



Teacher Induction Policies and Practices in Two Different Contexts: A Comparative Study of Turkey and the USA (State of Wisconsin Sample)

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Abstract

Research provides considerable evidence that students of effective teachers have significantly higher achievement than students of ineffective teachers. According to the research findings, the induction support provided to beginning teachers who are less effective can accelerate their professional growth, making them more effective faster. Although there is no universal best practice in beginning teacher induction, there are many programs around the world that are well-planned and executed. When designing beginning teacher induction programs, it is wise to take into consideration the policies and practices that proved successful. With this aim, this study adopted a cross-national comparative case study approach to investigate the new teacher induction program of the USA (State of Wisconsin Sample), one of the earliest implementers of national teacher induction scheme (1992), and that of Turkey, who has been implementing a systematic teacher induction since 2016, in detail to help in reviewing and strengthening the induction policies and practices of Turkey. Accordingly, qualitative data were collected through document analysis and semi-structured interviews with program directors, beginning teachers and mentors in each country and subject to both within and cross-case analyses to identify the similarities and differences across the cases and determine the best practices. Finally, some policy suggestions were made, such as employing full-time high-quality mentors using a precise mentor selection process based on qualities of an effective mentor, offering mentors initial and continuous professional development opportunities, providing sanctioned time for mentor-teacher interactions, describing the roles and responsibilities of all program stakeholders clearly and promoting cooperation among all stakeholders. The study expects to provide information to policy-makers and leaders in an effort to provide a precise analysis of the teacher induction program in Turkey and to suggest areas where we can learn from another implementation.

Keywords

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Introduction

Recent research on the quality of education suggests that teachers are the most critical factor contributing to the quality of education in schools and predicting student success (Abbott, 1988; Barber & Mourshed, 2007; Hattie, 2003). Research findings indicate that students taught by effective teachers perform dramatically better than those assigned to ineffective teachers (Wright, Sanders, & Rivers, 1997). Thus, policy-makers intending to enhance educational systems and student achievement establish deliberate policies on the professional development of teachers, especially beginning teachers, who are, on average, less effective in their initial years than more experienced teachers (Goldrick, Osta, Barlin, & Burn, 2012). The induction support provided to beginning teachers is crucial in a comprehensive solution to improve excellence in teaching.

Although initial teacher preparation programs teach teacher candidates the fundamental knowledge and skills to practice teaching, based on teacher learning research and interviews with new teachers, it is clear that beginning teachers require additional training and support to perform well in class (Stair, Warner, & Moore, 2012). In the process that beginning teachers are inducted into their career and develop their teaching identity, they face several challenges in managing their classroom, motivating their learners, evaluating student work, establishing strong relationships with parents, getting used to the school structure and culture, dealing with the feeling of isolation, stress and reality shock, having insufficient time for lesson planning and material design, achieving true interaction with colleagues (Boone & Boone, 2007; Britton, Paine, Pimm, & Raizen, 2003; Cook, 2009; Koehler & Kim, 2012; Veenman, 1984; Stair et al., 2012). As Ingersoll and Smith (2004) claim, in order to help beginning teachers deal with such issues, we should provide them with some sort of support, guidance and orientation programs known as induction in their first years of transition into the teaching profession. The term "teacher induction" is often confused with pre-service or in-service teacher training programs. However, it is different from both as pre-service is related to the training given to teacher candidates prior to their employment as teachers, and in-service means further training provided to teachers during their work to promote teaching knowledge or skills. Different from both, teacher induction is often described as a transition from the role of a student to their new roles as teachers and members of the school organization (Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Kessels, 2010). Basically, utilizing the knowledge and skills that new teachers have already gained in their initial teacher education programs, teacher induction not only intends to offer a smooth adaptation to the teaching environment but also continuous professional development prospects to help them deal with difficulties of the realities of teaching in school (Breux & Wong, 2003; Cameron, 2007). Existing induction programs in different countries vary in goals and content due to cultural differences and local policies. Still, it is a widely shared idea that induction programs are needed because even a very comprehensive initial teacher education program cannot wholly train teacher candidates for their future profession (Britton et al., 2003; Kessels, 2010).

Previous studies on induction programs in an international context have mostly investigated the influence of these programs on the professional development, retention and well-being of beginning teachers. The results of these studies reveal a positive relation between induction support and well-being of beginning teachers' (Chubbuck, Clift, Allard, & Quinlan, 2001; Molner Kelley, 2004; Reiman, Alan, Bostick, & Dee, 1995), the retention rates (Odell & Ferraro, 1992; Scott, 1999; Smith & Ingersoll, 2004; Strong & St. John, 2001; Wilson, Darling-Hammond, & Berry, 2001) and the professional development of new teachers (Achinstein & Barrett, 2004; Feiman-Nemser, 2003; Luft & Cox, 2001; Norman & Feiman-Nemser, 2005).

Regarding the well-being of teachers, the research findings indicate that attending an induction program contributes to the well-being of beginning teachers. Beginning teachers who attend an induction program feel supported and belong to the school community. As a result, beginning teachers

experience the feeling of isolation less in their first year of the profession (Helsel DeWert, Babinski, & Jones, 2003). Also, getting induction support promotes beginning teachers' confidence in their teaching skills and enthusiasm for the teaching profession. Consequently, all these positive effects of induction support contribute to the overall well-being of beginning teachers.

Also, induction programs have proven to have a positive impact on the retention rates of beginning teachers (Odell & Ferraro, 1992; Scott, 1999; Smith & Ingersoll, 2004; Strong & St. John, 2001; Wilson et al., 2001). With regard to retention rates, Ingersoll and Smith (2004) found that there is a direct link between the number of induction components and the rate of teacher retention. The researchers also claimed that beginning teachers, who were provided with a mentor in the same subject area and had systematic scheduled collaboration time, significantly tend to stay in the profession.

Similarly, research investigating the relation of induction programs with the professional development of beginning teachers depicts a positive picture. The studies provide evidence for a direct link between induction programs and the professional development of new teachers by claiming that most beginning teachers reconstruct their perception of most teaching concepts, modify their way of teaching, improve their skills to focus on individual learners, and develop a better understanding of how students learn and think at the end of an induction program (Achinstein & Barrett, 2004; Athanases & Achinstein, 2003; Feiman-Nemser, 2003; Luft & Cox, 2001; Norman & Feiman-Nemser, 2005). Also, in 2011, distinguished education researchers, Ingersoll and Strong (2011), issued a meta-analysis of fifteen empirical studies examining teacher induction programs. In their study, the researchers suggested that, despite the programs' varying intensity and components, induction programs produce constant positive effects on the instructional practices of new teachers and the achievement of students (Ingersoll & Strong, 2011). Beginning teachers engaging in some form of induction program became more effective in several aspects of teaching, such as "keeping students on task; developing workable lesson plans; using effective student questioning practices; adjusting classroom activities to meet student interests; maintaining a positive classroom atmosphere; and demonstrating successful classroom management" (Ingersoll & Strong, 2011, p. 1). Besides, research suggests that students taught by beginning teachers receiving some kind of induction support have better achievement scores on academic achievement tests (Ingersoll & Strong, 2011).

As a response to worldwide interest in inducting beginning teachers into teaching, especially between 1990 and 2000, a regulation was issued in 1995 by the Ministry of National Education in order to train beginning teachers in Turkey. In the national context, the training of beginning teachers was conducted under the "Regulation on the Training of Ministry of National Education Candidate Civil Servants" from 1995 to 2016 (Ministry of National Education [MoNE], 1995). The program offered basic, preparatory and practical training to the new teachers. Basic education was given to all prospective civil servants, not only teachers, and it covered the common qualifications of civil servants and related legislation. The preparatory training covered the knowledge and skills concerning the duty and aimed to facilitate the prospective individuals to adapt to the duty. The practical training included practice-oriented application with the guidance of a mentor teacher (Balkar & Şahin, 2015). However, the program was reported to be not very relevant to the needs of beginning teachers and insufficient in terms of content and methods (Balkar & Şahin, 2015). Thus, a new regulation on the process of training beginning teachers was issued in 2016 by the Ministry of National Education. Based on the regulation, a new teacher induction program was prepared. The new program is considered to be the first real teacher induction effort in Turkey (İlyas, Coşkun, & Toklucu, 2017; Ulubey, 2018), probably as it was prepared specifically for the needs of new teachers and aim to train them in a systematic and comprehensive way.

The available research on the last teacher induction program focused on evaluating the program effectiveness from the stakeholders' (i.e., new teachers, mentors and administrators') perspectives.

Results suggested that the new teacher induction program had a positive influence on new teachers' professional development (İlyas et al., 2017), specifically on their professional self-confidence, classroom management skills (Gül, Türkmen, & Aksel, 2017), lesson planning, material design and curricular skills (Sarıkaya, Samancı, & Yılar, 2017). The results also indicated that the new teacher induction program helped new teachers get professional experience in administrative affairs, school procedures, communication with students, parents, and other school personnel (Ulubey, 2018), learning about relevant educational institutions and their functions (Aktaş, 2018).

However, some of these studies indicated some problems related to the new teacher induction program. For instance, it was claimed that in-service training activities in the induction process were not provided by qualified instructors, and the duration of seminars was too long (İlyas et al., 2017). They also found that the stakeholders had serious concerns about the evaluation of the program (Gül et al., 2017; Kozikoğlu & Soyalp, 2018).

Some of these studies highlighted some problems concerning the implementation of the program. For example, Gül et al. (2017) and Kozikoğlu and Soyalp (2018) and Ulubey (2018) suggested that the administrators were not properly informed about the induction program, the new teachers did not have enough opportunity to interact with students, they did not have enough opportunity to observe classes. Also, the advisors of the new teachers had negative attitudes towards them and saw them as extra burden probably because they were not paid for their guidance or professional assistance, and new teachers were not respected as teachers by students (Sarıkaya et al., 2017), the out-of-school activities were not planned or implemented appropriately, they had too many documents to complete (İlyas et al., 2017; Kozikoğlu & Soyalp, 2018; Sarıkaya et al., 2017); they were not given any chance to practice teaching, some of the new teachers did spend the first six months of the program in a different school from the school they are appointed (Kozikoğlu & Soyalp, 2018).

In brief, the literature on teacher induction shows that for the educational systems of the world, the challenge of ensuring all classrooms are provided with adequately qualified teachers is the toughest one (Mullis et al., 2000; OECD, 1994, 2005; Wang, Coleman, Coley, & Phelps, 2003). As a response to this challenge, many nations around the world have made efforts to improve teacher quality by providing professional development to beginning teachers. The USA is one of the earliest countries introducing teacher induction programs to new teachers more than two decades ago. Now in the US, 27 states oblige all new teachers to attend to some form of the induction program, 15 states have started to use official criteria for induction programs, and 11 states compel all teachers having one year or no teaching experience to participate in induction and mentorship programs (CCSESA, 2016; Goldrick et al., 2012).

On the other hand, Turkey started to require all new teachers to receive specifically designed induction support during their first years in teaching much later. Although between 1995 and 2016, there was a training program for the newly appointed teachers, it aimed at inducing them to their new roles as civil servants, not as teachers. It was only in 2016 when the Turkish Ministry of National Education mandated all beginning teachers who were officially appointed to a public school to take part in a systematic and comprehensive teacher induction program (MoNE, 2016a). Different from the decentralized system in the USA, which gave them the freedom to different states, districts or even mentors to individualize the induction program according to the contextual, institutional or individual variables, Turkey, in its centralized system, implements the same induction program in the same way for each individual nation-wide. The current research was originally motivated by the interest in understanding how these two countries with such different backgrounds in teacher induction and disparate education systems (e.g., centralized and decentralized) have been implementing teacher induction. Examining the implementation in another country is valuable because it will broaden the view of what is possible. Also, such international comparisons will show how ideas work in practice at the system level. Accordingly, the following research questions guided the study:

1. What is the general framework of the beginning teacher induction programs in Turkey and the United States (State of Wisconsin)?
 - 1.1 What is the aim of the program?
 - 1.2 Who organizes the program?
 - 1.3 What is the program's intensity in each country?
 - 1.4 What facilities are offered to beginning teachers?
 - 1.5 What format is used?
 - 1.6 What is the program's content?
 - 1.7 What is the mentor's role?
2. How do the beginning teachers and their mentors in each country evaluate the merits of the program?
 - 2.1 What do they think about the impact of the professional, social and personal support provided to them?
 - 2.2 What kind of challenges did they experience during the induction programs?
3. How similar and different are the teacher induction policies and practices of Turkey and the USA?

This study intends to explore the approaches and experiences of Turkey and the USA in teacher induction that can be used to make a set of policy transfers and lesson drawings to improve the teacher induction program in Turkey. The study is significant because it is well known that good teachers make a difference, and providing high-quality induction, training, and support for new teachers is a way to achieve what education seeks to achieve: improved student learning through improved professional learning.

Method

This research study was an in-depth investigation of the teacher induction programs implemented in two countries, Turkey and the USA, with a focus on the policy, practice and impact from the perspectives of the key stakeholders. A comparative case study approach was adopted as a methodology, as it enabled understanding the issue in different contexts, especially cross-national contexts, in-depth (Bartlett & Vavrus, 2017). The comparison is suggested to be conducted across three axes: horizontal, vertical, and transversal and his comparative case study adopted a horizontal look that not only contrasts one case with another but also traces social actors, documents, or other influences across these cases (Bartlett & Vavrus, 2017). As the current study used the analysis of the program documents and the perspectives of each program stakeholder, it matches with the definition of the horizontal comparative case study approach.

The research was conducted in three sequential phases. In the first phase, qualitative data were collected to study and describe the induction framework in each country from the available teacher induction policy documents and through semi-structured interviews with key program directors. In the second phase, interviews with the beginning teachers participating in the induction program in each country and their mentors were conducted to investigate their perception of the merits and challenges of the induction program in their country. The interview questions were formed based on the literature review and the qualitative data collected in the first phase of the study. In the last phase, based on the findings of the first and the second phases, a comparative analysis of the induction programs used in both countries was made.

Research Contexts and Participants

To understand the teacher induction policies and implementations in Turkey and the US, it is necessary to give a brief description of the teacher induction supports in these two countries.

Turkey

In Turkey, the Ministry of National Education required all new teachers to participate in a systematic and comprehensive induction program in 2016. On March 2, 2016, the ministry introduced a regulation requiring all of the thirty thousand new teachers officially appointed in February 2016 to participate in a teacher induction program. The motivation of the regulation was to develop the teaching practices and professional development of beginning teachers. The ministry provided detailed program requirements and content in the regulations and through formal program guidelines (MoNE, 2016a, 2016b, 2016c).

The official program documents oblige beginning teachers to participate in foundational training for the first six months. During the training, participants need to be supervised by a mentor and a school administrator. New teachers do not have to attend the initial training in the city they are appointed to but in a town of their choice. Besides offering beginning teachers training, the induction program also includes classroom activities, in-school and out-school activities. New teachers engage in classroom activities such as shadowing lessons and lesson planning for sixteen weeks. Meanwhile, they observe school procedures and are involved in them once a week. The out-school activities aim to familiarize beginning teachers with the neighborhood they work in by having them visit various types of schools and government institutions in the city and by encouraging them to participate in arts and cultural activities for fifteen weeks. Additionally, beginning teachers are assigned a list of films and books on educational issues. They are required to select from a suggested list and complete a reflection worksheet after reading the books and watching the films. Besides all these components, teacher induction in Turkey requires beginning teachers to attend eight-week in-service training given by the ministry administrators, academics and field experts from universities and members of non-governmental organizations to increase the professional and personal development of novice teachers.

The USA

Each state in the USA is free to design and implement its own induction program (Goldrick et al., 2012). In the state of Wisconsin, which is the focus of the study, the Wisconsin Department of Public Instruction organizes and offers the new educator program (Joannes & Howe, 2018). The new educator program provides induction support to newly hired teachers in the state through a range of specific supports designed to guide entry into the school community, enhance professional learning, and foster the continual improvement of educational practice. A significant component of the teacher induction program is one-on-one mentoring for teachers from a team of full-time mentors. A second major aspect of induction support is the new educator seminars. The seminars, held after school for two hours on a monthly basis, focus largely on equity and access issues. During the first half of the school year, the seminars are mainly devoted to lectures from experts that address problems in teacher practice. During the second half of the year, the seminars are organized as a consultancy protocol in which teachers are grouped by similar roles and engaged in problem-solving discussions and strategy sharing. Another specific teacher induction support is the new educator's welcome days preceding the school year (Joannes & Howe, 2018).

Participants

As Figure 1 shows, three groups of participants, namely beginning teachers, mentors and program directors, participated in the study. The selection process of the participants first started with identifying the school districts. In the USA, the study was conducted in the Madison Metropolitan School District (MMSD) in the state of Wisconsin and in Turkey, the Keçiören district in Ankara was chosen as the research site since these were the districts with the highest number of new teacher and mentor population in the city.

During an interview with a program leader who worked at the MMSD, information was gathered on the schools in which new teachers and mentors were teaching as well as the list of new teachers and mentors and directors for further contact. A similar process was followed in Turkey as well. The researcher received a list of schools in which beginning teachers in the district were teaching from the Keçiören District National Education Directorate (KDNEB). Second, to achieve the goal of gathering a range of perspectives across the districts on the teacher induction program, a purposive sampling technique was used to select schools for the site visits. Schools were chosen from a master list of schools provided to the researcher, which identified new educators participating in the teacher induction program. Efforts were made to stratify selected schools by elementary, middle, and high schools to reflect educator perspectives across the grade bands. In MMSD, ten different schools participating in the new teacher induction program were selected. The schools included four elementary schools, three middle schools, and three high schools. In KDNEB, 16 different schools participating in the new teacher induction program were selected. The schools included six elementary, five middle, and five high schools. Working with contacts within MMSD and KDNEB and the selected schools, the researcher contacted all the targeted respondents, the new teachers and the mentors, to invite them to participate in the study.

Beginning Teachers: 20 Turkish and 20 American beginning teachers participated in the study. In the USA, the interviews were conducted with the 20 new teachers from 10 different schools participating in the new teacher induction program in the MMSD. The schools included four elementary schools, three middle schools, and three high schools. All of the 26 new teachers participating in the new teacher induction program from the selected ten schools were invited to participate in the study, and 20 teachers agreed to participate in the study. Of these 20 new teachers, 12 were female, and 8 were male. Fourteen new teachers were from traditional undergraduate college programs (e.g., BS or BA in Education with licensure). The remaining six transitioned to teaching from other careers receiving their graduate degree in Education with licensure).

For the phase of the study conducted in Turkey, the interviews were administered with the 20 new teachers from 16 different schools participating in the new teacher induction program in KDNEB, Ankara. The schools included six elementary schools, five middle schools, and five high schools. Out of a total of 28 new teachers participating in the new teacher induction program from the selected 16 schools, a total of 25 new teachers agreed to participate in the interview protocol; however, the researcher could interview 20 teachers because of the time constraint. Of these 20 new teachers, 11 were female, and 9 were male. Fifteen teachers were from traditional undergraduate college programs, and the remaining five teachers had an MA degree in educational science.

Mentors: In the USA, the researcher interviewed all of the four mentors working with the 20 beginning teachers participating in the study. The mentors were all female, and they were full-time mentors having no teaching duties. Each mentor in the district was responsible for mentoring four to six beginning teachers. One of the mentors participating in the study had five mentees to support, and the others had six mentees. They all had five to sixteen years of teaching experience before they shifted to a mentoring career. They applied for the mentoring position and were hired by the school district after being interviewed. After they were hired as mentors, they were required to attend initial and ongoing mentor training sessions organized by the school district.

In Turkey, the researcher contacted all of the 20 mentor teachers working with the 20 new teachers participating in the study. Twelve mentors agreed to be interviewed. Five of these mentor teachers were male, and the other seven were female. Five of them were classroom teachers, three of them were math teachers, three were Turkish language teachers, and the other was a science teacher. These mentor teachers had teaching experience of four to twenty years. They did not apply for the mentoring position but were assigned by their administrators because of being the only teacher in the same field as the beginning teacher or because of having quite a lot of experience to share with the

beginning teacher. None of the mentors attended initial or ongoing training but they had an initial meeting with the program directors and their principals before they started working as a mentor.

Program Directors: The other group of participants of the study was two Turkish and two American program directors. In the MMSD, there were four directors responsible for the induction program. They were all invited to participate in the study, and the two directors who were available in the week the interviews were conducted took part in the study. One of these program directors was male, and the other was female. They were in their 30s. The directors were teachers in the previous years of their careers as well.

In Turkey, the two program directors, who were responsible for teacher induction in the district, were invited to take part in the study. They agreed to participate in the study. Both directors were male, in their 40s and they worked as teachers previously. They had been working as the program director since 2016.

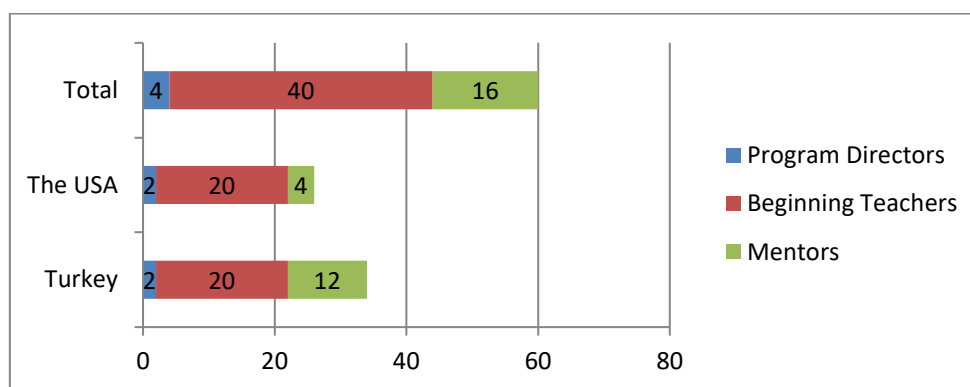


Figure 1. The number of participants in Turkey and the USA.

Instruments

Program documents and semi-structured interviews with the stakeholders in Turkey and the United States provided the relevant qualitative data in this study.

Documents: The researcher collected all the official induction documents used in each country. In Turkey, the new teacher induction program was prepared by the Ministry of Turkish National Education, and it was made public on the ministry's web page. The documents, namely the Ministry of National Education Regulation for Teacher Appointment and Relocation (MoNE, 2015a), Prospective Teacher Performance Evaluation Form (MoNE, 2015b) and Amendment to the Ministry of National Education Regulation on Teacher Appointment and Relocation Implementing Regulation (MoNE, 2016c) were analyzed for the research purpose.

In Wisconsin, the USA, which is the focus of the study, the new teacher induction program was designed and implemented by the Wisconsin Department of Public Instruction. They use the New Teacher Centre's Induction Model, which is a national non-profit organization dedicated to improving a new generation of educators. The documents, namely Teacher Induction and Mentoring Guidebook (Wisconsin Department of Public Instruction, 2015) and New Teacher Center Induction Model (NTC, 2012), were collected from the program directors for analysis.

Semi-structured interviews: Semi-structured interviews with program directors, mentors and beginning teachers in Turkey and the USA were conducted to get an in-depth understanding of the program implementation and perceived effectiveness. Data were collected from different participants in different stages of the study and with different purposes. They were summarized below.

In Stage 1, after analyzing the available induction documents, some areas needed clarification about the program implementation in each country. For those areas, the program directors were interviewed. They were mainly asked about the content of the induction program, particularly the organization, intensity, facilities offered, and the topics receiving attention with the program.

In Stage 2, beginning teachers were interviewed to enable them to describe their perception of the effectiveness of the teacher induction program referring to their specific experiences. The questions were about their perception of the influence of the induction program on their professional development and their perception of the challenges that they experienced in the implementation of the induction program.

In this stage, mentors were interviewed as well. They were asked about their roles in the induction program, their perception of the induction program's influence on beginning teachers, their perception of the challenges that they and the beginning teachers experienced in the implementation of the induction program.

Two experts from the field of teacher education reviewed the draft interview instruments to establish content validity. Based on their feedback, ambiguous questions were addressed. The instruments were translated and retranslated in English and Turkish and piloted in Turkey (with two beginner teachers and one mentor) and in the USA (with one beginner teacher and one mentor). The drive was to make sure that the interview questions fulfilled their purposes and to see if they needed any changes. As a result of the piloting process, minor changes in the first draft of the interview protocol were made. To illustrate, the final part of the interview was changed. A question was added to help the participants recap their thoughts on the induction program.

Data Collection

Data collection in the USA took place during the spring semester (from February 3 through June 2, 2019). In Turkey, interviews were conducted in the fall semester (from September 15 through October 30, 2019). The researcher conducted all the interviews in person. The interviews lasted between 40 and 75 minutes. The interviews with the program directors were conducted in their offices, and the interviews with beginning teachers and mentors were mostly conducted at the schools of the participants. The researcher interviewed two teachers and one mentor in the USA in the researcher's office. Getting the approval of the participants, all interviews were audio-recorded and transcribed for further analysis.

Data Analysis

Document analysis: For document analysis, the researcher first articulated critical areas for analysis such as the aim of the programs, the organizers of the programs, the intensity of the programs in each country, the facilities offered to program participants, the format used in the programs, the content of the programs and mentors' role. Each document was analyzed to determine the extent to which the program described or addressed each of the identified areas. However, it became apparent that some of these areas were not defined clearly in the documents and that the researcher needed to get information regarding the implementation from the program directors in each country.

Content analysis of interviews: With regard to data analysis, transcriptions were analyzed by the researcher and an external coder in three cycles of analyses using Nvivo software. An iterative process for coding interview transcripts was developed, bringing about three phases of analyses: (1) descriptive; (2) pattern; and (3) conceptual model building. In the initial phase, through descriptive coding, the extracts of qualitative data were summarized in short phrases. For example, descriptive codes included Implementation Experiences, Practice Change, and Challenges. This type of coding led to a categorized inventory of the content of the interview data and established a firm base for thematic analysis. Through pattern coding, thematic patterns were structured in a way to enable describing the phenomena in the qualitative data in relation to specific research questions. Examples of pattern codes included *Ways Mentoring Impacts Professional Development of Beginning Teachers*, *How Induction Effected Beginning Teachers Personal, Social and Professional Well-being*. Following pattern coding, coders developed conceptual models by linking themes and emergent codes generated from the first two cycles of analysis

to create a higher-level understanding of the implementation experiences and outcomes of the teacher induction programs across participating schools. For the inter-rater reliability in the coding process, coders chose a subset of interviews across schools and coded each other's interviews for both descriptive and thematic codes. In instances where coders were in disagreement, they met to discuss rationales for coding until they reached a consensus, and codes were adjusted as necessary to reflect this shared understanding of codes.

Trustworthiness: To establish trustworthiness in this qualitative study, Lincoln and Guba's (1985) criteria were ensured. For the credibility of the research, data on different aspects of teacher induction programs, including a wide variety of participants, including program directors, beginning teachers and mentors to reflect different perspectives on the induction programs, were collected. This helped to triangulate data as a strategy to ensure that the explanations were rich, strong, and complete.

Furthermore, member checking was used to support this study's credibility (Lincoln & Guba, 1985). For example, the findings of this research study were sent to the participating beginning teachers and mentors and requested them to check it for accuracy to exclude the misinterpretations and inaccuracies. Three beginning teachers and two mentors in Turkey and three beginning teachers, and three mentors in the USA responded to this request, and only one mentor in the USA put forward minor grammatical suggestions in the quotes from her interview.

Also, as suggested by Lincoln and Guba (1985), for the transferability of the findings of this qualitative research, the researcher provided sufficient contextual information about the cases (i.e., the induction programs) so that the audience can judge how the results can apply or not apply to his or her specific context. For that purpose, thick descriptions of the program in each country were given to provide "sufficient information about the context in which an inquiry is carried out so that anyone else interested in transferability has a base of information appropriate to the judgment" (Lincoln & Guba, 1985, p. 124).

Results

The results from the qualitative data were categorized based on the research questions.

RQ1. What is the general framework of the beginning teacher induction programs in Turkey and the United States (State of Wisconsin)?

1.1. What is the aim of the program?

In Turkey, the induction aims to serve the new teachers who have completed initial teacher education, have obtained the relevant teaching qualification (a degree), and have received an acceptable grade from Public Personnel Selection Exam (KPSS) appointed by the ministry. Based on document analysis, it seems that the induction program in Turkey aims for the professional development of beginning teachers, their social and cultural integrity to the school and the school context, their professional adaptation to the teaching profession and the education system of the Ministry of Turkish National Education. The program intends to train the newly appointed teachers to deal with the challenges they might face during their first year in teaching and to assist them in developing a professional identity as a teacher through offering comprehensive training in a variety of areas, such as classroom management, the procedures followed by the ministry, getting acquainted with the town they work in and the school neighborhood, volunteerism and entrepreneurship.

Similarly, in the USA, induction is aimed at new teachers who are license holders with less than three years of experience. The content analysis of the official program documents shows that different from the induction program in Turkey, the induction program in the USA focus more on student gains. The program mainly aims to equip new teachers with the skills necessary to create ideal learning environments that promote students' academic and social-emotional success. By supporting beginning teachers to get better, faster to enhance student learning, they aim to have stability and consistency within the workforce so that educators early in their careers are better able to support student learning needs.

1.2 Who organizes the programs?

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

In the USA, there is a different regulation for teacher induction in each state, so different from the case of Turkey. It is more local and separate support activities. In the State of Wisconsin, where the study was conducted, three-year mandatory induction support is provided for all new teachers by the Wisconsin Department of Public Instruction. They use the New Teacher Centre's Induction Model, which is a national non-profit organization dedicated to improving a new generation of educators. They design induction programs to overcome challenges new teachers face throughout the country by providing them with individualized support and resources necessary to succeed from their first day to their last.

1.3 What is the program's intensity in each country?

The intensity of the induction programs in each country varied strongly. For example, in Turkey, it is a one-year intensive induction program. It includes a total of 654 hours of training (384 hours for classroom and school-based training, 90 hours for non-school based activities and 180 hours for in-service training.) (MoNE, 2016a)

The program used in the USA (Wisconsin) is a three-year induction program. The program documents and guidelines are not intended to be prescriptive as they do not mention minimum hour requirements for any of the induction activities. The document analysis shows that mentors are expected to meet weekly with beginning teachers to help with procedural and social-emotional needs, as well as instructional practice. The frequency of instructionally focused interactions such as observation of practice and follow-up professional conversations are determined by districts. In their second and third years, teachers receive differentiated mentoring support with a formative emphasis. New teachers may connect with instructional coaches, content specialists, other experienced teachers, and grade-level leaders. However, how many hours new teachers are expected to engage in differentiated or regular mentoring is not stated in the program documents. During the interviews with program leaders, the question was posed to them. They explained that it is the responsibility of the mentors. They determine how much support their mentees need with their mentees. Whenever a mentor thinks that a mentee needs specific training or support, s/he guides him/her to get that training or support. Thus, the induction program is more individualized and personalized for the needs of each beginning teacher.

1.4 What facilities are offered to beginning teachers?

Both documents and interview analyses suggest that in both countries, the main facility offered to the beginning teachers is the provision of a mentor who is an experienced teacher with the responsibility of helping them and providing them support on the personal, emotional, social and professional level. Beginning teachers in each country were provided with a mentor from the same grade level or subject field, and they were given a chance to observe experienced teachers' classrooms, they were observed teaching in their class, and they were given the opportunity to analyze and reflect on their own teaching and they had a regularly scheduled collaboration with other new teachers.

However, the interview with program leaders reveals that the mentoring models in these countries varied a lot. In the high-intensity induction program of Turkey, there are full-time teacher

mentors for each beginning teacher. These full-time teacher mentors were responsible for the support and guidance of beginning teachers without getting any release time from their teaching duties. Different from their mentors, the new teachers do not have teaching duties in their induction year except for the induction-related responsibilities and obligations.

On the other hand, the induction program in the USA has featured a full-release mentor model. Releasing the mentor teachers from their teaching contract for three years (with the guarantee of a return to their teaching assignment) allows the mentors to engage in ongoing observation cycles (pre-conference, classroom observation and post-conference) that provide the necessary time for deep, instructional-focused conversations. However, the new teachers are not exempt from any of their teaching duties or responsibilities to take part in induction activities.

1.5 What format is used?

Qualitative data obtained through document analysis and interviews indicate that induction programs in both countries use similar formats to support beginning teachers. For instance, they both start with an introduction/orientation meeting and go on with mentoring support, professional development seminars or training and classroom observations of experienced colleagues. In addition, both programs schedule group meetings in which beginning teachers could share experiences with other beginning teachers and individual meetings between the mentor and mentee. Different from the induction program in the USA, the program in Turkey includes some additional formats. The Turkish program includes non-school-based activities like learning about the school neighborhood, school district and the town, learning about volunteer organizations around the school and taking part in some voluntary community work.

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

1.6 What is the content of the support provided to beginning teachers?

Analysis of official program documents suggests that the induction program in the USA offers two main supports: emotional support and professional support. As regards emotional support, the mentors are expected to welcome the new teachers, help them deal with the problems and stress they face in their first steps in the profession and guide them to be involved in the school community.

For the professional development of their first year in teaching, seminars are offered in several areas such as on planning and preparation, classroom environment, instruction, and professional responsibilities, assessing student learning, summative and formative assessment, meeting the needs of diverse learners, differentiated instruction and response to intervention, building an optimal learning environment, creating emotionally, intellectually, and physically safe environments, meeting the needs of diverse learners, intentional lesson planning to amplify student voice, culturally responsive teaching,

instructional methods to exploit opportunities for students to promote equity of voice in the classroom, and reflecting on the first year and anticipating next steps for their professional lives.

In the second and third year of the induction program, further professional support is offered to novice teachers. Several inquiry groups such as language learners, gender identity/welcoming schools, and opportunities for reflection and growth for problems of practice, culturally responsive practices book group, arts integration, student engagement, and continuous improvement are formed and beginning teachers decide in which area they would like to improve more and make a decision on which inquiry group or groups to join.

The document analysis of the induction program in Turkey reveals useful information about the content of the professional support but not much about emotional support. The interviews with program directors agreed that the induction program in Turkey aims at professional support more than emotional support. The support given for the professional development of the beginning teachers is precisely described in the program documents and guidelines. For example, the program requires beginning teachers to observe three sessions and take part in a three-hour lesson planning session and join lesson preparation and evaluation sessions three days a week for the first six weeks of the program. For the next eight weeks, they are expected to teach three classes and spend three hours on lesson planning, lesson preparation and evaluation every day for three weeks. For the school practice component of the program, beginning teachers need to observe and take part in the social, economic, cultural and administrative processes in their school once a week for fourteen weeks. The program also obliges new teachers to participate in non-school activities, which are explained in detail in the program document as well. These non-school activities, which require visits to nearby public and private institutions, are to be undertaken once a week for fourteen weeks.

In addition, the Turkish induction program expects beginning teachers to read certain books and watch certain films for professional development purposes. A list of books and movies about education, educational systems and the teaching profession by various producers and authors worldwide was suggested to the beginning teachers. They are expected to choose ten books and movies from the list and reflect on them in written format.

1.7 What is the mentor's role?

The roles and responsibilities of mentors are described in a different way in the induction programs of these countries. For example, the mentors in the USA have a greater role in customizing the induction program to the needs of each beginning teacher, so their role is more than an implementer of the program. The official induction documents define the responsibilities of mentors as follows: having weekly meetings with beginning teachers; facilitating the beginning teachers' reflective process using data and assisting them in making adjustments to their practice, empowering new teachers to identify and develop their strengths, planning a school-based orientation for new teachers to orient them to the building, neighborhood and culture of the school, the school's mission, school improvement plan, policies, procedures, school's equity vision, and general expectations for success in the school. The mentors are also required to take the opportunity to help the current team understand the contributions and assets the new educators are bringing with them to the team, meet with beginning teachers as a group to address questions regarding policies and procedures, curriculum, classroom management, and other timely topics. In addition, they have some duties related to their own professional development and contributing to the planning of the induction program. To illustrate, they need to contribute to the professional community, engaging in their own professional growth, planning and facilitating ongoing professional learning seminars for beginning educators and attending ongoing district-supported mentor training.

In a different way, the mentors in the Turkish induction program are expected to be the implementers of the program as it was planned by a higher authority, the Ministry of National Education. They need to provide mentoring support in the same way to all new teachers without making any adaptations. The program documents and interviews with program leaders suggest that the expected roles from a mentor in the Turkish induction system are observing beginning teachers' lessons, having beginning teachers observe their class, preparing and planning lessons with beginning teachers, developing course materials and assessment tools together with beginning teachers to guide them, preparing the work schedule of beginning teachers with the school administrator, leading the meeting and workshops for the beginning teachers in the same district.

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

2.1 What do they think about the professional, social and personal support that the induction programs offer to them?

Regarding the second research question pertained to the induction program's influence on beginning teachers, most new teachers in the USA stated experiencing a positive influence of the program both on their well-being and their professional development. Qualitative data collected through interviews suggested that the induction program contributed to their well-being in several ways. First, the program fostered new teachers' socialization process in the school. Thanks to the introduction meetings, beginning teachers had the chance to know each other starting from day one. The connection between them improved with other group activities. The interviewees stated that a strong relationship was developed among beginning teachers through sharing experiences, attending each others' lessons, or working collaboratively. In addition, participants stated how mentor-mentee communication promoted the socialization process within the school and decreased their feelings of isolation. As one teacher indicated:

"Although I am new in this school district, I have not had any feeling of isolation. My mentor helped me a lot, of course, in this sense. And the other new teachers in the district. We had regular meetings where we shared our experiences and worked together. That helped us build strong relations and avoid the sense of isolation."

Second, participants voiced that the induction program led them to feel appreciated. The American beginning teachers explained how they felt important and appreciated as they received special help and support through an induction program and were welcomed by a special breakfast organized for them. The interest of their administrator in their needs and improvement seemed to contribute to their feeling valued.

Third, the induction program built up new teachers' confidence levels. Most of the interviewed teachers in the USA stated that their mentors frequently paid close attention to the things they were doing well and making compliments on their achievement. That seemed to boost the new teachers' professional self-confidence. Also, most new teachers expressed that their mentors helped them with their struggles or assured them that other beginning teachers experienced similar problems as well, which they reported to contribute to the beginning teachers' increased self-confidence. As one teacher stated:

"I thought it was only me having such problems, but I was not. My mentor told me that it is a part of my development and all other new teachers had the same problems. Hearing how similar problems of practice the other new teachers have helped me rebuild my confidence."

Overall most respondents in the States were very positive towards the induction program. The areas that they believe the induction program has improved are their knowledge of instructional techniques suitable for the grade level or the subject matter they teach, their classroom management skills, their competence in using textbooks or other curricular materials, their skills to plan instruction by analyzing student work or student test scores, their ability to plan lessons and design instruction as well as their ability to adapt instruction to meet the needs of students at varying academic levels. Beginning teachers in the States also reported improving their ability to evaluate and reflect upon their own teaching practices and feeling more effective as a teacher. Most of the participants shared the idea that the induction program made their first year in teaching easier, and it contributed to their decision to stay in the same school or the school district. This suggests that most new teachers experienced a very positive influence of the induction program on their professional development and their retention. One of the beginning teachers said:

"My participation in the induction experience affected my perception of the school district and its policies. I think the program is a great way to show that the district values teacher learning and development and supports teacher collaboration."

Similarly, the beginning teachers in Turkey shared the idea that the induction program had an overall positive influence on their professional development. This finding of the study is consistent with previous studies (Gül et al., 2017; İlyas et al., 2017; Sarıkaya et al., 2017). The areas that the participants mentioned to have improved the most are their classroom management skills, lesson planning, material and curriculum use, their professional self-confidence, and their feeling more effective as a teacher. However, about half of the beginning teachers participating in the study reported that the program did not make their first year in teaching easier but even more stressful. As one teacher stated:

"The program helped me a lot to improve my teaching. That is true. But I cannot say that it helped me reduce my stress. On the contrary, it turned out to be the main source of stress in my life. The workload was difficult to manage, and people were hard to communicate. That made my first year in teaching really difficult."

Yet, as for classroom practices, all of the beginning teachers participating in the study in Turkey expressed that they benefited from the program. The areas that they mentioned to have improved are preparing lesson plans and instructional materials, managing the classroom effectively, planning and managing classroom time more accurately, and understanding student behavior better. They also appreciated being given opportunities to try various teaching techniques and methods out in class and experience if they work or not under the supervision of their mentors. In addition, they remarked that it was a chance for them to make a transition from the theory-based training at undergraduate programs to the practice in real life. One teacher noted:

"I feel lucky that I attended the induction program. At university, we were taught about the theory, but we did not get much chance to learn about the practice. This year served as a transition year for us. We could make a smooth transition easily thanks to the program. If we were asked to teach without attending the program, I am sure we would be like a fish out of water."

About another component, the school-based activities, the majority of the Turkish beginning teachers reported finding it useful for them to better understand most of the procedures at the Ministry of Education. This component is mainly about the formal duties which must be done by school administration, such as keeping attendance documents, dealing with official correspondence with other schools and government institutions, calculating the additional payments for teachers, keeping a record

of staff documents, and using the online student and staff management system that the ministry uses (i.e., MEBBIS). However, about a third of the participants mentioned that all these might not be relevant to their job description. One teacher stated:

"Why do we have to learn all these things? They are not the duty or responsibility of a teacher. Teachers can learn about such things when they need them. No one learns all these things in their first year. Why do we have to? It was already a tough year with lots of things to learn. I think this component of the program is irrelevant and causes the program to lose its focus."

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

Concerning the last component of the Turkish induction program, suggested a list of books and films, participants voiced different ideas. About half of the beginning teachers had quite positive perceptions. They reported that the books and movies contributed to their understanding of individual and collective efforts for education, needs and behaviors of students and different cultural perspectives of constructive teaching, and as a result, they accelerated their professional development. Still, the other half of the new teachers did not agree with their colleagues, stating that the readings were not very useful as they did similar readings in their undergraduate courses. Thus, they found this component of the program ineffective.

When the new teachers participating in the induction programs in both countries were asked about their perception of the impact of the mentors on their professional development, they expressed very different insights. The interview with beginning teachers in the USA revealed that almost all of the participants in the States regarded mentoring as the most useful component of the program. They mentioned the mirroring strategy as the most effective mentoring support. During the interviews with mentors, they were asked to elaborate on mirroring and how they use this strategy. Mentors described that they guide beginning teachers to assess their own teaching practice with the mirroring strategy. They explained that to raise the awareness of new teachers of the strong areas as well as the areas that need improvement in their teaching by asking specific questions or making precise comments. Participants reported that sometimes they use videotaping the lessons of their mentees and have them review the recording and afterward go over the lesson together. Beginning teachers in the States seem to experience mentor support as very informative. One mentor noted:

"Saying to someone you are not good and you have to improve doesn't turn out well. So I like having them find the points to work on and improve. Thus, I need to mirror their performance back to them. While reviewing their performance, they notice the problems easily. If they can't, I guide them with my questions. That is better because then they decide on the change and feel more determined for the change."

In relation to the influence of the mentoring support on their professional development, beginning teachers talked about the suggestions their mentors provided them, such as suggestions on how to start a lesson properly, get students to do their homework and organize work. As a result of these suggestions, some of the participants voiced that they started to focus on themselves rather than their students. All new teachers participating in the study in the USA were happy with the acceleration of their professionalization thanks to the induction program, especially the mentoring component, and were generally satisfied with the support they had received.

In addition, the beginning teachers in the USA reported having mutual trust with their mentors. One of the mentors explained that it could be because “the roles of an assessor and a mentor” were strictly separated in the US induction program. She claimed that “this might have the beginning teachers gain absolute trust in us as their mentors.” In addition, the interviewed beginning teachers also voiced the mentor’s positive, encouraging and non-judgmental attitude towards them as well as the mentor’s potential to accelerate their professional development. The participants mentioned how their mentors could observe things, pose the right questions, guide the mentees to really think about or realize something important.

Mentors’ supportiveness is another point uttered frequently by the new teachers participating in the US program. Most teachers felt that their mentor really cared for them. They also mentioned how much they appreciated their mentors’ enthusiasm, positive attitude, energy, personal interest, and degree of involvement. According to the beginning teachers, the positive and supportive approach of their mentors both boosted their confidence and their own enthusiasm for teaching and helped them reduce their stress, feeling of failure, so the prospects of quitting their job. One of the participants noted:

“So the mentors working with us were all very supportive. I really appreciate their support. They cared for us a lot throughout the program. I am sure it was tiring for them, but they were always positive and enthusiastic. I really feel thankful for their help.”

On the other hand, in Turkey, beginning teachers participating in the induction program had relatively lower opinions of their mentors and their impact on their professional development. Most participants in Turkey, unfortunately, mentioned inappropriate mentor selection and not qualified mentors as a drawback of the program. They also criticized that mentors were not knowledgeable enough about the induction process themselves. Some of them even stated not having a good relationship with their mentors. Moreover, most of the interviewed beginning teachers voiced that their mentors could not help them improve their teaching practice or foster their professional development. They explained that as their mentors were not clear in their comments or feedback, they were away from being helpful. One beginning teacher stated that:

“I have not improved my teaching skills much after working with my mentor. The feedback she gave to me was not to the point. It was too general, like general advice about teaching. The comments she made after observing me were not very relevant to my performance; thus, I do not think she is qualified to mentor a new teacher. She is a good teacher herself, but being a mentor requires more than that, I guess.”

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

2.2 What kind of challenges did they experience during the induction programs?

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

"We had scheduled weekly for Wednesday afternoons after school, but sometimes she would be away at conferences. A lot of times, if I had instructional team meetings, that was the only time I could meet. That meeting was very important for me to get in the books, and my school also has a new educator group, and that met on Wednesday afternoons as well. The timing of it was just never enough time in a day kind of thing."

Qualitative data from the mentor interviews in the USA suggested that principals who did not value, make the time for, or promote mentoring within their schools limited the programs full potential, while those who embraced and supported mentoring, with an intentional focus on new teachers, ultimately contributed the potential of the program on the new teachers.

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

The participants in Turkey mentioned several points when they were asked about the challenges they faced that hindered a successful induction experience. First of all, the majority of the new teachers asserted that the in-service training seminars offered in the induction process were not efficient as they were not provided by qualified instructors. This finding of the study confirms the previous studies of İlyas et al. (2017). They also added that the administrators were not adequately informed about the induction program, so they were not effective in guiding the beginning teachers at their school. Beginning teachers in Turkey condemned that they were not given enough opportunity to interact with students, to observe classes or to practice teaching. This finding of the study is in line with the results of previous studies evaluating the program (Gül et al., 2017; Kozikoğlu & Soyalp, 2018; Ulubey, 2018).

Some of the teachers voiced that their mentors were not enthusiastic about supporting their development as they did not volunteer to mentor new teachers but were made to accept the position. This finding confirms the findings of previous research (Sarıkaya et al., 2017). Regarding the issue, the mentors in Turkey explained that besides mentoring new teachers, they have to continue teaching their classes. That brought an extra burden on their shoulders and made it difficult to spend enough time and energy for mentoring. One mentor noted:

"I have many responsibilities as a teacher. I prepare materials for my class, check student work and write feedback, plan my lessons, complete several documents for extracurricular activities at school, and now I need to teach all these things to a new colleague. Of course, I would like to help her a lot, but I just don't know when? I literally have neither time nor energy. Teaching five hours a day is not an easy task. I have difficulty in speaking at the end of the day."

In addition, most of the Turkish beginning teachers expressed that the induction program was not very different from the internship practices at the undergraduate programs, so they claimed that they did not acquire much new knowledge but just revised their previous learning. Moreover, almost all of the participants criticized the number of forms they were required to fill in within the program. The finding is consistent with previous studies (İlyas et al., 2017; Kozikoğlu & Soyalp, 2018; Sarıkaya et al., 2017). They asserted that the program required them to do too much paperwork, which caused lots

of time to be wasted. Finally, Turkish beginning teachers complained about their status with students. They stated that feeling so sad and discouraged because of not being considered as real teachers by students. The participants mentioned all these points as factors decreasing the impact of the program on their professional development.

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

The policy documents in each country suggested that an effective beginning teacher induction program is viewed by both countries as a solution in facilitating and easing the transition from pre-service teacher to in-service teacher with the intent of improving student learning. Turkey and America possess similarity as both countries deploy comprehensive induction programs in which all beginning teachers take part for at least a year, and as both induction models use orientation, mentoring and professional development as the primary beginning teacher induction components. However, these two induction programs differ in some ways. For example, in the USA, each state authorities have their own specific policies and procedures to induct beginning teachers into the profession. By contrast, Turkey has standardized the beginning teacher induction throughout the nation by setting national guidelines on beginning teacher induction for all schools. Having a nation-wide induction program allows the Ministry of Turkish National Education to systematically implement the induction program and oversee the quality of the program, but having different policies and procedures in each district enables the US authorities to plan and create personalized induction programs considering the variations in new teachers' contexts such as the rural, urban, socio-economic and racial demographics.

Beginning teacher induction in the USA is primarily the responsibility of each school district. For instance, new teacher induction in the State of Wisconsin is district-based. Different from that, Turkey's beginning teacher induction program is planned, designed and implemented nationwide by the Ministry of Turkish National Education. The Turkish beginning teacher induction program typically includes some form of orientation, mentoring and professional learning opportunities for beginning teacher development and evaluation and assessment. In the United States, the critical components of the induction program are orientation, mentoring, and professional development, without a formal evaluation or assessment. The mentors evaluate the performance of the beginning teachers formatively throughout the induction process.

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

Another critical aspect that varies in each beginning teacher induction program is the teaching loads of beginning teachers. Turkish induction program provides the beginning teachers with no workload to enable them to participate effectively in the induction program. On the other hand, beginning American teachers do not have reduced teaching loads in their first year of teaching. They share a similar workload and responsibility as their experienced colleagues. However, a reduced

teaching load can enable beginning teachers to cope better with the demands of the teaching profession and work their way towards full registration, but giving no classes to teach like in Turkish cases can give the beginning teachers the role of a college student rather than a teacher.

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

Evaluation and assessment is another aspect that makes the induction programs differ. This component is found only in the Turkish induction program, and it involves evidence gathering and appraisals that are conducted at the end of the induction period. Beginning teachers in Turkey who successfully complete the induction program are confirmed as permanent teachers, and in the USA, the beginning teachers are formatively evaluated throughout the program by their mentors without getting any formal final exams.

Suggestions

Both countries use a well-planned form of the induction program. Based on the data collected, they both promote the professional development of beginning teachers. However, the challenges faced in the teacher induction in Turkey can be better met if we can learn from other nations having more experience in what matters and what works in inducting new teachers into the profession. With such an effort, in this study, the researcher aimed to build a deeper understanding of the possible strategies and practices for making major improvements in beginning teachers' learning opportunities. As a result of the results of this research, some recommendations were put forward to improve the program in Turkey.

Based on this research, we first recommend that the mentoring component of the induction program is revised and improved to facilitate the new teachers in Turkey better. For that, the current full-time teacher mentor model should be changed with either full-time mentor model or a part-time mentor model. In these models, mentors are released from either all or some of their teaching duties, so they can have more time to engage in mentoring activities, and they can dedicate themselves to support new teachers. It should be noted that full-time teachers are already busy in their professional roles as classroom teachers. If mentoring responsibilities are added to these teaching duties, it will undoubtedly limit their time and energy available for quality mentoring and result in new teachers receiving inconsistent support. To offer efficient mentoring support to the beginning teachers, the mentors in the Turkish program need protected time so that they can take part in mentoring activities, such as attending training sessions, designing materials for mentoring, and observing and having conferences with their mentees.

Basically, both mentors and mentees need substantial time to spend on the activities related to the induction program, so we recommend that the timetables of mentors and beginning teachers match with the induction program and with each other. It is not sufficient to have mentor-mentee meetings with irregular frequency or whenever the mentor and mentee are available because irregular and short parts of time are insufficient for fostering real relationships and growth. Thus, mentors need sanctioned time to focus on beginning teachers' development, and both mentors and beginning teachers should have some protected time per week to allow for mentoring activities.

Another important point of improvement relates to the ability of mentors to improve the professional development of beginning teachers. To achieve this, we recommend establishing a rigorous mentor selection process in the Turkish induction system based on the qualities of an effective mentor. In the current Turkish induction system, mentors are chosen based more on availability or seniority. It is highly recommended that there should be a frame for mentor selection criteria. Qualities in this frame may contain proof of excellent teaching practice, remarkable intra- and inter-personal skills, knowledge of teaching adults and understanding of teacher professional development. It is also promising that school administrators and teachers can be asked to determine the personality features, work habits and skills that would be necessary for proper mentoring and plan the mentor selection and hiring process accordingly. It is important that mentors should exhibit exemplary instructional practice and in the selection process, a variety of sources, such as personal references, lesson videos, and formal and informal evaluations, can be used. Of course, to select mentors, there should be candidates applying for the position. To encourage qualified candidates to apply for the position and to expect mentors to perform their job professionally, the practicing mentors should receive a monetary stipend for their service with mentor practice expectations. It is neither wise nor realistic to add responsibilities for mentors without some sort of recognition, especially financial.

Moreover, in order to increase mentor quality, mentor training is recommended. Insufficient professional development and support for mentors are some of the reasons that seem to decrease the effectiveness of the induction program in Turkey. The mentors in Turkey do not take any training for mentoring. It is improbable that mentors who have not received a high-quality initial and ongoing mentor training develop the knowledge and skills they need to support the professional development and practices of beginning teachers and focus on the difficulties they encounter. It is highly recommended that there should be ongoing professional development and support for mentors in Turkey. Mentors may not know how to teach adults, or they may need to improve their communication and problem-solving skills to help new teachers. Thus, to enable mentors to develop the necessary knowledge and skills to equip the beginning teachers with the elements of effective teaching, high-quality initial and ongoing training are required.

Another recommendation in order to offer better induction support to beginning teachers is related to the communication among all stakeholders. Participants in Turkey emphasized a lack of collaboration among the stakeholders of the induction program. Without strong cooperation and coherence, instructional initiatives can be weakened. In such a situation, beginning teachers may be confused and discouraged by the mixed messages they receive from different support providers. Therefore, it is crucial to sustain a close communication and partnership among all stakeholders such as school administrators, mentors, beginning teachers, program leaders in the district and the ministry. In this way, a culture of commitment can be made, which will undoubtedly contribute to program success.

The last point of improvement concerns the role of school administrators. They have an essential function in promoting the success of beginning teachers and mentors by organizing time for induction and promoting a positive attitude towards teacher development in their schools. Thus, they should be adequately informed about the needs of new teachers and the structure of the induction program. If they are not well informed about their critical role in the induction process, they may damage the success of the program by not providing the sanctioned time for mentor-mentee meetings, giving beginning teachers some additional responsibilities, or not providing the basic needs or resources of mentees or mentors.

Conclusion

Effective beginning teacher induction programs can produce effective classroom practitioners and guarantee a quality educational experience for all students. Ingersoll and Strong (2011) claim that beginning teachers who participate in an effective induction program demonstrate successful classroom management and possess better teaching skills. Although there is no universal best practice in beginning teacher induction, there are many programs around the world that are well planned and executed. When designing beginning teacher induction programs, it is wise to consider the policies and practices that proved successful. With this aim, this research examined the teacher induction policies and practices in the USA, who has gained quite a lot of experience in this area for more than two decades, in comparison with Turkey. The findings are expected to help in reviewing and strengthening the induction policies and practices in Turkey by considering the strategies and components that proved successful in the USA so that beginning teachers in Turkey can be better supported upon their entry into the teaching profession.

Based on the analysis of qualitative data collected through document analysis and interviews with beginning teachers, mentors and directors in both countries, some conclusions and recommendations were made that aim to improve the induction program in Turkey. Some of the most prominent suggestions are related to mentors, such as employing full-time high-quality mentors or teacher mentors having a reduced workload so that they have sufficient time to support the development of beginning teachers. Mentors should be selected to ensure that they have the skills and abilities of an effective mentor and have the necessary features to foster beginning teachers' professional development. They need to be provided with foundational mentor training and ongoing professional development to ensure that all beginning teachers receive high-quality mentoring support. In that case, as mentors have specific qualifications and are to attend specific training, they should definitely be paid stipends for their commitment, effort and time. Besides, it is necessary that both mentors and mentees have sanctioned time to spend on induction activities. Thus, their timetables should be arranged in such a way that they have sufficient time for regular mentor-mentee interactions. Moreover, strong communication and commitment of all program stakeholders need to be gained for the success and continuity of the program. The roles and responsibilities of all parties, including school administrators, should be assigned and conveyed clearly.

The suggestions offered in the study are expected to facilitate the design and the implementation of an effective and comprehensive beginning teacher induction program, which is critical to develop highly competent teachers who can inspire their students to learn. It is hoped that the finding of the study will provide the policy-makers and program leaders responsible for teacher induction in Turkey to comprehend the new teachers' induction process better and design more robust policies to improve it.

Limitations

The study investigated the new teacher induction programs used in Turkey and the USA (State of Wisconsin) to understand how these two countries with different backgrounds in teacher induction and disparate education systems have been implementing teacher induction. While examining the implementation in each country contributes to the body of knowledge on teacher induction, limitations emerged that require future investigation.

First, a cross-national comparative case study approach was used within a particular school district setting in each country using the semi-structured interview and document analysis as methods for data collection. Even though interviews and documents provided rich data on the policy and implementation of the induction process, the actual induction activities could be observed in order to

gather supporting evidence. The observational data could provide information on the implementations of the successful practices.

Second, while the suggestions could be transferable to the teacher induction programs in other countries having similar contexts, researchers should be cautious in applying the findings to other induction programs that have a different beginning teacher population and organizational culture. Examining teacher induction supports aimed at different teacher populations (e.g., having teaching experience or not, having a degree in education or not etc.), researchers could focus on whether teaching with different teacher profiles influences induction experiences of teachers.

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