

FINDING 3: ADMINISTRATION SUPPORT

Beginning teachers value support from principals, assistant principals, and curriculum and instruction specialists. In particular, beginning teachers appreciate the following: orientations to the school, staff, curriculum, and community; feedback on teaching; and advocacy for professional growth.¹ When administrative support includes face-to-face interactions, it influences beginning teachers' decisions to remain in the school.²

Areas of Administrative Support assessed by the PSI-BT include:

- a) feedback on discipline decisions,
- b) encouragement to be an effective teacher,
- c) orientation to the school and staff,
- d) administrator's contact with the beginning teacher, and
- e) effective instructional leadership.

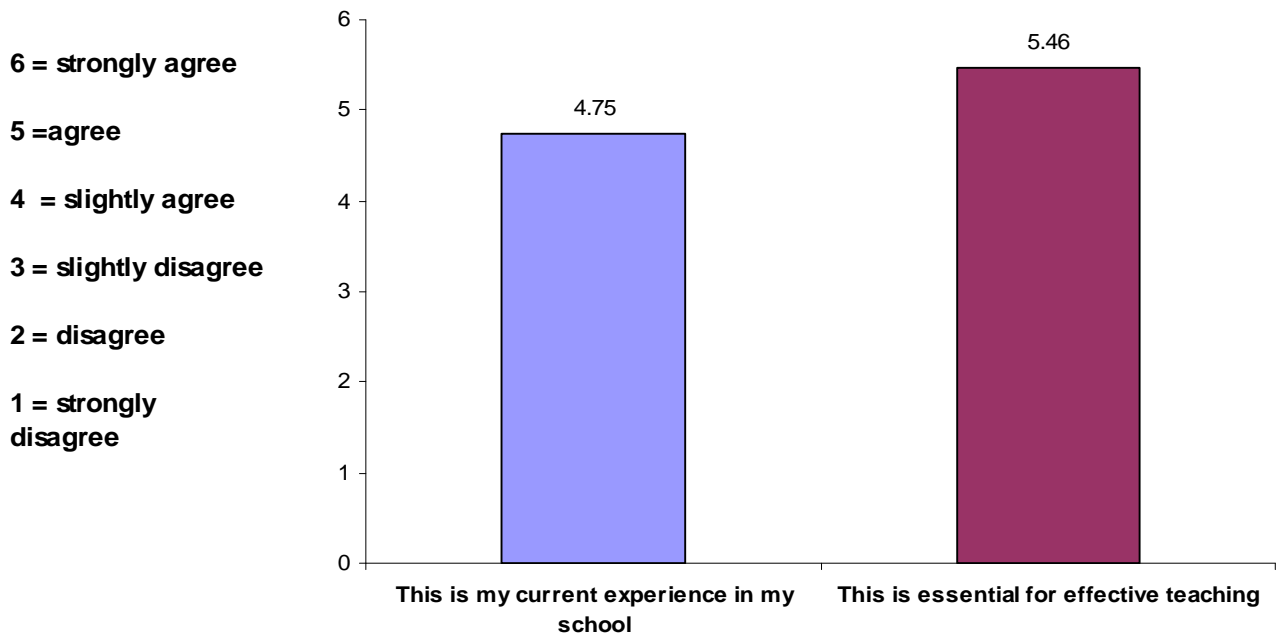
The highest rating was related to encouragement to be an effective teacher (mean=5.25). This item also received the highest rating in this factor for what is essential for effective teaching (mean = 5.68). The lowest rated item within the administrative support factor was providing *appropriate feedback on discipline decisions* made by the beginning teacher (mean = 4.28). This item was rated to be essential for effective teaching (mean = 5.26).

The graph on page 9 provides a pictorial representation of Any County's mean scores for the factor Administrative Support. The means reported are for items 13-17 found in Appendix A. The x-axis of the graph represents the two prompts, and the y-axis is the 6 point Likert scale. The actual mean score for each prompt is located at the top of the bar.

¹ Quinn, R.J., & D'Amato Andrews, B. (2004). The struggles of first-year teachers investigating support mechanisms. *Clearing House*, 77(4) 164-168.

² Ingersoll, R. (2007). Research on New Teachers from a National Perspective. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

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The graph above indicates that beginning teachers' perceptions of the current Administrative Support are positive. However, beginning teachers would prefer even more support, and perceive administrative support to be very important to effective teaching. A further analysis found that this difference was statistically significant.