

APPENDIX A

NATIONAL DATA ON TEACHER INDUCTION

We sought evidence about the degree to which the districts included in the study are typical of large urban school districts with respect to the prevailing level of teacher induction supports. The study would be less generalizable if the districts included in the study had levels of prevailing teacher induction that were unusually high compared to other districts in the United States. Although we screened districts to exclude those that already had comprehensive teacher induction, it is possible that the screening was imperfect. Therefore, we analyzed data from the Schools and Staffing Survey, or SASS (Fourkin et al. 2007) to provide some context for interpreting the current study.

The SASS analysis draws on the 2003-2004 school year, two years prior to the study. The data are used to characterize the prevailing conditions in the study's control group and provide teacher-level reports of induction support received in a set of comparison districts drawn from a national sample. The comparison districts included all study districts plus any other districts in the SASS that had at least 570 teachers in elementary schools and 50 percent of students eligible for free or reduced-price meals under the federal School Lunch Program. In other words, the comparison districts compose the universe of school districts that could have been selected for inclusion in the study under the criteria we specify in Chapter II.

Table A.1. Induction Support Reported by First-Year K-6 Teachers in 2003-2004 by Type of District (Percentages)

Level of Induction Support ^a	All Districts	Comparison Districts ^b	Study Districts	Difference Between Study Districts and All Districts ^c	Difference Between Study Districts and Comparison Districts ^d
Less than Basic Induction	37.2	50.9	70.1	32.9	19.2
Basic Induction	27.6	18.9	13.2	-14.4	-5.7
Basic Induction + Collaboration	35.2	30.1	16.8	-18.5	-13.3
Number of Teachers	642	129	16		
Number of Districts	505	58	9		

Source: MPR calculations using data from the 2003-2004 Schools and Staffing Survey.

Notes: Data are weighted using teacher-level weights provided by the SASS to account for survey design and nonresponse.

^aLevels of induction support are defined in accordance with Smith and Ingersoll (2004) to reflect teacher responses to a series of yes/no questions about whether they received each of several types of support.

^bComparison districts included all study districts plus any other districts in the SASS that had at least 570 teachers in elementary schools and 50 percent of students eligible for free or reduced-price meals under the federal School Lunch Program.

^cThe p-value from the chi-squared test of independence is 0.000.

^dThe p-value from the chi-squared test of independence is 0.076.

To characterize how comprehensive the induction supports were, we divided teachers into three categories, “less than basic induction,” “basic induction,” and “basic induction + collaboration,” definitions used by Smith and Ingersoll (2004), who investigated teacher induction using an earlier wave (1999-2000) of the SASS.³⁹ Each cell in the top portion of Table A.1 indicates the percentage of first-year K-6 teachers in the three levels of induction support. The results are presented for three sets of districts. The first column presents percentages for all districts participating in the SASS that had first-year K-6 teachers. The second column presents percentages for the comparison districts. The third column is for the study districts, all 17 of which participated in the 2003-04 SASS but only 9 of which had

³⁹ The levels of induction support are: (1) Less Than Basic Induction, defined as teachers who may have received some services but lacked two key elements—a mentor and supportive communication with school administrators or their department chair; (2) Basic Induction, defined as teachers who had a mentor and supportive communication but not all the elements in the next highest package; (3) Basic + Collaboration, defined as teachers who had a mentor in the same field, supportive communication, common planning time or regularly scheduled collaboration with other teachers in their subject area, and participation in a seminar for beginning teachers.

first-year teachers in the SASS sample. The final two columns subtract the percentages for the study districts from the national sample and the comparison districts, respectively.

We did not find evidence of a statistically significant difference between induction supports reported by teachers in the study districts and those reported by teachers in the comparison districts. A chi-squared test of independence fails to reject the null hypothesis that the two observed distributions of induction support levels are the same ($p=0.076$).

A chi-squared test comparing study districts to all districts in the SASS, however, does reject the null hypothesis. Seventy percent of teachers in study districts had “less than basic support” compared to 37 percent in the national sample and 17 percent had “basic induction + collaboration” compared to 35 percent of teachers in districts nationally. The significant difference suggests that the study was successful in identifying the sub-population of school districts that offer fewer induction supports than districts nationally.

APPENDIX B

ANALYSIS WEIGHTS

Most analyses in the report use weights that accounted for two aspects of the study design. One is nonresponse to the surveys and the other is the unequal probability across districts of a teacher being in the treatment group. This appendix explains the nature of these problems and how weights were used to address them.

The response rates for this study’s surveys exceeded the targets set in the study design, but we did observe statistically significant differences between treatment and control groups. A concern with differential response rates is that, if nonresponse is not random with respect to outcomes, then the degree to which nonresponse affects the average outcomes will differ by treatment status, and the impact estimates—which are differences in mean outcomes for respondents only—will be biased. If, for example, nonrespondents have worse outcomes than respondents, then we would expect the lower response rates for the control group to translate into an upwardly biased estimate of the counterfactual outcome and therefore a downwardly biased estimate of the impact.

To mitigate such an outcome, we constructed nonresponse adjustment weights, calculated separately for each data collection instrument as follows. First, we used a logistic regression model to estimate the relationship between the likelihood of responding to the survey and the baseline variables, such as the teacher’s age, level of education, and preparation route. We estimated separate prediction models for the treatment and control groups. Then, we computed the weight as the inverse of the predicted probability of responding. This procedure is equivalent to letting the respondents in each treatment group who look most like nonrespondents carry a greater weight so that they can stand in for their missing counterparts. We used these weights in all impact estimations, although the weights did not substantially change the findings.

We made one adjustment to the weights to deal with potential confounding of district characteristics with treatment status. As with most multisite studies, the probability of assignment to treatment was not identical across districts. Therefore, we tailored the random assignment procedure slightly to each district based on (1) the number of schools that the district contributed to the study and (2) the cluster size (number of eligible teachers per school), resulting in some variation in the ratio of treatment to control teachers. Thus, when we report averages based on data pooled across districts, we must use weights to account for differential treatment-control ratios; otherwise, the treatment-control comparisons for the full study would confound treatment differences with site differences. For example, if we

had assigned 60 percent of the teachers to the treatment group in an extremely low-income district and 50 percent of teachers to the treatment group in all other districts, the low-income students would be overrepresented in the overall treatment group, even though random assignment produced equivalent groups within each district. To correct for such overrepresentation, we divided the weights described above by the number of observations in each treatment group within each site and multiplied by the average number of observations in the two treatment groups in the district. The result is Equation (B.1):

$$(B.1) \quad WEIGHT_{ikm} \propto (1/\hat{p}_i) * \frac{1}{n_{km}} \frac{(n_{kT} + n_{kC})}{2},$$

where i indexes teachers, k indexes districts, and m indexes experimental group (treatment or control). The term \hat{p}_i represents the predicted probability of teacher i being a respondent.

We developed enhanced weights for use with follow-up surveys to take advantage of the detailed list of background variables available from the background (baseline) survey. The enhanced weights made no difference in the estimates; therefore, we did not use them in the benchmark analyses presented in this report.

APPENDIX C

IMPACT ESTIMATION METHODS

To implement the regression approach, we used a two-level model where level 1 corresponds to teachers and level 2 to schools.⁴⁰ Treatment effects are estimated in the level 2 model, where the sample size is dictated by the number of schools, not teachers. The basic form of the model is given in Equations (C.1) and (C.2), which express teacher-level and school-level analyses, respectively:

$$(C.1) \quad Y_{ij} = c_j + \beta' X_{ij} + e_{ij}$$

$$(C.2) \quad c_j = \mu + \delta T_j + \gamma' Z_j + u_j,$$

where Y_{ij} is the outcome of interest for teacher i in school j ; c_j is a school-specific intercept; X_{ij} is a vector that includes baseline teacher characteristics; e_{ij} is an independently and identically distributed teacher-level random error term that captures the effects of unobserved factors that influence the outcome; T_j is an indicator that equals 1 if school j was randomly assigned to the treatment group (receiving services from one of the two comprehensive induction programs) and equals 0 otherwise; Z_j includes school characteristics; u_j is a random component representing unobserved factors that vary by school (the random “school effect”); and β , μ , δ , and γ are parameters or vectors of parameters to be estimated. We also must estimate the variance of the school effects u_j .

By substituting Equation (C.2) into Equation (C.1), we can express the unified model as Equation (C.3):

$$(C.3) \quad Y_{ij} = \mu + \delta T_j + \beta' X_{ij} + \gamma' Z_j + [u_j + e_{ij}].$$

In this formulation, the coefficient for the treatment group indicator represents the impact of the receipt of comprehensive induction services and is the main parameter of

⁴⁰ For the test score analysis, level 1 represents 6,666 students.

interest. The standard error of this impact estimate accounts for the design effects attributable to the clustering of teachers within schools, which occurs because teachers within schools tend to have similar outcomes.

Specification of the Outcome Variable. The model in Equation (C.1) has a generic outcome Y . In place of Y , we can substitute any outcome, such as quality of classroom lesson content. Some outcomes will be binary or categorical. For example, teacher mobility may be expressed as an indicator for whether the sample member returned for a second year of teaching, or it may be expressed as a variable with separate categories for remaining in, moving within, or leaving the profession. In the case of categorical outcome variables, we use bivariate or multinomial logistic regression to estimate the parameters of Equation (C.1).

Specification of the Treatment Variable. The simplest specification of the treatment variable (T) is to include a single indicator for whether the teacher's assigned school at the point of random assignment was in the treatment or control group. For the sensitivity analysis, we estimated separate treatment impacts for each district. We then examined the distribution of district-level impacts to determine whether there is evidence for a common treatment effect across districts or whether outliers or trends might otherwise be masked by reporting only the average impact across all districts.

Specification of the Explanatory Variables. A teacher background questionnaire, discussed in Chapter III, provides a long list of potential explanatory variables for inclusion in the model (the X vector), including demographic and household characteristics, information on teachers' education and professional background, and teaching assignment. In addition, we have access to school-level variables from the National Center for Education Statistics' Common Core of Data (CCD).⁴¹

The benchmark analyses included the following variables as covariates. The analysis of teacher attitudes (Table V.1) had district and grade fixed effects and no other covariates. The analysis of classroom practices (Table V.2) included teacher demographic characteristics (age, sex), teacher's educational and professional background (teacher preparation type, certification status, highest degree attained, months of teaching experience), teaching assignment (grade level), school characteristics (school-lunch program eligibility rate and racial/ethnic composition), and district and grade fixed effects.

The student achievement analyses (Tables V.3 and V.4) had normalized student pre-test score, student characteristics (student gender, race/ethnicity, special education status, English-language learner status, free/reduced-price lunch status, and whether the student was over age for grade), teacher personal characteristics (age, gender, race/ethnicity, whether teacher race/ethnicity matches that of a majority of students), teacher professional characteristics (months of relevant teaching experience, route into teaching, certification status, highest degree, whether teacher holds a degree in an education-related field, whether

⁴¹ CCD data are reported with a lag; therefore, the school-level information describes schools in 2004–2005, one year before the study year.

teacher is a first-year teacher, whether teacher was hired after school year began, whether teacher attended competitive college, whether teacher held a non-teaching job for five or more years), and district-by-grade fixed effects. We collected teacher SAT scores (or ACT scores converted to an SAT equivalent) for 53.3 percent of the teachers in the analysis sample. Due to the large amount of missing data, we did not use these scores as a control variable in the baseline analysis but do so in the sensitivity analysis.

Finally, the teacher retention analysis (Table V.5) included teacher personal characteristics (age, gender, race/ethnicity, whether teacher race/ethnicity matches that of a majority of students, marital status, whether the teacher has children), teacher professional characteristics (months of relevant teaching experience, certification status, whether teacher holds a degree in an education-related field, whether teacher was hired after school year began, whether teacher attended competitive college, whether teacher held a non-teaching job for five or more years, whether the teacher taught a single grade level), teacher neighborhood characteristics (commuting distance, whether the teacher is a homeowner, whether the teacher lives in the school district, and whether the teacher attended an elementary school in which the socioeconomic status of students was similar to the school taught in), school characteristics (percentage of students eligible to receive a free or reduced price lunch, percentage of students who are white), and district and grade fixed effects.

Estimation of the Variance Components. Equation (C.3) can be thought of as a mixed model or a hierarchical model. It is “mixed” because it contains fixed effects (represented by α , δ , and β) as well as random effects (represented by e and u). It is hierarchical because it embeds a school-level model (indexed by j) within a classroom-level model (indexed by i). Several techniques are available for estimating such a model, including ordinary least squares (OLS) with robust standard errors (see Huber 1967; White 1980); Generalized Least Squares (GLS) estimates of a random effects model; maximum likelihood; and restricted maximum likelihood. We estimated the standard errors of the model by using each of these methods, but the findings did not change. Therefore, we report findings in this report based on the robust standard errors that adjust for clustering of students and teachers within schools.

Nonexperimental Analysis. Chapter VI presents findings from nonexperimental analyses that are very similar in structure to the experimental analyses. Those analyses are based on Equation (C.3), except that we replace the treatment status indicator with a variable describing the level or intensity of teacher induction services reported by the teacher. The result is Equation (C.4):

$$(C.4) \quad Y_{ij} = \mu + \theta' Q_{ij} + \beta' X_{ij} + \gamma' Z_j + [u_j + e_{ij}]$$

where Q_{ij} , representing a measure of the type or intensity of induction services, replaces T , the indicator variable for assignment to the treatment group in Equation (C.3). The θ coefficient captures the relationship between an induction intensity measure and the outcome Y . We estimated the relationships between measures of types of services or their intensity and each of the three main outcomes of interest—classroom practices, student

achievement, and teacher mobility—by substituting measures of the outcomes for Y_{jt} . The same vector of X variables used in the experimental section is used here. The regressions are unweighted.⁴²

We conducted the analysis twice, once using measures of induction reported by teachers in the fall and once using their spring reports. If more induction services and more intense services are associated with better teacher and student outcomes, our measures of the level of services provided should be positively related to each outcome.

Aggregation of Test Scores across Grades, Subjects, and Districts. We observed considerable variation across districts and even across grades within some districts with respect to types of tests administered. Aggregating test scores across different tests posed a serious challenge for the analysis. In expectation of this problem, we designed the random assignment of schools to yield an approximately even mix of teachers in the treatment and control groups by grade level within district. Therefore, treatment-control comparisons within any grade level and district became “apples-to-apples” comparisons, reducing the challenge to one of aggregating treatment-control differences (impact estimates) from all district-grade combinations to a single number in order to summarize the findings and draw on as large a sample as possible.

To facilitate aggregation by grade and district, we converted all test scores to a common metric called a z-score, which is obtained by subtracting the mean from each value and dividing by the standard deviation. The resulting score can be interpreted as the distance from the average score as a fraction of a standard deviation; therefore, a z-score of -0.5 , for example, means that the score was one-half of a standard deviation below the mean. We used the mean and standard deviation of the control group within each grade-district combination at each time point, thereby permitting us to interpret the z-scores as performance relative to that reference group. As an example, we consider the case where we wish to compare the gains for a grade 4 teacher named Ms. Smith in Seattle with those of a grade 5 teacher named Mr. Cone in Cleveland.⁴³ We assume that if Ms. Smith’s students scored at the average level for all Seattle third graders in the pre-test year and 10 percent of a standard deviation above the grade 4 average at the end of the post-test year on a Washington State math assessment, then that would be considered equivalent to Mr. Cone’s class in Cleveland performing at one-half of a standard deviation above the mean at the end of grade 4 on Ohio’s state math assessment and then 0.6 of a standard deviation at the end of grade 5 ($0.1 - 0.0 = 0.6 - 0.5$). Both sets of students moved up one-tenth of a standard deviation relative to their local reference groups on their own state’s assessment.

It is also possible to aggregate by subject matter. We kept two broad subject areas distinct—math and reading (which includes “English” and “language arts”)—and present

⁴² We also analyzed Equation (C.4) using a vector of induction variables for Q_{jt} instead of a single variable and obtained similar results to those reported in Chapter VI. For the purpose of easy exposition, results were presented in which induction variables were analyzed one at a time.

⁴³ Seattle and Cleveland are listed as hypothetical examples. They are not in the study.

the findings separately for those two subjects. Within math or reading, some districts provided subtest scores or scores from several tests. In such cases, we combined the test or subtest scores by using an equal-weighted average of the normalized scores on the subtests. Whenever a student had not taken one of the tests, we did not include that test score in the average score to be used in the analysis. In the benchmark analysis, we dropped reading z-scores based on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) tests, a commonly used set of orally administered early reading assessments for young students (Good and Kaminski 2002). Three districts used the DIBELS test for grades K-2. We also dropped two lower grades in a district in which the z-scores were based on a combination of DIBELS-like tests. DIBELS tests are problematic because they were scored subjectively, raised concerns about missing student data, and were sometimes administered in the middle of a school year rather than at the beginning or end of the year. As part of the sensitivity analyses, we estimated models that included DIBELS tests. We excluded other subjects from the main impact analysis, such as foreign languages, social studies, or science, which are not available in enough districts to yield meaningful findings.

Missing Data. Not every student that a teacher was responsible for during the year had a valid, usable test score for the analysis. For example, students could have been exempt from testing, could be missing a test score because of repeated absence, or could not have been enrolled during the test period. These problems can result in a missing pre-test or post-test score, each of which was required for the value-added analysis. Though we were better able to account for missing cases in some districts than in others, the missing cases appeared to be restricted to a small percentage of students and applied equally to the treatment and control groups. Because the difference in the percentages of students who had valid scores in treatment versus control schools was 2.0 percentage points for reading and 3.2 percentage points for math, we assumed that the data were missing at random.

An important consideration when interpreting findings based on district-administered tests is that the findings apply only to teachers in the tested grades and subjects. Because we relied on the pre-test from the year before program implementation, we also excluded the youngest grade at which testing begins. For example, in districts that test only in grades 3 through 8 and operate K through 5 elementary schools (the most common case), we were able to estimate impacts on achievement for grades 4 and 5. As part of the sensitivity analyses, we examined differences in post-test scores only and thus were able to consider more grades and include more students in the analysis.

APPENDIX D

CLASSROOM OBSERVATION METHODS

This Appendix describes the instrument and procedure used to observe teachers' classroom practices in the study.

THE VERMONT CLASSROOM OBSERVATION TOOL (VCOT)

The observers were trained to use the Vermont Classroom Observation Tool (VCOT) to assess instruction practices. The VCOT is a proprietary tool for classroom observations developed by the Vermont Institutes (see Saginor and Hyjek 2005). Researchers who first worked with Science and Math Program Improvement (SAMPI), a research group at Western Michigan University, developed the VCOT over several years. SAMPI had developed an instrument to measure the quality of standards-based, investigative science and mathematics instruction based on research conducted by Horizon Research, Inc.

In developing the VCOT, the Vermont Institutes staff used the SAMPI Observation Tool as a starting point and carefully reviewed Charlotte Danielson's Framework for Teaching (1996), on which the widely used Praxis III observational assessment (and ETS induction program) is based (Dwyer, 1994). In parallel with the Praxis III content, the VCOT developers included examples of evidence for each indicator, added systematic and ongoing formative and summative assessment of student learning as a major indicator, and simplified and shortened the tool. The VCOT underwent further refinement through its use in the field by a group of trained teacher-leaders who observed classrooms. In 2004, several of those involved in the original design of the VCOT adapted it for use in the observation of literacy lessons. The standards and practices included in the National Council of Teachers of English (NCTE) Standards and the National Reading Panel (NICHHD 2000) also helped inform development of the literacy version of the VCOT.

The VCOT describes teaching practices in four areas:

1. Planning and Organization of a Lesson
2. Implementation of a Lesson
3. Content of a Lesson
4. Classroom Culture

In this study we attempted to measure all but the first construct, lesson planning and organization. The procedure for assessing lesson planning and organization is more suited for individual teacher feedback than for research and requires measurement of activities before the start of a lesson and a separate teacher interview of varying length and content.

IMPLEMENTING THE VCOT

Staff from the Vermont Institutes trained the classroom observers. Much of the training relied on videotaped classes but also included practice observations conducted in pairs in “live” school settings. During the practice observations, observers scored independently and then debriefed to reach consensus on any individual items for which the discrepancy exceeded a single point. In addition to practice observations, observers participated in training for a total of nine days over the course of three training sessions.

After observing and scoring a videotaped class, observers were deemed “certified” to conduct the observations based on a comparison of their 16-item scores to the observations of a “gold standard” panel. The “gold standard” panel consisted of the tool’s developer and two trained observers who demonstrated a clear understanding of the items measured in the tool and showed high rates of agreement in scoring. Trainees had two opportunities to come within 0.75 points of the “gold standard” average score for the three constructs (implementation, content, and culture) during a test observation. Trainees who did not meet the standard were not allowed to conduct observations. To address the possibility that observers’ scoring would start to drift in one direction or another after conducting some observations, we asked the tool developer to observe a classroom with each observer in the field at least once to verify scoring. As mentioned in Chapter III, observers were always blind to teachers’ treatment status and therefore did not know if they were observing someone who had received the comprehensive induction support.

INTERPRETING VCOT SCORES

The estimated impacts on classroom practices described in Chapter V can be better understood by relating the VCOT scores to student achievement. Consistent with the nonexperimental analyses presented in Chapter VI, we conducted correlational analyses to explore whether there is a relationship between student achievement gains and VCOT scores, regardless of whether a teacher was assigned to the control group or treatment group. After fielding the VCOT for this study and comparing the results with student achievement gains, we found a statistically significant positive relationship, with a 1-scale-point increase in

VCOT scores being associated with a 4-to 6-point increase in students' test score gains as measured in percentage of standard deviation units. We interpret the results of the correlational analyses with caution, however, because the analyses are correlational and not necessarily causal.

APPENDIX E
SUPPLEMENTAL TABLES FOR CHAPTER II

Table E.1. School Characteristics by Treatment Status in ETS Districts (Percentages)

School Characteristic	All Schools	Treatment	Control	Difference	P-value
Percent Eligible for School Lunch Program					0.879
<50%	6.3	7.7	4.9	2.8	
50–75%	27.7	27.0	28.4	-1.4	
75–100%	53.2	53.0	53.3	-0.4	
Unknown	12.8	12.3	13.3	-1.0	
Race/Ethnicity					0.803
Majority African American	24.7	24.5	25.0	-0.5	
Majority Hispanic	21.8	24.6	19.0	5.6	
Majority white	28.6	27.9	29.3	-1.4	
Majority other	0.0	0.0	0.0	0.0	
Other/mixed	24.9	23.1	26.7	-3.6	
Grade Configuration					0.226
Pre-K or K–5	85.4	85.6	85.2	0.4	
Pre-K or K–6	1.0	0.0	2.0	-2.0	
Pre-K or K–8	9.6	8.3	10.8	-2.5	
Other	4.1	6.1	2.1	4.1	
Number of Sample Teachers					0.518
1	32.0	32.0	32.1	-0.1	
2	23.7	21.7	25.7	-4.0	
3	18.9	22.3	15.4	6.9	
4	10.1	12.2	7.9	4.3	
5	9.2	6.6	11.8	-5.2	
More than 5	6.1	5.2	7.0	-1.8	
Unweighted Sample Size (Schools)	203	100	103		

Source: MPR calculations using the Common Core of Data 2004-2005 from the National Center for Education Statistics.

Notes: Data are weighted to adjust for the study design. Significance tests for categorical variables are design-adjusted F-tests of the difference in distributions.

None of the differences is significant at the 0.05 level, two-tailed test.

Table E.2. School Characteristics by Treatment Status in NTC Districts (Percentages)

School Characteristic	All Schools	Treatment	Control	Difference	P-value
Percent Eligible for School Lunch Program					0.215
<50%	9.6	10.7	8.4	2.3	
50–75%	13.8	8.9	18.8	-9.9	
75–100%	74.8	78.5	71.1	7.4	
Unknown	1.8	1.9	1.7	0.2	
Race/Ethnicity					0.551
Majority African American	62.7	62.5	63.0	-0.5	
Majority Hispanic	21.6	24.3	18.8	5.5	
Majority white	5.6	5.0	6.2	-1.2	
Majority other	0.5	1.0	0.0	1.0	
Other/mixed	9.6	7.3	12.0	-4.8	
Grade Configuration					0.066
Pre-K or K–5	57.2	60.1	54.6	5.5	
Pre-K or K–6	4.7	0.8	8.3	-7.5	
Pre-K or K–8	31.2	30.7	31.6	-0.9	
Other	6.9	8.4	5.5	3.0	
Number of Sample Teachers					0.159
1	43.3	39.0	47.6	-8.5	
2	24.2	28.9	19.4	9.5	
3	17.4	19.2	15.6	3.6	
4	7.4	6.9	7.9	-1.0	
5	3.2	4.3	2.1	2.2	
More than 5	4.6	1.7	7.5	-5.8	
Unweighted Sample Size (Schools)	215	110	104		

Source: MPR calculations using the Common Core of Data 2004-2005 from the National Center for Education Statistics.

Notes: Data are weighted to adjust for the study design. Significance tests for categorical variables are design-adjusted F-tests of the difference in distributions.

None of the differences is significant at the 0.05 level, two-tailed test.

APPENDIX F
SUPPLEMENTAL TABLES FOR CHAPTER IV

Table F.1. Mentor Characteristics—ETS

Characteristic	Percent	
Race/ethnicity		
White, non-Hispanic	70.0	
Black or African American, non-Hispanic	20.0	
Hispanic	a.	
Asian or Pacific Islander	0.0	
Other/multiple	0.0	
Gender (percent female)	100.0	
Education: Highest Degree Attained		
Bachelor's degree	18.2	
Master's degree	81.8	
Working Toward Advanced Degree or Additional Credits	35.0	
Certification		
Not certified	0.0	
Certified in one area	45.5	
Certified in multiple areas	54.6	
Area of Certification		
General elementary education	90.9	
Bilingual education	a.	
Special education	27.3	
Special subject area(s)	18.2	
Other area	31.8	
Certified Through National Board of Professional Teaching Standards (NBPTS)	0.0	
Working Toward Additional Certification	30.0	
Working Toward Certification Through NBPTS	a.	
Teaching Experience		
Taught within one year of hire as a mentor	81.8	
Have not taught for at least one year	18.2	
Ever worked in non-teaching position(s) within education	36.4	
	Average	Range (Min, Max)
Age in 2005 (Years)	45.0	(30, 61)
Teaching Experience (Years)	19.2	(5, 35)
Experience in Non-teaching Position(s) Within Education (Years)	1.1	(0, 5)
Caseload (Number of Beginning Teachers)	12.0	(9, 14)
Unweighted Sample Size (Mentors)	22	

Source: MPR Mentor Survey administered in fall 2005 to all study mentors.

Note: a. Values suppressed to protect respondent confidentiality.

Table F.2. Mentor Experience and Training—ETS

Characteristic	Percent	
Any Mentoring Experience	68.2	
Years of Mentoring Experience		
0	33.3	
1	a.	
2 or more	52.4	
Types of Teachers Mentored (If Have Mentoring Experience)		
Beginning teachers	46.7	
Veteran teachers	0.0	
Both beginning and veteran teachers	53.3	
Any Previous Mentoring Training (If Have Mentoring Experience)	41.4	
Areas of Mentoring Training (If Received Mentor Training)		
Classroom management	81.8	
Giving effective feedback	100.0	
Mentor roles	72.7	
Coaching strategies	75.0	
Lesson planning	81.8	
Classroom observations	72.7	
Helping adult learners set goals	45.5	
Analyzing student work	41.7	
Leading study groups	45.5	
Coaching in literacy/language	27.3	
Coaching in math	25.0	
	Average	Range (Min, Max)
Mentoring Experience (Years)	7.0	(1, 30)
Unweighted Sample Size (Mentors)	22	

Source: MPR Mentor Survey administered in fall 2005 to all study mentors.

Note: a. Values suppressed to protect respondent confidentiality.

Table F.3. Activities in Previous Mentor Experience—ETS

Activities in Previous Mentoring	Frequency of Activity (Percentages)			
	Never	A Few Times a Year or on Request	Monthly	Weekly or Bi-monthly
Helped teachers with strategies for effective instruction	31.8	27.3	13.6	27.3
Helped teachers plan lessons	31.8	31.8	a.	31.8
Helped teachers with classroom management	36.4	27.3	0.0	36.4
Observed teachers and provided feedback	36.4	40.9	a.	18.2
Helped teachers set goals to improve practice	40.9	31.8	a.	22.7
Provide opportunities for teachers to observe others	45.5	36.4	0.0	18.2
Reviewed teacher portfolios	68.2	31.8	0.0	0.0
Led study groups on teaching	68.2	18.2	a.	a.
Unweighted Sample Size (Mentors)	22			

Source: MPR Mentor Survey administered in fall 2005 to all study mentors.

Note: a. Values suppressed to protect respondent confidentiality.

Table F.4. Mentor Characteristics—NTC

Characteristic	Percent	
Race/ethnicity		
White, non-Hispanic	33.3	
Black or African American, non-Hispanic	42.9	
Hispanic	23.8	
Asian or Pacific Islander	0.0	
Other/multiple	0.0	
Gender (percent female)	90.9	
Education: Highest Degree Attained		
Bachelor's degree	a.	
Master's degree	90.9	
Working Toward Advanced Degree or Additional Credits	30.0	
Certification		
Not certified	0.0	
Certified in one area	45.5	
Certified in multiple areas	54.6	
Area of Certification		
General elementary education	90.9	
Bilingual education	a.	
Special education	a.	
Special subject area(s)	36.4	
Other area	31.8	
Certified Through National Board of Professional Teaching Standards (NBPTS)	27.3	
Working Toward Additional Certification	a.	
Working Toward Certification Through NBPTS	a.	
Teaching Experience		
Taught within one year of hire as a mentor	81.8	
Have not taught for at least one year	a.	
Ever worked in non-teaching position(s) within education	54.6	
	Average	Range (Min, Max)
Age in 2005 (Years)	41.3	(28, 57)
Teaching Experience (Years)	46.6	(5, 32)
Experience in Non-teaching Position(s) Within Education (Years)	1.7	(0, 6.8)
Caseload (Number of Beginning Teachers)	11.4	(8, 14)
Unweighted Sample Size (Mentors)	22	

Source: MPR Mentor Survey administered in fall 2005 to all study mentors.

Note: a. Values suppressed to protect respondent confidentiality.

Table F.5. Mentor Experience and Training—NTC

Characteristic	Percent	
Any Mentoring Experience	86.4	
Years of Mentoring Experience		
0	a.	
1	a.	
2 or more	72.7	
Types of Teachers Mentored (If Have Mentoring Experience)		
Beginning teachers	31.6	
Veteran teachers	a.	
Both beginning and veteran teachers	63.2	
Any Previous Mentoring Training (If Have Mentoring Experience)	68.4	
Areas of Mentoring Training (If Received Mentor Training)		
Classroom management	a.	
Giving effective feedback	76.9	
Mentor roles	100.0	
Coaching strategies	84.6	
Lesson planning	76.9	
Classroom observations	58.3	
Helping adult learners set goals	58.3	
Analyzing student work	58.3	
Leading study groups	33.3	
Coaching in literacy/language	46.2	
Coaching in math	16.7	
	Average	Range (Min, Max)
Mentoring Experience (Years)	5.6	(1, 20)
Unweighted Sample Size (Mentors)	22	

Source: MPR Mentor Survey administered in fall 2005 to all study mentors.

Note: a. Values suppressed to protect respondent confidentiality.

Table F.6. Activities in Previous Mentor Experience—NTC

Activities in Previous Mentoring	Frequency of Activity (Percentages)			
	Never	A Few Times a Year or on Request	Monthly	Weekly or Bi-monthly
Helped teachers with strategies for effective instruction	a.	a.	18.2	59.1
Helped teachers plan lessons	a.	a.	22.7	50.0
Helped teachers with classroom management	a.	19.1	a.	57.1
Observed teachers and provided feedback	18.2	22.7	a.	50.0
Helped teachers set goals to improve practice	22.7	36.4	27.3	13.6
Provide opportunities for teachers to observe others	27.3	36.4	a.	22.7
Reviewed teacher portfolios	38.1	33.3	23.8	a.
Led study groups on teaching	42.9	a.	a.	38.1
Unweighted Sample Size (Mentors)	22			

Source: MPR Mentor Survey administered in fall 2005 to all study mentors.

Note: a. Values suppressed to protect respondent confidentiality.

Table F.7. Teacher Reports on Professional Support and Duties (Fall/Winter)

	Treatment	Control	Difference	P-value
Services Offered				
Induction program provided by school or district	91.1	94.6	-3.5*	0.049
Primary purpose of program ^a				
General support/guidance	66.9	53.1	13.8*	0.000
Orientation to school/district	20.2	35.3	-15.1*	0.000
Standards-based teaching	10.8	9.4	1.4	0.530
Other	1.5	2.2	-0.7	0.532
BT has a mentor ^b	95.2	81.2	14.0*	0.000
BT has an assigned mentor	91.9	73.8	18.1*	0.000
Professional development activities offered in past 3 months	98.7	99.3	-0.5	0.417
Assistance Received During Past 3 Months				
BT was compensated for attendance at professional development activities	32.5	26.5	6.0	0.070
Reduced teaching schedule	6.6	7.5	-0.9	0.611
Common planning time with teachers at grade level	71.8	74.0	-2.2	0.469
Received teacher's aide for assistance	35.5	39.1	-3.6	0.275
Regular communication with administrators on teaching practice	66.3	70.3	-4.0	0.205
Duties Required During Past 3 Months				
Extracurricular assignments	38.2	42.9	-4.7	0.164
Administrative duties including lunchroom, hall or recess duties (but not staff meetings)	41.6	38.9	2.7	0.439
Moved between classrooms to teach	9.5	11.2	-1.8	0.353
Traveled to more than one school to teach	1.8	3.0	-1.3	0.154
Unweighted Sample Size (Teachers)	472	426		

Source: MPR First Induction Activities Survey administered in fall/winter 2005-2006 to all study teachers.

Note: Data pertain to teachers in all districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

^aDifference in the distributions is statistically significant using a chi-squared test (p-value 0.000).

^bBT = beginning teacher.

*Significantly different from zero at the .05 level, two-tailed test.

Table F.8. Impacts on Teacher-Reported Mentor Profiles (Fall/Winter)

	Treatment	Control	Difference	P-value
Number of Mentors				
Any Mentor (One or More)	95.2	81.2	14.0*	0.000
Multiple Mentors (More Than One)	30.8	18.2	12.6*	0.000
Number of Mentors ^a				
None	4.8	18.9	-14.0*	0.000
One	64.3	62.9	1.4	0.706
Two	25.7	12.5	13.2*	0.000
Three	3.0	1.4	1.6	0.157
Four	1.4	2.7	-1.3	0.193
Five	0.7	1.6	-0.9	0.146
Mentor Assignment				
Any Mentor Assigned	91.9	73.8	18.1*	0.000
Number of Mentors Assigned ^a				
No mentor assigned	8.1	26.1	-18.1*	0.000
One mentor assigned	67.6	64.0	3.6	0.338
Two mentors assigned	24.3	9.9	14.4*	0.000
BT Reports Assigned Study Mentor ^b	85.9	n.a.	n.a.	n.a.
Mentor Positions				
Full-Time Mentor	73.2	11.2	62.1*	0.000
Teacher	30.7	62.9	-32.3*	0.000
Administrator, School, or District	8.3	7.2	1.1	0.578
Staff External to District	3.9	4.6	-0.7	0.621
No Mentor	4.9	19.0	-14.1*	0.000
Position of Mentor If Have Only One ^a				
Full-time mentor	77.6	10.0	67.6*	0.000
Teacher	16.8	79.0	-62.2*	0.000
Administrator	4.3	6.6	-2.2	0.310
Staff external to district	1.3	4.5	-3.1*	0.015
Combination of Mentor Positions If Have Two ^a				
Teacher and full-time mentor	50.8	18.4	32.5*	0.000
Both teachers	9.9	45.9	-36.0*	0.000
Teacher and administrator	4.4	14.1	-9.7	0.055
Teacher and staff external to district	1.8	4.2	-2.4	0.478
Full-time mentor and administrator	11.6	0.0	11.6*	0.001
Full-time mentor and staff external to district	3.6	4.6	-0.9	0.749
Other combination	17.9	12.9	4.9	0.329
Unweighted Sample Size (Teachers)	472	426		

Source: MPR First Induction Activities Survey administered in fall/winter 2005-2006 to all study teachers.

Note: Data pertain to teachers in all districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

^a Difference in the distributions is statistically significant using a chi-squared test (p-value 0.000).

^bBT = beginning teacher.

*Significantly different from zero at the .05 level, two-tailed test.

n.a. = not applicable

Table F.9. Impacts on Teacher-Reported Mentor Services Received in the Most Recent Full Week of Teaching (Fall/Winter)

Mentor Service	Treatment	Control	Difference	Effect Size ^b	P-value
Teacher Has a Usual Meeting Time with Mentor (%)					
During school hours	74.8	37.0	37.8*	--	0.000
Before or after school hours	41.2	31.7	9.5*	--	0.006
On weekends	0.5	0.2	0.2	--	0.600
Varies	1.5	4.3	-2.7*	--	0.019
Any usual meeting time	84.1	54.5	29.6*	--	0.000
"Usual" Meetings with Mentors					
Frequency (number of meetings)	1.5	1.3	0.2	0.13	0.063
Average duration (minutes)	23.8	10.6	13.2*	0.73	0.000
Total time (minutes)	67.5	37.8	29.8*	0.40	0.000
Informal Meetings with Mentors					
Total time (Minutes)	37.1	35.3	1.8	0.04	0.553
Total Usual & Informal Time with Mentors (Minutes)	104.3	72.6	31.7*	0.32	0.000
Teacher Has Usual Meetings and Feels There is Adequate Time to Meet with a Mentor (Percent)	84.6	83.7	0.9	--	0.749
Meeting Time with Mentors in the Following Positions (Minutes)					
Study mentor	66.8	n.a.	n.a.	n.a.	n.a.
Non-study mentor	37.5	72.6	-35.1*	-0.40	0.000
Meeting Time with Mentors in the Following Positions (Minutes)					
Full-time mentor	67.3	5.2	62.2*	0.91	0.000
Teacher	30.7	64.0	-33.3*	-0.40	0.000
Administrator	5.1	2.2	2.9*	0.16	0.027
Staff external to district	3.2	1.7	1.5	0.06	0.437
Mentor Time in the Following Activities (Minutes)					
Observing beginning teacher (BT) teaching	35.2	13.3	21.9*	0.65	0.000
Meeting with BT one-on-one ^a	38.0	22.9	15.1*	0.47	0.000
Meeting with BT and other first year teachers	33.0	10.2	22.8*	0.59	0.000
Meeting with BT and other teachers	21.2	15.6	5.6*	0.16	0.028
Modeling a lesson	12.3	7.5	4.8*	0.21	0.001
Co-teaching a lesson	9.1	6.4	2.7	0.11	0.084
All six activities (all mentors)	148.7	75.9	72.8*	0.59	0.000
All six activities (study mentor only)	72.0	n.a.	n.a.	n.a.	n.a.
Types of Assistance a Mentor Provided (%)					
Suggestions to improve practice	79.1	57.2	21.9*	--	0.000
Encouragement or moral support	89.3	68.8	20.5*	--	0.000
Opportunity to raise issues/discuss concerns	87.6	66.6	21.0*	--	0.000
Help with administrative/ logical issues	69.9	56.0	13.9*	--	0.000
Help teaching to meet state or district standards	64.1	47.1	17.0*	--	0.000
Help identifying teaching challenges/solutions	82.3	56.0	26.3*	--	0.000
Discussed instructional goals and ways to achieve them	73.8	48.2	25.6*	--	0.000
Guidance on how to assess students	61.3	45.7	15.6*	--	0.000
Shared lesson plans, assignments, or other instructional activities	62.5	50.8	11.8*	--	0.001
Acted on something BT requested ^c	74.4	50.4	24.0*	--	0.000
Unweighted Sample Size (Teachers)	472	426			

Table F.9 (*continued*)

Source: MPR First Induction Activities Survey administered in fall/winter 2005-2006 to all study teachers.

Note: Data pertain to teachers in all districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

^aBT = beginning teacher.

n.a. = not applicable.

^bEffect sizes are reported for continuous measures, but are not indicated for dichotomous variables that are reported as percentages.

^cTotal sample size is 711. The question did not apply to teachers who did not make a request to their mentors.

*Significantly different from zero at the .05 level, two-tailed test.

Table F.10. Impacts on Teacher-Reported Areas of Mentor Support During Past 3 Months (Fall/Winter) (Percentages)

Area	"Moderate Amount" or "A Lot" of Guidance				
	Treatment	Control	Difference	P-value	
Areas of Guidance					
1.	Reflecting on your instructional practices	68.0	36.5	31.5*	0.000
2.	Managing student discipline and behavior	67.1	49.8	17.3*	0.000
3.	Managing classroom activities, transitions, and routines	66.2	49.0	17.2*	0.000
4.	Using multiple instructional strategies/techniques to teach students	55.9	43.4	12.6*	0.000
5.	Understanding this school's culture, policies, and practices	55.0	50.8	4.3	0.223
6.	Motivating students	54.0	39.9	14.1*	0.000
7.	Teaching children with varying levels of achievement/ability	52.9	42.4	10.5*	0.002
8.	Teaching reading/language arts	52.6	43.3	9.3*	0.004
9.	Completing paperwork	52.4	44.2	8.2*	0.013
10.	Understanding/teaching toward state or district standards	49.5	41.5	8.0*	0.018
11.	Selecting or adapting curriculum materials	48.1	38.5	9.6*	0.003
12.	Accessing district and community resources	46.1	33.2	12.9*	0.000
13.	Planning lessons	44.3	36.5	7.9*	0.017
14.	Reviewing and assessing student work	42.0	34.5	7.4*	0.024
15.	Using student assessments to inform your teaching	41.3	30.9	10.4*	0.001
16.	Teaching students of varying ethnic/racial and socioeconomic backgrounds	40.4	34.1	6.3	0.067
17.	Communicating with parents	39.0	37.0	2.0	0.545
18.	Teaching students with special needs	38.7	25.1	13.6*	0.000
19.	Teaching mathematics	38.4	34.7	3.7	0.275
20.	Working with other school staff, such as principal, counselors, disability specialist	38.0	34.5	3.5	0.275
21.	Working with other teachers to plan instruction	36.4	33.4	3.1	0.328
22.	Teaching English language learners	28.9	23.2	5.7	0.089
Unweighted Sample Size (Teachers)		472	426		

Source: MPR First Induction Activities Survey administered in fall/winter 2005-2006 to all study teachers.

Note: Data pertain to teachers in all districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

*Significantly different from zero at the .05 level, two-tailed test.

Table F.11. Impacts on Teacher-Reported Professional Development During the Past 3 Months (Fall/Winter)

	Treatment	Control	Difference	Effect Size ^b	P-value
When Professional Development Activities Took Place ^a (Percentages)					
Before or after school	51.9	48.6	3.3	--	0.302
During "regular" teaching hours	27.8	28.1	-0.3	--	0.914
In the evening or Saturday	13.1	12.1	1.0	--	0.664
During summer or PD days	6.5	10.0	-3.5	--	0.067
Other	0.6	1.2	-0.6	--	0.395
Did not attend any PD activities	0.2	0.0	0.2	--	0.318
Activities Completed (Percentages)					
Kept a written log	39.8	32.9	6.8*	--	0.038
Kept a portfolio and analysis of student work	76.3	78.0	-1.7	--	0.543
Worked with a study group of new teachers	66.2	29.8	36.3*	--	0.000
Worked with a study group of new and experienced teachers	48.4	42.0	6.4	--	0.051
Observed others teaching in their classrooms	59.9	46.2	13.7*	--	0.000
Observed others teaching your class	49.0	49.0	0.0	--	0.993
Met with principal to discuss teaching	71.3	71.8	-0.5	--	0.877
Met with a literacy or mathematics coach or other curricular specialist	72.9	76.9	-4.0	--	0.194
Met with a resource specialist to discuss needs of particular students	66.6	70.1	-3.4	--	0.276
Frequency of Selected Activities (Number of Times During Past 3 Months)					
Teaching was observed by mentor	3.7	1.7	2.0*	0.80	0.000
Teaching was observed by principal	2.2	2.5	-0.3*	-0.16	0.032
Given feedback on your teaching, not as part of formal evaluation	3.0	2.4	0.6*	0.26	0.000
Given feedback on your teaching, as part of formal evaluation	1.7	1.4	0.2*	0.15	0.035
Given feedback on your lesson plans	1.8	1.8	-0.1	-0.03	0.691
Professional Development Activities Were "Very Useful" (Percent)	27.8	23.8	4.0	--	0.209
Unweighted Sample Size (Teachers)	472	426			

Source: MPR First Induction Activities Survey administered in fall/winter 2005-2006 to all study teachers.

Note: Data pertain to teachers in all districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

PD = professional development.

n.a. = not applicable.

^aDifference in the distributions is not statistically significant using a chi-squared test ($p = 0.454$).

^bEffect sizes are reported for continuous measures, but are not indicated for dichotomous variables that are reported as percentages.

*Significantly different from zero at the .05 level, two-tailed test.

Table F.12 Impacts on Teacher-Reported Areas of Professional Development (PD) During the Last 3 Months (Fall/Winter)

Area of PD	PD Was Offered (Percentages)				Attended PD (Percentages)			
	Treatment	Control	Difference	P-value	Treatment	Control	Difference	P-value
Areas Offered								
1. Human resource policies/procedures	42.8	52.0	-9.3*	0.006	36.5	42.8	-6.4	0.053
2. Parent and community relations	43.8	41.6	2.2	0.500	35.9	29.6	6.3*	0.050
3. School policies on student disciplinary procedures	49.8	59.3	-9.6*	0.003	45.2	53.0	-7.8*	0.020
4. Instructional techniques/strategies	82.4	87.5	-5.1*	0.045	76.3	80.8	-4.5	0.128
5. Understanding the composition of students in your class	32.7	31.8	0.9	0.787	28.0	24.7	3.3	0.276
6. Content area knowledge (language arts, mathematics, science)	70.2	80.4	-10.2*	0.000	62.2	71.9	-9.8*	0.001
7. Lesson planning	37.9	39.9	-2.0	0.546	33.5	34.3	-0.8	0.812
8. Analyzing student work/assessment	50.0	52.6	-2.6	0.441	45.0	46.8	-1.9	0.585
9. Student motivation/engagement	47.3	43.9	3.3	0.333	41.8	37.0	4.8	0.164
10. Differentiated instruction	61.9	55.4	6.5	0.071	54.0	48.0	6.0	0.105
11. Using computers to support instruction	40.9	50.1	-9.2*	0.007	30.4	35.4	-5.0	0.114
12. Classroom management techniques	65.9	62.7	3.2	0.352	56.7	51.5	5.2	0.138
13. Accessing school, district, or community resources	20.3	28.6	-8.4*	0.005	17.1	22.8	-5.6*	0.037
14. Administrative paperwork	17.8	25.6	-7.8*	0.008	15.4	22.9	-7.5*	0.006
15. Handling non-classroom duties and responsibilities (e.g., supervision of lunch room, back to school night)	15.0	18.5	-3.5	0.165	13.9	17.1	-3.1	0.199
16. Assigning grades/record keeping	35.6	34.3	1.3	0.707	31.5	30.5	0.9	0.773
17. Preparing students for standardized testing	36.0	47.7	-11.8*	0.001	29.9	38.6	-8.8*	0.008
Unweighted Sample Size (Teachers)	472	426						

Table F.12 (*continued*)

Source: MPR First Induction Activities Survey administered in fall/winter 2005-2006 to all study teachers.

Note: Data pertain to teachers in all districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

*Significantly different from zero at the .05 level, two-tailed test.

Table F.13 Impacts on Time Spent in Teacher-Reported Areas of Professional Development (PD) During the Last 3 Months (Fall/Winter)

Area of PD	Time Spent (Minutes)			Effect Size	P-value
	Treatment	Control	Difference		
Areas Offered					
1. Human resource policies/procedures	35.2	41.7	-6.5	-0.11	0.105
2. Parent and community relations	33.1	19.9	13.3*	0.27	0.000
3. School policies on student disciplinary procedures	31.9	39.3	-7.4*	-0.14	0.046
4. Instructional techniques/strategies	97.1	102.4	-5.3	-0.07	0.283
5. Understanding the composition of students in your class	25.9	22.0	4.0	0.08	0.254
6. Content area knowledge (language arts, mathematics, science)	83.0	92.7	-9.6	-0.12	0.061
7. Lesson planning	32.3	32.5	-0.2	0.00	0.958
8. Analyzing student work/assessment	47.2	47.3	-0.1	0.00	0.981
9. Student motivation/engagement	43.0	34.7	8.3*	0.14	0.049
10. Differentiated instruction	60.3	52.1	8.2	0.12	0.109
11. Using computers to support instruction	24.0	30.4	-6.3	-0.13	0.064
12. Classroom management techniques	63.5	58.0	5.5	0.08	0.256
13. Accessing school, district, or community resources	12.8	14.3	-1.5	-0.04	0.516
14. Administrative paperwork	10.5	14.7	-4.2	-0.13	0.070
15. Handling non-classroom duties and responsibilities (e.g., supervision of lunch room, back to school night)	8.1	9.9	-1.8	-0.06	0.367
16. Assigning grades/record keeping	19.1	19.9	-0.8	-0.02	0.781
17. Preparing students for standardized testing	28.0	39.3	-11.4*	-0.19	0.005
Unweighted Sample Size (Teachers)	472	426			

Source: MPR First Induction Activities Survey administered in fall/winter 2005-2006 to all study teachers.

Note: Data pertain to teachers in all districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

*Significantly different from zero at the .05 level, two-tailed test.

Table F.14. Differences in Impacts on Teacher-Reported Areas of Mentor Support During Past 3 Months (Percentages)

Area	"Moderate Amount" or "A Lot" of Guidance			
	Spring	Fall/Winter	Difference in Impacts	P-value
Areas of Guidance				
1. Reflecting on your instructional practices	37.6	32.3	5.3	0.184
2. Managing classroom activities, transitions, and routines	25.4	19.1	6.3	0.121
3. Managing student discipline and behavior	20.5	17.7	2.8	0.532
4. Using multiple instructional strategies/techniques to teach students	24.0	13.5	10.5*	0.015
5. Teaching children with varying levels of achievement/ability	22.6	9.7	12.9*	0.001
6. Motivating students	21.5	14.9	6.6	0.106
7. Understanding/teaching toward state or district standards	23.4	8.7	14.7*	0.001
8. Teaching reading/language arts	22.0	9.1	12.9*	0.001
9. Reviewing and assessing student work	27.5	7.5	20.0*	0.000
10. Understanding this school's culture, policies, and practices	10.2	5.6	4.6	0.219
11. Selecting or adapting curriculum materials	21.2	10.1	11.1*	0.007
12. Using student assessments to inform your teaching	25.3	11.4	13.9*	0.000
13. Planning lessons	20.0	8.1	11.9*	0.001
14. Completing paperwork	14.0	8.7	5.3	0.175
15. Accessing district and community resources	20.1	14.5	5.6	0.220
16. Teaching students of varying ethnic/racial and socioeconomic backgrounds	18.8	7.9	10.9*	0.008
17. Teaching mathematics	14.4	4.4	10.0*	0.010
18. Teaching students with special needs	18.1	14.2	3.9	0.586
19. Working with other teachers to plan instruction	7.4	5.1	2.3	0.548
20. Working with other school staff, such as principal, counselors, disability specialist	7.1	4.5	2.6	0.649
21. Communicating with parents	7.1	1.7	5.4	0.132
22. Teaching English language learners	12.1	7.0	5.1	0.197
Unweighted Sample Size (Teachers)	846	846		
Unweighted Sample Size (Treatment Teachers)	453	453		
Unweighted Sample Size (Control Teachers)	393	393		

Source: MPR First and Second Induction Activities Surveys administered in fall/winter 2005-2006 and spring 2006 to all study teachers.

Note: Data pertain to teachers who responded to both surveys in all districts participating in the study. Sample sizes vary due to item nonresponse.

*Significantly different from zero at the .05 level, two-tailed test.

Table F.15. Differences in Impacts on Teacher-Reported Areas of Professional Development (PD) During the Last 3 Months

Area of PD	PD Was Offered (Percentages)				Attended PD (Percentages)				Time Spent (Minutes)			
	Spring	Fall/ Winter	Difference in Impacts	P-value	Spring	Fall/ Winter	Difference in Impacts	P- value	Spring	Fall/ Winter	Difference in Impacts	P-value
Areas Offered												
1. Human resource policies/procedures	-2.0	-9.3	7.3*	0.039	-1.7	-6.4	4.7	0.075	0.3	-6.5	6.8*	0.016
2. Parent and community relations	3.1	2.2	0.9	0.469	3.2	6.3	-3.1	0.271	8.1	13.3	-5.2	0.150
3. School policies on student disciplinary procedures	-5.3	-9.6	4.3	0.232	-5.3	-7.8	2.5	0.504	-3.6	-7.4	3.8	0.239
4. Instructional techniques/strategies	-0.7	-5.1	4.4	0.089	1.6	-4.5	6.1	0.087	0.2	-5.3	5.5	0.292
5. Understanding the composition of students in your class	4.4	0.9	3.5	0.323	4.4	3.3	1.1	0.774	5.4	4.0	1.4	0.432
6. Content area knowledge (language arts, mathematics, science)	-3.2	-10.2	7.0	0.056	-0.6	-9.8	9.2*	0.025	-4.2	-9.6	5.4	0.366
7. Lesson planning	10.0	-2.0	12.0*	0.006	11.7	-0.8	12.5*	0.008	9.2	-0.2	9.4	0.117
8. Analyzing student work/assessment	12.8	-2.6	15.4*	0.001	14.5	-1.9	16.4*	0.000	17.3	-0.1	17.4*	0.003
9. Student motivation/engagement	2.0	3.3	-1.3	0.958	4.8	4.8	0.0	0.999	3.8	8.3	-4.5	0.379
10. Differentiated instruction	11.2	6.5	4.7	0.542	9.4	6.0	3.4	0.511	8.9	8.2	0.7	0.845
11. Using computers to support instruction	-4.7	-9.2	4.5	0.727	-3.0	-5.0	2.0	0.711	-5.5	-6.3	0.8	0.798
12. Classroom management techniques	2.5	3.2	-0.7	0.939	5.8	5.2	0.6	0.786	7.2	5.5	1.7	0.636
13. Accessing school, district, or community resources	-0.8	-8.4	7.6*	0.039	1.9	-5.6	7.5*	0.040	1.9	-1.5	3.4	0.284
14. Administrative paperwork	-2.9	-7.8	4.9	0.090	-1.8	-7.5	5.7*	0.042	1.1	-4.2	5.3*	0.009

Area of PD	PD Was Offered (Percentages)				Attended PD (Percentages)				Time Spent (Minutes)			
	Spring	Fall/ Winter	Difference in Impacts	P-value	Spring	Fall/ Winter	Difference in Impacts	P- value	Spring	Fall/ Winter	Difference in Impacts	P-value
Areas Offered												
15. Handling non-classroom duties and responsibilities (e.g., supervision of lunch room, back to school night)	0.2	-3.5	3.7	0.456	1.5	-3.1	4.6	0.243	1.8	-1.8	3.6	0.210
16. Assigning grades/record keeping	4.5	1.3	3.2	0.316	3.3	0.9	2.4	0.449	7.3	-0.8	8.1*	0.009
17. Preparing students for standardized testing	-8.2	-11.8	3.6	0.233	-5.4	-8.8	3.4	0.341	-9.9	-11.4	1.5	0.881
Unweighted Sample Size (Teachers)	885	898			885	898			885	898		
Unweighted Sample Size (Treatment Teachers)	468	472			468	472			468	472		
Unweighted Sample Size (Control Teachers)	417	426			417	426			417	426		

Source: MPR First and Second Induction Activities Surveys administered in fall/winter 2005-2006 and spring 2006 to all study teachers.

Note: Data pertain to teachers in all districts participating in the study. Sample sizes vary due to item nonresponse. P-values are computed from tests comparing changes in outcomes over time between treatment and control teachers, using the sample of teachers who responded to both surveys. This is equivalent to testing for differences between spring and fall impacts for this sample.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.16. Teacher Reports on Professional Support and Duties (ETS)

	Treatment	Control	Difference	P-value
Services Offered				
Induction program provided by school or district	89.5	90.6	-1.1	0.685
Primary purpose of program ^a				
General support/guidance	66.3	52.4	13.9*	0.005
Orientation to school/district	21.8	43.5	-21.7*	0.000
Standards-based teaching	8.1	4.1	4.0	0.135
Other	3.4	0.0	3.4*	0.006
BT has a mentor ^b	91.8	80.4	11.5*	0.000
BT has an assigned mentor	90.6	72.9	17.7*	0.000
Professional development activities offered in past 3 months	97.6	99.2	-1.6	0.152
Assistance Received During Past 3 Months				
Assistance Received During Past 3 Months				
BT was compensated for attendance at professional development activities	31.0	14.0	17.0*	0.000
Reduced teaching schedule	5.2	2.8	2.4	0.165
Common planning time with teachers at grade level	72.7	75.1	-2.4	0.600
Received teacher's aide for assistance	33.2	38.1	-5.0	0.329
Regular communication with administrators on teaching practice	56.5	65.2	-8.7	0.058
Duties Required During Past 3 Months				
Extracurricular assignments	39.6	39.7	-0.1	0.985
Administrative duties including lunchroom, hall or recess duties (but not staff meetings)	46.7	42.7	4.0	0.448
Moved between classrooms to teach	8.8	10.6	-1.8	0.465
Traveled to multiple schools to teach	1.5	1.4	0.1	0.880
Unweighted Sample Size (Teachers)	239	226		

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in ETS districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

^aDifference in the distributions is statistically significant using a chi-squared test ($p = 0.000$).

^bBT = beginning teacher.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.17. Impacts on Teacher-Reported Mentor Profiles (ETS)

	Treatment	Control	Difference	P-value
Number of Mentors				
Any Mentor (One or More)	91.8	80.4	11.5*	0.000
Multiple Mentors (More Than One)	33.7	10.6	23.1*	0.000
Number of Mentors ^a				
None	8.2	19.6	-11.5*	0.000
One	58.4	69.8	-11.4*	0.023
Two	28.3	8.3	20.0*	0.000
Three	3.7	0.9	2.8	0.113
Four	0.4	0.4	0.0	0.939
Five	1.0	1.0	0.0	0.983
Mentor Assignment				
Any Mentor Assigned	90.6	72.9	17.7*	0.000
Number of Mentors Assigned ^a				
No mentor assigned	9.4	27.1	-17.7*	0.000
One mentor assigned	62.2	66.7	-4.5	0.373
Two mentors assigned	28.4	6.2	22.1*	0.000
BT Reports Assigned Study Mentor ^b	87.8	n.a.	n.a.	n.a.
Mentor Positions				
Full-Time Mentor	70.0	9.5	60.5*	0.000
Teacher	35.2	64.8	-29.6*	0.000
Administrator, School, or District	7.5	7.2	0.3	0.918
Staff External to District	4.7	2.5	2.1	0.243
No Mentor	8.4	19.8	-11.4*	0.000
Position of Mentor If Have Only One ^a				
Full-time mentor	68.7	10.5	58.1*	0.000
Teacher	23.7	80.8	-57.1*	0.000
Administrator	3.9	6.3	-2.5	0.438
Staff external to district	3.8	2.4	1.4	0.451
Combination of Mentor Positions If Have Two ^a				
Teacher and full-time mentor	65.8	23.9	41.9*	0.042
Both teachers	5.1	38.0	-32.8*	0.016
Teacher and administrator	-1.60	30.5	-30.5*	0.013
Teacher and staff external to district	0.4	9.1	-8.6	0.172
Full-time mentor and administrator	13.0	0.0	13.0	0.136
Full-time mentor and staff external to district	7.6	0.0	7.6	0.203
Other combination	9.7	0.0	9.7	0.120
Unweighted Sample Size (Teachers)				
	239	226		

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in ETS districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

^aDifference in the distributions is statistically significant using a chi-squared test ($p = 0.000$).

^bBT = beginning teacher.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.18. Impacts on Teacher-Reported Mentor Services Received in the Most Recent Full Week of Teaching (ETS)

Mentor Service	Treatment	Control	Difference	Effect Size ^b	P-value
Teacher Has a Usual Meeting Time with a Mentor (%)					
During school hours	74.4	36.8	37.6*	--	0.000
Before or after school hours	42.0	31.7	10.3*	--	0.043
On weekends	0.7	0.0	0.7	--	0.311
Varies	1.7	2.3	-0.6	--	0.690
Any usual meeting time	83.1	51.5	31.7*	--	0.000
"Usual" Meetings with Mentors					
Frequency (number of meetings)	1.5	1.1	0.4*	0.23	0.016
Average duration (minutes)	19.6	9.1	10.5*	0.71	0.000
Total time (minutes)	53.1	29.5	23.5*	0.41	0.000
Informal Meetings with Mentors					
Total time (Minutes)	36.2	33.8	2.3	0.06	0.518
Total Usual and Informal Time with Mentors (Minutes)	89.2	63.3	25.9*	0.30	0.002
Teacher Has Usual Meetings and Feels There is Adequate Time to Meet with a Mentor (Percent)					
	87.4	82.6	4.8	--	0.265
Meeting Time with Mentors in the Following Positions (Minutes)					
Study mentor	48.9	n.a.	n.a.	n.a.	n.a.
Non-study mentor	40.3	63.4	-23.1*	-0.30	0.003
Meeting Time with Mentors in the Following Positions (Minutes)					
Full-time mentor	45.6	4.7	40.9*	0.83	0.000
Teacher	38.8	55.8	-17.0*	-0.21	0.017
Administrator	3.0	2.8	0.2	0.01	0.897
Staff external to district	1.1	0.9	0.2	0.02	0.760
Mentor Time in the Following Activities (Minutes)					
Observing beginning teacher (BT) teaching	22.6	8.1	14.5*	0.51	0.000
Meeting with BT one-on-one ^a	29.2	20.7	8.5*	0.29	0.001
Meeting with BT and other first year teachers	24.8	6.0	18.9*	0.59	0.000
Meeting with BT and other teachers	16.6	13.6	2.9	0.10	0.297
Modeling a lesson	7.8	5.1	2.7	0.15	0.132
Co-teaching a lesson	5.1	3.3	1.8	0.12	0.210
All six activities (all mentors)	106.1	56.7	49.3*	0.51	0.000
All six activities (study mentor only)	79.1	n.a.	n.a.	n.a.	n.a.
Types of Assistance a Mentor Provided (%)					
Suggestions to improve practice	66.3	49.7	16.6*	--	0.000
Encouragement or moral support	81.4	66.4	15.0*	--	0.000
Opportunity to raise issues/ discuss concerns	80.6	61.5	19.0*	--	0.000
Help with administrative/ logical issues	63.3	45.9	17.4*	--	0.000
Help teaching to meet state or district standards	55.0	40.4	14.6*	--	0.001
Help identifying teaching challenges and solutions	64.9	48.9	16.0*	--	0.001
Discussed instructional goals and ways to achieve them	61.0	39.9	21.2*	--	0.000
Guidance on how to assess students	56.9	35.2	21.7*	--	0.000
Shared lesson plans, assignments, or other instructional activities	57.8	44.8	13.0*	--	0.004
Acted on something BT requested ^b	61.2	47.5	13.7*	--	0.008
Unweighted Sample Size (Teachers)	239	226			

Table F.18 (*continued*)

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in ETS districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

n.a. = not applicable.

^aBT = beginning teacher.

^bEffect sizes are reported for continuous measures, but are not indicated for dichotomous variables that are reported as percentages.

^cTotal sample size is 355. The question did not apply to teachers who did not make a request to their mentors.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.19. Impacts on Teacher-Reported Areas of Mentor Support During Past 3 Months (ETS) (Percentages)

Area	"Moderate Amount" or "A Lot" of Guidance			
	Treatment	Control	Difference	P-value
Areas of Guidance				
1. Reflecting on your instructional practices	63.8	29.2	34.7*	0.000
2. Managing classroom activities, transitions, and routines	56.0	36.3	19.6*	0.000
3. Managing student discipline and behavior	56.5	40.1	16.4*	0.000
4. Using multiple instructional strategies/techniques to teach students	51.6	30.0	21.7*	0.000
5. Teaching children with varying levels of achievement/ability	48.9	31.3	17.7*	0.000
6. Motivating students	49.4	32.1	17.3*	0.000
7. Understanding/teaching toward state or district standards	50.6	29.9	20.7*	0.000
8. Teaching reading/language arts	49.0	30.4	8.5*	0.000
9. Reviewing and assessing student work	51.3	26.5	24.7*	0.000
10. Understanding this school's culture, policies, and practices	53.2	40.5	2.7*	0.006
11. Selecting or adapting curriculum materials	45.1	30.0	5.1*	0.000
12. Using student assessments to inform your teaching	50.0	25.3	24.7*	0.000
13. Planning lessons	43.6	31.2	12.4*	0.008
14. Completing paperwork	49.8	35.1	14.8*	0.001
15. Accessing district and community resources	43.9	29.4	14.5*	0.002
16. Teaching students of varying ethnic/racial and socioeconomic backgrounds	39.7	27.6	12.0*	0.012
17. Teaching mathematics	43.9	28.2	5.7*	0.000
18. Teaching students with special needs	36.4	21.8	14.6*	0.003
19. Working with other teachers to plan instruction	41.4	29.9	11.6*	0.009
20. Working with other school staff, such as principal, counselors, disability specialist	37.7	27.3	0.4*	0.016
21. Communicating with parents	38.7	29.6	9.1*	0.036
22. Teaching English language learners	24.1	18.6	5.5	0.220
Unweighted Sample Size (Teachers)	239	226		

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in ETS districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.20. Impacts on Teacher-Reported Professional Development During the Past 3 Months (ETS)

	Treatment	Control	Difference	Effect Size ^b	P-value
When Professional Development Took Place ^a (Percentages)					
Before or after school	54.0	52.6	1.4	--	0.765
During "regular" teaching hours	31.9	35.6	-3.7	--	0.380
In the evening or Saturday	5.4	7.2	-1.8	--	0.477
During summer or PD days	7.4	4.6	2.8	--	0.276
Other	0.9	0.0	0.9	--	0.143
Did not attend any PD activities	0.3	0.0	0.3	--	0.302
Activities Completed (Percentages)					
Kept a written log	35.9	25.7	10.2*	--	0.015
Kept a portfolio and analysis of student work	78.1	70.2	7.9	--	0.075
Worked with a study group of new teachers	79.0	27.2	51.8*	--	0.000
Worked with a study group of new and experienced teachers	48.0	38.3	9.7*	--	0.048
Observed others teaching in their classrooms	55.0	43.4	11.7*	--	0.017
Observed others teaching your class	44.0	38.3	5.7	--	0.227
Met with principal to discuss teaching	70.3	74.3	-4.0	--	0.364
Met with a literacy or mathematics coach or other curricular specialist	71.5	66.3	5.3	--	0.264
Met with a resource specialist to discuss needs of particular students	61.7	64.9	-3.2	--	0.497
Frequency of Selected Activities (Number of times during past 3 months)					
Teaching was observed by mentor	3.1	1.3	1.9*	0.82	0.000
Teaching was observed by principal	2.2	2.2	0.0	0.00	0.992
Given feedback on your teaching, not as part of formal evaluation	2.4	2.0	0.4	0.18	0.073
Given feedback on your teaching, as part of formal evaluation	1.7	1.6	0.1	0.05	0.589
Given feedback on your lesson plans	1.5	1.6	-0.2	-0.08	0.384
Professional Development Activities Were "Very Useful" (Percent)	15.5	23.5	-8.1*	--	0.038
Unweighted Sample Size (Teachers)	239	226			

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in ETS districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

PD = professional development.

n.a. = not applicable.

^aDifference in the distributions is not statistically significant using a chi-squared test ($p = 0.451$).

^bEffect sizes are reported for continuous measures, but are not indicated for dichotomous variables that are reported as percentages.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.21 Impacts on Teacher-Reported Areas of Professional Development During the Past 3 Months (ETS)

Area of Professional Development	Attended PD (Percentages)			
	Treatment	Control	Difference	P-value
Areas Offered				
1. Human resource policies/procedures	19.7	21.3	-1.6	0.657
2. Parent and community relations	30.2	25.3	5.0	0.268
3. School policies on student disciplinary procedures	36.8	39.0	-2.2	0.634
4. Instructional techniques/strategies	71.4	74.3	-2.8	0.497
5. Understanding the composition of students in your class	26.3	23.1	3.2	0.441
6. Content area knowledge (language arts, mathematics, science)	60.6	64.3	-3.8	0.401
7. Lesson planning	31.1	24.7	6.4	0.149
8. Analyzing student work/assessment	59.0	40.1	18.8*	0.000
9. Student motivation/engagement	35.8	37.6	-1.9	0.665
10. Differentiated instruction	56.5	42.9	13.6*	0.005
11. Using computers to support instruction	27.2	30.3	-3.1	0.469
12. Classroom management techniques	43.5	41.0	2.4	0.649
13. Accessing school, district, or community resources	18.4	14.5	3.9	0.271
14. Administrative paperwork	16.3	14.9	1.4	0.702
15. Handling non-classroom duties and responsibilities (e.g., supervision of lunch room, back to school night)	10.2	10.4	-0.2	0.948
16. Assigning grades/record keeping	22.9	18.1	4.8	0.220
17. Preparing students for standardized testing	42.5	49.5	-7.0	0.096
Unweighted Sample Size (Teachers)	239	226		

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in ETS districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

PD = professional development.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.22 Impacts on Time Spent in Teacher-Reported Areas of Professional Development During the Past 3 Months (ETS)

Area of PD	Time Spent (Minutes)			Effect Size	P-value
	Treatment	Control	Difference		
Areas Offered					
1. Human resource policies/procedures	17.3	16.1	1.2	0.03	0.799
2. Parent and community relations	28.2	15.4	12.8*	0.28	0.002
3. School policies on student disciplinary procedures	28.8	27.9	0.9	0.02	0.846
4. Instructional techniques/strategies	83.2	86.8	-3.6	-0.05	0.629
5. Understanding the composition of students in your class	26.3	19.8	6.4	0.13	0.179
6. Content area knowledge (language arts, mathematics, science)	77.5	81.9	-4.4	-0.06	0.531
7. Lesson planning	28.8	26.1	2.6	0.05	0.626
8. Analyzing student work/assessment	64.2	39.2	25.0*	0.38	0.000
9. Student motivation/engagement	31.6	33.4	-1.8	-0.03	0.747
10. Differentiated instruction	58.8	40.3	18.5*	0.28	0.005
11. Using computers to support instruction	21.1	28.9	-7.7	-0.16	0.077
12. Classroom management techniques	45.6	38.9	6.7	0.11	0.321
13. Accessing school, district, or community resources	11.6	7.6	4.1	0.14	0.130
14. Administrative paperwork	11.8	8.3	3.5	0.12	0.209
15. Handling non-classroom duties and responsibilities (e.g., supervision of lunch room, back to school night)	7.1	5.6	1.5	0.07	0.473
16. Assigning grades/record keeping	19.5	8.8	10.7*	0.29	0.002
17. Preparing students for standardized testing	39.3	48.9	-9.6	-0.15	0.068
Unweighted Sample Size (Teachers)	239	226			

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in ETS districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

PD = professional development.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.23. Teacher Reports on Professional Support and Duties (NTC)

	Treatment	Control	Difference	P-value
Services Offered				
Induction program provided by school or district	94.7	91.1	3.6	0.170
Primary purpose of program ^a				
General support/guidance	73.4	46.8	26.7*	0.000
Orientation to school/district	16.2	36.2	-20.0*	0.000
Standards-based teaching	10.1	14.5	-4.4	0.233
Other	0.3	1.8	-1.5	0.238
BT has a mentor ^b	95.2	85.3	9.9*	0.002
BT has an assigned mentor	93.5	77.8	15.7*	0.000
Professional development activities offered in past 3 months	98.0	98.8	-0.8	0.552
Assistance Received During Past 3 Months				
BT was compensated for attendance at professional development activities	18.4	17.4	1.0	0.801
Reduced teaching schedule	9.4	10.4	-1.0	0.734
Common planning time with teachers at grade level	75.6	72.7	2.9	0.534
Received teacher's aide for assistance	36.4	32.7	3.6	0.426
Regular communication with administrators on teaching practice	58.3	60.7	-2.4	0.626
Duties Required During Past 3 Months				
Extracurricular assignments	44.0	44.6	-0.5	0.915
Administrative duties including lunchroom, hall or recess duties (but not staff meetings)	42.8	44.9	-2.1	0.724
Moved between classrooms to teach	11.9	15.3	-3.4	0.289
Traveled to more than one school to teach	2.8	4.3	-1.5	0.379
Unweighted Sample Size (Teachers)	229	191		

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in NTC districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

^aDifference in the distributions is statistically significant using a chi-squared test ($p = 0.000$).

^bBT = beginning teacher.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.24. Impacts on Teacher-Reported Mentor Profiles (NTC)

	Treatment	Control	Difference	P-value
Number of Mentors				
Any Mentor (One or More)	95.2	85.3	9.9*	0.002
Multiple Mentors (More Than One)	24.6	23.2	1.3	0.773
Number of Mentors ^a				
None	4.8	14.7	-9.9*	0.002
One	70.6	62.0	8.6	0.097
Two	22.3	19.5	2.8	0.526
Three	1.2	1.3	-0.1	0.926
Four	0.5	0.0	0.5	0.317
Five	0.6	2.5	-1.9	0.141
Mentor Assignment				
Any Mentor Assigned	93.5	77.8	15.7*	0.000
Number of Mentors Assigned ^a				
No mentor assigned	6.5	22.2	-15.7*	0.000
One mentor assigned	73.2	60.6	12.6*	0.018
Two mentors assigned	20.4	17.2	3.2	0.455
BT Reports Assigned Study Mentor ^b	91.3	n.a.	n.a.	n.a.
Mentor Positions				
Full-Time Mentor	78.8	17.3	61.5*	0.000
Teacher	24.1	66.9	-42.8*	0.000
Administrator, School, or District	8.7	6.2	2.5	0.396
Staff External to District	3.8	2.5	1.4	0.436
No Mentor	4.8	14.8	-10.0*	0.002
Position of Mentor If Have Only One ^a				
Full-time mentor	82.3	20.2	62.1*	0.000
Teacher	8.6	74.5	-65.9*	0.000
Administrator	0.9	4.7	1.2	0.667
Staff external to district	0.1	0.6	-0.5	0.336
Combination of Mentor Positions If Have Two ^a				
Teacher and full-time mentor	63.8	16.5	47.3*	0.000
Both teachers	0	58.7	-58.7*	0.000
Teacher and administrator	11.6	10.2	1.4	0.879
Teacher and staff external to district	0.3	7.3	-7.0	0.119
Full-time mentor and administrator	11.9	2.8	9.1	0.126
Full-time mentor and staff external to district	3.3	0.0	3.3	0.196
Other combination	9.9	5.3	4.6	0.426
Unweighted Sample Size (Teachers)				
	229	191		

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in NTC districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

^aDifference in the distributions is statistically significant using a chi-squared test ($p = 0.000$).

^bBT = beginning teacher.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.25. Impacts on Teacher-Reported Mentor Services Received in the Most Recent Full Week of Teaching (NTC)

Mentor Service	Treatment	Control	Difference	Effect Size ^b	P-value
Teacher Has a Usual Meeting Time with a Mentor (%)					
During school hours	79.7	39.6	40.1*	--	0.000
Before or after school hours	33.2	30.0	3.3	--	0.415
On weekends	0.5	0.0	0.5	--	0.316
Varies	3.2	4.0	-0.8	--	0.655
Any usual meeting time	88.1	55.8	32.3*	--	0.000
“Usual” Meetings with Mentors					
Frequency (number of meetings)	1.3	1.3	-0.1	-0.05	0.634
Average duration (minutes)	28.0	13.4	14.6*	0.70	0.000
Total time (minutes)	68.6	47.7	20.9*	0.22	0.048
Informal Meetings with Mentors					
Total time (Minutes)	35.2	38.8	-3.5	-0.08	0.452
Total Usual & Informal Time with Mentors (Minutes)	103.8	86.1	17.7	0.15	0.183
Teacher Has Usual Meetings and Feels There is Adequate Time to Meet with a Mentor (Percent)	81.6	79.9	1.7	--	0.739
Meeting Time with Mentors in the Following Positions (Minutes)					
Study mentor	79.5	n.a.	n.a.	n.a.	n.a.
Non-study mentor	24.3	86.1	-61.8*	-0.57	0.000
Meeting Time with Mentors in the Following Positions (Minutes)					
Full-time mentor	77.6	10.9	66.7*	0.88	0.000
Teacher	20.2	72.3	-52.1*	-0.50	0.000
Administrator	4.5	2.2	2.2	0.14	0.207
Staff external to district	2.5	1.0	1.4	0.09	0.279
Mentor Time in the Following Activities (Minutes)					
Observing beginning teacher (BT) teaching	30.6	14.5	16.1*	0.49	0.000
Meeting with BT one-on-one ^a	38.7	21.3	17.4*	0.53	0.000
Meeting with BT and other first year teachers	30.1	8.1	22.0*	0.57	0.000
Meeting with BT and other teachers	16.5	16.1	0.3	0.01	0.918
Modeling a lesson	14.5	8.2	6.3*	0.25	0.010
Co-teaching a lesson	9.8	7.7	2.2	0.09	0.339
All six activities (all mentors)	140.7	75.6	65.1*	0.50	0.000
All six activities (study mentor only)	119.9	n.a.	n.a.	n.a.	n.a.
Types of Assistance a Mentor Provided (%)					
Suggestions to improve practice	82.3	55.2	27.1*	--	0.000
Encouragement or moral support	88.0	71.9	16.1*	--	0.000
Opportunity to raise issues/discuss concerns	84.1	66.6	17.6*	--	0.000
Help with administrative/ logical issues	71.3	58.5	12.8*	--	0.009
Help teaching to meet state or district standards	65.6	48.7	16.9*	--	0.001
Help identifying teaching challenges and solutions	79.1	55.9	23.2*	--	0.000
Discussed instructional goals/ways to achieve them	78.5	48.9	29.6*	--	0.000
Guidance on how to assess students	66.9	45.2	21.7*	--	0.000
Shared lesson plans, assignments, or other instructional activities	68.6	52.7	15.9*	--	0.002
Acted on something BT requested ^c	75.1	52.5	22.6*	--	0.000
Unweighted Sample Size (Teachers)	229	191			

Table F.25 (*continued*)

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in NTC districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

n.a. = not applicable.

^aBT = beginning teacher.

^bEffect sizes are reported for continuous measures, but are not indicated for dichotomous variables that are reported as percentages. .

^cTotal sample size is 341. The question did not apply to teachers who did not make a request to their mentors.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.26. Impacts on Teacher-Reported Areas of Mentor Support During Past 3 Months (NTC) (Percentages)

Area	"Moderate Amount" or "A Lot" of Guidance			
	Treatment	Control	Difference	P-value
Areas of Guidance				
1. Reflecting on your instructional practices	73.4	36.5	36.9*	0.000
2. Managing classroom activities, transitions, and routines	73.8	44.0	29.8*	0.000
3. Managing student discipline and behavior	68.4	44.5	23.9*	0.000
4. Using multiple instructional strategies/techniques to teach students	71.2	46.7	24.5*	0.000
5. Teaching children with varying levels of achievement/ability	68.1	41.0	27.1*	0.000
6. Motivating students	64.1	40.7	23.3*	0.000
7. Understanding/teaching toward state or district standards	62.5	38.4	24.1*	0.000
8. Teaching reading/language arts	63.2	38.5	24.7*	0.000
9. Reviewing and assessing student work	60.1	32.8	27.3*	0.000
10. Understanding this school's culture, policies, and practices	55.2	49.9	5.4	0.259
11. Selecting or adapting curriculum materials	63.8	38.0	25.8*	0.000
12. Using student assessments to inform your teaching	57.9	33.5	24.4*	0.000
13. Planning lessons	62.6	34.8	27.7*	0.000
14. Completing paperwork	51.5	39.9	11.5*	0.020
15. Accessing district and community resources	53.3	28.8	24.5*	0.000
16. Teaching students of varying ethnic/racial and socioeconomic backgrounds	53.5	32.8	20.6*	0.000
17. Teaching mathematics	47.1	35.8	11.3*	0.024
18. Teaching students with special needs	48.1	26.7	21.4*	0.000
19. Working with other teachers to plan instruction	38.3	37.2	1.2	0.813
20. Working with other school staff, such as principal, counselors, disability specialist	41.7	39.0	2.8	0.571
21. Communicating with parents	37.2	31.7	5.4	0.224
22. Teaching English language learners	38.3	22.6	15.7*	0.003
Unweighted Sample Size (Teachers)	229	191		

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in NTC districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Unweighted Sample Sizes vary due to item nonresponse.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.27. Impacts on Teacher-Reported Professional Development During the Past 3 Months (NTC)

	Treatment	Control	Difference	Effect Size	P-value
Timing of Professional Development Activities ^a (Percentages)					
Before or after school	59.3	51.3	8.0	0.16	0.091
During "regular" teaching hours	23.7	28.3	-4.5	-0.10	0.287
In the evening or Saturday	12.2	12.8	-0.6	-0.02	0.893
During summer or PD days	4.4	5.4	-1.1	-0.05	0.624
Other	-0.1	2.2	-2.3*	-0.23	0.021
Did not attend any PD activities	0.4	0.0	0.4	0.08	0.313
Activities Completed (Percentages)					
Kept a written log	43.3	30.4	12.9*	0.27	0.009
Kept a portfolio and analysis of student work	78.9	79.0	-0.1	0.00	0.981
Worked with a study group of new teachers	55.8	27.2	28.5*	0.57	0.000
Worked with a study group of new and experienced teachers	46.4	36.4	10.0*	0.20	0.031
Observed others teaching in their classrooms	87.5	41.0	46.5*	0.98	0.000
Observed others teaching your class	47.0	37.3	9.7	0.20	0.068
Met with principal to discuss teaching	64.1	63.8	0.4	0.01	0.948
Met with a literacy or mathematics coach or other curricular specialist	64.8	66.6	-1.8	-0.04	0.719
Met with a resource specialist to discuss needs of particular students	58.5	59.9	-1.4	-0.03	0.778
Frequency of Selected Activities (Number of times during past 3 months)					
Teaching was observed by mentor	3.7	1.9	1.9*	0.76	0.000
Teaching was observed by principal	2.0	1.8	0.2	0.09	0.394
Given feedback on your teaching, not as part of formal evaluation	2.7	1.9	0.8*	0.40	0.000
Given feedback on your teaching, as part of formal evaluation	1.7	1.3	0.4*	0.26	0.009
Given feedback on your lesson plans	1.7	1.5	0.2	0.08	0.447
Professional Development Activities Were "Very Useful" (Percent)	27.6	22.9	4.8	0.11	0.276
Unweighted Sample Size (Teachers)	229	191			

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in NTC districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

PD = professional development.

^aDifference in the distributions is not statistically significant using a chi-squared test ($p = 0.222$).

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.28 Impacts on Teacher-Reported Areas of Professional Development During the Past 3 Months (NTC)

Area of Professional Development	Attended PD (Percentages)			
	Treatment	Control	Difference	P-value
Areas Offered				
1. Human resource policies/procedures	17.5	19.9	-2.3	0.522
2. Parent and community relations	23.0	21.5	1.5	0.701
3. School policies on student disciplinary procedures	32.5	41.7	-9.2	0.055
4. Instructional techniques/strategies	78.4	72.3	6.1	0.175
5. Understanding the composition of students in your class	25.1	19.4	5.7	0.198
6. Content area knowledge (language arts, mathematics, science)	67.8	64.4	3.4	0.461
7. Lesson planning	44.7	27.2	17.4*	0.000
8. Analyzing student work/assessment	53.1	43.7	9.4	0.060
9. Student motivation/engagement	35.3	23.4	11.8*	0.014
10. Differentiated instruction	53.8	48.5	5.3	0.319
11. Using computers to support instruction	33.0	36.1	-3.2	0.537
12. Classroom management techniques	42.8	32.8	10.1*	0.048
13. Accessing school, district, or community resources	20.5	20.6	-0.2	0.969
14. Administrative paperwork	12.1	17.8	-5.7	0.147
15. Handling non-classroom duties and responsibilities (e.g., supervision of lunch room, back to school night)	15.4	12.6	2.8	0.406
16. Assigning grades/record keeping	22.3	21.3	1.0	0.811
17. Preparing students for standardized testing	50.4	54.2	-3.8	0.360
Unweighted Sample Size (Teachers)	229	191		

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in NTC districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

PD = professional development.

*Significantly different from zero at the 0.05 level, two-tailed test.

Table F.29 Impacts on Time Spent in Teacher-Reported Areas of Professional Development During the Past 3 Months (NTC)

Area of PD	Time Spent (Minutes)			Effect Size	P-value
	Treatment	Control	Difference		
Areas Offered					
1. Human resource policies/procedures	13.1	14.9	-1.8	-0.05	0.621
2. Parent and community relations	17.2	14.0	3.2	0.08	0.420
3. School policies on student disciplinary procedures	19.0	28.0	-9.0*	-0.22	0.045
4. Instructional techniques/strategies	88.6	84.3	4.3	0.06	0.536
5. Understanding the composition of students in your class	21.3	17.3	4.0	0.09	0.398
6. Content area knowledge (language arts, mathematics, science)	81.1	84.3	-3.2	-0.04	0.661
7. Lesson planning	43.3	26.7	16.5*	0.28	0.001
8. Analyzing student work/assessment	51.1	43.0	8.1	0.13	0.185
9. Student motivation/engagement	31.5	22.0	9.4	0.18	0.073
10. Differentiated instruction	48.9	50.4	-1.5	-0.02	0.828
11. Using computers to support instruction	26.9	30.1	-3.2	-0.06	0.561
12. Classroom management techniques	42.7	34.6	8.1	0.13	0.212
13. Accessing school, district, or community resources	14.6	14.4	0.2	0.01	0.959
14. Administrative paperwork	8.6	10.0	-1.4	-0.05	0.680
15. Handling non-classroom duties and responsibilities (e.g., supervision of lunch room, back to school night)	8.2	6.4	1.8	0.07	0.450
16. Assigning grades/record keeping	14.0	10.9	3.2	0.10	0.359
17. Preparing students for standardized testing	46.6	57.8	-11.3	-0.17	0.058
Unweighted Sample Size (Teachers)	229	191			

Source: MPR Second Induction Activities Survey administered in spring 2006 to all study teachers.

Note: Data pertain to teachers in NTC districts participating in the study. Data are weighted and regression-adjusted using ordinary least squares to account for differences in districts, teacher grade assignments, the study design, and the clustering of teachers within schools. Sample sizes vary due to item nonresponse.

PD = professional development.

*Significantly different from zero at the 0.05 level, two-tailed test.

APPENDIX G
SUPPLEMENTAL TABLES FOR CHAPTER V

Table G.1. Teacher Preparedness Constructs: Factor Loadings

Variable	Factor Loading		
	1	2	3
Prepared to instruct (Cronbach's alpha = .89)			
Managing classroom activities, transitions, and routines	.677	.397	.045
Using a variety of instructional methods	.747	.182	.225
Assessing your students	.621	.211	.399
Selecting and adapting curriculum and instructional materials	.690	.154	.345
Planning effective lessons	.644	.148	.497
Being an effective teacher	.693	.340	.298
Addressing the needs of a diversity of learners	.621	.337	.292
Prepared to work with students (Cronbach's alpha = .77)			
Handling a range of classroom behavior or discipline situations	.573	.599	.001
Motivating students	.448	.604	.133
Working effectively with parents	.077	.725	.447
Working with students who have special behavioral, emotional, developmental, or physical challenges	.264	.691	.226
Prepared to work with other school staff (Cronbach's alpha = .82)			
Working with other teachers to plan instruction	.268	.166	.809
Working with the principal or other instructional leaders	.282	.287	.779

Source: First and Second Induction Activities Surveys administered in fall/winter 2005-2006 and in spring 2006 to all study teachers.

Notes: Data pertain to teachers in all districts participating in the study. The following items were not included in factor analyses or subscales: Teaching reading/language arts, Teaching mathematics, Working with English language learners. The extraction method was principal components analysis and the rotation method was varimax with Kaiser normalization.

Table G.2. Teacher Satisfaction Constructs: Factor Loadings

Variable	Factor Loading		
	1	2	3
Satisfaction with School (Cronbach's alpha = .88)			
Support from administration for beginning teachers	.757	.330	.043
Availability of resources and materials/equipment for your classroom	.576	.264	.153
Input into school policies and practices	.665	.296	.202
Opportunities for professional development	.473	.250	.338
Principals' leadership and vision	.765	.281	.015
Professional caliber of colleagues	.709	.046	.251
Supportive atmosphere among faculty/collaboration with colleagues	.728	.075	.191
School facilities such as the building or grounds	.557	.215	.141
School policies	.631	.449	.183
Satisfaction with Class (Cronbach's alpha = .80)			
Autonomy or control over own classroom	.397	.551	.038
Student motivation to learn	.194	.736	.194
Student discipline and behavior	.167	.795	.177
Parental involvement in the school	.210	.498	.336
Grade assignment	.239	.558	-.021
Students assigned	.156	.734	.143
Satisfaction with Teaching Career (Cronbach's alpha = .72)			
Salary and benefits	.035	.008	.851
Professional prestige	.425	.271	.623
Intellectual challenge	.414	.346	.460
Workload	.313	.386	.475

Source: First and Second Induction Activities Surveys administered in fall/winter 2005-2006 and in spring 2006 to all study teachers.

Notes: Data pertain to teachers in all districts participating in the study. The following item was not included in factor analyses or subscales: emphasis on standardized test scores. The extraction method was principal components analysis and the rotation method was varimax with Kaiser normalization.

Table G.3. Impacts on Teacher Feelings of Preparedness (Percentages Feeling “Well Prepared” or “Very Well Prepared”)

Area of Preparedness	Treatment	Control	Difference	Effect Size	P-value
Prepared to Instruct					
Managing classroom activities, transitions, and routines	69.7	73.6	-4.0	-0.09	0.195
Using a variety of instructional methods	62.5	67.2	-4.7	-0.10	0.123
Assessing your students	57.9	68.0	-10.1* [†]	-0.21	0.001
Selecting and adapting instructional materials	53.6	61.0	-7.3* [†]	-0.15	0.018
Planning effective lessons	72.6	78.9	-6.3* [†]	-0.15	0.028
Being an effective teacher	69.3	76.7	-7.4* [†]	-0.17	0.011
Addressing the needs of a diversity of learners	58.9	67.3	-8.4* [†]	-0.17	0.012
Prepared to Work with Students					
Handling a range of classroom behavior or discipline situations	64.4	66.3	-1.9	-0.04	0.563
Motivating students	73.2	75.1	-1.9	-0.04	0.491
Working effectively with parents	61.6	62.2	-0.6	-0.01	0.838
Working with students with special challenges	38.1	41.5	-3.3	-0.07	0.303
Prepared to Work with Other School Staff					
Working with other teachers to plan instruction	72.3	75.5	-3.2	-0.07	0.272
Working with the principal or other instructional leaders	64.1	71.6	-7.5* [†]	-0.16	0.011
Unweighted Sample Size (Teachers)	471	426	897		

Source: MPR First Induction Activities Survey administered in fall/winter 2005-2006 to all study teachers

Note: Data pertain to teachers in all study districts. Sample sizes vary due to item nonresponse.

*Significantly different from zero at the 0.05 level, two-tailed test.

[†]Significantly different from zero at the 0.05 level, two-tailed test, after applying a Benjamini-Hochberg correction.

Table G.4. Impacts on Teacher Satisfaction (Percent “Somewhat Satisfied” or “Very Satisfied”)

Area of Satisfaction	Treatment	Control	Difference	Effect Size	P-value
Satisfaction with School					
Administration support for beginning teachers	75.6	75.9	-0.3	-0.01	0.932
Availability of resources and materials/equipment for your classroom	67.3	68.0	-0.7	-0.01	0.844
Input into school policies and practices	67.6	71.6	-4.0	-0.09	0.199
Opportunities for professional development	85.5	83.8	1.7	0.05	0.504
Principals' leadership and vision	80.6	78.2	2.4	0.06	0.434
Professional caliber of colleagues	81.7	86.1	-4.5	-0.12	0.079
Supportive atmosphere among faculty/collaboration with colleagues	83.3	81.9	1.5	0.04	0.611
School facilities such as the building or grounds	76.6	75.0	1.6	0.04	0.609
School policies	81.2	79.7	1.5	0.04	0.576
Satisfaction with Class					
Autonomy or control over own classroom	86.5	86.7	-0.2	0.00	0.939
Student motivation to learn	75.2	72.8	2.4	0.05	0.427
Student discipline and behavior	66.8	62.3	4.5	0.09	0.161
Parental involvement in the school	46.2	46.2	0.0	0.00	0.994
Grade assignment	89.3	87.4	1.8	0.06	0.361
Students assigned	83.5	84.4	-0.9	-0.02	0.721
Satisfaction with Teaching Career					
Salary and benefits	76.3	78.1	-1.8	-0.04	0.491
Professional prestige	81.5	82.5	-1.0	-0.03	0.698
Intellectual challenge	87.9	90.0	-2.1	-0.07	0.345
Workload	55.6	59.9	-4.3	-0.09	0.179
Unweighted Sample Size (Teachers)	471	426	897		

Source: MPR First Induction Activities Survey administered in fall/winter 2005-2006 to all study teachers

Note: Data pertain to teachers in all study districts. Sample sizes vary due to item nonresponse.

None of the differences is statistically significant at the 0.05 level, two-tailed test.

Table G.5. VCOT Classroom Practices Constructs: Factor Loadings

Variable	Factor Loading	
	1	2
Literacy Implementation (Cronbach's alpha = .89)		
Best Practices	.808	.364
Institutional Choices	.719	.509
Student Choices	.805	.241
Pace	.595	.581
Literacy Content (Cronbach's alpha = .80)		
Understanding content and close reading	.756	.321
Assessment	.473	.275
Skill Development	.784	.332
Connections between reading and writing	.771	.138
Literacy Classroom Culture (Cronbach's alpha = .93)		
Maximizes learning opportunities	.315	.868
Routines clear and consistent	.256	.817
Respectful behavior, safe atmosphere	.278	.867
Literacy Valued	.644	.439
Teacher works collaboratively with students	.536	.652
Students work collaboratively with students	.458	.654
Equal access to teacher and resources	.285	.776

Source: MPR classroom observations conducted in spring 2006.

Note: The extraction method was principal components analysis and the rotation method was varimax with Kaiser normalization.

Table G.6. Impacts on Classroom Practices (Percentages with Consistent or Extensive Evidence of Practice)

Classroom Observation Item	Treatment	Control	Difference	P-value
Implementation of Literacy Lesson				
Best practices	23.4	27.2	-3.8	0.306
Institutional choices	28.8	30.7	-1.8	0.614
Student choices	18.2	18.4	-0.2	0.952
Pace	24.2	26.3	-2.1	0.559
Student-student interaction	16.8	15.5	1.3	0.682
Content of Literacy Lesson				
Understanding content and close reading	23.5	25.4	-1.9	0.593
Assessment	7.2	7.4	-0.2	0.935
Skill development	17.9	17.8	0.1	0.983
Connections between reading and writing	15.9	17.0	-1.1	0.737
Classroom Culture				
Maximizes learning opportunities	44.4	46.4	-2.0	0.619
Routines clear and consistent	46.1	49.4	-3.3	0.434
Behavior respectable, atmosphere safe	45.3	44.0	1.2	0.756
Literacy valued	28.1	31.1	-3.0	0.429
Teacher works collaboratively with students	39.5	37.2	2.2	0.594
Students work collaboratively with other students	25.0	23.8	1.2	0.735
Equal access to teacher and resources	41.3	46.0	-4.6	0.291
Unweighted Sample Size (Teachers)	342	289		

Source: MPR classroom observations conducted in spring 2006.

Notes: Data are weighted and regression-adjusted to account for differences in baseline characteristics and the study design.

None of the differences is statistically different from zero at the 0.05 level, two-tailed test.

Table G.7. Impacts on Classroom Practices (Observer Summary Scores)

Outcome	Treatment	Control	Difference	Effect Size	P-value
Implementation of literacy lesson	2.7	2.7	0.0	-0.01	0.942
Content of literacy lesson	2.5	2.5	0.0	-0.01	0.859
Classroom culture	3.1	3.0	0.0	0.02	0.804
Unweighted Sample Size (Teachers)	342	289			

Source: MPR classroom observations conducted spring 2006.

Notes: Data are regression-adjusted to account for differences in baseline characteristics. Scoring scale: (1) no evidence, (2) limited evidence, (3) moderate evidence, (4) consistent evidence, or (5) extensive evidence.

None of the differences is statistically different from zero at the 0.05 level, two-tailed test.

Table G.8. Impacts on Classroom Practices for ETS Districts

Outcome	Treatment	Control	Difference	Effect Size	P-value
Implementation of Literacy Lesson	2.6	2.6	0.0	0.03	0.770
Content of Literacy Lesson	2.3	2.3	0.1	0.06	0.573
Classroom Culture	3.1	3.0	0.1	0.11	0.341
Unweighted Sample Size (Teachers)	185	165			

Source: MPR classroom observations conducted in spring 2006.

Note: Data are regression-adjusted to account for differences in baseline characteristics. Scoring scale: (1) no evidence, (2) limited evidence, (3) moderate evidence, (4) consistent evidence, or (5) extensive evidence.

None of the differences is statistically different from zero at the 0.05 level, two-tailed test.

Table G.9. Impacts on Classroom Practices for NTC Districts

Outcome	Treatment	Control	Difference	Effect Size	P-value
Implementation of Literacy Lesson	2.6	2.7	-0.1	-0.07	0.551
Content of Literacy Lesson	2.4	2.5	-0.1	-0.18	0.106
Classroom Culture	3.0	3.1	-0.1	-0.10	0.419
Unweighted Sample Size (Teachers)	157	124			

Source: MPR classroom observations in spring 2006.

Note: Data are regression-adjusted to account for differences in baseline characteristics. Scoring scale: (1) no evidence, (2) limited evidence, (3) moderate evidence, (4) consistent evidence, or (5) extensive evidence.

None of the differences is statistically significant at the 0.05 level, two-tailed test.

Table G.10. Impacts of Reading Test Scores – No Pretests

Grade	Adjusted Mean Test Scores					Unweighted Sample Sizes		
	Treatment	Control	Difference	Effect Size	P-value	Students	Teachers	Districts
1	-0.01	0.01	-0.02	-0.02	0.827	643	46	4
2	-0.04	0.05	-0.09	-0.09	0.283	1,070	58	5
3	-0.06	0.08	-0.14	-0.14	0.163	1,845	108	12
4	0.01	-0.01	0.02	0.02	0.774	1,971	109	14
5	0.02	-0.02	0.04	0.04	0.599	2,127	101	13
6	-0.45	0.43	-0.88* [†]	-0.88	0.000	55	4	1
All Grades	-0.02	0.02	-0.04	-0.04	0.362	7,711	389	15

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Notes: Data are regression-adjusted using a least squares model to account for baseline characteristics and clustering of students within schools. Pre-test scores are excluded from the baseline characteristics. Treatment and control group sample sizes are shown in Table G24.

-- Impacts cannot be estimated due to treatment status being confounded with covariates.

*Significantly different from zero at the .05 level, two-tailed test.

[†]Significantly different from zero at the 0.05 level, two-tailed test, after applying a Benjamini-Hochberg correction.

Table G.11. Impacts of Math Test Scores – No Pretests

Grade	Adjusted Mean Test Scores					Unweighted Sample Sizes		
	Treatment	Control	Difference	Effect Size	P-value	Students	Teachers	Districts
1	0.08	-0.10	0.17	0.17	0.174	534	30	2
2	-0.15	0.18	-0.32* [†]	-0.32	0.001	971	52	4
3	-0.10	0.12	-0.22* [†]	-0.22	0.023	1,784	106	11
4	0.01	-0.01	0.02	0.02	0.807	1,989	110	14
5	0.03	-0.02	0.05	0.05	0.440	2,112	101	13
6	-0.24	0.24	-0.48* [†]	-0.48	0.000	55	4	1
All Grades	-0.02	0.03	-0.05	-0.05	0.293	7,445	366	15

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Notes: Data are regression-adjusted using a least squares model to account for baseline characteristics and clustering of students within schools. Pre-test scores are excluded from the baseline characteristics. Treatment and control group sample sizes are shown in Table G.25.

-- Impacts cannot be estimated due to treatment status being confounded with covariates.

*Significantly different from zero at the .05 level, two-tailed test.

[†]Significantly different from zero at the 0.05 level, two-tailed test, after applying a Benjamini-Hochberg correction.

Table G.12. Impacts of Reading Test Scores with DIBELS scores included

Grade	Adjusted Mean Test Scores					Unweighted Sample Sizes		
	Treatment	Control	Difference	Effect Size	P-value	Students	Teachers	Districts
1	--	--	--	--		95	6	1
2	-0.10	0.08	-0.18	-0.18	0.067	580	44	5
3	-0.08	0.10	-0.18*	-0.18	0.033	1,155	78	9
4	0.02	-0.02	0.04	0.04	0.421	1,679	108	14
5	0.01	-0.01	0.01	0.01	0.843	1,516	81	11
6	--	--	--	--		48	4	1
All Grades	0.00	0.01	-0.01	-0.01	0.771	5,073	294	15

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Notes: Data are regression-adjusted using a least squares model to account for baseline characteristics and clustering of students within schools. Treatment and control group sample sizes are shown in Table G.26.

-- Impacts cannot be estimated due to treatment status being confounded with covariates.

*Significantly different from zero at the .05 level, two-tailed test.

None of the differences is significantly different from zero after applying a Benjamini-Hochberg correction.

Table G.13. Impacts on Reading Test Scores with SAT/ACT Scores Included in Regression Model

Grade	Adjusted Mean Test Scores			Effect Size	P-value	Unweighted Sample Sizes		
	Treatment	Control	Difference			Students	Teachers	Districts
Reading Scores								
2	-0.10	0.08	-0.18	-0.18	0.058	543	42	4
3	-0.07	0.09	-0.15	-0.15	0.069	1,113	75	8
4	0.01	-0.01	0.03	0.03	0.613	1,679	108	14
5	0.00	0.00	0.00	0.00	0.932	1,516	81	11
6	--	--	--	--		48	4	1
All Grades	0.00	0.00	0.00	0.00	0.931	4,899	283	15

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR calculations using data from the College Board and ACT, Inc.; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Notes: Data are regression-adjusted using a least squares model to account for baseline characteristics and clustering of students within schools. Teacher ACT/SAT scores have been included as baseline characteristics. Treatment and control group sample sizes are shown in Table G.27.

-- Impacts cannot be estimated due to treatment status being confounded with covariates.

None of the differences is statistically significant at the 0.05 level, two-tailed test.

Table G.14. Impacts on Math Test Scores with SAT/ACT Scores Included in Regression Model

Grade	Adjusted Mean Test Scores		Difference	Effect Size	P-value	Unweighted Sample Sizes		
	Treatment	Control				Students	Teachers	Districts
Math Scores								
2	-0.13	0.12	-0.26* [†]	-0.26	0.010	472	35	3
3	-0.12	0.15	-0.28* [†]	-0.28	0.001	837	65	6
4	0.00	0.00	0.00	0.00	0.928	1,545	99	13
5	-0.03	0.03	-0.06	-0.06	0.447	1,510	81	11
6	--	--	--	--		48	4	1
All Grades	-0.03	0.03	-0.06	-0.06	0.179	4,412	261	14

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR calculations using data from the College Board and ACT, Inc.; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Notes: Data are regression-adjusted using a least squares model to account for baseline characteristics and clustering of students within schools. Teacher ACT/SAT scores have been included as baseline characteristics. DIBELS tests are not included. Treatment and control group unweighted sample sizes are shown in Table G.28.

-- Impacts cannot be estimated due to treatment status being confounded with covariates.

*Significantly different from zero at the .05 level, two-tailed test.

[†]Significantly different from zero at the 0.05 level, two-tailed test, after applying a Benjamini-Hochberg correction.

Table G.15. Impacts on Reading Test Scores – ETS Districts

Grade	Adjusted Mean Test Scores			Effect Size	P-value	Unweighted Sample Sizes		
	Treatment	Control	Difference			Students	Teachers	Districts
2	-0.01	0.01	-0.02	-0.02	0.675	443	32	3
3	0.02	-0.02	0.04	0.04	0.775	369	26	3
4	0.03	-0.03	0.06	0.06	0.320	980	59	7
5	0.04	-0.02	0.06	0.06	0.391	742	38	6
6	--	--	--	--		48	4	1
All Grades	0.00	0.00	0.00	0.00	0.986	2,582	150	8

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Notes: Data are regression-adjusted using a least squares model to account for baseline characteristics and clustering of students within schools. Teacher ACT/SAT scores have not been included as baseline characteristics. DIBELS tests are not included. Treatment and control group sample sizes are shown in Table G.29.

-- Impacts cannot be estimated due to treatment status being confounded with covariates.

None of the differences is statistically significant at the 0.05 level, two-tailed test.

Table G.16. Impacts on Math Test Scores – ETS Districts

Grade	Adjusted Mean Test Scores			Effect Size	P-value	Unweighted Sample Sizes		
	Treatment	Control	Difference			Students	Teachers	Districts
2	-0.11	0.13	-0.23*	-0.23	0.048	372	25	2
3	0.03	-0.04	0.08	0.08	0.406	314	22	2
4	-0.01	0.01	-0.02	-0.02	0.806	838	51	6
5	0.08	-0.05	0.14	0.14	0.287	744	38	6
6	--	--	--	--		48	4	1
All Grades	-0.01	0.01	-0.03	-0.03	0.585	2,316	133	7

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Notes: Data are regression-adjusted using a least squares model to account for baseline characteristics and clustering of students within schools. Teacher ACT/SAT scores have not been included as baseline characteristics. DIBELS tests are not included. Treatment and control group sample sizes are shown in Table G.30.

-- Impacts cannot be estimated due to treatment status being confounded with covariates.

*Significantly different from zero at the 0.05 level, two-tailed test.

None of the differences is significantly different from zero after applying a Benjamini-Hochberg correction.

Table G.17. Impacts on Reading Test Scores – NTC Districts

Grade	Adjusted Mean Test Scores			Effect Size	P-value	Unweighted Sample Sizes		
	Treatment	Control	Difference			Students	Teachers	Districts
2	-1.01	0.32	-1.33* [†]	-1.33	0.000	100	10	1
3	-0.03	0.04	-0.07	-0.07	0.586	744	49	5
4	0.02	-0.02	0.04	0.04	0.504	699	49	7
5	0.15	-0.17	0.32* [†]	0.32	0.005	774	43	5
6	--	--	--	--		0	0	0
All Grades	0.00	0.00	0.00	0.00	0.954	2,317	133	7

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Notes: Data are regression-adjusted using a least squares model to account for baseline characteristics and clustering of students within schools. Teacher ACT/SAT scores have not been included as baseline characteristics. DIBELS tests are not included. Treatment and control group sample sizes are shown in Table G.31.

-- Impacts cannot be estimated due to treatment status being confounded with covariates.

*Significantly different from zero at the 0.05 level, two-tailed test.

[†]Significantly different from zero at the 0.05 level, two-tailed test, after applying a Benjamini-Hochberg correction.

Table G.18. Impacts on Math Test Scores – NTC Districts

Grade	Adjusted Mean Test Scores			Effect Size	P-value	Unweighted Sample Sizes		
	Treatment	Control	Difference			Students	Teachers	Districts
2	-0.58	0.18	-0.76* [†]	-0.76	0.000	100	10	1
3	-0.13	0.16	-0.29* [†]	-0.29	0.002	523	43	4
4	0.09	-0.11	0.21* [†]	0.21	0.005	707	48	7
5	0.01	-0.01	0.02	0.02	0.869	766	43	5
6	--	--	--	--		0	0	0
All Grades	-0.05	0.05	-0.10	-0.10	0.121	2,096	128	7

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Notes: Data are regression-adjusted using a least squares model to account for baseline characteristics and clustering of students within schools. Teacher ACT/SAT scores have not been included as baseline characteristics. DIBELS tests are not included. Treatment and control group sample sizes are shown in Table G.32.

-- Impacts cannot be estimated due to treatment status being confounded with covariates.

*Significantly different from zero at the 0.05 level, two-tailed test.

[†]Significantly different from zero at the 0.05 level, two-tailed test, after applying a Benjamini-Hochberg correction.

Table G.19. Impacts on Teacher Retention Rates for ETS Districts (Percentages)

Outcome	Total	Treatment	Control	Difference	P-value
Retained in the same school	70.4	69.4	71.4	-1.9	0.783
Retained in the same district	81.9	81.2	82.5	-1.4	0.682
Retained in the teaching profession	93.7	93.8	93.6	0.2	0.937
Unweighted Sample Size (Teachers)	469	233	236		
Unweighted Sample Size (Schools)	191	94	97		

Source: MPR Mobility Survey administered in 2006-2007 to all study teachers.

Note: Data are regression adjusted using a logit model with robust standard errors to account for baseline characteristics and clustering of teachers within schools.

None of the differences is statistically significant at the 0.05 level, two tailed test.

Table G.20. Impacts on Teacher Retention Rates for NTC Districts (Percentages)

Outcome	Total	Treatment	Control	Difference	P-value
Retained in the same school	78.5	77.9	79.2	-1.3	0.790
Retained in the same district	89.2	90.6	87.6	3.0	0.378
Retained in the teaching profession	93.0	93.2	92.7	0.5	0.858
Unweighted Sample Size (Teachers)	413	224	189		
Unweighted Sample Size (Schools)	199	105	94		

Source: MPR Mobility Survey administered in 2006-2007 to all study teachers.

Note: Data are regression adjusted using a logit model with robust standard errors to account for baseline characteristics and clustering of teachers within schools.

None of the differences is statistically significant at the 0.05 level, two tailed test.

Table G.21. Mobility Impacts Under Alternative Assumptions

Outcome and Assumption	Treatment Group Mean	Control Group Mean	Difference (Estimated Impact)
Retention in the District			
Respondents			
Benchmark weights (benchmark estimates)	85.6	85.7	-0.1
No weights	85.6	85.3	0.3
Enhanced weights	85.3	85.8	-0.6
Respondents and Nonrespondents			
Assume 100% of treatment nonrespondents are movers, 0% of controls	80.1	86.6	-6.5*
Assume 0% of nonrespondents are movers	86.7	86.5	0.2
Assume 25% of nonrespondents are movers	84.7	84.2	0.5
Assume 50% of nonrespondents are movers	82.6	80.7	1.9
Assume 100% of nonrespondents are movers	80.2	77.7	2.5
Assume 0% of treatment nonrespondents are movers, 100% of controls	86.7	77.6	9.1*
Retention in the Teaching Profession			
Respondents			
Benchmark weights (benchmark estimates)	93.8	93.8	-0.1
No weights	93.7	93.7	0.1
Enhanced weights	93.7	93.9	-0.2
Respondents and Nonrespondents			
Assume 100% of treatment nonrespondents are leavers, 0% of controls	88.2	94.7	-6.5*
Assume 0% nonrespondents are leavers	94.2	94.1	0.1
Assume 25% of nonrespondents are leavers	92.2	91.1	1.1
Assume 50% of nonrespondents are leavers	90.1	87.6	2.5
Assume 100% of nonrespondents are leavers	88.4	85.7	2.7
Assume 0% of treatment nonrespondents are leavers, 100% of controls	94.5	84.8	9.7*
Unweighted Sample Size (Teachers)			
Respondents	463	432	
Respondents and Nonrespondents	506	503	

Source: MPR Mobility Survey administered in 2006-2007 to all study teachers.

*Significantly different from zero at the 0.05 level, two-tailed tests.

Table G.22. Treatment and Control Sample Sizes for Impacts on Reading Test Scores (Benchmark Model)

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
2	243	18	18	4	300	24	19	4
3	629	43	35	8	484	32	25	8
4	919	56	51	14	760	52	50	14
5	707	38	33	11	809	43	38	11
6	24	3	3	1	24	1	1	1
All Grades	2,522	147	102	15	2,377	136	90	15

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts.

Table G.23. Treatment and Control Sample Sizes for Impacts on Math Test Scores (Benchmark Model)

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
2	226	16	16	3	246	19	17	3
3	469	37	29	6	368	28	21	6
4	805	50	47	13	740	49	47	13
5	699	38	33	11	811	43	38	11
6	24	3	3	1	24	1	1	1
All Grades	2,223	133	94	14	2,189	128	84	14

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts.

Table G.24. Treatment and Control Sample Sizes for Impacts on Reading Test Scores – No Pretests

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
1	364	26	21	4	279	20	18	4
2	557	29	25	5	513	29	23	5
3	1,019	58	50	12	826	50	43	12
4	1,067	56	51	14	904	53	50	14
5	968	46	40	13	1,159	55	50	13
6	27	3	3	1	28	1	1	1
All Grades	4,002	203	122	15	3,709	186	114	15

Source: MPR analysis of data provided by participating school districts covering 2004-2005 and 2005-2006.

Table G.25. Treatment and Control Sample Sizes for Impacts on Math Test Scores – No Pretests

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
1	292	16	12	2	242	14	12	2
2	532	27	23	4	439	25	21	4
3	992	57	49	11	792	49	42	11
4	1,079	56	51	14	910	54	51	14
5	952	46	40	13	1,160	55	50	13
6	27	3	3	1	28	1	1	1
All Grades	3,874	190	119	15	3,571	176	109	15

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts.

Table G.26. Treatment and Control Sample Sizes for Impacts on Reading Test Scores with DIBELS scores included

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
1	33	2	2	1	62	4	2	1
2	264	19	19	5	316	25	20	5
3	656	45	37	9	499	33	26	9
4	919	56	51	14	760	52	50	14
5	707	38	33	11	809	43	38	11
6	24	3	3	1	24	1	1	1
All Grades	2,603	152	105	15	2,470	142	92	15

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts.

Table G.27. Treatment and Control Sample Sizes for Impacts on Reading Test Scores with SAT/ACT Scores Included in Regression Model

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
Reading Scores								
2	243	18	18	4	300	24	19	4
3	629	43	35	8	484	32	25	8
4	919	56	51	14	760	52	50	14
5	707	38	33	11	809	43	38	11
6	24	3	3	1	24	1	1	1
All Grades	2,522	147	102	15	2,377	136	90	15

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts.

Table G.28. Treatment and Control Sample Sizes for Impacts on Math Test Scores with SAT/ACT Scores Included in Regression Model

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
Math Scores								
2	226	16	16	3	246	19	17	3
3	469	37	29	6	368	28	21	6
4	805	50	47	13	740	49	47	13
5	699	38	33	11	811	43	38	11
6	24	3	3	1	24	1	1	1
All Grades	2,223	133	94	14	2,189	128	84	14

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts.

Table G.29. Treatment and Control Sample Sizes for Impacts on Reading Test Scores – ETS Districts

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
2	219	15	15	3	224	17	12	3
3	219	15	13	3	150	11	8	3
4	531	32	27	7	449	27	26	7
5	295	17	16	6	447	21	20	6
6	24	3	3	1	24	1	1	1
All Grades	1,288	78	55	8	1,294	72	49	8

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts.

Table G.30. Treatment and Control Sample Sizes for Impacts on Math Test Scores –ETS Districts

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
2	202	13	13	2	170	12	10	2
3	179	12	10	2	135	10	7	2
4	411	26	23	6	427	25	24	6
5	295	17	16	6	449	21	20	6
6	24	3	3	1	24	1	1	1
All Grades	1,111	67	49	7	1,205	66	45	7

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts.

Table G.31. Treatment and Control Sample Sizes for Impacts on Reading Test Scores – NTC Districts

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
2	24	3	3	1	76	7	7	1
3	410	28	22	5	334	21	17	5
4	388	24	24	7	311	25	24	7
5	412	21	17	5	362	22	18	5
6	0	0	0	0	0	0	0	0
All Grades	1,234	69	47	7	1,083	64	41	7

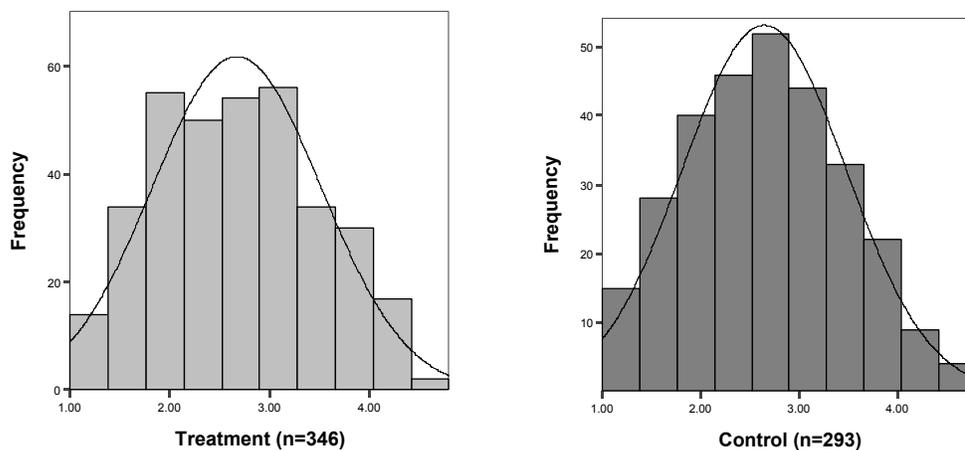
Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts.

Table G.32. Treatment and Control Sample Sizes for Impacts on Math Test Scores – NTC Districts

Grade	Unweighted Sample Sizes: Treatment Group				Unweighted Sample Sizes: Control Group			
	Students	Teachers	Schools	Districts	Students	Teachers	Schools	Districts
2	24	3	3	1	76	7	7	1
3	290	25	19	4	233	18	14	4
4	394	24	24	7	313	24	23	7
5	404	21	17	5	362	22	18	5
6	0	0	0	0	0	0	0	0
All Grades	1,112	66	45	7	984	62	39	7

Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts.

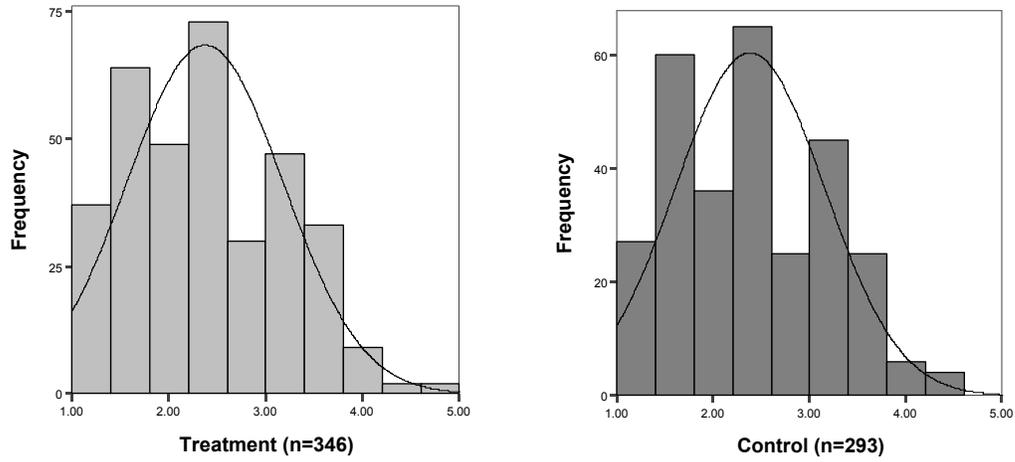
APPENDIX H
SUPPLEMENTAL FIGURES

Figure H.1. Distribution of Classroom Observation Scores: Literacy Implementation

Source: MPR classroom observations conducted in spring 2006; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

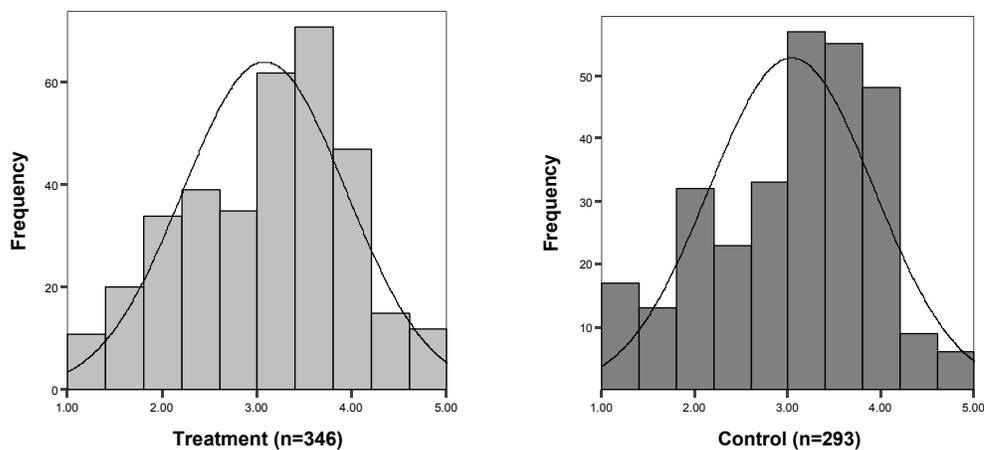
Notes: Data are weighted and regression-adjusted using ordinary least squares to account for differences in baseline characteristics and the study design. Scoring scale: (1) no evidence, (2) limited evidence, (3) moderate evidence, (4) consistent evidence, or (5) extensive evidence of effective teaching practice.

Figure H.2. Distribution of Classroom Observation Scores: Literacy Content



Source: MPR classroom observations conducted in spring 2006; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

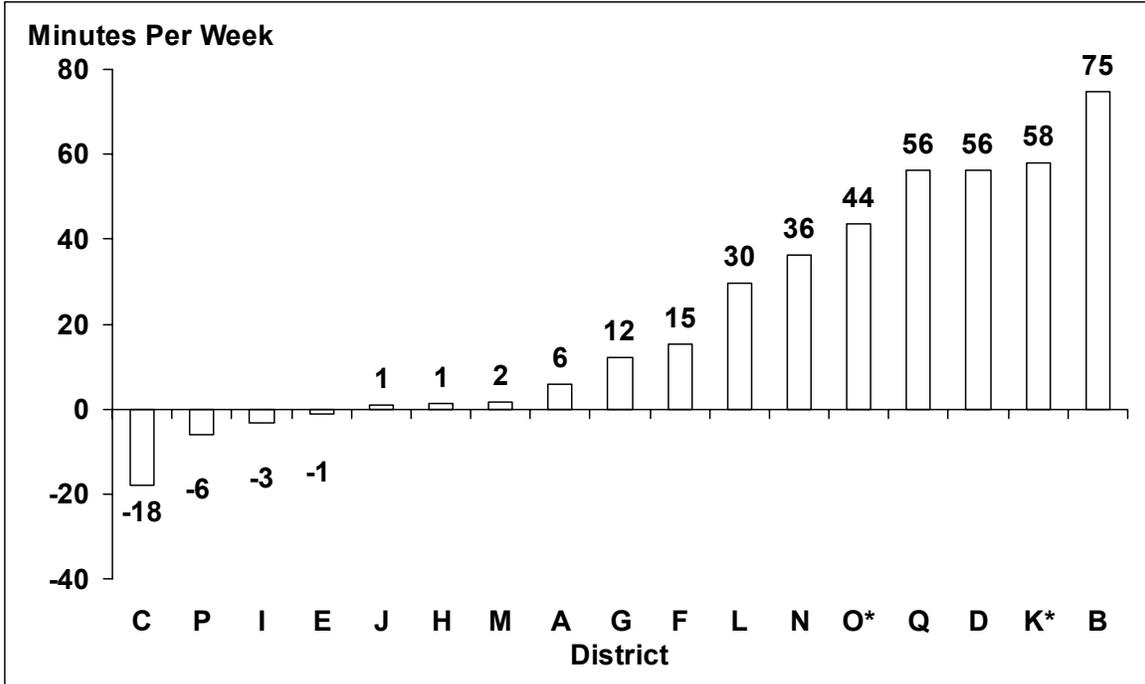
Notes: Data are weighted and regression-adjusted using ordinary least squares to account for differences in baseline characteristics and the study design. Scoring scale: (1) no evidence, (2) limited evidence, (3) moderate evidence, (4) consistent evidence, or (5) extensive evidence of effective teaching practice.

Figure H.3. Distribution of Classroom Observation Scores: Literacy Culture

Source: MPR classroom observations conducted in spring 2006; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Notes: Data are weighted and regression-adjusted using ordinary least squares to account for differences in baseline characteristics and the study design. Scoring scale: (1) no evidence, (2) limited evidence, (3) moderate evidence, (4) consistent evidence, or (5) extensive evidence of effective teaching practice.

Figure H.4. Impacts on Total Minutes Spent in Mentoring Per Week by District

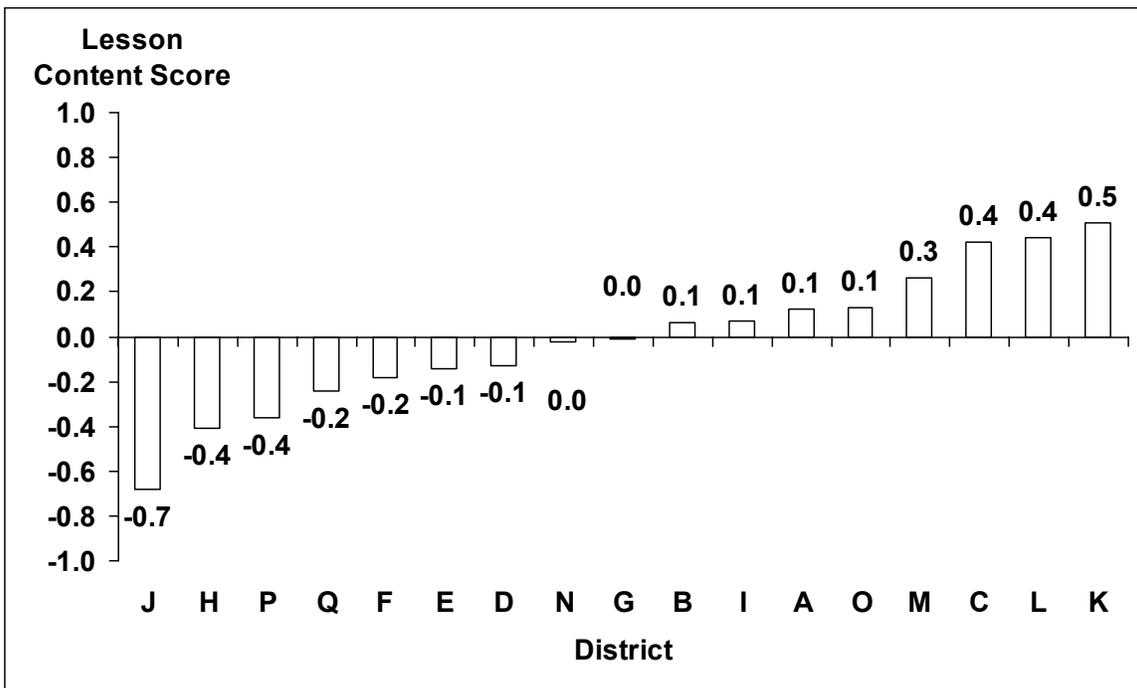


Source: MPR First Induction Activities Survey administered in fall/winter 2005-2006 to all study teachers.

Note: Vertical bars represent the regression-adjusted treatment group mean minus the regression-adjusted control group mean within each district. A negative impact estimate is shown as a bar that extends below the horizontal axis. District codes “A” through “P” are arbitrary.

*District-specific impact estimate is statistically significant at 0.05 level, two-tailed test. (No correction is applied for multiple comparisons).

Figure H.5. Impacts on Classroom Practices by District



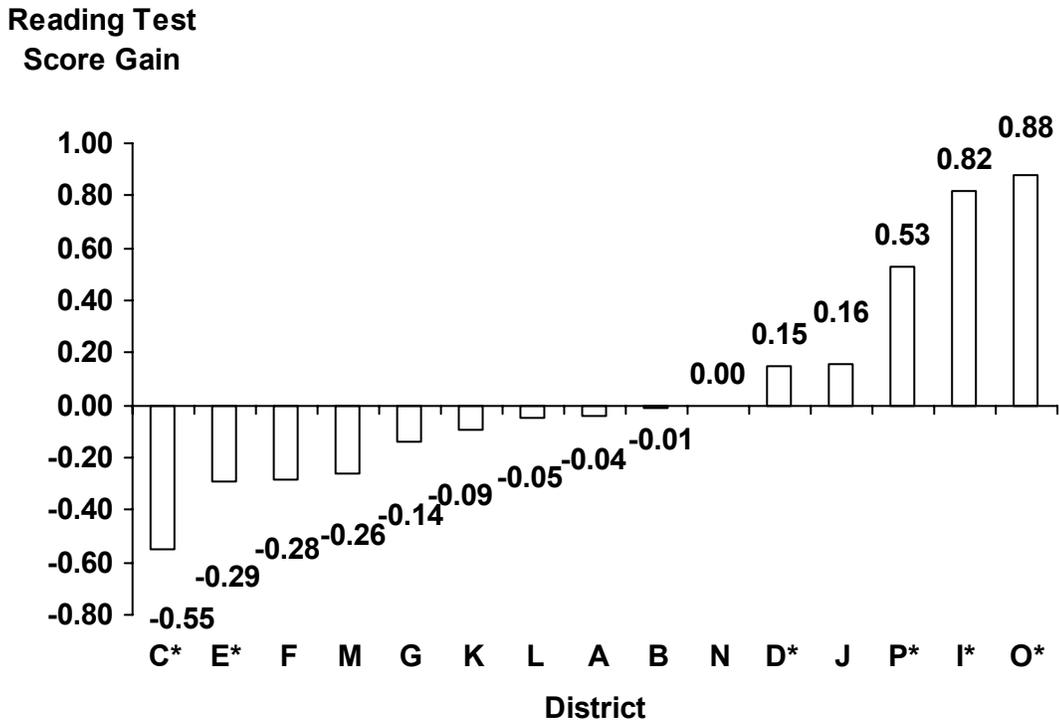
Source: MPR classroom observations conducted in spring 2006; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Note: Vertical bars represent the regression-adjusted treatment group mean minus the regression-adjusted control group mean within each district. A negative impact estimate is shown as a bar that extends below the horizontal axis. District codes "A" through "P" are arbitrary.

Scoring scale: (1) no evidence, (2) limited evidence, (3) moderate evidence, (4) consistent evidence, or (5) extensive evidence of effective teaching practice.

District-specific impacts are not statistically significant for any district.

Figure H.6. Impacts on Reading Test Scores by District



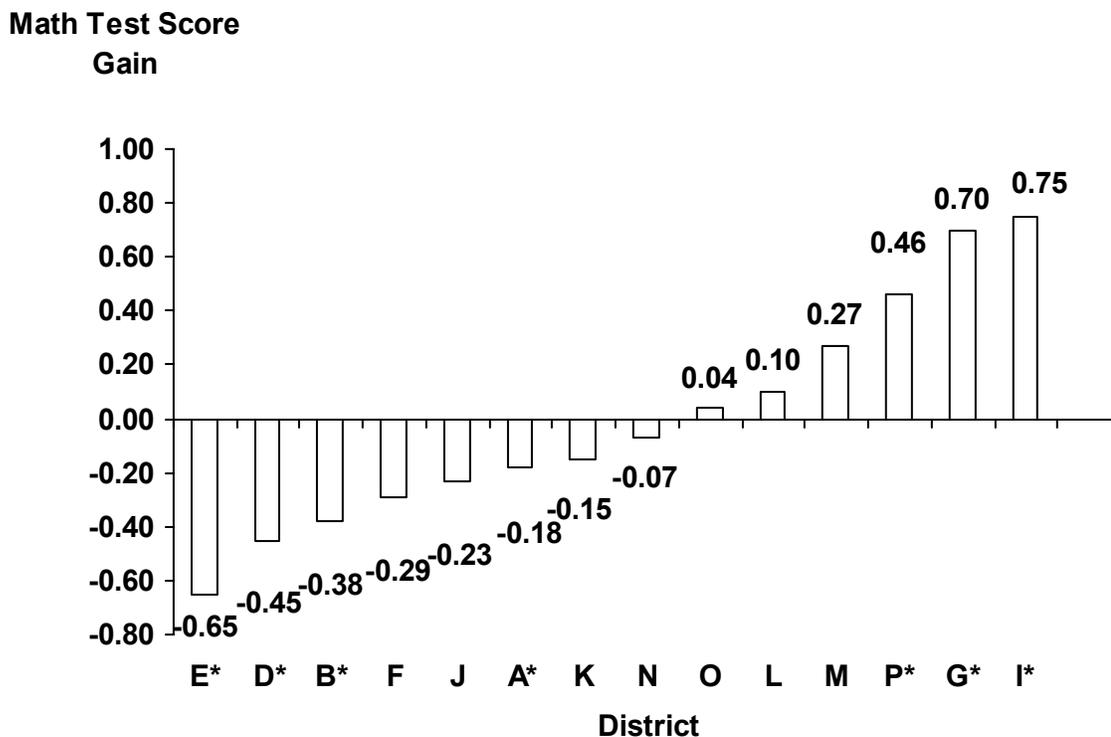
Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Note: Vertical bars represent the regression-adjusted treatment group mean minus the regression-adjusted control group mean within each district. A negative impact estimate is shown as a bar that extends below the horizontal axis. District codes "A" through "P" are arbitrary.

Impacts are expressed as a fraction of a standard deviation in scores, where the standard deviation is based on all study students in the same grade and district.

*District-specific impact estimate is statistically significant at 0.05 level, two-tailed test. (No correction is applied for multiple comparisons).

Figure H.7. Impacts on Math Test by District



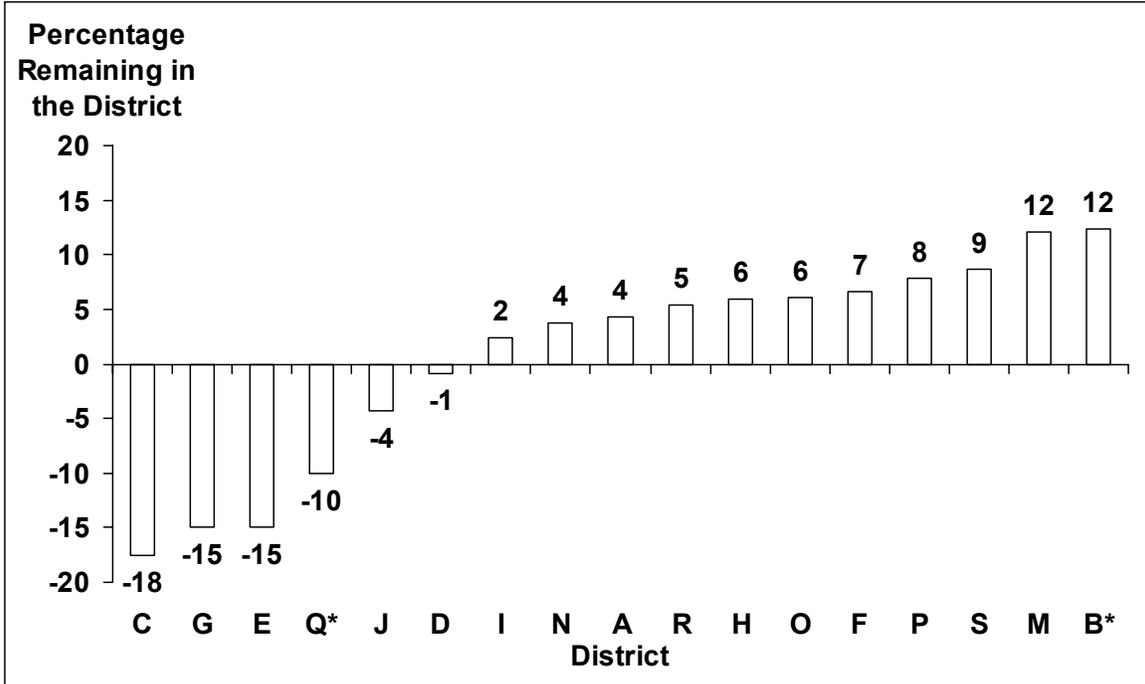
Source: MPR analysis of data from 2004-2005 and 2005-2006 provided by participating school districts; MPR Teacher Background Survey administered in 2005-2006 to all study teachers.

Note: Vertical bars represent the regression-adjusted treatment group mean minus the regression-adjusted control group mean within each district. A negative impact estimate is shown as a bar that extends below the horizontal axis. District codes "A" through "P" are arbitrary.

Impacts are expressed as a fraction of a standard deviation in scores, where the standard deviation is based on all study students in the same grade and district.

*District-specific impact estimate is statistically significant at 0.05 level, two-tailed test. (No correction is applied for multiple comparisons).

Figure H.8. Impacts on Teacher Retention, by District



Source: MPR Mobility Survey administered in 2006-2007 and Teacher Background Survey administered in 2005-2006 to all study teachers.

Note: Vertical bars represent the regression-adjusted treatment group mean minus the regression-adjusted control group mean within each district. A negative impact estimate is shown as a bar that extends below the horizontal axis. District codes "A" through "P" are arbitrary.

*District-specific impact estimate is statistically significant at 0.05 level, two-tailed test. (No correction is applied for multiple comparisons).