special needs. Yet, Liz often found that the opinions she shared were summarily noted, acknowledged, but never acted upon by her colleagues. As her first school year progressed, Liz found that her willingness to voice concerns was tempered by her negative experiences in being ignored by her coworkers. As she shared in her second interview, "I often don't share because if I share, I often get talked over and ignored. So it is not worth speaking." As a result of these unfortunate situations, Liz found that she kept her opinions private with the possible exception of sharing them with trusted colleagues outside of larger faculty meetings.

Kate's experiences in being dismissed by her colleagues reflected Liz's trepidation in collaborating with her colleagues. Her professional experiences immediately preceding the beginning of her tenure at public high schools in Wisconsin were as a district instructional coach in which she mentored teachers on best practices for delivering content and then as a teacher in a juvenile detention center for boys. Kate acknowledged that she was anxious about returning to the traditional high school classroom. At Kate's first school upon returning to Wisconsin, she was one of two English teachers. The other English teacher also served as Kate's formally assigned mentor. Yet, Kate felt as though her departmental colleague did not allow her the opportunity to use her own professional strengths or comfortability with content in making instructional or planning decisions for her own students. As Kate said, "she has been there for 14

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or some years and she really didn't get being new and adjusting. She wanted everybody to fit into her pattern"

While Rob, Mike, and Tim stated that they did not experience any significant resistance to voicing their opinions as ENTs in a new building, Kate and Liz spoke extensively about the frustrations that they experienced in having their professional experiences ignored or rejected by their colleagues. At Kate's first school in Wisconsin after returning from the American West and at Liz's current school, their colleagues' hesitancy or unwillingness to listen to their voices as seasoned professionals was a jarring experience and impacted their eagerness to offer their opinions in future collaborative environments and conversations. While neither Kate or Liz discussed at length why their colleagues expressed a lack of interest in hearing their opinions, the fact remains that such a disconnection significantly impacted their sense of collegiality and professional relationships with their fellow teachers in the building.

Prior Professional Experiences Were Beneficial in Curriculum Development and Planning for ENTs

Tim's assertion of how his previous professional experiences have been valued as an ENT was initially a positive one and has since turned into a more frustrating endeavor. When Tim arrived at his current school, he developed a close and encouraging relationship with his principal. Tim went on to explain that his first principal at his current school wished for students in the alternative program to have an effective and productive experience. Furthermore, when Tim arrived at his current school, he found his colleagues in the alternative education program to be similarly supportive of the goal of alternative education as an experience where students would be held to high standards with rigorous academic expectations. He found that both his administration and his colleagues were supportive of developing a shared vision for the

alternative program and establishing a rigorous and reliable curriculum that would drive coursework. As Tim noted in his third interview,

> So we're all friends and we're colleagues. And so we meet every day. We have a common planning time, and we meet every day, talk about kids. We talk about different things that are going on, our programs, and plan things out. We just work a lot closer together than a lot of other colleagues in the school. And that just gives us a really good rapport. [Interview 3]

Unfortunately for Tim, his experience interacting with school and district leadership has not been a positive one in very recent years. Tim lamented a change in school and district leadership and what has come with a new administration at both levels. Tim believed that current leadership in his school has implemented an overarching policy in which all students, regardless of whether they were enrolled in general education or alternative education coursework, would be expected to complete the same assignments and assessments as well as be taught the same curriculum in core classes. Tim stated the current administration does not understand the unique experiences of students in his program. As Tim stated in his third interview,

> I have built my identity as an alternative education teacher. I'm one hundred percent committed to this program and trying to make it the best program. I had a vision when I first got hired. I wanted to have the best alternative program in the state of Wisconsin and that's what we built as a team, you know, putting that together. And so the pandemic has kind of put a halt on a lot of the things that we've been doing. This year will be a very interesting year to see how things develop and just see where things are going to go with the district level. [Interview 3]

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Tim held the belief that his experiences in making the alternative program into a powerful and transformative learning environment for his students was being summarily discounted by new school and district leadership that neither valued the goals and purpose of alternative education nor sought to acknowledge the professional experiences of his colleagues.

The prior professional experiences of ENTs were met with varied levels of acceptance, enthusiasm, or rejection. Mike and Tim both expressed that they were hired at their current positions due to their successes in other schools. They both believed that due to many years of teaching, they were able to rely on their own professional experience and expertise in making sound decisions in order to meet the needs of their students. Although Rob felt as though he was comfortable in teaching American Government in his new school due to having taught the course for several years, he felt somewhat concerned regarding the level of autonomy granted to him in his new position. While Rob noted that he felt as though his administrative team trusted him to provide effective learning experiences for his students, he often felt as though the lack of autonomy was conflated with being isolated as the only teacher of his subject. Additionally, Liz and Kate both struggled with having their voices suppressed by their colleagues which subsequently manifested in an unwillingness to participate in further discussions regarding school matters.

Participants did not reflect a single experience or theme regarding how their past professional experiences were utilized or not used by their colleagues or school leaders. While Tim spoke extensively about collaborating with his colleagues in his alternative education program, he did not expand on specific lessons or activities that were used by his colleagues. For the other participants, specific recollections regarding the specific manner in which their past professional experience was valued or utilized by their colleagues in such situations as lesson

planning, pacing, or implementation of curriculum. Perhaps if more probing questions were asked in interviews with specific emphasis on the nature and extent of past professional experiences being used by new colleagues in an instructional or non-instructional environment, further results would have been made available for a more comprehensive understanding of the specificities regarding collegial interaction, reference to, and reliance on the experiences of ENTs.

Research Question 4: What People, Systems, or Institutions Were Utilized By the ENT as They Made Sense of Their New Professional Environment?

All participants in the study relied on a variety of support systems to ease their transition to their news schools in Wisconsin. The need for developing and maintaining trusted relationships transcended participants past work experience and their teaching assignments in their various schools. While some participants felt as though they required additional levels of support in successfully familiarizing themselves with their schools than their counterparts within the study, the entirety of the ENTs shared that their reliance on some sort of person or institution was beneficial as they transitioned to their new schools. Important findings in this section are as follows:

- ENTs were eager to develop and maintain relationships with their new colleagues.
- ENTs relied on previously developed curricula implemented in their former schools to help them in their new classrooms in Wisconsin.
- When experiencing a professional challenge, ENTs reflected upon how they managed a similar situation in their former schools.
- ENTs sought opportunities to forge relationships and connections with their new school communities in Wisconsin.

ENTs Wanted to Establish and Develop Relationships With Trusted Colleagues

Four out of the five participants in the study shared that cultivating and preserving relationships with coworkers in their current schools, either in an informal context, was integral to their successful transition. Throughout the data generation process, only Mike did not speak consistently regarding the formation of supportive relationships with his colleagues. Yet, Rob, Liz, Kate, and Tim all shared frequent comments about the benefits of the positive relationships that they had formed during their time teaching in Wisconsin and how those relationships helped nurture their tumultuous time as ENTs.

Although Rob had returned to his alma mater to teach, he stated that he was rather nervous about continuing his career in his hometown. He was anxious about how he was going to be received by his colleagues that once worked with him when he was a student in their own classrooms. As Rob said in his final interview,

I was gone for 12 years and obviously things were a lot different for me being in the places where I've been compared to the people that stayed in [my hometown] or that I knew in [my hometown] when I lived here. And this is a brand new experience just kind of figure out what's the culture, what's the school like, how have things changed or not changed in 12 years and just kind of find my niche within that? How am I going to do things? I agree with things and I disagree with and how am I going to build on the things I feel I'm strong in and what I'm right in and how am I going to navigate things that maybe I feel differently on different personalities and try to being the new person [and]...differing opinions don't often see eye to eye or go off without a hitch. [Interview 3]

Rob was enthusiastic about returning to teach in the building where he had attended high school but was concerned about clashing with teachers who had served in the school for several years. He explained that such teachers have "a way of doing things" and that they may be reluctant to change or to hear the opinion of an ENT that had only just begun teaching the school. Rob continued in the interview that,

> There's not a lot of turnover...and I don't think the other teachers like turnover…they want to be comfortable in what they're doing. They just want to know if new people are going to be in for the long haul or are they just going to be here for two to three years like the previous people and they have to do it all over again. [Interview 3]

Yet, despite being uneasy about being accepted by longer-serving colleagues in the school, Rob forged a close collegial and personal relationship with his informal mentor and said that the informal mentor was encouraging, supportive, and provided answers to questions that Rob had throughout the entirety of the school year. Further, Rob relied on his colleagues that were relatively new to the building noting that,

> The most helpful people were people that have been at the school for like less than three years or in addition to myself, the other brand new teachers to the district, but the teachers that hadn't been there for only a year or two prior were the ones that were most open and…listened to a venting and listened to the problems or suggestions that maybe a more veteran teachers at the school or administration would just not give them the time of day. [Interview 3]

Both Tim and Liz depended on their colleagues as they became acquainted with their new professional environments. Tim spoke positively about his formally assigned mentor as well as his coworkers within the alternative education program at his current school. Tim stated that

while the alternative school is housed within the larger traditional high school building, the program essentially operates independently. Tim explained that the number of students within the alternative program at his school was around 60 learners. With small classes and only three additional colleagues assigned full-time to the alternative education program, Tim felt as though he was able to confide in his colleagues, share concerns and frustrations, and trust them in making sound pedagogical decisions for the benefit of students and the program itself.

Like Tim, Liz also developed personal relationships with her colleagues in her building that assisted her in transition to her new school. While Liz noted that she had little time in her life for work colleagues to transform into friendships, Kate's comments equated forging personal relationships with her colleagues as an indicator that she was becoming welcomed in her new school and accepted by her colleagues. Kate explained,

> I made a colleague friend on the last day of school. I got to go to her house. I was invited
> to her house. It was last minute but it was really refreshing. I was so happy. I was just so
> grateful" Kate believed that participating in social activities with her colleagues outside
> of school was beneficial in making her feel like she belonged in the school and that due
> to the COVID-19 pandemic, opportunities to meet with colleagues were limited.
> [Interview 1]

Positive relationship building, whether such connections were confined to professional working relationships or had extended beyond the school itself into social environments, were impactful for the participants in the study. Such relationships allowed participants to express concerns in a manner in which they knew that they could share their concerns with a colleague without fear of reprisal or judgment from their peers or building or district leadership.

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Participants felt that having a trusted confidante in which they were able to engage in meaningful conversations and where they would receive support or sincere feedback was invaluable.

ENTs Relied On Prior Knowledge in Accessing Previously Developed Curriculum and Lesson Plans in Their Current Classrooms

While all participants in the study had extensive experience in the classroom prior to teaching in Wisconsin and had developed their own practices and procedures for their individual classrooms, only Tim spoke about how his knowledge of a curriculum program made his transition to his current classroom an easier process. When Tim taught on the West Coast of the United States, he was trained in the International Baccalaureate (IB) program. Tim stated on several occasions that the IB program was rigorous and that assignments and assessments had to reflect the larger goals of the IB program itself. Tim stated that IB training had profoundly changed his instructional methodology and altered his approach to education, describing IB as "just good practice." Tim also noted that prior to returning to the Midwest, he taught in IB programs at elite private schools that held lofty expectations for their students. As Tim said, many of the parents of his students were sending their children to his school with the assumption that they would subsequently realize high academic and professional ambitions. As a result of such intense academic obligations and regulations held by his IB school, Tim shared that he felt that his teaching had to be purposeful and deliberate in order to meet the objectives of the IB curriculum.

Upon Tim's return to the Midwest, he intended to translate his IB experiences in his classroom to the alternative school setting. Tim noted that there was some ingrained hesitancy amongst his colleagues in the general education setting stating that many of his colleagues believed that "IB…is something that only elite kids can do." Although Tim stated that his

students in the alternative program were raised in less privileged environments than that of his students in his previous school, he felt as though applying the principles of the IB program such as challenging coursework and self-inquiry were essential to elevating the academic experience of the students at his current school. When asked about reactions amongst his colleagues and administrators in seeking to institute rigid academic standards in his program, Tim said in his second interview that "that was kind of the big battle that I took on right away is to up the level of rigor and get these guys performing." Tim further stated in the same interview that the alternative program at his school was once viewed as "a dumping ground for kids that teachers don't want." Yet, through Tim's persistence and implementation of an IB model adjusted to meet the needs of students in his program, he felt as though his students were now expecting more of themselves as learners sharing that "I have many students in my classes now that they're better writers or better science writers than in the regular ed."

While Tim expressed his gratitude towards his IB training and his ability to implement his knowledge of the curriculum in his current teaching assignment, other participants lamented a lack of awareness or knowledge of specific curricular requirements in their schools essentially made their respective transitions more difficult. Rob relied on Wisconsin's DPI on curriculum documents to dictate much of the content that was delivered to students. Rob shared in his second interview that "as long as I hit the approved curriculum, I can assess student learning and the pace and set up my own work and curriculum." Despite the ability to plan his American government course independently, Rob believed that the curriculum for his course was far too vague in what he was expected to teach. As a result of this sense of ambiguity when considering his curriculum, he often found himself frustrated by what he needed to teach in his courses. Rob explained that while he appreciated the leeway given to him as being the only American

government teacher at his high school, he would have enjoyed a clearer description of precisely what his students would be assessed on and how he could augment or supplement his instruction with assignments and activities to best prepare them for standardized exams.

Kate's experiences at her current school echoed the sentiments that Rob shared. During her second interview, Kate shared that she had been recently assigned to teach an Advanced Placement (AP) class at her school due to the departure of the other English teacher in the building. Kate stated,

> When I got assigned to AP, there were no lesson plans left. The guy had it all in his head. Apparently he was a very cerebral type of guy and I called them once and said, "hey, can you tell me about the beginning of AP?" Because I didn't know anybody and I still really don't know anyone in the area who taught AP. Whereas if it was where I grew up, I could ask other teachers. So we chatted for an hour and he basically told me his syllabus from his head. And I'm like, "well, that's great, but it doesn't really help me that I can't go back to it and see paper or documents even if it was electronic." And so there's no scaffolding for the teachers or guidelines basically. [Interview 2]

While Kate was frustrated with the lack of an established curriculum to which she was expected to follow, Liz found herself often circumventing the proscribed curriculum due to the needs of her students. As she shared in her second interview,

> We're really enforcing content that others are teaching. We are working with the kids on their level. I'm going to teach the student fractions, which is absolutely not a high school standard. Wisconsin is on the Common Core and worrying about the state standards, but I don't worry about the standards because I'm teaching my kids where they're at and that's as far as I go. I know how to unpack standards and all that fun stuff. [Interview 2]

While Liz had not set out to ignore or ultimately reject any specific academic standards established for her students, she found that an unwavering determination to teach mathematics standards for her students would not provide the necessary assistance to support their success as learners with special needs and that in order to effectively reach her students, she would have to alter her instruction accordingly.

Although Mike did not speak about aligning his curriculum to Wisconsin instructional standards or Common Core learning objectives that had been adopted by the Wisconsin DPI, he spoke of his experience as the only social studies teacher in his building. As he was not familiar with Wisconsin instructional standards and had not been made aware of them by building leadership at his first school, he referred to coursework that he previously developed that aligned with learning objectives in states in which he had previously taught. In his second interview, Mike shared the following:

I would ask other colleagues, what is our process for this? And they would look at me with a deer in the headlights and look like, "what are you talking about?" And so what I often found myself doing…what I had experienced at the larger school there in [previous school outside of the Midwest]. And that way I can say, "well, my past expectations or the past precedent that I had been made aware of at one point is what I'm doing because I've not been provided any guidance." [Interview 2]

Participants in the study relied on the existence of standardized learning objectives as a system of instructional goals on which they could refer to as necessary and that would serve as the model or framework for the development of their course content. Participants relied on course standards that had been previously developed and made available to them. In situations such as Mike and Rob where they were not made aware of the targeted learning goals specific to

Wisconsin, they relied on the curricular systems from their former schools outside of the Midwest and modified them to fit specific objectives from Wisconsin. Kate struggled with understanding the system of AP instruction at her current school due her lack of familiarity with the curriculum. Yet, in her final interview, she noted that she had recently attended an AP training institute and felt more prepared to teach the curriculum than she had previously. Participants expressed that the existence of a system of learning objectives, curriculum, or instructional outcomes was particularly helpful in assisting them in understanding their critical teaching goals for their students. Whether that system was something that was used previously at different schools or currently implemented by the state of Wisconsin or other instructional agency made no impact on the importance of being able to rely on such a system. Yet, when such a clearly established curriculum was not present, unclear, did not meet the needs of students, participants felt frustrated by not being able to help their students or knowing what their students needed to be successful.

ENTs Relied on Their Past Experiences During Times of Difficulty

All participants expressed that their previous professional experience in working in public schools was instrumental in making a potentially challenging transition to their current schools a much more manageable process. Each participant shared that as they began their time in their respective classrooms in Wisconsin, they reflected back upon their several years in the classroom to implement routines, lessons, and procedures that they found to be successful in their former schools. Perhaps more importantly, during times in which the participants found themselves struggling in their classrooms, they were able to consider past experiences and refer to what worked or did not work in a similar situation.

In developing lesson plans and coursework for students in their current schools, Mike and Rob explained that although they were not able to collaborate with other teachers that taught their same subjects, reflecting on several years of past lessons, activities, and assessments were profoundly helpful in saving them the time and energy of preparing entirely new programs of study for their students. Mike made mention of his commitment to professional development in his dialogic journal, seeking opportunities to deepen his knowledge of his content area by attending workshops, conferences, and continuing education credits received through attending classes as institutions of higher learning. In his third interview, Mike shared that such experiences provided him with a wealth of knowledge that he could use in his classroom to support student learning. During Rob's first semester of teaching in his current school, he found himself having a challenging time adapting to shorter class times as opposed to his previous schools and teaching courses that lasted only a semester rather than an entire school year. In order to successfully address this concern, he often referred to materials utilized in his prior classrooms to successfully modify his instructional practices to fit the needs of his students.

Participants also shared that they relied on the formation of positive relationships with their students as a means of not only assisting their own learners as students and as individuals outside of the classroom, but also as a method in which they would feel more comfortable as ENTs in a new professional environment. Rob believed that he had developed a reputation as his previous schools as a valued teacher and mentor. Rob further noted that he felt as though this reputation had continued to his current school, explaining in his third interview that "kids like me as a person, I believe they like class, they learn…Kids always seek out teachers that they like and they respect." In Liz's role as a special education teacher, she found that developing positive

relationships with students were integral to their own sense of enjoyment and belonging in their classroom as educational professionals. As Liz shared in her first interview,

> I want to have fun. I love math. I love kids. I want kids to enjoy life and be successful and get to adulthood…That's my job at work is to teach kids how to be functional adults and I have the fun of using math as one of my tools to get them there. So let's just have a good time. [Interview 1]

Finally, participants found that establishing meaningful relationships with the parents and guardians of their students played a significant role in establishing themselves as respected and valued members of the faculty and further eased their transition process. Kate found that she was able to gain the support of the parents of her students by writing letters of encouragement and praise to them throughout the school year. Liz stated in her third interview that her previous professional experiences in special education combined with the fact that one of her children has a disability, allows her to quickly develop a rapport with parents and guardians rooted in a shared understanding, acceptance, and advocacy for students with special needs. As Liz stated in her second interview,

> Because my daughter has cerebral palsy and I know the system and I know how hard it is and I know how frustrating it is. That's usually something I can take care of and smooth over really quick. Not that I'm such an amazing person or anything, but it's just because I know it and I felt that pain myself. [Interview 2]

Participants sought to address the individual needs of their students in supporting them as learners and as young people. ENTs were able to rely on their past professional experiences as a means of understanding their role in supporting the academic, social, and emotional well-being of the students entrusted to their care. Additionally, all participants noted that they felt as though

they had past successes as teachers and expected that those past successes would be of immense

benefit as they moved forward in their new schools. Participants often remarked that they were

able to develop a sense of understanding the needs of their students and were able to rely on their

past professional experiences to inform their decision making and support they were able to offer

to students in their classrooms and building. While participants expressed any number of

anxieties and concerns about continuing their careers in new schools in Wisconsin, they were not

concerned with how these past professional experiences would transfer to their new schools in

the state.

ENTs Sought to Foster Relationships With the Larger School Community

When discussing participant experiences with the school community, all participants

shared that establishing connections to the community was of immense benefit and that a

subsequent reliance on these relationships played a useful role in supporting their own transition

to their new schools. Participants often sought to establish themselves not only as teachers, but as

members of the school community outside of the building as well. Yet, the methods or manner in

which participants sought to secure their positions as trusted faculty members in a new

professional and community environment varied greatly. Participants that developed bonds in

their school communities found that their transition process to their new schools was made easier

in part due to the public perception of the participants serving active roles in the classroom and

as contributors to the community at large.

Rob found that his family's long-established connection with the community played a

significant role in allowing him to transition as an ENT to the town in which he was raised. Rob

stated that his previous work experiences were in significantly larger schools with a higher

student population. While working in such schools, he made a conscious decision to live outside

of his school attendance zones as he valued his anonymity and privacy. Yet, when Rob relocated to his current school, he intended to reside in his hometown. Rob was aware that the level of anonymity that he enjoyed working at other schools would be significantly reduced when he returned to teaching in his alma mater. Rob stated that over the course of his first year at his current school, many of his students were able to draw personal connections between themselves and Rob through the recognition of Rob's family name on local businesses or a student's family member had a previous relationship with a relative of Rob. As Rob stated in his third interview,

> I think a part of it is just adapting to [my hometown]. I went to high school with your mom or your dad or your aunt or your uncle...and I know through some informal chats with some other colleagues that they are kind of leery of students in their personal lives and knowing what's going on. And I get it...I was like that in other places...I don't see a way you can escape that here so I embraced it. [Interview 3]

In addition to residing in the community in which he teaches and where he was raised, Rob coached several sports during his first year back in Wisconsin. Rob stated that not only did he enjoy coaching sports teams during the winter and spring seasons, but that his involvement with athletics afforded him the opportunity to develop lasting relationships with students and families that he envisioned extending for several years. Rob shared that he coached a youth baseball camp for athletes in his community. He stated that should the players he coached continue to participate in baseball, he would potentially work with them for the seven to eight years in addition to having them as students when they entered the high school. The potential for forming long-term relationships with students and their families that extended beyond the classroom.

Liz has been able to develop connections to her school community by becoming a resident of the town in which she teaches. While Liz noted that it was not necessarily essential that she live in the same community as that of her students, she shared that she was able to foster relationships with her students and families due to her decision to ultimately find a home in the district that employed her. Liz stated in her second interview that "I joke with one of my kids who actually lives on my block. I told him 'when I go out of town, you're going to take care of my lawn.' He goes, 'yeah, I'll do that.'" Liz explained that she did not actively seek out to develop or maintain social relationships with her colleagues due to her frenetic personal life but she felt as though enrolling her children in the district in which she both lives and works provided her with a new and interesting opportunity to plant herself in the community by meeting the parents and families of her children's friends.

Mike's experiences as a member of the school community were similar to that of Liz. Mike does not live in his school attendance zone but resides roughly thirty minutes away. Mike stated that he chose to live in his current community due to its relative proximity to a larger metropolitan region in the state where his spouse had been employed for several years. Yet, despite Mike's residency in a community outside of the one in which he teaches, he has chosen to send his children to attend school in the district where he is currently employed through Wisconsin's open enrollment policy. Mike stated that many of his colleagues lived in the community in which they taught and enrolled their students in the local school system and, although he does not live in the school district in which he teaches, the fact that his children attend the same school as many of his colleagues has allowed him to develop a sense of belonging in the community and connection to his coworkers.

Kate and Tim do not reside in the communities in which they currently teach yet both stated that they were able to establish connections with community members through their commitment to students as learners and as developing adults. Although Kate's first year in her current school began in the midst of a public health crisis, she stated that she made an effort to attend sporting events and support her students. She also stated that her attendance was appreciated by members of the community, noting that "I know the school board parent noticed I was there almost every time." Tim's involvement in the school community was a direct result of his vision and ambitions for the alternative education program in which he works. Tim stated that at the beginning of his time there was limited connection and interaction between the alternative education program and the community. Tim approached his school administration with a plan to reverse the situation to create an open house for parents and community members to understand what the alternative education program at Tim's school had to offer. Tim further created a newsletter to update parents, guardians, and the community with what was happening in the classroom and to celebrate student success. Tim has stated that the alternative education program has blossomed during his time in the school and that, due to the investment made in the program by he and his colleagues, the perception of the district's alternative education program amongst community members has risen so dramatically that the number of students requesting to enroll in the program now far exceeds the amount of seats available for students to participate in courses developed by Tim and his colleagues.

While Rob and Liz were the only participants in the study that resided in the community in which they taught, all participants made note of the significance that being a contributing part of the school community played in easing their transition process. Participants spoke about being visible in the community at sporting events, concerts, and fundraising events and how such

inclusion within their school communities played a role in facilitating their transition process to their new schools. Although participants shared varying differing opinions to what extent they wished to be included or involved within the larger communities in which they worked, they all expressed that they felt as though being involved in the community to some degree was necessary to facilitate their transition process.

Research Question 5: At What Point, If Any, Did ENTs Feel Comfortable in Sharing Their Voice or Experiences in Their New Schools to Promote the Mission of the Institution?

All participants believed that their past professional experiences were instrumental in helping them successfully manage their transitions to their new schools in Wisconsin. Yet, the findings showed that not all participants were entirely comfortable with sharing their voices and perspectives with their colleagues regarding academic concerns confronting the school. In fact, while all participants felt as though their relocation to their current school had been a generally positive experience, only two of the participants believed that they were able to share their opinions regarding school matters with their colleagues and administrators without fear of being ridiculed, dismissed, or belittled. Significant findings from question five include the following:

- Participants felt as though their transition process to their new schools was quickly completed.
- ENTs believed that they were compelled to share their concerns and opinions with their colleagues and school leaders right away upon beginning at their new schools.
- Although participants were often not comfortable with immediately voicing their concerns with the faculty and staff as a whole, they found alternate avenues in which to communicate their concerns.

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ENTs Experienced a Quick Transition to Their New Schools

With the exception of a single participant, all ENTs in the study stated that their transition process was complete in becoming a respected and valued faculty member at their current schools either by administrators, colleagues, or the community. The single participant who expressed that their transition was still ongoing, stated that they felt as though the transition process would be complete early in the 2021-2022 school year. While participants did not express a specific day or time frame when their transition process concluded, all but one participant believed that their transition was not an extensive process that took the course of an entire school year or even a semester. Due to the lack of information on ENTs as a group, the issue of defining the length of a transition is similarly limited. No participant was able to give a specific time period as to when their transition was formally completed.

The experience of Kate provides important context to transition theory (Schlossberg et al., 1995). From a practical standpoint, it may be assumed that the results of the study indicate that ENTs have a relatively smooth transition process. Kate's experiences offer an important reminder that while the majority of the ENTs in the study were able to find a sense of belonging and acceptance rather quickly in their current schools, support systems and structures must remain in place for ENTs that struggle with their transition process. In effect, while it appears as though fewer ENTs experience a significant challenge in becoming acclimating to their new schools as opposed to beginning or novice teachers, ENTs can and do experience substantial challenges in transitioning to their new schools. Therefore, it is imperative that ENTs receive support and guidance in an effort to support their transition to their new classrooms and to support their success as they continue their teaching careers in a new geographic region.

ENTs Felt as Though Their Prior Professional Experiences Compelled Them to Share

Their Opinions With Colleagues and School Leaders Immediately

Mike and Tim were the only participants that believed that, upon accepting positions in their schools, were able to immediately express their concerns and opinions regarding school-based instructional practices and any number of pedagogical decisions. Mike explained that he had been hired at his current school partly in response to mitigate issues of frequent faculty turnover. Mike shared that he was transparent about his past professional experiences throughout the interview process and was adamant that he possessed a clear vision for the future of the social studies department, what courses he could teach, and how students would be instructed during their time at the high school. With Mike's direct expression of his objectives with his current position, he believed that his school administration knew what type of educator they were bringing into the district. Resultantly, Mike did not feel any sense of hesitation or trepidation in sharing his concerns regarding school matters as he felt necessary.

Tim's experience emulated that of Mike. Tim was initially hired as one of four full-time teachers assigned to the alternative education program by a building principal that was hugely supportive of the objectives and outcomes of Tim's work. Tim believed that the establishment of such an encouraging relationship between himself and the principal was paramount to his own willingness to share his voices on academic and logistical issues. Tim believed that his experiences were well-regarded, valued, and important to ensuring that the future of the alternative education program in the building remained a viable asset to the institutional goals of the school as a whole. In his third interview, Tim stated that he found an immediate sense of rapport with his fellow teachers in the alternative education program as he explained,

We started with our first meeting by really outlining what our vision for the program was. You had three new teachers come in and all three teachers were experienced teachers and came in and they all wanted to be there. The only teacher that was there previously, he'd been there for 14 years. So he was also an experienced teacher. And so we just sat down and we just realized we have a unique opportunity where we've got four veterans who are committed to really make something special. [Interview 3]

The principal that had hired Tim in his current school has since retired and has been replaced with a building principal and a district leadership that Tim believes does not value the autonomy of the alternative education program nor the advantage of providing students with an additional opportunity to complete their high school education in such an environment.

Yet, despite a change in direction for school and district leadership, Tim has remained steadfast in his commitment to share his concerns with his colleagues. Tim continued to talk about the future of the alternative education program in his third interview as he said,

So I feel comfortable professionally at my school. Personally, I am interested in doing the alternative education thing. And so trying to figure out the direction of where we're going, I think that's a major concern of mine right now. I don't know if they really know how a lot of these initiatives are going to pan out. Personally, I think trying to force your vision on every single different type of learner and make it all the same is a task that's due and it will not succeed and this didn't work before. So, that's a major break philosophically that we have to try to navigate. So I guess we'll see what happens. [Interview 3]

Tim now feels that his devotion to the alternative education program has become even more crucial to the overall success and continuity of his program. Tim is an outspoken advocate

for the value of alternative education within a district that has sought to undermine the existence of such a unique educational experience.

Mike and Tim were the only participants in the study that felt as though their opinions were important voices that needed to be heard immediately. Neither Mike or Tim was concerned about how their voices would be heard and valued by their colleagues. Mike and Tim did not discuss that their opinions were dismissed or diminished by their colleagues at their new schools in Wisconsin. Rather, they both spoke about their hiring as a clear indicator that their prior experience was valued by their school administration and that their opinions on a multitude of topics was an important part of their roles as new faculty members.

Voices and Experiences of ENTs Were Often Expressed in Conditional Situations

Rob and Liz's intentions to share concerns on institutional matters was tempered with defining their roles in their news school. Rob believed that faculty meetings were often dominated by teachers that had several years of experience working in the building. At times, Rob felt uncomfortable in sharing his opinions because he believed such thoughts would be often accompanied with the caveat that such experiences happened outside of the community in which he now teaches. Liz expressed similar thoughts to Rob, noting that she had originally been willing to share her opinions in faculty meetings and more public forums yet, after two experiences in which she was loudly admonished by her department head and then spoken over in a faculty meeting by a veteran teacher, her willingness to share her opinions amongst her colleagues has been greatly diminished. Liz explained that while she no longer feels as though she is welcome to express concerns or share her own professional opinions and past experiences with her colleagues in faculty meetings, she is willing to voice such matters directly with her principal.

The experiences of Liz and Rob reflect a nuanced understanding of ENTs in expressing their voices on matters affecting the schools in which they teach. For both Liz and Rob, while they felt uncomfortable in sharing their concerns in a public forum such as a faculty meeting, they found alternative methods to share their concerns with their colleagues. Rob was willing to share his concerns with his informal mentor who, in turn, would often share such concerns with school administrators. Although Liz and Rob were often unwilling to share their opinions in a larger setting, they found alternative avenues to assist them in ensuring that their voices were heard by school leaders.

The results from the study indicated that ENTs who felt comfortable in sharing their opinions and past professional experiences with their colleagues and school administrators fell into one of two camps. The first group, including Mike and Tim, felt as though their prior professional experiences were valued by school administrators as one of the key reasons why they were hired to teach in their new schools. Mike and Tim did not hesitate to let their voices be heard immediately amongst their fellow faculty members and school administrators. The second group, comprised of Liz and Rob, believed that their opinions regarding school matters was important and relevant yet did not feel confident in sharing their opinions in larger group faculty meetings or situations with the entire faculty or administration present. Rather, they relied on speaking privately with trusted individuals in their schools with the assumption that their concerns would be passed on to decision makers in the building or the district. These participant responses reveal that while ENTs wanted to share their voice on school issues, they needed to feel comfortable in being able to voice their concerns in an appropriate forum.

An ENT's Limitations Associated With Publicly Voicing School-Related Concerns

Kate's experience was unique amongst the participants in that she felt no obligation to publicly voice her concerns on school matters in her current teaching assignment. Kate stated that such a position was the direct result of two distinct experiences. First, Kate began at her current school with the 2020-2021 school year and stated that while her school operated on a face-to-face schedule during the COVID-19 pandemic, faculty meetings were conducted in a virtual environment throughout the entirety of the school year. Kate explained that she was expected to be in her classroom during faculty meetings where she would view the proceedings online. Kate stated that such an environment was not conducive to being able to share her own opinions with her colleagues in a manner that will allow her to ensure that she had been heard.

Kate's unwillingness to voice her opinions and concerns to her colleagues and school administrators was unique amongst the participants. Faculty meetings were conducted virtually as a result of COVID-19. Kate felt as though having meetings virtually did not allow for an organic exchange of ideas. Kate stated that her time at her previous school in Wisconsin was such a distressing experience that she spent her first year in her current position in a state of relief. Kate felt as though any issues that arose in her current school paled in comparison to that of her former school and, as a result, she did not feel an urgent need to express any sort of concern in a public forum. In her third interview, Kate noted that as the upcoming school year progressed and she developed more familiarity with her colleagues, she would be more willing to publicly share her concerns and opinions on school issues as necessary.

Chapter Summary

Findings from participant interviews, focus group, and dialogic journals emphasized the unique experiences of ENTs in transitioning from their former schools outside of the Midwest to

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their current schools in Wisconsin. Participants shared that they all felt as though an effective

formal induction program could have been a constructive experience assisting the ENTs in

understanding the intricacies and nuances of their school academic expectations, culture, and

climate with only one participant stating that the formal induction program as an overall valuable

experience. Yet, all participants held strong critiques of their formal induction process explaining

that they had hoped the programming would have been more succinct and that they would have

had time to meet with school administrators and leaders on their own time and only in the event

that an issue may arise. Participants further expressed that they often felt a sense of exasperation

in being unable to carefully digest or consider information shared with them during the formal

induction process. Participants also shared that they simply did not have enough time to work in

their classrooms during the formal induction process and that not enough time was given to them

to get themselves prepared for the arrival of their students.

The role of an informal mentor was especially important for the success of ENTs.

Participants did not express what specific actions made their relationships with informal mentors

particularly beneficial, supportive, and encouraging, but expressed that having a trusted

confidante, such as an informal mentor, was valuable as they managed their new position. While

participants all spoke about the impact of building leadership on their experiences as an ENT,

only Mike shared that having such a prolonged and negative interaction with his building

principal led him to seek employment elsewhere. Other participants reported that their principals

were either extremely supportive and effective in their roles as building leaders or that they were

generally pleasant and not a hindrance to the transition process.

Finally, ENTs that successfully managed their transition process relied heavily on their

professional experiences in providing students with meaningful learning experiences. As each

participant possessed over a decade of classroom experience prior to continuing their careers in classrooms throughout Wisconsin, they had a wealth of background knowledge and pedagogical knowledge to support their interactions with their students and colleagues. As such, participants noted that their content knowledge and their ability to operate within the school setting transcended place and regional distinctions in education. What was helpful in participants' schools outside of the Midwest was helpful in their schools within the Midwest. Additionally, participants relied extensively on their ability to form connections with students, parents, and the community. Participants shared that they were often able to develop meaningful relationships in their prior schools and that having the ability to do in their current positions was of immense benefit in limiting their anxiety as they relocated to classrooms in Wisconsin.

Chapter 5: Discussion and Implications

Undertaking a seemingly life-altering personal and professional transformation in relocating from one geographic region in the United States to a new geographic region would conceivably be a most challenging endeavor. In preparing to teach in a classroom in a different region than the one in which they had previously been employed, ENTs must prepare themselves for the academic expectations of their new school such as familiarizing themselves with state instructional standards and learning objectives that may be significantly different than that of their previous state. ENTs may have to become immediately competent in delivering instructional content in courses that they may not have previously taught. ENTs must also learn about the school culture, climate, and manage the nuances associated with a new professional environment. Yet, as ENTs begin to explore their day-to-day professional lives in their new schools, they are doing so with a working understanding of the obligations expected of educators in schools. Further, ENTs have arrived at their new schools with a knowledge of how their experiences in education have been influenced by the specificities of teaching their former district and state. This study was concerned with understanding the experiences of ENTs as they relocated to public high schools in Wisconsin from schools outside of the Midwestern United States. The caveat that participants currently teach in Wisconsin public high schools was incorporated within the study as a means of providing contextualization and providing an opportunity to understand the significant changes that may have occurred when an ENT relocated to a different geographic region rather than simply moved to a district in close proximity to their previous school.

Through the sentiments shared through individual interviews, a focus group, and dialogic journaling, ENTs expressed the successes and failures that were a part of their respective transition processes. As a result of careful and deliberate analysis of the compelling narratives expressed by participants, this chapter provides a thorough examination of the experiences of ENTs as they managed their formal and informal induction processes as a means of familiarizing themselves with the day-to-day interactions and reflections that accompany the continuation of their careers in Wisconsin. Furthermore, a series of important implications and recommendations are drawn from an analysis of participant experiences in a concerted attempt to provide a thorough exploration of the needs of ENTs in acclimating and acculturating themselves to new schools, regardless of geographic region.

Discussion

The overarching question that guided this study was the following: How did the formal or informal induction processes serve or ignore the needs of ENTs in their transition from their former school to their public high schools in Wisconsin? Formal induction programs are intended to provide a positive experience for newly hired teachers to a school or district in a concerted attempt to make them feel welcomed and supported in their transition to a new professional environment (Bickmore & Bickmore, 2010). Formal induction programs have been found to be especially effective in supporting teacher retention, faculty stability, and student academic achievement (Akram, 2019; Olsen & Huang, 2019; Ronfeldt et al., 2013). Informal induction processes serve newly hired teachers by allowing them to learn valuable information concerning the functioning of the school and district that may not otherwise have been shared during a mandated formal induction process offered before the beginning of the school year or at various points during the course of the first year serving in a new district (Howe, 2006). Such

informal induction processes may include a newly hired teacher developing an ongoing professional relationship with a trusted mentor that has not been formally assigned to them as a component of the formal induction process. Developing collegial relationships with a trusted informal mentor has been shown to be especially effective in providing newly hired teachers with a confidante to share their thoughts and voice their concerns without fear of judgement or harsh criticisms (Fallon & Barnett, 2009; Podalsky et al., 2019).

While the benefits of formal and informal induction programming have been studied extensively in academic literature in connection with novice educators, the application of these formal and informal processes for ENTs has not been granted similar scholarly attention as a deliberately designed program adapted to suit their unique needs as seasoned classroom teachers entering a new professional environment. Although participants in the study stated that a productive formal induction program could have been extremely useful in preparing them for their professional lives in their new schools, only a single participant shared that they valued or appreciated the entire formal induction process as they experienced it. Whereas participants shared that individual components of formal induction programming were helpful to their transition process such as meeting other newly hired teachers to the district and being introduced to building and district level leaders, participants often expressed a sense of exasperation at the formal induction process as a whole.

The Formal Induction Process and the Experience of ENTs

Formal induction is a process in which mandatory meetings with newly hired teachers occur in an effort to familiarize new teachers with the expectations of the school or district in which they are employed (Densimore et al., 2014; Howe, 2006). While formal induction programs have been developed with the intent of making newly hired teachers to a district feel

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comfortable with their new professional environment, participant results highlighted a marked

disconnection between the goals of the formal induction process as designed by school leaders

and the experiences of ENTs in the study as they moved through their own formal induction

training. Scholarship in formal induction programming has underscored the role that formal

induction processes have as a means of acquainting newly hired teachers with the climate and

culture of the school and promoting a positive view of the school as a whole (Bower & Carlton-

Parsons, 2016; J. Harris, 2018). Additionally, while Bolman and Deal (2017) stated that an

organization's culture and norms were communicated through ceremonies and ritualization

reflecting the values espoused by the institution itself, participants felt that such communication

of school and district culture was irrelevant and superfluous to their desires to prepare

themselves for their new students and classes. Effectively, ENTs believed that their professional

experience was transferable to their new schools and that time spent in formal induction

programming addressing larger district initiatives or school culture was a poor use of their time

in pre-school formal induction programming. In essence, participants wanted to know what was

immediately relevant to their classrooms and what would be helpful to them on their first day

with their students. Any other information presented in the formal induction process--namely,

organizational knowledge and curricular content--did not serve to support the ENT's transition to

their new school. Key points from this section include:

- ENTs do not want or value the same formal induction process as that given to
  beginning and novice teachers.
- ENTs believe that negative relationships with school leaders can be offset with
  positive relationships with colleagues, staff, students, parents/guardians, and the
  school community.

ENTs Experience Frustration When Offered a Uniform Approach to Formal Induction

Formal induction programs have received significant attention in academic literature regarding the effectiveness of such programming in promoting teacher retention and student achievement (Bickmore & Bickmore, 2020; Olsen & Huang, 2019; Ronfeldt et al., 2013). Formal induction has been also described as an experience integral to acclimating newly hired teachers to a district as well as acculturating newly hired educators with a school or district's cultural norms and values (Bickmore & Bickmore, 2010; Bolman & Deal, 2017; J. Harris, 2018). Yet, searching for academic literature concerning formal induction experiences for ENTs did not reveal any available literature on formal induction programs that had been implemented to meet the needs of experienced educators that were new to a school. Participants in the study expressed that their formal induction programs were not tailored to meet their specific needs as ENTs. Rather, the formal induction programs experienced by participants were aimed at supporting novice educators and provide minimal to no differentiation between beginning teachers and their experienced counterparts that were new to a school.

In total, the formal induction process was not viewed positively by participants. With the exception of a single participant, ENTs believed that the "one-size-fits-all" approach to the formal induction programming that they experienced in the week prior to the beginning of the school year was too lengthy, covered irrelevant information, and was unhelpful in preparing them for their classrooms. Participants further expressed that while they understood the need for formal induction as an opportunity for the school and district to communicate mission, vision, goals, and resources with ENTs, they wanted more time in their classroom to prepare for their students. Although participants recognized that a formal induction program could be useful and potentially helpful as a learning experience in and of itself, four out of five participants felt

concerned that their formal induction program did not prepare them for the start of the school year.

Such experiences expressed by participants reflected the larger gap in extant literature regarding formal induction programming offered as a uniform experience for all teachers beginning in a new school. Combined with the current literature base, this study provides a deeper understanding of the experiences of ENTs and their perceptions of formal induction programing. An analysis of the transcripts from interviews strongly suggests that it is important for school leaders to provide a formal induction program for experienced educators distinct from that of novice or beginning teachers. For example, if an ENT were able to communicate their needs as an experienced educator to individuals responsible for developing the formal induction programming prior to the beginning of the school year, perhaps a more effective and robust formal induction program would be able to be implemented. While school leaders should certainly provide opportunities for the ENTs to listen to human resource officials and school and district administrators during formal induction, an effective formal induction program must allow for ENTs to ask questions and participate in activities that they believe are important to them.

ENTs Balance Poor Relationships with School Administrators and Leaders with Positive Experiences in Other Aspects of Their Professional Lives

Available scholarship has illustrated that the relationship between teachers and their school administrators plays a positive role in the professional lives of educators (Dworkin & Tobe, 2014; Van Droogenbroeck et al., 2014). As Grissom and Bartanen (2018) wrote,

> More effective principals are better able to retain teachers because they create more
> positive school climates, supply teachers with greater support, provide more beneficial

opportunity for professional growth, and otherwise positively shape teachers' working

conditions in ways that lead to greater job satisfaction and attachment (p. 514).

Carver-Thomas and Darling Hammond (2019) stated that "when teachers strongly disagree that

their administration is supportive, they are more than twice as likely to move schools or leave

teaching than when they strongly agree that their administration is supportive" (p. 15).

While participants who had positive relationships with school administrators and district

leaders expressed their appreciation of such relationships, participant interactions and

experiences with administrators challenged extant scholarship regarding the impact that school

leaders may have on teachers that are new to a school. Although research has shown that

building leaders play a critical role in defining the culture and climate of the school building and

that culture and climate is communicated to faculty members, a positive relationship with school

leadership was not a deciding factor in determining the success of an ENT's transition to their

new school (Babaoglan, 2016; Tschannen-Moran & Gareis, 2015). Findings from participant

responses have emphasized that ENTs who had a positive relationship with their school

administrative team were just as likely to struggle in their transition processes as those who had

negative or neutral relationships with their school administrators. Participants believed that they

did not require school administrators who were frequently in their classrooms observing lessons

nor did they expect principals and associate principals to constantly provide words of praise and

encouragement, participants expressed that they wanted school administrators to care about

them, their work, and their transition process to their new schools as ENTs.

Participants felt as though their relationships with their building administrators did not

play a significant role in their transition process. Research has shown that positive relationships

between teachers and administrators is beneficial for a teacher's happiness in their professional

life (Moye et al., 2005; Price, 2012). Yet, the findings from this study provide a more nuanced understanding of administrator-teacher relationships. While participants hoped to work with encouraging and supportive building leadership teams, participants believed that beneficial and positive relationships with administrators was not crucial to their success as an ENT. Essentially, a positive relationship with a school administrator was not a key factor in determining if an ENT would remain in their building. Rather, ENTs who had a positive relationship with their school administrators were just as likely to leave their schools as those ENTs who had a negative relationship with their school administrators. From the results of the study, a negative relationship with an administrator could be offset with positive experiences with the community, students, or colleagues. Results from the study do not suggest that building level administrators should not participate in formal induction programming. Rather, school administrators could use the formal induction process as a means of building connections with their newly hired ENTs and developing the existence of meaningful relationships. While participants stated that a negative relationship between themselves and school administration was certainly not ideal, school leaders must play an active role in the formal induction process in an effort to ensure that ENTs feel comfortable and confident in their new schools.

Participant Experiences and Reflections Regarding the Informal Induction Process

No available studies have investigated the experiences of ENTs and their perceptions of the success or failure of their formal and informal induction programs. Whereas extensive academic attention has been given to understanding the needs of novice or beginning teachers in transitioning to their new schools, the needs of ENTs has been largely ignored. Participant experiences in managing their transitions from schools outside of the Midwestern United States to public high schools in Wisconsin was fraught with numerous challenges and uncertainties.

The experiences shared during the data generation process revealed not only a sincere critique of

the formal and informal induction processes themselves, but also a meaningful discussion of

what participants felt was particularly helpful in their transition processes as ENTs. Experiences

expressed by participants reflected larger themes that transcended instructional assignments,

classroom experiences, and the location of participant classrooms throughout the state. Important

points in this section are as follows:

- ENTs rely on experienced teachers at their new schools to support them through the
  informal induction process.

- ENTs want to feel as though they belong in their new schools.

- For ENTs, belonging is critical to feelings of professional contentment.

Experienced Teachers Play a Critical Role in Supporting ENTs Throughout the Informal Induction Process

Participants who experienced a positive informal induction process relied on their

burgeoning professional relationships with informal mentors. Such informal relationships were

developed outside of the confines of a mandatory formal induction program and a formally

assigned mentor. In fact, participants expressed a desire to not only seek out informal mentors

early in their time as ENTs but also wished to have a continued relationship with these informal

mentors, relying on them as a supportive colleague throughout the duration of their time at their

new schools in Wisconsin. Participants expressed that their relationships with their informal

mentors extended beyond the school walls and often developed from professional to personal

relationships.

Whereas four out of five participants noted that they did not view their formal mentorship

process as a helpful experience, all participants explained that their informal relationships were

particularly helpful in easing their transition process. The support for informal induction amongst participants is an interesting experience when juxtaposed with current research on informal mentorship. While it was not discussed in the data generation process as to why informal mentors were selected by ENTs, participant gravitation towards experienced teachers and seeking them out to serve as informal mentors mirrored the prior work of Colognesi et al. (2020) who found that novice teachers preferred selecting their own mentors in supporting their needs as new faculty members.

Additionally, the experience of ENTs reflected existing research on informal learning as a means of developing professional knowledge. Lohman (2006) stated that teachers prefer learning opportunities that are informal in nature and would more often appreciate learning experiences where they are able to talk and share with their colleagues. Results from the study showed that not only did participants view informal mentorship as a component of the informal induction process as more beneficial than formal mentors assigned through the formal induction program, informal mentors who were sought by ENTs on their own aided in the transition process by assisting participants with learning about school specific functions and duties. As a result of the study, ENTs should be afforded the opportunity to select their own informal mentors. As prior research has suggested that teachers prefer working with informal mentors in an informal setting, ENTs who are provided with ample time to meet and discuss their concerns or questions with informal mentors will be better prepared for their new classrooms and supported throughout their transition process.

ENTs Must Believe That They Belong In Their School In Order to Be Successful In Their New Classrooms

Previous work on how educators develop a sense of belonging amongst their colleagues has been addressed through scholars who have studied organizations and the impact that culture, climate, and structure have on those who are employed by such institutions (Bolman & Deal, 2017). ENTs expressed a desire to feel as though they belonged to their school and their school community. Participants who shared experiences such as developing a sense of collegiality amongst their coworkers or the school community reported that they felt as though their transition was complete or, in the case of Kate, nearing completion. Participants who were able to rely on a network of support from informal mentors and trusted colleagues felt more comfortable in their new professional environments and reported a greater sense of belonging.

Four out of five teachers in the study expressed feeling as though they needed to belong in their current schools and shared that developing a sense of belonging was instrumental to a successful transition process. Participants harbored a sincere desire to belong in their new professional environment and expressed a sense that they wanted to be respected and valued by their colleagues. As ENTs, participants all expressed some sense of trepidation and anxiety in how their new colleagues would view their experiences as educators with multiple years of prior professional experience in teaching outside of the district, state, and the geographic region.

While participants held numerous positions regarding what comprised their sense of belonging in their respective schools in Wisconsin, they all felt as though they were encouraged and supported by their colleagues, school administration, or community in their current placements. This finding helps support previous research on teachers who feel more engaged with their colleagues and their elevated sense of community and collegiality with their

colleagues (Aldridge & Fraser, 2016; Shah, 2012). Results of this study underscored the profound effect that positive relationships with colleagues and school representatives may have on the experience of ENTs in their new school settings and further supported research in collegiality promoting teacher retention (Fallon & Barnett, 2009; Podalsky et al., 2019).

Effectively, the results of this study indicated that ENTs who possessed a sense of belonging in some capacity and connectedness to their schools were more likely to view their schools and their work in a positive light. It is important to note that ENTs need to feel a sense of belonging and such a sense of belonging may be derived from their relationship with the community in which they teach, their colleagues, or their students. Results from the study clearly supported prior research in understanding the development and maintenance of professional relationships amongst teachers (Abdallah, 2009; Pogodzinski, 2014). Finding a sense of belonging and a source of personal connection was absolutely critical to the success of an ENT as they moved through their transition process.

Actively supporting informal relationships should be a key goal of the formal induction program. In a formal induction program, this may include such activities as providing time for ENTs to meet with their academic department or colleagues in a setting that, while a part of the formal induction process, may take place outside of the school building. Developing positive relationships between ENTs and their colleagues would allow for ENTs to feel valued, encouraged, supported, and to find trusted individuals in the building who could serve as confidantes. Participants explained that there was no specific time or date where they felt as though they achieved a state of belonging in their new schools. Rather, belonging exists on a continuum and is a process. In order to support the successful transition of ENTs to their new

schools, school leaders must be aware that such a process of belonging may be an extended experience and must offer continued support to ease such a transition.

ENTs Feelings of Belonging In Their Schools Reflect Their Sense of Contentment In Their Professional Life

Possessing a sense of happiness and job satisfaction was a topic discussed by all participants. All participants expressed that working in an educational setting in which they had the opportunity to develop close relationships with their colleagues, administrators, or found a sense of acceptance and belonging was integral to their successful transition to their new schools in Wisconsin. Such contentment and happiness have been discussed in academic literature as a significant component in ensuring that employees are satisfied in their professional lives (Aziri, 2011). De Stercke et al. (2015) found that should an educator feel as though they are valued, accepted, and harbor a sense of belonging in their school, teachers routinely remain in the classroom for an extended period of time as opposed to their counterparts that felt resentment or animosity towards their workplace environment.

All participants in the study expressed a general sense of happiness and contentment in their current schools and stated that they intended to remain in their current schools for the foreseeable future. While participants in the study did not specifically state that possessing a sense of belonging was directly correlated with their professional happiness and contentment it was clear in the results of the study that participants felt as though the two experiences were related in some capacity. Therefore, results from the study confirmed prior research by De Stercke et al. (2015) in that ENTs who felt valued, encouraged, and supported in their schools did not seek to leave their current classrooms. Understanding that ENTs who felt such a sense of contentment and happiness were more likely to remain in their classrooms, school leaders must

seek to support ENTs in developing meaningful relationships in an effort to support the retention of ENTs.

ENT Experiences and the Relationship to the Conceptual Framework

In Chapter 1, a conceptual framework was offered as a means of attempting to provide an understanding of the process in which ENTs move through as they continue their careers in public high school classrooms in a new geographic region. The conceptual framework followed a trajectory in which ENTs progressed through as they begin their time in their new professional environments and move from being a new faculty member making sense of their environs to feeling comfortable in their schools as trusted, valued, and respected educators. Key components of this section are the following:

- ENTs know what they need as they begin in new classrooms.

- The professional experiences of ENTs assist them in managing professional expectations at their new schools.

- Reflection of past professional experiences helps ENTs manage their responsibilities in their new schools.

- ENTs want to contribute immediately to their new schools.

- ENTs believe that their experiences are not utilized effectively in their new schools.

ENTs Believe That They Knew What They Needed In Order to Be Successful In Their New Classrooms Before They Began at Their Schools in Wisconsin

The process of *knowing* is explained as an ENT understanding their needs as a newly hired teacher in a new school. As ENTs, teachers have developed a sense of their own strengths and weaknesses as educators through ongoing reflection and self-analysis (Battey & Frank, 2008). In the study's conceptual framework, an ENT does not come to their new school without

a thorough understanding of the expectations and obligations of being a teacher rooted in prior professional experiences. All participants in the study had taught in some capacity before relocating to public high school classrooms in Wisconsin, with each serving a minimum of a decade in education. As a result, participants possessed an intimate level of knowledge with what they needed from a formal induction as they began in their new schools. Major concerns expressed by participants with regards to the formal induction process centered on a need to understand specific learning objectives or skills required by state or district curricula, knowing the key members of district and building leadership, and being afforded the opportunity to work in their classrooms in preparing for lessons, pacing guides, assignments, and ensuring that they were ready for their first days with their new students. Results revealed that participants were critical of how their time was used in their formal induction programs. Participants explained that not enough time was allotted to preparing for their students and their new classrooms.

At no point in the data generation process did participants express that they shared their concerns with program leaders about what they perceived they were missing from their formal induction meetings and activities. While it is difficult to ascertain what prevented the participants from sharing their concerns with facilitators or school leaders regarding their formal induction processes, the fact remains that all participants, with the exception of one, felt as though their formal induction process was ineffective. Such a discrepancy between the goals of formal induction and what was experienced by participants represents a need for ENTs to have a voice in their formal induction processes. As ENTs have an understanding of what they need to *know* from a formal induction program in order to be successful in their classrooms based on previous years of classroom experience in what works and does not work for them in such a professional environment, then they must express those needs with formal induction program coordinators or

school and district leadership in an attempt to make such a formal induction program as effective as possible.

Results from the study confirmed the *know* component of the conceptual framework to be an accurate representation of participant experiences. Meaning, that participants were acutely aware of what they believed they needed in order to be successful in their new classrooms. Yet, with the exception of Tim, no participant felt as though the formal induction program successfully supported their transition process. Results revealed that participants felt as though they were inundated with administrative information that they perceived as being often unnecessary or irrelevant. Participant responses further revealed that formal induction programs were deemed as too lengthy, and that time could have been better spent in the ENT's new classroom in developing lesson plans and modifying existing instruction to fit the needs of their new students.

Scholarship has noted that a teacher's sense of their self-changes and evolves over the course of a career (Battey & Franke, 2008; Beijard et al., 2004; Noonan, 2019). Participant experiences reflected that while ENTs had a strong sense of who they were as educators, they recognized that as new teachers to a building, they needed to be made aware of specific concepts such as curricula and assessments unique to the school or state in which they were now teaching. Yet, while participants believed that they knew what they needed in their formal induction programs, they did not voice their concerns with those leading the program.

Results from the study therefore indicate that ENTs should voice their concerns directly with school administrators responsible for developing formal induction programming. Similarly, as prior research has shown that educators who have served in classrooms for multiple years have developed their sense of professional identity, communicating their needs as ENTs to those

responsible for creating activities in formal induction programming may provide ENTs with a better formal induction program and experience.

ENTs Experience a Smooth Process of Navigation in Familiarizing Themselves with the Professional Expectations and Obligations of Their New Schools

The process whereby ENTs sought to *navigate* professional expectations in their new schools was viewed as a relatively smooth and quick process. All participants expressed that their process of navigating their new professional environments was not a particularly challenging endeavor. Liz, as the only participant that had not spent any significant time in the Midwest prior to continuing her teaching career in Wisconsin, felt as though her process in navigating her new school was not difficult. She stated that her school administrative team was extremely clear with her regarding her roles, duties, responsibilities, and obligations. She felt as though her experiences in special education and teaching mathematics allowed her to clearly and quickly define her role in her new school without hesitation.

Participants believed that their professional knowledge and experiences were immediately transferable from their former places of employment to their current schools in Wisconsin. Yet, with an understanding of best teaching practices, classroom management procedures, content knowledge, lesson plan structure and how such prior experiences would be optimally utilized within existing created a unique challenge for ENTs. In the *navigate* component of the conceptual framework, ENTs relied extensively on *self* and *support* to successfully manage their transition phase, rendering these specific aspects of the conceptual framework to be extremely important in the life of an ENT (Schlossberg et al., 1995). Moreover, while ENTs had developed a sense of their own professional and personal identity as classroom teachers, they were forced to confront the reality that they were new faculty members entering a

world of established norms and customs. Although a generally positive outlook on their new schools did not hinge on the formation of supportive formal and informal relationships, participants that were able to find an encouraging and supportive formal or informal mentor reported feeling a greater sense of satisfaction with their school and their professional lives than those who did not enjoy such a supportive relationship with a formal or informal mentor.

ENTs Reflect on Past Prior Professional Experiences to Negotiate Their Roles in Their New Schools

Whereas the process of navigation was a practice in which informal or formal mentors played an impactful role, experiences associated with an ENT's *negotiation* took a more personal and reflective tone. While the pre-school formal induction program and informal induction processes afforded participants the opportunity to connect with new colleagues and collaborate on such things as lesson planning and instructional activities, the *negotiation* process forced participants to contemplate how their own past professional experiences would play a role in their actions as teachers in their current schools.

No participant expressed any sort of jarring experience in acquainting themselves with the culture or climate of their new school or communities. While Liz mentioned that the student demographics of her new school were significantly different from that of her former school, she did not state that adjusting to the student population was difficult for her. Rather, she said that her former school had become a toxic work environment hampered by low morale amongst the faculty and she described her new school as a much happier place to be. Other participants did not express any sort of significant challenges in their negotiation process. Available research has explored the nuances of organizational culture and climate (Bolman & Deal, 2017; J. Harris, 2018; MacNeil et al., 2009). Yet, the fact that no participant discussed struggling with managing

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cultural differences between their former school outside of the Midwest and their current schools

in Wisconsin indicates that a change in geographical location from one school to another played

a minor role in the transition process. While it is important to note that all participants except Liz

were originally from the Midwest, only a single participant, Rob, was raised in Wisconsin.

Therefore, while relocating from one region to a different region may be assumed to be a

significant transition in an ENT's professional and personal life, the results of the study indicated

that a relocation from one region to another was not a significant barrier to the transition process.

The professional experiences that ENTs acquired through their years working in schools

transferred to their new work environments providing them with a foundation for which to move

forward in their new schools. For example, in Mike's first school in Wisconsin, he found that

there were numerous policies and procedures that were unwritten and simply done as a matter of

tradition or oral contract. At his previous school in the Southeastern United States, Mike stated

that all policies were clearly written in an employee handbook or district guide in order to have a

uniform policy throughout the district. When Mike asked about something that did not have an

official policy, he created one to ensure that he was following clearly outlined procedures that

would be subsequently followed throughout the school. Mike's act of developing policies was a

part of his *negotiation* process whereby he combined a need for an unwritten policy to be

clarified with his prior knowledge and experience in working within the confines of expressed

procedural guidelines.

A lack of meaningful formal or informal mentorship played an interesting role in

determining how adeptly participants moved through the negotiation process. Kate's first school

in Wisconsin after returning from the Western United States was a stressful experience for her.

While Kate stated that the formal induction process was clearly organized with opportunities for

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discussion and reflection built in over the entirety of the school year, she found her formal mentor to be overbearing and unwilling to assist with her anxieties and concerns about returning to a traditional high school classroom. While Kate was clear in stating that her fractured relationship with her formal mentor was not the sole determining factor as she sought employment elsewhere after the conclusion of her single year in the school, she did note that it weighed heavily on her mind. When Kate began teaching at her current school, she found that time meeting with her colleagues was limited due to social distancing requirements implemented as a result of the COVID-19 public health crisis. While she was able to develop an informal relationship with a trusted mentor employed by the district, the mentor was not physically located in the high school building. Kate was able to express concerns and frustrations with her informal mentor, yet the informal mentor was not necessarily able to give her specific advice regarding how to navigate her own place within the high school in which she was now employed. In Kate's experiences, she has been mired in the negotiation process. At Kate's first school, she lacked a powerful support network of valued informal and formal mentors that were knowledgeable about her course content. She questioned her capabilities as an educator due to challenges faced in the classroom. Kate felt as though her strengths as an educator were dismissed or ignored by her colleagues. Further, she felt as though she lacked anyone in her building in which to confide as she faced difficulties in her professional life. In her current school, while Kate has noted that she feels better about herself as a teacher, she has not completed her transition.

For four out of five participants, the negotiation process was smooth and unremarkable. Participants relied on their professional knowledge and content expertise to guide them in managing their transition process. Particularly, during times of distress, participants reflected on

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successes they had experienced in past classrooms as a source of quiet confirmation that they were, in fact, good teachers. Additionally, participants that had a successful negotiation stage of the transition process relied on a trusted source of encouragement such as colleague or informal mentor to assist them in the stage.

ENTs Want to Immediately Contribute to the Success of Their New Schools But Were Limited in How They Were Able to Contribute

Within the conceptual framework, an ENT *contributes* to the school and the school community because they feel as though their experiences and opinions are valued, supported, and encouraged by their colleagues and school administrators. The *contribute* stage of the conceptual framework is linked to the *moving out* stage of Schlossberg's transition theory (Schlossberg et al., 1995). For Schlossberg and her colleagues (1995), the *moving out* phase of the transition is critical in that when an individual enters this phase, they have successfully completed the transition. Four out of five participants in the study expressed that they felt as though they could contribute to the school immediately in some capacity. Mike, Tim, and Rob shared a collective view that their experiences as educators and their track records of success in previous schools was more than sufficient in proving that they could make an immediate contribution to their respective schools. While all participants acknowledged that there may be some hesitancy for their fellow colleagues to respond to and respect their voices as new faculty members, they expressed that they were hired by administrators interested in having an experienced educator join their faculty.

Although four of the five participants stated that they felt comfortable in contributing to the larger mission and objectives of their schools in Wisconsin, how they felt comfortable in expressing their opinions varied widely. Tim and Mike felt as though they could contribute

immediately to their new school whether that be in meetings with the entire faculty or smaller meetings with few colleagues. Rob shared that while he felt he could contribute to larger faculty discussions and meetings, he believed that some of his colleagues that had been in the building for several years were unwilling to hear his perspective. Rob was uncertain if this hesitation to listen to his views amongst such colleagues was the result of him being a new faculty member, that his opinions were based on experiences outside of the school in which he now teaches, or the fact that many of those colleagues were his former teachers. Yet, Rob did feel confident in voicing his concerns with trusted colleagues and confidantes such as his informal mentor. Rob believed that these particular colleagues would then share his concerns with administration or de facto leaders in the building. Rob expressed that he was confident he would be immediately able to contribute to the pedagogical and logistical functioning of the school, and sharing pressing concerns with a trusted source was the avenue that he felt was most effective in sharing his opinions.

Liz's interactions with the formal and informal induction process were both negative experiences. Her relationship with her department head and colleagues that had long-served in her current school were damaged when she was dismissed or spoken over in larger faculty meetings. Yet, Liz remained undeterred by such behavior amongst her coworkers. Liz developed a strong rapport with her school administrative team and felt as though she could speak directly with them as an advocate for her students, her department, and herself.

Kate's experiences as an ENT were the exception to those expressed by other participants. Kate's disastrous year at her first school in Wisconsin since returning from the Western United States caused her to reconsider her future in the classroom. Kate was clear about her enjoyment of her role as an instructional coach and facilitator that she performed prior to

being an instructor at a juvenile detention center. While she stated that she did not necessarily

wish to leave the field of education altogether, her experiences in her previous school caused her

to believe her return to the classroom was a mistake. When Kate arrived at her current school,

she found her new professional environment to be significantly more welcoming, supportive, and

encouraging. She stated that she was simply so happy to be in a different school that she did not

feel the need to voice her opinions. Rather, she was just grateful to be in a new professional

environment. Kate further explained that her first year in her current school had been marked by

the COVID-19 pandemic and she had a challenge in managing her normal teaching

responsibilities combined with ensuring that she was following district guidelines in mitigating

health risks. Kate stated that as the year progressed, she felt increasingly comfortable with

sharing her opinions with her colleagues and was looking forward to the upcoming school year

in which she would feel as though she was able to be a full contributing member of the faculty.

Exploring the significance of the *contribution* phase is significant in that it reflects an

important aspect of Schlossberg and her colleagues' (1995) transition theory in that participants

who felt as though they could *contribute* to their school in some capacity reported that their

transition was complete. Schlossberg and her co-authors' (1995) work noted that the *contribute*

phase of the transition was a significant achievement in that an individual had completed their

total transition and had moved forward in their lives. Indeed, participant stories confirmed

Schlossberg's assertions. Meaning, that once an ENT felt as though their transition was complete

as a whole, they sought for ways to offer contributions to their school through such activities as

offering suggestions for new classes, revising and amending extant curricula, and providing new

learning opportunities for the students in their new schools.

ENTs Rely Upon and Value Their Own Experience But Feel As Though It Is Untapped In Their New Professional Setting

The experiences of ENTs reflected that participants arrived at their schools in Wisconsin with substantial prior knowledge they believed would be implemented immediately in their new schools. When ENTs arrived at their new schools, their transition was made less challenging due to the fact that they could refer to prior years of teaching, lessons, activities, and experiences to help prepare for their students. Effectively, the professional knowledge, skills, and experiences gained from years of classroom experience transferred easily from the ENTs current school from their former one. Participants felt as though their experiences in education were valuable and worth sharing immediately with their colleagues. The experiences of ENTs in this study have emphasized the significance of past professional experiences and the profound impact that such experiences have on seasoned teachers who have relocated to new schools. In essence, the findings from the study confirmed prior research on teacher identity in having been formed over the course of one's career (Battey & Frank, 2008; Beijaard et al., 2004). ENTs have had the opportunity to establish a deepened level of professional knowledge through multiple years of service in classrooms (Battey & Frank, 2008; Beijaard et al., 2004). The understanding that ENTs were able to draw upon a wealth of prior professional experiences reflected prior research on continued self-assessment and reassessment of an experienced teacher in addressing the needs of their students (Noonan, 2019).

Multiple participants expressed that they felt confident in their own abilities as teachers when they were hired to teach at their current schools and that they felt as though their voice and experiences were worthy of sharing and expressing to their colleagues immediately. Participants shared that possessing a sense of personal and professional identity was important in their new

teaching roles as they were comfortable with who they were as teachers and what their strengths

and weaknesses were as professionals. Each participant felt as though those individuals that were

in positions of making employment decisions for their schools were fully aware of the type of

teacher that they were hiring. Additionally, while the participants were willing to meet their

professional obligations in their new schools, their sense of professional self-assuredness led

them to not feel an internal sense of pressure to change who they were to conform to the norms

and expectations of their new places of employment as multiple participants shared that those in

charge of hiring them were aware of the type of teacher that they could expect.

Possessing a developed sense of professional knowledge was revealed to be a particularly

powerful support system for ENTs. For participants who were able to reflect upon their own

professional experiences and knowledge and transfer that expertise successfully to their new

classrooms, they found their transition processes to be more successful than their counterparts

who were denied the ability or autonomy to deliver content as they saw fit. Liz, Mike, Rob, and

Tim used their past professional experiences to dictate their classroom practices at their new

schools and found that students were generally receptive to their instruction. Yet, at Kate's first

school in Wisconsin, she was expected to teach a curriculum that she was unfamiliar with and

she was unable to deviate from the prescribed curriculum. Because of this experience, Kate

subsequently had tremendous difficulty in reconciling her past successes as an instructional

coach and teacher with her challenges at her first school in Wisconsin upon returning to the area

from the Western United States.

Contextualizing Transition Theory Through the Experiences of ENTs

Schlossberg's transition theory was selected as the theoretical framework for the study as

a means of exploring the experiences of ENTs as they transitioned from their former schools and

places of employment outside of the Midwest to their classrooms in Wisconsin. The components

of *moving in*, *moving through*, and *moving out* in transition theory reflects a progression of

personal changes that an individual will conceivably encounter as they make sense of their

professional lives in a new educational environment and participant experiences reflected the

specific stages of transition as explored in the theory itself (Schlossberg et al., 1995). Within

Schlossberg's transition theory, the types of events experienced by individuals are categorized as

circumstances that are *anticipated, unanticipated,* and a *non-event* (Anderson et al., 2012).

Participants in the study were all teachers that were experiencing a transition in that they

accepted teaching positions in public high schools classrooms in Wisconsin and had encountered

formal and informal induction programming in preparation for their new professional

environments. Therefore, ENTs in this study experienced an *anticipated* transition as examined

by Anderson et al. (2012) in which participants were fully aware of the type of transition they

were soon to experience. Yet, it should be noted that the *anticipated* transition examined in the

study is predicated on a holistic exploration of the transition process as experienced by ENTs as

described in Figure 9.

Figure 9

Schlossberg's Transition Theory Based on ENT Experiences
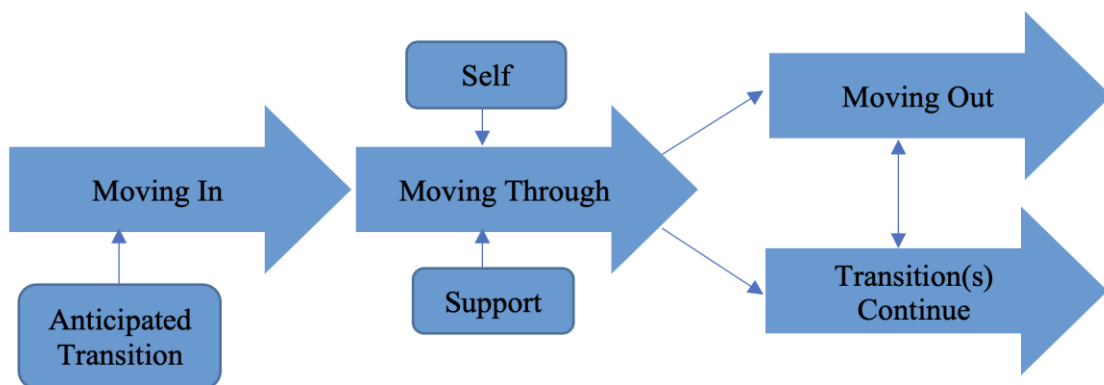
As participants progressed through their formal and informal induction processes and made sense of their new classrooms, schools, and communities, an innumerable amount of transitions may occur as a result of such substantial changes in the life of ENTs. Still, in order to ensure that the overall transition process was explored in depth and sufficiently discussed, it can be reasonably surmised that participants *anticipated* a transition in which they would become faculty members at a new school in Wisconsin. Major points in the section are as follows:

- Upon accepting a new position in Wisconsin, ENTs are aware of the gravity of their transition.
- ENTs are challenged as they experience the "moving through" phase of their transition process.
- ENTs complete their transition process when they feel as though they are valued in their new schools.
- ENTs access *strategies* from previous years of classroom experience.
- The *situation* of the transition did not play an impactful role for ENTs.
- Successful transitions were completed by ENTs who have a powerful sense of their *self*.
- ENTs require a powerful and reliable system of *support* in managing their transition process.
- ENTs must believe that they *matter* as new faculty members for the realization of a successful transition process.
- Transition theory does not account for all aspects of the transition process.

ENTs Experience an Anticipated Transition in the "Moving In" Phase

In transition theory, *moving in* is the first stage in encountering and confronting a transitory event (Schlossberg et al., 1995). As Schlossberg et al. (1995) stated, *moving in* is the recognition that a transition will occur. While participants felt confident in their abilities as teachers, this stage was marked by feelings of anxiety and uncertainty as the ENTs began to understand the realities of teaching in a new school. While all participants said that they had willingly chosen to relocate to their new schools in Wisconsin, they encountered feelings of nervous anticipation as they became new faculty members in their respective schools. Participants expressed that their nervousness was to be expected and that despite their levels of comfortability and confidence with preferred instructional methods, content knowledge, and past work experience, they nonetheless had to find their own roles in their new schools and how they may seek to "fit in" with the existing professional and social milieu of their new places of employment.

While participants expressed a sense of self-assuredness and an almost stoic approach to their new teaching assignments, the *moving in* phase of the transition was tempered by the ENTs *anticipation* that a transition would occur. In transition theory, three specific types of transitions exist including *anticipated*, *unanticipated*, and *non-event* (Anderson et al., 2012). Because the ENTs in the study knew that the beginning of a transition loomed on the horizon, they took a personal inventory of what resources they needed to be successful in their new schools and what they believed would be valuable knowledge to have as they began teaching in their new schools. According to transition theory, participants experience an *anticipated* event when the event is expected to happen (Anderson et al., 2012; Schlossberg et al., 1995).

Kate had arguably the most challenging transition process amongst participants as she had been out of the traditional classroom setting for several years before accepting a position at her first high school in Wisconsin after returning from the Western United States. While Kate's formal and informal induction process at her first school in Wisconsin was difficult, she was upfront with her formally assigned mentor in telling them what she needed in order to be successful in her new role. Although Kate's formal mentor was unwilling and unable to meet her needs as an ENT, Kate's sharing of her needs as an experienced educator was representative of participant expressions of *moving in* to the transition and an individual possession of an understanding of their own professional strengths and weaknesses in managing such a transition.

Kate's experiences reflected an interesting caveat to the conceptual framework. While recognizing that she was experiencing an *anticipated* event and was *moving in* to a transition, she did not possess the same level of comfortability with teaching in a traditional classroom as her fellow participants that were relocating directly from a classroom outside of the Midwest to a public high school classroom in Wisconsin. While other participants felt confident in their content knowledge and the transferability and adaptability of their past professional experiences in meeting the needs of students in their new classrooms, Kate was anxious about her transition in returning to the traditional classroom setting.

Kate's experiences provide a situation in which the conceptual and theoretical frameworks combine to create an optimal environment in which to engage in a transition. Participants that successfully completed the *moving in* stage of the transition process possessed an intimate knowledge of what they needed in their formal and informal induction programs to support their transition. ENTs that were successful in continuing in their transition process beyond the *moving in* stage relied on past professional experience and the confidence that they

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would succeed in their new classrooms; the *self* as discussed in transition theory (Schlossberg et al., 1995). When Kate began at her first school in Wisconsin upon returning from the Western United States, her confidence in her abilities as a classroom teacher was shattered. Subsequently, she was unable to rely on her *self* and questioned her future as an educator. When considering the relationship between the conceptual theory and Schlossberg and her colleagues' (1995) transition theory, Kate's experiences reveal that in order for an ENT to progress through the *know* stage of the conceptual framework and the *moving in* stage of the theoretical framework, they must *know* what they need to be successful and feel a sense of confidence that their past experiences as a classroom teachers will transition seamlessly into their schools.

ENTs Experience a Complex and Challenging Process of "Moving Through" Their Transition

Moving through reflected a larger issue amongst participants and comprised the majority of the transition experience as a whole. As participants *navigated* the *moving through* stage of the transition, they relied heavily on their past experiences in previous professional settings. Perhaps the most significant of the three components of the transition phase was experienced in the *moving through* element of transition theory. The *navigation* component of the *moving through* process was experienced as ENTs gained a working knowledge of their new schools and sought to position themselves as a productive member of their new faculty.

For participants, the *moving through* component of transition theory varied widely in length of time devoted to managing and successfully completing the phase. With the exception of Tim, all participants believed that their formal induction programs were essentially ineffective in preparing them for their new classrooms in Wisconsin. While these participants were given a significant amount of information that they found relevant and ultimately helpful, participants

felt as though they lacked the opportunity to comprehend the substantial amount of materials that they were expected to understand in a short period of time. Due to such an overwhelming amount of materials given to them during the formal induction process, ENTs relied extensively on the support of a mentor to help guide them through any number of logistical and pedagogical questions. As ENTs began to develop a sense of understanding with regards to their roles as teachers and members of the faculty in their new schools, they began to progress to the *negotiation* stage of the conceptual framework in which they now felt as though they were finding their niche within their new school. All participants in the study have reached this phase in the conceptual framework and all but Kate have progressed to the next stage.

Key findings from the study regarding the *navigate* and *negotiate* components of the conceptual framework showed that the experiences the *navigation*, *negotiation*, *moving through*, *marginality* and the 4s framework were all intimately linked and were a constant factor in assisting ENTs through their transition process. As participants progressed from *navigate* to *negotiate*, they continued to rely on the 4s framework of *self, support*, *strategies*, and *situation.* Participants mainly utilized *self* and *support* or some combination thereof. Additionally, for the participants that successfully concluded the *moving through* stage of the transition, their value as teachers and as contributors to the school itself was a significant aspect of a successful transition. This experience expressed by participants illustrates the importance of *marginality* in the transition process. Marginality refers to the experiences of individuals feeling a sense of isolation and ostracism as not welcomed by their colleagues (Huerta & Fishman, 2014; Schlossberg, 1989). For Kate, her feelings of being marginalized contributed directly to feeling disconnected from her first school in Wisconsin and led to her prolonged experience in the *negotiation* stage of *moving through*.

The "Moving Out" Phase Is Achieved When ENTs Feel Valued In Their New Schools

In *moving out*, the transition has been completed and the individual is pressing forward in their life (Schlossberg et al., 1995). For this study, *moving out* represented the finality of the transition in which an ENT has successfully moved from being a new and unfamiliar member of the faculty to being a trusted and valued contributor to the school and the school community. Four out of five participants expressed that they believed their transition was complete and that they felt valued, respected, and supported in their current classrooms. All participants had begun teaching in their current buildings no earlier than the 2015-2016 school year suggesting that those that completed the transition process did so within months of beginning at their current schools.

Schlossberg's 4S Model and the Experiences of ENTs

Within transition theory, the 4S model asserts that individuals experiencing a transition rely on the interconnected concepts of *situation, self, support,* and *strategies* in an effort to support their transition process (Anderson et al., 2012). The 4S model was especially appropriate in understanding how each participant sought access to these coping mechanisms at various times throughout their transition process. Unlike the logical trajectory of *moving in*, *moving out*, and *moving through* expressed in transition theory, an individual may rely on each component of the 4S model at any given time and in any number of forms.

ENTs Rely on Strategies Developed Through Years of Classroom Experiences

Similar to *support*, *strategies* serve an individual experiencing a transition by offering opportunities for discussion, reflection, and collaboration. While *strategies* may change depending on the individual's need, individuals that are aware of extant support structures to serve as resources are better able to adapt to the fluctuations associated with a transition process

(Anderson et al., 2012; Schlossberg et al., 1995). In essence, an individual must have a knowledge of and access to reliable resources to aid in the successful completion of their transition process.

While participants discussed their reliance on colleagues, administrators, or members of the community in assessing how their transition was progressing, they also spoke of personal relationships that helped them in guiding their transition process along. Rob discussed sharing concerns with his informal mentor and his department colleagues and feeling valued by them in that he could rely on these people for honest feedback and sincere encouragement. But not all of these relationships were confined to the school or district itself. Kate shared that she sought solace in the comfort of her family and was enthusiastic about returning to the Midwest to see them more often. Liz expressed that she, too, relied on her own children as a source of support in managing her transition.

Participants were also clear in that their *support* networks extended beyond relationships with people. For example, Tim spoke highly of his IB training at his previous school and stated that he had successfully applied principles he had learned through such experiences to his own instructional practices. Rob shared that when he was planning his first courses in American government at his current school, he accessed documents available online from the Wisconsin DPI to assist him in preparing his students for exams. In her final interview, Kate spoke glowingly about a professional development experience that she completed after the conclusion of the 2020-2021 school year and how this opportunity provided her with a litany of texts and resources to assist her in the upcoming school year.

In terms of *strategies*, participants expressed the importance of having access to multiple resources as a means of supporting their transition process to their new schools. While many

participants expressed that their own personal *strategies* entailed trusted colleagues and confidantes, personal interactions were not the sole factor on which participants relied in supporting their transition to new schools. Participants sought access to developed curricula, instructional websites, and instructional databases. Just as importantly, it was critical that participants were aware of the existence of such support networks prior to utilizing them. *Strategies* acted as a sort of safety net to be accessed by participants when necessary and did not exist as an entity serving as a constant force with the lives of the participants, participants did not discuss any individuals outside of the school that they relied on as a means

An ENT's Situation Did Not Significantly Impact Their Transition Experience

Participants were well aware that their experiences in entering a new school represented a new and complex *situation* in which they had found themselves. The *situation* of the transition may be an indeterminate length of time (K. A. Griffin & Gilbert, 2015). Resultantly, ENTs recognized that by the act of beginning to teach at a new school, they were encountering and subsequently experiencing a new situation. While no participant expressed any sort of concern with navigating a new school culture and climate, they each noted that they were acutely aware that they needed to find and define their roles in their new schools. A continual process of reevaluation of an ENT's unique *situation* reflected Anderson et al.'s (2012) research that provided insight into understanding that a given *situation* may be a fluid experience. As ENTs understood that their roles were evolving in their new schools, they reacted to their own specific circumstances and sought assistance accordingly.

In the study, participants did not reflect often upon their transition process as it was occurring. Rather, participants recognized that they were *moving in* to a transition, *moving through* the transition, and *moving out* of the transition. As described in transition theory*,*

situation is experienced through a reevaluation of the nature of the transition itself (Anderson et al., 2012). Yet, four out of five participants did not discuss their relocation to their new schools as a holistic experience. Meaning, for most participants, the *situation* of their transition was not a source of conflict or anxiety. Participant experiences highlighted that while ENTs who felt as though their situation was an easily manageable series of events, they rarely considered the *situation* in which they were involved while for ENTs that struggled in their transition viewed their relocation as a more difficult experience.

Results confirmed an understanding of the *situation* as discussed in transition theory (Anderson et al., 2012). K. A. Griffin and Gilbert (2015) explained that one's perception of a *situation* may change dramatically based on an individual's interaction and interpretation of an event. Participant experiences confirmed such an assumption and further illustrated that reinterpreting and revisiting the *situation* depends upon the success of the transition as experienced by ENTs. For participants that experienced a successful transition, they did not feel the need to continually reevaluate their *situation*. For Kate in her first school in Wisconsin, she sought to consistently reevaluate her *situation* in light of her struggles in adjusting to her new school and returning to the traditional classroom setting. Such results provide the potential addition of expanding on the *situation* component of the 4s framework by noting that when an ENT faces difficulties in their transition, they revisit their *situation* and such continual reviewing of a negative *situation* may be detrimental to the overall success of the transition.

ENTs Who Successfully Transitioned to Their New Schools Have a Strong Sense of Self as a Seasoned Classroom Teacher

Most participants expressed a sense of confidence in their professional capabilities and were resolute in their own abilities to be an effective teacher. Only Kate stated that she felt

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anxious about her return to the classroom setting but noted that she had found success in teaching before relocating to the Western United States. Further, all participants expressed that they had experienced a level of success in their own classrooms at some point prior to arriving in Wisconsin. When confronting some sort of pressing issue in their classroom or with their students, participants reminded themselves of their previous successes. Additionally, ENTs in the study were able to reflect on several years of past professional experiences in understanding how to address extent issues and potential concerns. Engaging in self-reflection is an important component of assessing one's own strengths and weaknesses (Barclay, 2017; Paugh et al., 2018). Whereas participants had multiple years of professional experience in education, they had a litany of memories and experiences to access in seeking to establish a fruitful classroom environment for their students.

Possessing a strong sense of confidence and reliance on one's own prior professional experiences, content knowledge, and expertise proved to be extremely beneficial for participants in managing their transition process. Findings showed that participants who felt confident in their abilities as educators experienced a transition process that was relatively straightforward. When participants confronted a challenging situation, they reminded themselves of their past professional experiences and successes in previous classrooms. For the participants that completed a successful transition process, revisiting past successes was a means of confidence building and bolstered their feelings of competency as ENTs.

ENTs Require a Strong Network of Support in Their Transition Process

Substantial research has been devoted to the concept of informal induction for beginning or novice teachers. Such research has shown informal induction programming is not a defined set of experiences or meetings required but rather consists of unofficial discussions with a trusted

source of information (Colognesi et al., 2020; Shanks et al., 2012). All participants spoke about the significance and importance of seeking and receiving assistance from trusted sources. Having a form of positive *support* was absolutely essential for the success of the transition process and echoed prior research into the positive impact that such effective relationships may provide for ENTs (Anderson et al., 2012; K. A. Griffin & Gilbert, 2015). When Tim began teaching at his current school, he was able to lean on his school principal, formal mentor, and colleagues for *support*. Although Tim's relationship with school administration had soured due to a change in leadership, his relationships with his colleagues had strengthened through time. Rob shared that his relationship with his informal mentor has been especially supportive in helping him through his transition process. Liz expressed that she valued her close connection with her school leadership team and felt they supported and trusted her immensely.

A lack of support appeared to play an important role in determining if participants remained in a school or sought employment elsewhere. In Kate's experience, while she felt supported by her school principal, she did not feel supported by her formal mentor. She further explained that although she was cordial to many of her colleagues, she lacked close professional relationships with them. In Kate's current school, she now enjoys a positive and supportive relationship with a district employee that is outside of her school building. She also believed that her professional relationships were developing in an encouraging direction. In Mike's first position in Wisconsin, he felt as though he had an acrimonious relationship between himself and his colleagues. Although Mike did not express a particular closeness with his colleagues at his current school, he stated that he had developed a positive rapport with members of the community and relied on the existence and maintenance of those relationships to assist him in his role within the school. It is worth noting that an absence of supportive relationships led to Kate

and Mike leaving their first schools in Wisconsin after returning from outside of the Midwest providing an effective and illustrative example of the relevance and significance of forming encouraging relationships, whether formally or informally.

Possessing at least one individual that was a trusted source of information was exceedingly important for ENTs in successfully managing the transition process. All participants who had successful transition experiences spoke about being able to rely on at least one individual for support and information. Results of the study further illustrate that the absence of reliable support systems played a crucial role in determining if an ENT continued their employment in their respective schools. For example, in both Mike and Kate's first schools in Wisconsin upon relocation from the Southeastern United States and Western United States respectively they lacked trusted confidantes or individuals who would serve as reliable sources of information. This absence of relationships manifested itself in Mike and Kate feeling marginalized, unimportant, and unwelcome in those schools.

For participants that had access to trusted sources of support in the form of an informal mentor, they felt happier and more content in their new positions. An important goal of the formal induction process is to promote teacher retention amongst newly hired teachers (Allensworth et al., 2009). De Stercke et al. (2015) explored a link between job satisfaction amongst teachers and their continued employment in the same school. Results of the study showed a link between developing a relationship with a trusted informal mentor or colleague and ENTs feeling a sense of job satisfaction. Developing a beneficial relationship with an informal mentor proved to be of utmost importance in a successful transition. Based on previous research conducted on the power of such relationships on a myriad of topics including teacher retention and professional satisfaction, it seems imperative that ENTs have numerous opportunities to

ensure that they are granted the time, space, and resources to let such informal relationships develop organically and flourish.

Revisiting and Revising the 4S Framework Based on Participant Experiences

While Schlossberg's 4S model provided a compelling framework from which to examine the resources that ENTs relied on as they moved forward in their transition, participants expressed that they most often relied on the *self* and *support* components of the framework. Whereas Schlossberg's research suggests that each component of the 4S model is used interchangeably and relied on in equal measure by individuals experiencing a transition, participant experiences from the study indicated that *situation* and *strategies* were rarely accessed. Participants were aware of their *situation* and acknowledged that they were in a transition phase but did not express that they reflected on the uniqueness of their situation during the transition process itself. Additionally, participants discussed that *strategies* existed as a constant presence in their professional lives and, while participants expressed a general sense of gratitude in that they could access items such as previously developed resources and prior training, the incorporation of *strategies* was not a frequent topic of discussion in participant responses. Therefore, while *situation* and *strategies* were kept in mind by participants, this study showed that the 4S model should be reframed to emphasize the significance of *self* and *support* as the most important components of Schlossberg's model with regards to experiences of ENTs.

ENTs Have To Feel as Though They Matter In Their New Schools

All participants expressed a need to feel valued and encouraged as ENTs and that such feelings of connectedness with their new schools was of great importance to their successful transition. Within transition theory, *mattering* is defined as an individual feeling as though their thoughts, experiences, and opinions were valued by others (Rayle, 2005; Schieferecke & Ward,

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2013). All participants expressed a sense of mattering as a need for acceptance and involvement within the school community and this shared sentiment of a desire to feel as though they mattered to the operation of the school reflected previous research into a need to be encouraged and supported (Rayle & Chung, 2007; Schieferecke & Ward, 2013).

Yet, from where such feelings of *mattering* derived varied depending on the individual perspective of the participants themselves. Rob gained a sense that he was valued and respected by his colleagues through his relationships with his departmental colleagues and his role as a coach on multiple athletic teams. Tim acquired a sense of *mattering* through his collaborations with his colleagues in the alternative education program as well as the impact that he believed his guidance led to involving the greater community in the achievements of students in his program. Liz's interactions with her school administrators led her to feeling valued by school leadership. Mike and Kate both found that they achieved a sense of *mattering* through the fostering of relationships with students, parents, guardians, and other stakeholders in the community. Mattering should be divided into subcategories to more accurately reflect the experiences of ENTs.

As Schlossberg (1989) explained, marginality exists as an opposing force to the concept of mattering. If an individual feels as though they have been marginalized, a sense of belonging or community may be irreparably stunted or damaged. The results of feeling a sense of marginalization can be disastrous for ENTs as experienced by both Mike and Kate in tendering their resignations at their first schools in Wisconsin and seeking employment at another school within the state. Yet, feelings of marginalization may be mitigated through experiences of situational marginality. Huerta and Fishman (2014) found that feelings of being disconnected or marginalized in a community have a detrimental effect on how individuals feel linked to their

peers. Results from the study affirmed Huerta and Fishman's (2014) findings and suggests that school leaders must effectively address such feelings of ostracism experienced by ENTs. For example, in Liz's school, she felt a marked disconnection between herself and her colleagues. Liz believed that while she could connect with her coworkers in a social setting, she had actively chosen not to do so. Further, due to unfortunate experiences with her department head and interactions with long-serving members of the faculty, she wished not to develop relationships with many of her colleagues. Yet, this specific component of marginalization has not led Liz to believe that she does not matter to the school. Rather, through her supportive relationships with her students, parents, and the school administrative team, Liz felt as though she did, in fact, matter to the functioning of the school itself.

While Schlossberg's (1989) research noted that individuals must feel as though they are valued in their organization in order to feel a sense of belonging and purpose, participant experiences reflected a more nuanced understanding of their sense of *mattering* and *marginalization*. Participants who felt *marginalized* in some aspects of their professional life were able to balance this sense of ostracism with feeling as though they *mattered* in other aspects of their professional life. Therefore, while participants may have clashed with school administrators and felt *marginalized* by their relationships with school leaders, they continued to feel as though they *mattered* in their new school through the impact they believed they were making in providing learning opportunities to their students. In effect, *mattering* and *marginality* served as a method of balancing positive and negative experiences in determining if an ENT felt supported and encouraged in their new schools. Based on prior research by Huerta and Fishman (2014), it is important for school leaders and administrators to understand that an ENT must feel as though they have a positive link to their colleagues and their school. Through a careful

consideration of what experiences and activities may need in order to feel as though they play a meaningful role in in their new schools, a sense of *mattering* could be conveyed to an ENT and mitigate other concerns of marginalization as the ENT moved forward as they continued their careers in their new professional setting.

A Critique of Schlossberg's Transition Theory Based on the Experiences of ENTs

A common criticism levied against transition theory asserts that no definitive timetable exists for the length of any specific component of the theory (Vekeman et al., 2017). When asked if participants felt as though their transition process had been successfully completed, only Kate responded that she was still in the midst of the transition process and had not progressed to the *moving through* stage of transition theory. Kate explained that in previous schools where she felt as though she was a respected and valued member of the faculty, she had developed some sort of transformative experience for her students. She stated that in one school, she worked with students in acquiring new books to build the inventory of a local library. In another school, Kate was able to contact a well-known author and share letters from the writer with her students. She stated that in her current school that she did not yet have the opportunity to complete such a transformative experience for her students and, as a result, felt as though she was not fully embraced by the school and the community. Yet, Kate explained that she felt she was moving towards a path where she would eventually complete her transition. In one instance at her current school, she successfully calmed down a student that was displaying signs of mental distress in the building's parking lot. Although the student did not respond positively to other faculty members seeking to assist the student, Kate was able to connect with the student and deescalate the situation. After this incident, Kate felt as though she had shown she could be a valued asset to the school and that her colleagues were beginning to feel the same way.

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Additionally, the *moving through* phase as explored by transition theory does not take into account the multifaceted nature of the teaching experience (Schlossberg et al., 1995). While an ENT may feel as though they have successfully completed their transition as a whole, specific components of the transition process may still be in the various stages of completion. During the interview process, Tim stated that he had no hesitancy in accepting his new role as a de facto leader in the alternative education program at his current school and felt as though his process of finding his place at his new school was complete. When Tim accepted his current position, he had lofty goals of what he wanted his students to experience and the knowledge and skills he wanted his learners to possess as they completed his program and finished high school. Due to Tim's close relationship with his colleagues, he was able to develop a vision for students in the alternative education program. Tim acknowledged that he is currently laying the groundwork for a successful future for his program and his role in the alternative education setting. Yet, due to the extended vision for the alternative education program that he has developed, he noted that continual reassessment of the successes and failures of the vision are very much a work in progress. Such a sentiment denotes that this vision remains a fluid process and, that while ENTs may believe that they have successfully transitioned to their new schools as a whole, specific aspects of the transition process remain unfinished or unfulfilled.

Each ENT's experiences and to what degree their formal and informal programming proved to be successful or unsuccessful in their transition process varied. For all but Kate, participants noted that their transition process was brief. Although participants were not asked to provide a specific date as to when their transition process had concluded, participant responses indicated that the transition process was complete in a matter of weeks or months upon beginning their time in their new schools. For participants that felt welcomed, supported, and

respected in their new schools, transitions were quick, relatively seamless, and ENTs felt as though they could share their experiences, voices, and concerns with a trusted member of the faculty and staff. Therefore, it is important for school leaders and building administrators to understand that while the *moving in* phase is a fairly brief transition, the *moving through*, and *moving out* phase constituted the majority of the time ENTs spent in their transition process. ENTs must be granted ample time and opportunity to reflect on their own needs as experienced educators in a new professional environment, advocate for what they need to succeed in their classrooms, and the opportunity to understand what they may wish for in supporting the completion of their transition process in becoming a valued member of the faculty in their new buildings.

Transition Theory Does Not Account for the Multiple Components of the Overall Transition Process Experienced by ENTs

Participant experiences revealed that Schlossberg's transition theory was especially helpful in understanding the process in which ENTs progressed as they came to their new schools and sought to become an entrenched and involved member of the faculty. Still, criticism of transition theory does not address the length that individuals will need to adjust to their new professional environment as they move through a transition or the length of time one may wrestle with a specific portion of the transition phase remains a salient issue. This lack of a clear completion time for a transition must be accounted for as ENTs may need an indeterminate amount of time before they feel fully accepted by their schools, embraced by their colleagues and school leaders, and welcomed into the school community. But, perhaps more importantly, Schlossberg's research does not take into account the granularity of transitions. Meaning, that while ENTs may view their move to a new school as a single transition process itself,

understanding the multitude of specific actions and encounters that comprise the totality of the

transition process as experienced by ENTs is an important step in assisting them in successfully

managing their new schools. When reflecting on the conceptual framework proposed for this

study, a reframed conceptual framework now takes into consideration the prospect that the

transition process may entail numerous smaller transitions that comprise the totality of the

experience of an ENT relocating to a new school to continue their career in the classroom.

Therefore, while a component of the transition may be successful such as an ENT adeptly

adjusting curriculum from a former school to a new school, an ENT may not feel as though they

are comfortable in their new professional environment managing relationships with their new

colleagues (Figure 10).

Figure 10

Revised Conceptual Framework Based on ENT Experiences
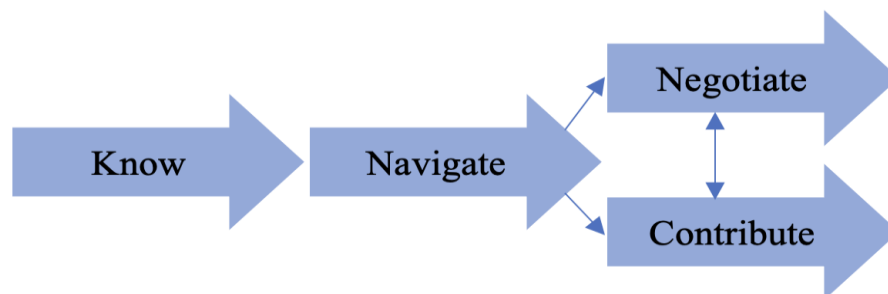
While an ENT may feel as though they have completed their transition process and are

now a valued and respected member of the faculty, they may continue to struggle with

components of their job duties or connectedness with the community such as classroom

management or forming mutually beneficial relationships with parents and guardians. It is at this

point that in an effort to conclude a successful transition process, ENTs may reflect on their

successes and strengths in prior professional experiences to address ongoing struggles in their

current school setting. For example, should an ENT feel as though they have a sense of

disconnection with the community, they could speak with their informal mentor regarding how they managed to forge connections with the students, school, and the community as a whole and seek to emulate such behaviors to continue their transition and complete it satisfactorily.

Implications for Practice

Participants within the study were all mid-career teachers who had relocated to Wisconsin from outside of the Midwestern United states to begin teaching in the 2015-2016 academic year or later. With the exception of a single participant, all teachers were originally from the Midwest and had returned to the region to teach in public high schools. Therefore, while the original intent of the study was to gain an understanding of ENTs that were new to a state but not new to teaching, the majority of participants had some prior connection or understanding of the Midwestern United States prior to accepting their current teaching positions. While the experiences shared by participants were specific with respect to their experiences teaching in Wisconsin, thoughts expressed by ENTs in the study offer several implications for addressing the concerns of ENTs in supporting their successful transition to new schools as they continue their career in the classroom.

Implications for District Leaders

An effective formal induction program is essential for supporting the needs of newly hired teachers to a school district. Yet, the preponderance of research on formal induction programming for teachers centers on addressing the needs of novice or beginning classroom educators (Bickmore & Bickmore, 2010; Howe, 2006). Throughout the course of the data generation process, ENTs continually expressed their frustration of the formal induction programming as they experienced it. While participants acknowledged that a formal induction program would be useful in acquainting them with the unique policies and practices in place in

their new school districts, the fact of the matter is that participants in the study did not feel as though their formal induction program was a valuable use of their time.

As the formal induction program is often a newly hired teacher's first experience with a district's professional development learning opportunities, it is essential that formal induction is a process that meets the needs of ENTs as they continue their careers in a new school and in a new classroom. Throughout the study, it was apparent that ENTs viewed themselves as a unique group compared to novice or beginning teachers. In his third interview, Rob expressed that with so many newly hired teachers all attending the same formal induction program prior to the beginning of the school year, he believed that it was simply not possible for formal induction program leaders to effectively convey important information to newly hired teachers while simultaneously addressing the concerns and anxieties that all teachers had in various phases of their careers that were continuing their careers in new districts.

Rob's apprehension serves as an important reminder regarding the need for formal induction programs tailored to meet the specific needs of ENTs. Through an analysis of data generated throughout the course of the study, participants were clear in stating that they believed a formal induction program had the potential to be of immense benefit. Additionally, ENTs wanted to meet district leaders during the formal induction process. By encouraging district leaders and school board members to attend the formal induction process, ENTs would feel as though their experiences were valued by school officials. Should district leaders attend the formal induction program before the beginning of the school year, school officials would convey the importance of the formal induction program to ENTs as a concerted effort to familiarize ENTs with the culture of the school district and the professional obligations expected of teachers within the district.

To Rob's point, offering clear, concise, and impactful formal induction programs would be beneficial for ENTs based on the grade level where they have been assigned at their new school. An ENT with multiple years of experience teaching at the high school level would understandably have different professional experiences and expectations than an ENT who had taught at the elementary level for several years. Therefore, while offering formal induction programs that serve ENTs specifically can be a productive measure in supporting an ENT's transition to their new school, the impact of the formal induction may be amplified should ENTs be divided into grade levels during the formal induction programming. Not only would dividing ENTs into grade levels offer an opportunity to provide more detail and specificity to the formal induction program, but doing so would also provide the forum in which ENTs would be able to share experiences and develop collegial relationships.

Developing an effective formal induction program serves the needs of the school district by mitigating the costs associated with recruiting, hiring, and training newly hired teachers (Sorensen & Ladd, 2020; Synar & Maiden, 2012). An effective formal induction program would not only serve to encourage ENTs to remain in their new classrooms for multiple years, but would provide a positive impact for the ENT's students. As several studies have noted, the students of experienced teachers tend to perform better on standardized exams than the students of teachers who are new to the teaching profession or who are in the early stages of their career (Akram, 2019; Leigh, 2010). As a result of these studies, hiring and retaining qualified ENTs should not only be a priority for school districts in seeking to staff classrooms, but districts must make a concerted effort to understand the unique experiences and needs of ENTs in supporting their transition process to their new schools.

Implications for School Leaders

The relationship between school administrators and teachers has received extensive scholarly attention. Research has shown that teachers who view their school leadership as supportive tend to have an overall positive view of the school's culture thereby promoting teacher happiness and job satisfaction (Bickmore & Bickmore, 2010; Moye et al., 2005). Although participants in this study stated that having a positive and beneficial relationship with their school leadership team was not the sole determining factor for the success of their transition to their new school, a positive relationship with school leadership was something that ENT's certainly desired. For example, Tim spoke with reverence about both the first principal and superintendent that he worked under at his current school. He stated often that the three of them shared goals for the future of the alternative education program at the school system and once those leaders were removed from the school district and replaced by leaders who did not share Tim's vision for his program, he felt frustrated and anxious about the future of his students and his courses. Although Tim did not say that he intended to leave his current school district in the immediate future, his concern with a new leadership team did leave him with unresolved anxiety.

From the perspective of implementing a successful formal induction program to support ENTs, school leaders must make every attempt to ensure that ENTs feel supported and comfortable with their new school settings. Building leaders would be well-advised to use the formal induction process as a means of developing positive relationships and fostering trust between themselves and ENTs as a means of encouraging and promoting the existence of a positive school culture (Conway, 2006; Gee & Gonsier-Gerdin, 2018). For building leaders, playing an active and meaningful role in the formal induction process would be of immense benefit in ensuring that ENTs develop an opinion that they are able to rely on building

administrators in supporting their transition process to their new schools. Further, whereas participants stated that they did not necessarily need to have a close relationship with their building principals and assistant principals, ensuring that ENTs felt supported, valued, and encouraged by building leaders could potentially offset other negative experiences ENTs may encounter in their transition process. In essence, should an ENT struggle in other aspects of their transition such as having a difficult relationship with a colleague or handling disruptive student behavior, having a positive relationship with a school leader could provide a source of solace and comfort to ENTs in their transition process.

While school leaders could certainly play a powerful role in the formal transition process, their most notable impact would be in the formal induction process. ENTs expressed throughout the data generation process that informal induction was immensely beneficial to them as they made sense of their new professional environments. ENTs believed that informal induction was much more effective in helping them adjust to their new schools than the formal induction process as whole, thereby rendering the informal process just as impactful, if not more impactful, than the formal induction process on ENTs. Although informal induction has not been studied to the extent that formal induction has been, scholars have noted that teachers report that they place a high value on collaboration with their colleagues and informal learning that exists outside the confines of traditional professional development settings (Hoekstra et al., 2007; Jurasaite-Harbison & Rex, 2010; Shanks et al., 2012). An analysis of participant responses showed that school leaders must be aware of the experiences and expertise of ENTs and provide ample opportunities for ENTs to meet with their colleagues and begin developing meaningful relationships. These opportunities for ENTs to collaborate with their colleagues should be void of additional paperwork or requirements and serve as a forum for an ENT to honestly and

sincerely voice their concerns and to share their successes. ENTs need to be heard and to have their voice sincerely considered and respected in some capacity.

Finally, school leaders must be aware that while an ENT has a certain level of professional experience garnered from multiple years of serving in the classroom, they may confront an untold number of issues, both expected and unexpected, as they transition to their new classrooms. In order to make sure that ENTs feel comfortable in their new classrooms, building leaders should continue to check with ENTs to assess how they are transitioning to their new classrooms. Participants did not specifically state when their transitions ended, but multiple participants shared that when they were hired to serve in their new schools, they were effectively left to their own devices. As a result of this treatment, ENTs were forced to content with preparing their new classrooms for the beginning of the school year while also carefully managing curricular requirements and academic policies. To support these ENTs, building leaders must be conscious that despite that fact that ENTs have an acquired sense of professional knowledge and dispositions before the enter their new classrooms, they still need to feel as though there is a structure and support network available for them should they need to rely on such a system. This support network could be bolstered by periodic and informal check-ins by building leaders to answer questions that ENTs may have as they move forward in their transition process.

Implications for ENTs

Throughout the course of the data generation process and subsequent analysis, ENTs expressed that they were confident in who they were as teachers and were aware of their strengths and weaknesses as educators. ENTs felt a strong sense of professional identity as experienced educators, effectively confirming prior research into professional identity being

developed over the course of one's career (Noonan, 2019). Yet, despite their sense of professional identity, ENTs were aware that they were in the midst of a transition process when they began teaching at their new schools and needed assistance to ease their transition process. In mirroring the 4S framework explored by Schlossberg and her colleagues (1995), ENTs particularly reflected on their sense of *self* and *support* as they managed heir transition to their new schools.

In preparing themselves for their new professional environment, ENTs must take the time to conduct a personal inventory of their own support systems as they continue their teaching careers. ENTs must understand that individuals or resources that they had relied on previously in a former school or district may not be of immediate help in their new schools should the need arise to refer to them. For example, a teacher who had offered a course on United States history in California may find the requirements for such a class entirely different in Florida rendering assignments or activities either irrelevant or in need of substantial modifications or alterations. Additionally, an ENT who had a positive collegial relationship with a teacher who taught the same class as them in their former school and with whom they were able to share ideas on instruction, activities, and assessments, may find themselves as the sole teacher of their subject in a new school. ENTs must continue to expand and refine their support network in their new schools so that they may be able to find encouragement and assistance when they need it.

Perhaps most importantly, ENTs must serve as their own most vocal advocates, and they must be honest with themselves in seeking assistance as necessary. In this study, ENTs were often given information they felt was not useful in formal induction meetings and then left to fend for themselves in their new classrooms as building administrators operated under the assumption that the ENTs would know immediately what to teach and how to teach it. Yet,

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ENTs often remarked that they were overwhelmed with managing academic expectations, new professional duties, and simply becoming acquainted with the school culture, climate, and the community. ENTs were often reticent to express concerns with building leadership as they did not want to be viewed as incompetent. Yet, to ensure that the transition process is a smooth experience, and that issues and concerns are managed adeptly, ENTs must inform building leadership of any anxieties that they may have less such concerns morph into larger problems that may hasten an ENT's early departure from their new schools.

Recommendations for Future Research

As the experiences of ENTs has been afforded very little attention in available literature, there remains a multiple of opportunities for further research and investigation into providing ENTs with a smooth transition to their new schools. While ENTs possess a level of professional knowledge and experiences that transferred seemingly easily from one state to another, they experienced several challenges that any new teacher would face when beginning in a new school, regardless of the number of years they had previously served in a classroom. Although four out of five ENTs in this study stated that their transition processes were a relatively quick experience, understanding the nature of what they struggled with and where they swiftly found success would be helpful in crafting formal and informal induction experiences better suited to meet the unique needs of ENTs.

Participant experiences shared did not completely align with previous research on experienced teachers and their feelings of professional autonomy as not all participants felt comfortable with the level of autonomy granted to them as seasoned educators in their new schools. While ENTs may feel confident in their content knowledge and their ability to deliver effective instruction, they may be asked to teach new courses in their respective academic

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disciplines which can lead to significant efforts by the ENT to become familiar with new course content. Therefore, understanding the level at which ENTs may be able to effectively teach in a new school setting while balancing new courses and learning the specifics and peculiarities of their new school environment may be a substantial challenge. While ENTs may be experienced educators, they are still experiencing many of the same issues as that of novice or beginning teachers. These results indicate that ENTs may still need some level of support regardless of how many years of experience they have had in teaching elsewhere. Should research be conducted in which ENTs have a lightened teaching load as they prepare themselves for the realities of teaching in a new school, insight may be offered as to finding an optimal equilibrium in which ENTs may successfully manage their professional obligations at their new schools without fear of being overwhelmed and overburdened with such expectations.

Positive collegial relationships amongst teachers has been studied as a means of addressing the needs of teachers to feel connected with their colleagues (Abdallah, 2009). Furthermore, teachers that have strong connections with their colleagues tend to serve for longer periods of time in the same schools (Abdallah, 2009; Pogodzinski, 2014; Pogodzinski et al., 2013). Results of this study suggest that not only is it imperative that ENTs feel comfortable and supported in their schools, but also that they have an informal mentor relationship that offers a source of solace, support, and guidance when necessary. This study assumed that teachers would form positive relationships with their fellow teachers but did not take into account the absence of these relationships or the impact of a collegial relationship that was not positive.

Future research should be conducted that seeks to understand the impact of an informal mentoring process for experienced educators as the ENT transitions from being a new member of the faculty to a teacher that has served the school for a number of years. Of particular benefit

would be scholarship that sought to more fully explore informal mentorship and how the relationship between an ENT and a trusted colleague evolves over time as the ENT progresses through and completes their transition. Whereas this study provided an exploration of ENTs transition processes as a whole, examining the impact on informal mentorship and induction at specific periods in the transition process would be helpful in understanding where and when informal mentoring is most needed by the ENT. Such research would prove important in encouraging developers of induction programming to recognize the significance of informal mentorship and collegial relationships as an integral component in the transition process for ENTs. Further, while informal relationships by their very nature are developed outside of the structure and confines of formal induction programming, developers of induction programming should understand the effectiveness of informal mentorships and seek to provide protected time and opportunities for such relationships to organically develop and blossom.

Additionally, it would be worthwhile to investigate the experiences of ENTs that are relocating to classrooms in other geographic regions in the United States from classes originally outside of those regions without prior experience with the region to which they were moving. For example, would an ENT raised in Georgia and who taught in Georgia for their career feel comfortable in moving to Oregon and would they confront any sort of cultural barriers or shock to successfully transitioning to their new schools? Exploring the specific experiences of ENTs who are relocating from one geographic region in the United States to a new geographic region in the country would provide valuable insight on understanding the needs of such educators while considering the role the regional culture may or may not play in the ENT's transition process.

While all ENTs acknowledged that they felt a sense of nervousness in beginning at their schools in Wisconsin, no participant expressed that school or district leaders spoke with ENTs specifically about their past professional experiences as a means of seeking an outside perspective on implementing a new procedure or policy. One participant in the study expressed their concerns immediately and openly with their colleagues in a public setting such as faculty meetings, four out of five participants did not feel comfortable or confident in expressing their voices and opinions publicly. Rather, these ENTs shared their concerns with trusted colleagues or directly with administrators. Essentially, while ENTs believed that their voices carried significant weight based on their professional experiences in other districts, they felt as though they were unable to speak freely and openly to all members of the staff and faculty out of fear of being dismissed by their peers or disregarded due to a perception of their experiences as being irrelevant to their unique situations of their current schools.

As expressed in the results of the study, ENTs were an untapped resource that many school leaders and administrators did not consult with in seeking to understand the perspective of an experienced educator with prior professional experience gained from serving in schools in other locales. By appreciating the past professional experiences of ENTs, school leaders would have an in-school resource to consult on any number of instructional or logistical issues. For example, if a school administrator wished to implement a new instructional program, they could ask if an ENT worked with such a program and, if they had, the school leader could learn from the ENT in understanding how such a program was implemented successfully or unsuccessfully. ENTs would then feel as though their experiences at other schools would have been considered and respected prior to program or policy implementation.

Chapter Summary

Results from the study showed that when ENTs arrived at their new schools in Wisconsin, they did so with a seemingly deep awareness of the teaching profession. Participants were confident in their content knowledge, curriculum planning, and professional expectations. Participants wanted a formal induction program that respected their prior knowledge and was tailored to meet their unique needs as seasoned teachers who had served in classrooms for years before relocating to Wisconsin. ENTs expected a smooth transition to their new schools and felt as though they had an understanding of what they needed to be successful as they continued their careers in their new classrooms. ENTs wanted to feel valued and supported as they transitioned to new classrooms and sought various opportunities to develop their sense of belonging and acceptance in their new schools. Yet, while participants expected a smooth transition and most appeared to have a relatively seamless transition to their new schools, some did not. As a result, it is important to refer to Schlossberg's transition theory in an attempt to provide ongoing assistance to ENTs in their transition process. Through a formal and informal induction process that understands the significance of the 4S framework and acknowledges that a transition may take place throughout a semester, a school year, or beyond, an ENT that finds themself in a new school that is understanding of their past professional experiences, encouraging as they find their place in their new school, and strengthens the ENT's sense of belonging, will be more likely to remain in their classroom and serve the community for years to come.

Results from the study revealed several important concepts relevant to supporting ENTs as they managed their transitions from one school to another. First, ENTs are able to rely on their past professional experiences in assisting them with managing classroom expectations and obligations incumbent upon them as educators. While ENTs possess a wealth of applicable

professional knowledge and a sense of who they are as teachers that has been formed over multiple years of service in the classroom, such experiences are rarely used by school and district leaders. ENTs believe that formal induction, while a potentially impactful opportunity to learn about the school and the district, did not serve their needs as seasoned educators. ENTs wanted a formal induction program that respected their professional knowledge, provided them with critical information to assist them in their new classrooms, and then offered time to prepare for their new students. ENTs did not believe that having a positive relationship with school leaders and administrators was critical to their success in their new schools. Rather, they believed that bad leadership could potentially be offset by positive experiences with colleagues, students, and the community. Informal induction was a crucial component of the transition process for ENTs. Notably, finding a trusted colleague to serve as an informal mentor proved to be especially beneficial in supporting teachers through the transition process. In order to complete the transition from being a new staff member to a respected member of the faculty, ENTs needed to feel as though they belonged in their new school.

Participants in the study reflected on their experiences in transitioning to their new schools as ENTs and the thoughts expressed over the course of the data generation process emphasized the significance and importance of induction programming in making them feel comfortable with their new schools and connected to their new schools and the students and communities that they were to serve. Studies have shown that effective and purposeful teacher induction programming provides classroom educators new to a school or district with an opportunity to understand the expectations and needs of their new students, school, and community (Wood & Stanulis, 2009). Further, an effective formal and informal induction program may provide an appropriate forum in which ENTs are able to reflect on their past

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professional experiences while determining how their past professional experiences will fit within the context of their new schools (Battey & Frank, 2008; Beijaard et al., 2004; Pillen et al., 2013). Research has provided a larger context of what works in induction programs that have been implemented in K-12 education. Wood and Stanulis (2009) argued that a successful induction program should comprise "an intensive, comprehensive system of educative mentor support, professional development, and formative assessment of novice teachers in their first through third years of teaching" (p. 16). Induction programming is designed with the intent of stemming the annual tide of teachers exiting the classroom and the profession entirely (Bickmore & Bickmore, 2010; Howe, 2006). While induction programming may vary from school to school and state to state, scholarship conducted on induction programming shows similarities of goals and intended outcomes that are hallmarks of effective induction policies (Bickmore & Bickmore, 2010; Goldrick, 2016). Understanding the unique environment of the classroom, the school, the division, and the greater community is an important part of the formal and informal induction process as educators are acculturated and socialized to the professional and personal expectations of employment in their new schools.

While participants expressed a general disdain for the formal induction process, scholars have noted that formal induction serves a valuable purpose and function for teachers who are newly hired to a school. To provide a successful formal induction process for ENTs, a reorganization of the formal induction programming is necessary. It must be understood by school leaders and developers of induction programming that formal induction plays a role in acquainting newly hired teachers to their new schools. Yet, participants in this study attached tremendous significance to the informal induction process as they experienced it. Most notably, the impact of informally assigned mentors was the single most important component of the

induction process as expressed by participants in the study. Additionally, participants stated that important concepts that helped them successfully manage their transition process such as developing a sense of belonging in their schools and forging professional relationships were more likely to occur through informal induction rather than the formal induction program.

Formal induction serves as a cost-saving endeavor for districts seeking to mitigate the costs associated with recruiting, retaining, and training new faculty members (Sorensen & Ladd, 2020; Watlington et al., 2010). Additionally, experienced educators have been shown to provide a level of continuity and stability for students as teachers remain in their same classrooms for several consecutive years (Olsen & Huang, 2019; Ronfeldt et al., 2013). Further, the students of experienced teachers tend to score higher on standardized exams than the students of less experienced educators (Akram, 2019; Fetler, 1999; Irvine, 2019; Leigh, 2010). School leaders and those responsible for developing formal induction programing must understand that ENTs who feel supported, valued, and encouraged in their classrooms provide a litany of benefits for their new school including conserving financial resources devoted to hiring and recruiting new teachers to serve in classrooms, supporting student achievement, and offering an different perspective on educational programming and policies based on years of professional experiences outside of the school in which they currently serve. Additionally, school leaders and administrators must recognize that while formal induction does play an important role in familiarizing newly hired teachers with school and district expectations, in order to ensure that ENTs remain in their classrooms for many years, informal induction must be given the appropriate attention that it deserves. Therefore, it is imperative that school leaders and administrators recognize the importance of informal induction in supporting the experiences of ENTs and provide for opportunities for ENTs to meet with colleagues who may serve as

informal mentors in a concerted effort to provide an effective induction program for ENTs that

opens the doorway for a successful transition experience and successful introduction for

experienced teachers continuing their careers in the classroom in new schools. In order for

school leaders to attract, retain, and support ENTs in their new classrooms, school leaders must

find an optimal balance between effectively communicating essential information to newly hired

ENTs through the formal induction process while providing ample time and opportunity for

ENTs to develop positive informal relationships between themselves and their colleagues.

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Appendix A

Email to Wisconsin Public School Principals

Greetings--

My name is Joshua Wilson and I am a graduate student at the School of Education at the College of William and Mary in Williamsburg, Virginia. I am conducting research for my PhD dissertation in educational planning, policy, and leadership and you are receiving this message in the hopes that you may be able to assist me in gathering participants for my study. I am interested in understanding the impact of the induction process for experienced teachers that have taught outside of Wisconsin for at least three years prior to entering a classroom within the state and their transition process to their new schools within the state.

Prospective participants that may be included in this free study must meet the following criteria:

    A. Did the participant teach full-time for at least three full academic years in a public high school outside of the Midwest prior to coming to their current school in Wisconsin?

    B. Does the participant currently teach full-time in a public high school in Wisconsin?

Participation in the study will include three individual interviews not to exceed 90 minutes in length and one focus group meeting not to exceed 90 minutes in length. Additionally, you will be asked to keep a confidential dialogic journal in the form of an online document where I will ask a series of questions throughout the data collection process. All information from interviews and journals will be kept as confidential as possible and participants will receive pseudonyms to protect their anonymity.

If you have any teachers that fit the criteria and may be willing to participate in this study, please forward this message to them and have them contact me via the information below. Should you have any questions or concerns as well, please feel free to contact me at your earliest convenience. Thank you for your time and consideration.

Respectfully,

Joshua W. Wilson

(757) 477-4477 (cell phone)

jwwilson@email.wm.edu

Appendix B

Letter of Participation

Dear Participant--

My name is Joshua Wilson and I am a doctoral student at the College of William and Mary's School of Education in Williamsburg, Virginia. I am writing my dissertation in curriculum leadership through the College's educational policy, planning, and leadership program. I am interested in understanding the transition process of experienced high school teachers (defined as teachers that have served for a minimum of three years in a classroom) that have taught outside of Wisconsin before relocating to the state to continue their teaching career. This research will be used to understand what experienced teachers may need in terms of support systems as they transition to a new school in a new state or geographic region. I am interested in speaking with public high school teachers currently employed in Wisconsin schools that are experienced teachers currently employed in Wisconsin public high schools that taught outside of the Midwest for a minimum of three full academic years before teaching in Wisconsin.

Should you meet these qualifications and would like to participate in the study at no cost, your time would be greatly appreciated. Your participation will include the following commitments:

1. The completion of a dialogical journal to record participant thoughts and concerns regarding the transition process and formal/informal induction programming.

2. Three (3) individual interviews and accompanying questionnaires. The questionnaires will be provided to participants prior to the interviews and will help guide the participant to reflect on their own experiences. Participants are not required to write formal responses to the questionnaires. Each interview will be roughly 90 minutes in length.

3. One (1) focus group interviews roughly 90 minutes in length.

All interviews will be audio recorded and transcribed and will be conducted via video conferencing (Zoom or Google Meet) or telephone. Participants will be sent a summary of each interview to ensure that their responses were accurately recorded. The first and second interviews will be followed by the focus group. After the conclusion of the focus group, the third interview will take place. Each interview and focus group will take place within 7-10 days after the conclusion of the previous round of interviews/focus group.

Every attempt will be made to protect the confidentiality of participants and their responses. All transcripts and questionnaire responses will be stored in an online, encrypted repository. Participants will be assigned pseudonyms that will be used throughout the entirety of the study. After the conclusion of the data generation and analysis, the results of the study will be shared electronically with participants. In gratitude for your time, you will receive a $20 gift card at the conclusion of the study.

Participants are free to withdraw from the study at any time. Should you have any questions or concerns regarding the study, please feel free to contact me or Dr. Christopher Gareis, dissertation chair, at the College of William and Mary at crgare@wm.edu or at (757) 221-2319 at your earliest convenience. Thank you for your time and I look forward to having the chance to hear of your unique experiences.

Regards,

Joshua Wilson

jwwilson@email.wm.edu

(757) 477-4477 (cell phone)

By signing this document, I agree that I meet the conditions for the study and will participate as requested by the researcher.

Name of Participant:_____ Date:_____

Signature of Participant:_____ Date:_____

Appendix C

Pre-Individual Interview Questions

Pre-First Interview Questions:

1. When you began at your new school, were you assigned a mentor? If you were assigned a mentor, how often did you meet? What are your thoughts about the relationship both during and after your transition process?

2. Consider your first few days and then your first few months at your new school. What went well? What did not go well?

3. Consider your needs as an experienced-new teacher at your school in Wisconsin. Did the formal induction process help you during your first weeks and months in your new classroom? Why or why not?

4. Compare your school in Wisconsin to your former school. What are the most striking similarities and differences and have they impacted your professional performance?

Pre-Second Interview Questions:

1. Did you find an informal mentor or source of professional support in your new school? How did that relationship develop and what role has this relationship played in your experience as an ENT?

2. Was your professional experience valued as ENT or did you feel as though you had to wait to share any thoughts or concerns on academic or school culture issues with your colleagues or administrators?

3. Were there any professional practices you employed at your former school that you had to amend as you moved to your new school? If so, consider that experience.

4. How have you felt as a teacher in your new school? Consider from both an academic and

personal perspective.

Appendix D

Interview Questions

Round One Individual Interview Questions

1. Did you participate in a formal induction program at your new school? If so, describe your experience.

2. What, if anything, did you learn in your formal induction process that was helpful in your new school?

3. How were classroom and school expectations communicated to you through the formal induction process?

4. What was your perception of the formal induction process at your new school? Was it effective or ineffective and why?

5. Discuss your relationships with your colleagues during the first month in your new school. Were there any colleagues that you spoke with to assist you?

6. How did you become familiar with the school community during your first few months at your new school?

7. What resources did you rely on to ensure that you taught course material that was aligned to state learning standards?

8. Were you able to confide in another colleague or colleagues? If so, how did this relationship start and develop? If not, what prevented the development of such a relationship?

9. What did you do to foster relationships with students and parents/guardians during your first year at your new school that transcended geographic regionality and culture?

10. What were the strengths and weaknesses of your formal induction process?

Round Two Individual Interview Questions

1. How did you learn of what was expected of you in your new school from an instructional and non-instructional perspective?

2. How did you navigate the non-instructional expectations of your new school with your job responsibilities?

3. How did your experiences in your former school shape your experiences in your new school?

4. As an ENT, to what extent was your past professional experience helpful for you and your colleagues in your new school?

5. Compare your experience as an ENT to your first year as a classroom teacher? What was unique about your experience as an ENT?

6. To what extent do you feel valued or not valued at your current school?

7. Explain your transition process as a whole. To what extent is your transition complete or incomplete?

Appendix E

Individual Interview Three Questions and Table of Specifications

Question	Conceptual Framework	Sub-Question Addressed
How important is it to you to feel as though you belong in the school and the community?	Formal and Informal induction process: Cultural Negotiate: Placing experiences in new school with past professional experiences *Schlossberg:* Moving through, moving out (situation, support)	1. What do ENTs perceive that they require in formal and informal induction processes to successfully transition to a new high school?
What makes you, or would make you feel valued as an ENT in the school and in the school community?	Informal induction process: Cultural Contribute: Providing professional experience for school improvement *Schlossberg:* Moving through, moving out (situation, support)	3. To what extent, if any, was the ENT's career expertise utilized by their new school in either a formal or informal setting?
How have you defined, or sought to define, your role, place, and identity in your new school?	Informal induction process: Instructional, procedural, and cultural Contribute: Providing professional experience for school improvement *Schlossberg:* Moving in, through (situation, support)	3. To what extent, if any, was the ENT's career expertise utilized by their new school in either a formal or informal setting?
What role does your relationship with students in your new school play in your transition process?	Informal induction process: Instructional, procedural, and cultural Contribute: Providing professional experience for	4. What people, systems, or institutions were utilized by the ENT as they made sense of their new professional environment?

	school improvement *Schlossberg*: Moving through (self, support)	
To what extent, if any, do you feel comfortable professionally and personally at your new school?	Formal and Informal induction process: Instructional, procedural, and cultural Navigate: Encountering expectations of new school Contribute: Providing professional experience for school improvement *Schlossberg:* Moving through, moving out (situation, support)	5. At what point, if any, did the ENT feel comfortable in sharing their voice or experiences in their new school to promote the mission of the institution
What is your overall impression of your experience in your new school? If positive, why? If negative, what led to that perception?	Informal induction process: Instructional, procedural, and cultural Know: Learning of expectations at a new school Navigate: Encountering expectations of new school Negotiate: Placing experiences in new school with past professional experiences *Schlossberg:* Moving through, moving out (Self, situation)	5. At what point, if any, did the ENT feel comfortable in sharing their voice or experiences in their new school to promote the mission of the institution

Question	Conceptual Framework	Sub-Question Addressed
To what extent, if any, was formal induction necessary for your success at your new school?	Know: Learning of expectations at a new school Navigate: Encountering expectations of new school Formal induction process: Instructional, cultural, and procedural *Schlossberg: Moving In*	1. What do ENTs require in formal and informal induction processes to successfully transition to a new high school?
Describe your first days as a teacher at your new school. What did you anticipate your experience would be like and did the anticipated experience differ from your actual experience?	Negotiate: Placing experiences in new school with past professional experiences Informal induction process: Instructional, procedural, and cultural *Schlossberg: Moving through*, support, strategies	1. What do ENTs require in formal and informal induction processes to successfully transition to a new high school?
Consider the school culture of your new school. How did you manage your experiences in your new school with your own prior professional experiences?	Negotiate: Placing experiences in new school with past professional experiences Informal induction process: Instructional, procedural, and cultural *Schlossberg: Moving through*, self, strategies	2. How do the ENTs perceive the existing culture of the new school in juxtaposition with prior expectations and experiences of the academic, professional, and social culture of a school?
Consider the school climate in your new school. How did you manage the expectations of your new school with your	Negotiate: Placing experiences in new school with past professional experiences	2. How do the ENTs perceive the existing culture of the new school in juxtaposition with prior expectations and

own prior professional experiences?	Informal induction process: Instructional, procedural, and cultural *Schlossberg: Moving through*, self, strategies	experiences of the academic, professional, and social culture of a school?
What people or resources, if any, were particularly helpful or not helpful as you transitioned to your new school?	Navigate: Encountering expectations of new school Informal induction process: Instructional, procedural, and cultural *Schlossberg: Moving through*, strategies, support	4. What people, systems, or institutions were utilized by the ENT as they made sense of their new professional environment?
At what point, if any, did you feel comfortable in sharing your experiences as an ENT with your colleagues and school administrative team?	Contribute: Providing professional experience for school improvement Informal induction process: Instructional, procedural, and cultural *Schlossberg: Moving through*, situation, self, support	5. At what point, if any, did the ENT feel comfortable in sharing their voice or experience in their new school to promote the mission of the institution?

Appendix G

Study Calendar

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
5/23	5/24	5/25	5/26	5/27 All participation forms sent to individual participants Participation forms received from Rob and Mike Sent dialogic journals to Rob and Mike	5/28 .	5/29
5/30	5/31	6/1 Rob Interview 1 Participation forms received from Tim, Liz, and Kate Dialogic journals sent to: Tim, Liz, and Kate	6/2	6/3	6/4	6/5 Liz Interview 1
6/6	6/7 Tim	6/8 Mike	6/9	6/10 Liz	6/11 Rob	6/12

	Interview 1 Kate Interview 1	Interview 1		Interview 2	Interview 2	
6/13	6/14	6/15 Mike Interview 2	6/16	6/17	6/18	6/19 Kate Interview 2
6/20	6/21 Tim Interview 2	6/22	6/23	6/24	6/25	6/26
6/27	6/28 Focus Group	6/29 Liz Interview 3 Mike Interview 3	6/30 Kate Interview 3	7/1 Rob Interview 3	7/2 Tim Interview 3	7/3
7/4	7/5	7/6	7/7	7/8	7/9 Dialogic Journals Closed Completion of Data Generation	7/10

<p style="text-align:center">VITA</p>

<p style="text-align:center">Joshua W. Wilson</p>

Education

2021   Doctor of Philosophy; Educational Policy, Planning, and Leadership
      College of William and Mary, Williamsburg, Virginia
      Concentration: Curriculum Leadership

2013   Master of Arts
      Old Dominion University, Norfolk, Virginia
      Major: History

2006   Bachelor of Arts
      Luther College, Decorah, IA
      Major: History
      Minor: Secondary Education

Professional Experience

2019-present Social Studies Teacher
      Merrill High School, Merrill, Wisconsin

2008-2019 Social Studies Teacher
      Grafton High School, Yorktown, Virginia

2006-2008 Social Studies Teacher
      Churchland Middle School, Portsmouth, Virginia