Well-Trained Mentors: The Missing Component of the Comprehensive New Teacher Induction Program in the Silver Oak Area School

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WELL-TRAINED MENTORS: THE MISSING COMPONENT OF THE
COMPREHENSIVE NEW TEACHER INDUCTION PROGRAM IN THE SILVER
OAK AREA SCHOOL

A Dissertation
Submitted to the School of Education

Duquesne University

In partial fulfillment of the requirements for
the degree of Doctor of Education

By
Daniel Bosnic

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WELL-TRAINED MENTORS: THE MISSING COMPONENT OF THE COMPREHENSIVE
NEW TEACHER INDUCTION PROGRAM IN THE SILVER OAK AREA SCHOOL

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ABSTRACT

WELL-TRAINED MENTORS: THE MISSING COMPONENT OF THE COMPREHENSIVE NEW TEACHER INDUCTION PROGRAM IN THE SILVER OAK AREA SCHOOL

By

Daniel Bosnic

August 2018

Dissertation supervised by Dr. Darius Prier

“If well-trained, competent, caring teachers were present in every classroom, we would witness a staggering increase in student achievement, motivation, and character improvement along with a marked decrease in discipline problems” (Breaux & Wong, 2003, p.22). If school districts do not take the initiative to design and implement effective induction programs with embedded mentoring, they are essentially setting their teachers and students up for failure. Regardless of educator training programs, new teachers are unprepared to face the diverse and challenging needs of education today (Bartell, 2005). All individuals entering education need assistance in applying their prior knowledge and experience to the act of teaching (Bartell, 2005). Beginning teachers face many challenges within their beginning years which often times leaves them discouraged from continuing their work in the education field. Because novice teachers face many challenges without being provided additional support, they often feel discouraged and leave the profession. However, more individuals would remain in education if school districts
provided new teachers with a well-designed induction/mentoring program, to support and guide them through the beginning challenges. Therefore, administrators at Silver Oak Area School District decided it would be best to design and implement an induction program with an embedding mentoring piece to provide necessary support to their novice teachers.

Although induction programs are required by the state, often times they do not provide new teachers with the support and guidance necessary to be successful or for their students to be successful. Therefore, novice teachers lack the confidence to be effective. To ensure the success of novice teachers, students, and schools, administrators must provide their beginning teachers with specific district content along with psychological and instruction-related support.

Novice teachers need opportunities to work collaboratively with a highly qualified mentor whom will provide support, guidance and teacher modeling throughout the course of their beginning years. Consequently, mentors need to be well matched based on the needs of the beginning teacher. Mentors also need continual training and made aware of the criteria and their role throughout the process to provide the highest quality of support and guidance possible. It is essential that the novice teacher understands the role of their mentor and how the guidance will be provided to him/her.

A literature review provided relevant resources to further understand the characteristics and attributes of a quality induction program with an embedded mentoring element. Developing a highly effective induction/mentoring program is an extremely challenging and complicated task that requires planning and commitment from a multitude of administrators, teachers, and beginning teachers to ensure that their district goals and needs of the teachers are being met. This action research study focused on achieving this goal. Past and current administrators at the Silver Oak Area School District completed a 20 question Likert scale survey with four open-
ended questions embedded analyzing the effectiveness of the current induction program and the qualities, characteristics, and skillsets to improve a mentoring component.

Key words: attrition rates, e-learning, empirical research, mentor, novice teacher, professional development, professional learning community, standard deviation, teacher, induction, theoretical research

Abbreviations: School Performance Profile (SPP), Pennsylvania Standardized State Assessments (PSSA), No Child Left Behind (NCLB), Every Student Succeeds Act (ESSA), Professional Learning Community (PLC), Collaborative Induction, Mentoring and Support (CIMS), Beginning Educator Support and Training (BEST), Memorandum of Understanding (MOU), Silver Oak Area School District (SOASD)
DEDICATION

My work is dedicated to my family. I am fortunate to have grown up in a great environment where family always mattered most. To my parents, Michael and Linda Bosnic, thank you for always being there for me. I would also like to thank my siblings, Kelly Swartz, Nick Bosnic, and Mike Bosnic, their spouses, and their children for all their support. Lastly, to my fiancé and future wife, Elizabeth Whoric, thank you for putting all your love into me every day.
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I would like to acknowledge my family for all they have done for me and the hard work and dedication that I witnessed every day. My father Michael Bosnic is a teacher, coach, and laborer; but most importantly he is a great dad. My Mom, Linda Bosnic, who was a stay at home mom, will always be the hardest worker I know. The love you have given me and my siblings is truly appreciated.

Dr. Charles Machesky, thank you for your guidance and belief in me. Your words of encouragement have allowed me to accomplish things I never even envisioned. You are a mentor, father figure, and a friend.

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To my cohort, thank you for your encouragement and friendship throughout this process. Finally, to Elizabeth Whoric, thank you for your encouragement and believing in me when I needed it most.
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CHAPTER 1
INTRODUCTION

My full-time teaching career began on August 22, 2007 in Grandview City School District. I had previously spent the 2006-2007 school year as a substitute teacher in various districts in Hudson and Asher County. At Grandview, all new teachers started a day prior to the rest of the staff for new teacher orientation. During the orientation, the district administrators reviewed district procedures and policies with new teachers. The following two days were an Act 80 day and clerical day, utilized for teachers to prepare their classrooms and for the building principal to review the building procedures for the upcoming school year.

It’s not uncommon for new teachers to be overwhelmed. Multiple case studies conducted by Fantilli & McGougall (2009) not only support the findings that beginning teachers are often overwhelmed but in fact face a plethora of feelings. Each teacher involved in the case studies felt isolated, frustrated, confused, and uncertain. In a different study one teacher stated, “When you’re a new teacher, it’s a very isolating feeling because you’re there in the classroom and you don’t know who to turn to if you need help” (Maistre & Pare, 2009 p. 560). I can relate to these same feelings as the first student day was Monday, August 27, 2007. I had to admit I too was extremely overwhelmed because I did not feel that I was ready to have my own classroom. I was right.

I started my undergraduate degree at Temple University and completed it at California University of Pennsylvania, receiving my Social Studies (K-12) Certification. During the 2006-2007 school term, frustration set in because I did not attain a full-time
Social Studies teaching position. This led me to take and pass the Praxis, to add on a Family and Consumer Science (K-12) Certification. When I applied to Grandview, it was initially for a secondary social studies position. Prior to the start of the school year, as fate would have it, Grandview’s Family and Consumer Science teacher took a position in another school district. Due to a shortage of Family and Consumer Science teachers in the area, I was asked to teach these classes only a few weeks before the start of the school year.

Not only was I in a new school, but I was also teaching in a content area that I knew very little about, other than taking a certification test that said I had the ability to teach the class. I quickly found that learning the Family and Consumer Science content would be the easy part.

I remember my first days and weeks at Grandview vividly. It was much more challenging than I had hoped. I am the son of a teacher. My dad taught and coached athletics in the Copper Cove School District for 38 years. My older siblings also went into education as teachers, coaches, and administrators. Being around a school and students felt second nature to me in many ways. Because of these things, I did not believe I would have many challenges as a new teacher, but I was completely wrong.

I had a good experience in my teacher preparation courses, with many quality professors and my student-teaching experience was positive. However, this did not adequately prepare me to be successful as a new teacher at Grandview.

Grandview is a very unique school district, located in a very small community in Harrison County, Pennsylvania. It has an enrollment of 866 students. Grandview has a diverse population, with student ethnicity percentages of 48.73 white, 31.64 black or
African American, 16.97 of Multi-Racial, 2.31 Hispanic, and 0.35 Asian. In Grandview, 53.81 percent of students are considered economically disadvantaged (Pennsylvania School Performance Profile: Grandview City School District, 2017).

Grandview is situated next to the Trinity River. Grandview, along with Warrington and Leeside make up an area known to locals as the “Tri Valley.” This is an area that has experienced a great level of poverty in recent years. Regardless, the Grandview community takes immense pride in the school, particularly with athletics.

While students at Grandview are often expected to excel in athletics, academics sometimes seem an afterthought as indicated on standardized assessments. This presents many struggles for the educators in the school. As a new teacher, in my first full-time position, these challenges were only amplified. New teachers at Grandview often find it difficult to motivate students and control classroom behaviors during the first couple of weeks on the job. When new teachers find themselves struggling, as was I, they should seek out assistance and mentoring from senior colleagues in the profession. “The experienced teacher assists the beginning teacher gradually to gain competency, confidence, realistic values, experience, self-evaluative skills, and curricular knowledge” (Bower, 2005 p. 24).

During this time, I was very fortunate that my Building Principal and Dean of Students took me under their wing. I learned so much from both of these men, by listening to the advice they gave me about things that worked and did not work for them as classroom teachers at Grandview, and how to connect with students in a positive way. Through these lessons, I was able to change and began to adapt to my students’ needs.
This quickly enabled me to become a successful teacher with very few classroom management issues.

After spending two enjoyable years teaching at Grandview, I decided to take a social studies teaching position in my hometown, at Silver Oak Area School District. I taught for two years at Littlerock Middle School and one year at Silver Oak Area High School. During the beginning of my fourth year at Silver Oak, I was asked by the Superintendent to fill in as an Acting Principal at Littlerock Middle School. This change eventually led me to become a principal in the district. I spent the next three years in various assistant principal roles in the district. Eventually, I became the building principal at Springfield School, which is an elementary/middle school (Grades K-8). Over the past three school terms, I have served as the Assistant to the Superintendent in Silver Oak.

As I progressed from a teacher to a principal, and now as a central office administrator, I often reflect back to my first years as a new teacher. I reflect on how difficult that time was and how truly lost I felt. As a principal, I got to see firsthand how new teachers were going through the same struggles that I once experienced. When I would see this, I always tried to reach out and guide them, just like my mentors had done for me.

**Background of the Problem**

My first years at Grandview, along with my experience as a building principal, left a profound impact on me. Through my own experiences, I learned that many new teachers, including myself, are not prepared to be successful when they enter into their first years of teaching.
WELL-TRAINED MENTORS

No other profession takes newly certified graduates, places them in the same situation as seasoned veterans, and gives them no organized support. The newly graduated therapists and social workers we studied began their careers with a light workload and were assigned a supervisory colleague who worked closely with them in their initial period of practices (Maistre & Pare, 2009 p. 560).

Novice teachers also lack experience in adapting to make the number and scale of decisions instantaneously and simultaneously to find solutions to the problems (Maistre & Pare, 2009).

Within the first year of teaching, new teachers experience many challenges including psychological challenges. They not only have to adjust to the demands and challenges of being the sole educator in the classroom but they also must acquaint themselves with district policies and procedures and discover best practices to relate to their students to provide a quality education. Novice teachers must also learn how best to cope with the stress that comes with these challenges.

Even with the multitude of challenges beginning teachers face, they are provided with very little, if any, support from faculty and unfortunately are not provided with any type of mentor. This ultimately leads them to one choice, seek help from outside sources on their own. This situation only magnifies the challenges, stress, and anxiety they are posed with from the beginning of accepting their first teaching position; however, all of this can be avoided. As a result, I chose to concentrate on improving the new induction program in my school district, with the goal of providing new teachers with well-trained mentors to assist them in their first years.
At Grandview City School District, all new teachers participated in the Chest Unit 13 Induction Consortium. This induction program consisted of 4 total days of training over two years. I completed my own teacher induction during my first two years at Grandview. Needless to say, this induction program did not provide support for incoming teachers to be successful. For example, although teachers are provided with a handbook which covers the district’s procedures and policies, they have no support or explanation on this information. Subsequently, I was told to read over the handbook independently and ask if I had any questions or concerns. These situations only magnify the overwhelming feeling teachers have from beginning their first year of teaching in a content area they may have very little prior knowledge.

In addition, the district’s personal induction program did not provide teachers with a curriculum to support our instruction. Therefore, it was my responsibility to create and implement my own curriculum. We as teachers did not have access to a mentor that we could collaborate with during this process. As a result, we had to seek out teachers from different districts in the local area teaching the same content area to ensure we were covering the necessary content and preparing our students to be successful. Since many of us did not have support from mentors, we felt alone in the development of our teaching. Consequently, it was inevitable that many of our instructional strategies and classroom management practices might have suffered during this time.

In my estimation, the lack of support teachers received during our induction program caused immense levels of stress and anxiety and the continual feeling of being overwhelmed. An environment such as this led me to contemplate whether or not teaching was the best fit as a profession. It is because of my own personal experience as a
beginning teacher and moving through a variety of administrative positions that I chose to improve the induction program by embedding mentoring to provide beginning teachers at Silver Oak Area School District with support to be successful.

With the implementation of No Child Left Behind (NCLB), Common Core Standards, school performance profiles in Keystone and now the Every Student Succeeds Act (ESSA), the importance of teacher effectiveness is at an all-time high. New teachers are immediately entrenched in these expectations and the pressure to perform is great. Silver Oak School District is no exception.

Keystone school districts are required by state law to submit an induction plan every six years for approval by the Keystone Department of Education. This plan is to provide an induction program to first-year teachers, long-term substitutes who are hired for at least 45-day terms, and educational specialists (The Keystone Code Online, 2017).

In Silver Oak Area School District, new teachers participate in the Chester Unit 13 Induction Consortium, providing them with various areas of professional development including teacher evaluation, technology, Keystone Standards, instructional strategies and school law (Silver Oak Area School District School Board Policy Manual, 2017). The program is designed to address the training and educational needs of teachers who are new to the profession or returning to education full-time and meet the state regulations for teacher induction as part of the Instructional II requirement (Silver Oak Area School District School Board Policy Manual, 2017).

The Chester Unit 13 program provides six workshops over two years for inductees (Chester Unit 13, 2016). New hires in Silver Oak Area School District also participate in a pre-service training that familiarizes them with district policies and
WELL-TRAINED MENTORS

procedures. Although this program addresses many important areas, it is in need of an updated component with well-trained mentors.

Despite all of our strengths, the Silver Oak Area School District presents teachers, especially new ones, with many challenges. I’ve seen firsthand the frustration and struggle that this can bring to new teachers. Our district has a very unique landscape. The district is spread out over 250 square miles. It has 9 individual schools in three distinct areas of their landscape, which are the mountains, the valley, and the city. Ridgeview School (Grades K-6) and Willow Grove School (Grades K-6) are in the valley. Maple Ridge School (Grades 6-8), Mountain Oak School (Grades K-5), and Waterford School (K-5) are located in their mountain area. Springfield School (Grades K-8), Littlerock Elementary (Grades K-5), Littlerock Middle School (Grades 6-8), and Silver Oak Area High School (Grades 9-12) are all in their city. The needs of the students in these three areas are quite different. The diversity, economic status, staff members’ teaching experience, student discipline and student/school performance looks quite different across these buildings too.

Due to the vast diversity of the Silver Oak Area School District, it had a mentoring component embedded in their induction program from 1999-2011. Mentors were selected based off of seniority alone, which led to ineffective support for novice teachers. Seniority alone does not mean that particular individual demonstrated the best dispositions and skills necessary to be a mentor for new incoming teachers. Although the number of years one has been in the profession is valuable, it should not be the sole determining factor as evidence to demonstrate competency as a mentor. In essence, it’s possible for some teachers to have more experience than others, but this in fact could be
bad and incompetent experience, learned throughout the years. For these reasons and budget cuts, the mentoring component is no longer included in the induction program. It is my goal to improve the mentoring component by establishing specific characteristics and responsibilities of the mentors to ensure they are providing high quality support and guidance for their novice teachers, to create a policy within the district, and obtain financial support for the program.

**Statement of the Problem**

School districts assume that individuals are well prepared to face the complex needs of education today simply by completing a teacher preparation program. However, even those individuals whom are most well prepared need assistance in applying their prior knowledge to the actual act of teaching (Bartell, 2005). In order for novice teachers to have the confidence necessary to be successful, school districts must provide them with a comprehensive program that meets the vast diversity of their needs, including but not limited to, school district policies, procedures, professionalism and classroom instruction, delivery, curriculum, and management. Novice teachers also must have the opportunities to work collaboratively with a well-trained, well-selected mentor whom will provide support, guidance and teacher modeling throughout the course of their beginning years.

As education changes, the way that we prepare and support beginning teachers also needs to change. Mentoring is key to making this change happen.

There is something remarkable about mentoring that underscores its lasting value for the profession of teaching. Beginning teachers who have benefited from mentoring readily seek opportunities to give back to their profession, often by
becoming mentors themselves. And as they enter into leadership roles at the local, state, or national level, they carry an experience base vision of the powerful bond among teachers that inevitably results whenever mentoring is a supported priority (Gasner, 2002, p. 16).

Without providing novice teachers with a well-designed induction program, we are setting them up for failure with the possibility of leaving the profession after one year. As education is forever changing, we can no longer overlook the importance of providing beginning teachers a mentor and instructing them to reflect with colleagues rather than in isolation to ensure beginning teachers are meeting the state, district, and school curriculum, plan, goals, and standards (Moir, 2005).

Too often school districts provide beginning teachers with a “buddy” rather than a well-qualified mentor. In order for the mentoring aspect of an induction program to be beneficial to all involved, the mentor must undergo training to best prepare to meet the needs of their mentee.

The most challenging year for novice teachers is their first. Although induction and mentoring are two completely different terms they must coincide to be effective for beginning teachers. The purpose of an induction program is to help new teachers thrive and not just survive. On the other hand the purpose of a well-trained mentor is to encourage, support, and guide him/her through the beginning years of the profession.

Therefore, it is essential that school districts provide their beginning teachers with a well-designed, well-implemented induction program with an embedded mentoring component.

As the Assistant to the Superintendent in the Silver Oak Area School District, I believe the time to make important changes to the current new teacher induction program
is now. We take a lot of pride in the quality of education that we offer our students leading our district to consistently perform well on state mandated testing and performance scales (Keystone Standardized State Assessments (KSSA), Keystones, School Performance Profile) in comparison to the other schools in Hudson County. There are many reasons for our success including the wonderful characteristics of our district which leads me right back to the importance of improving the current teacher induction program through well-trained mentors.

The district is great because of the people in it, including over 2,703 talented students and 219 teachers. The people are what matter most, which is why I believe it is imperative to devote my time and energy to improving the induction program so that the district can excel even further. Adding well-trained mentors to the program will enable our district to grow educators which will lead us to better meet the needs of our students’ promoting even higher student achievement across the district.

The Silver Oak Area School District is located approximately 50 miles south of Greyhill, Keystone. They are situated in Hudson County, Keystone, near the Ashborne state border. Silver Oak Area School District, like Grandview, has a rich tradition of great athletic programs, in which the community takes a great amount of pride. Their operating budget is $42,933,073.00 for the 2016-2017 school term, which ranks us at 301 out of 501 public schools in Keystone. The average public school budget in Keystone is $56,617,810.00 (B. Megan, personal communication, May 30, 2017). Like many districts, we are attempting to provide our students with a quality education, while also being financially responsible.
WELL-TRAINED MENTORS

The diversity within our district is something that makes us different from the other schools in their local area. As a result, there is a high demand for well-trained, well-selected mentors to aide, guide, and support our novice teachers. The district enrollment percentages by race/ethnicity are as follows: 75.69 of white students, 16.98 of black or African American students, 5.59 of Multi-Racial students, 1.03 Hispanic students, 0.43 of Native Hawaiian or other Pacific Islander students and 0.28 of Asian students. At Silver Oak 72.41 percent of the students are considered economically disadvantaged, 17.44 percent of our students are categorized as special education students, 0.43% of students are English Language Learners and 1.86% of our students are classified as gifted. Our dropout rate is 3.66% (Keystone School Performance Profile: Silver Oak Area School District, 2017).

Since the district has such a unique population, it is necessary for our educators to have awareness of the diversity and learn how best to relate and know the needs of each student. The support of a well-designed, well-trained mentoring program can assist the novice teacher in achieving these goals. The hope is that this support system will increase their confidence and instructional delivery thus leading to an increase in student achievement.

Novice teachers of the Silver Oak Area School District must have support and guidance from a well-qualified, well-trained mentor to aide them in understanding and educating the vast diversity of students at each school in the district. Some examples of these major differences between these schools are as follows: students at Mountain Oak School are 98.48 percent white, while Littlerock Elementary School has only 44 percent of their population identified as white students. At Ridgeview School, 38.41 percent of
students qualify as economically disadvantaged, while 93.93 of the students at Littlerock Elementary School are qualified as economically disadvantaged. Mountain Oak School’s Pennsylvania School Performance Profile score was 79.6, while Littlerock Middle School had a building score of 50.5 (Pennsylvania School Performance Profile: Silver Oak Area School District, 2017). Therefore, each school represents its own challenges as far as race, diversity, ethnicity, and class are concerned. Well-selected mentors at each school is indispensable to ensure novice teacher and student achievement.

Due to the union’s bidding system, which is seniority-based, many of our new teachers start their careers teaching in our city schools. Therefore novice teachers face several additional challenges including less parent involvement, more disciplinary issues, and more frequent staff turnover. Because of this, there are less experienced teachers in these schools. For example, Willow Grove School has a teaching staff that average 13.57 years educational experience, while Littlerock Middle School teachers only average 6.50 years’ experience (Pennsylvania School Performance Profile: Silver Oak Area School District, 2017).

Over the course of the last four years, our district has lost 28 teachers to retirements or resignations, and only 18 of those staff members have been replaced. Due to the teacher attrition that we are experiencing in our district, utilizing new teacher induction to grow our teachers is even more important. If the trend of the last couple years continues, we will have less staff, but the expectation to provide a great learning experience for our students will continue to grow. This means that we must take every opportunity to help new teachers develop into great educators for our students.
As stated earlier, I have found that mentors can provide tremendous support to help new teachers acquire the skills to properly manage their classrooms, while also providing insight on how to be a successful educator. I am confident that adding a layer of well-trained mentors to our new teacher induction program will be a worthwhile venture for our district, producing a profound and positive impact on students.

**Purpose of the Study**

The purpose of this study was to develop a more comprehensive induction program that embeds mentoring to fulfill the needs of beginning teachers, while providing them with the encouragement and guidance necessary for personal success as well as to improve student achievement. By providing novice teachers with the appropriate supports, the frustration and stress that can occur during the beginning years in the profession should be limited. New teachers encounter many obstacles during their first years in the profession without the appropriate supports. Therefore, these teachers often leave education. Due to the lack of support, disappointment with teaching assignment, difficulty balancing personal and professional demands, excessive paperwork, inadequate classroom management, insufficient discipline and high stress, many teachers leave the profession early (Breaux & Wong, 2003). Because of the lack of support and guidance needed, many new teachers leave the profession disillusioned and bitter about teaching as an experience and as a profession (Breaux & Wong, 2003).

However, all of the aforementioned reasons above are controlled by providing beginning educators with a well-designed induction/mentoring program, to support and guide them through these challenges. An intense program of support and assistance can
mitigate much of the stress related to these factors during the crucial years and lead to higher success and retention rates within the profession (Bartell, 2005).

All beginning teachers need support and guidance to transition effectively into their new role as the sole educator. It is the school district’s responsibility to provide these teachers with effective programs that provide them with core information about the district. The program should also provide them with a mentor that can offer advice, guidance, and support to build confidence in themselves thus leading to greater student achievement. Mentors are a key component to the success of beginning teacher; however they cannot stand alone. Mentors must be included in the induction process which is aligned to the district’s vision, mission, and structure (Wong, 2005). Therefore, the two programs must be embedded to create the highest success.

By bringing mentoring back into an induction program, we are offering novice teachers with all the resources necessary to be successful and to make a difference with their students.

The drive of education is to provide all students with high-quality opportunities for optimum success. Educating novice teachers is no different. Without providing them with the appropriate supports and resources, we are basically setting them and their students up for failure. School districts need to remember that their teachers are the ones that make the difference in their classroom and with their students. According to multiple studies, student achievement directly relates to teacher effectiveness (Breaux & Wong, 2003). Therefore, new teachers must receive continual support and guidance to remain in the profession while enhancing personal success and student achievement.
WELL-TRAINED MENTORS

The design of the induction program with mentoring needs to be individually accommodating to novice teachers. Therefore, program developers must take the time to collaborate with multiple administrators, teachers, and beginning teachers to ensure the district goals are being met and beginning teachers are receiving adequate support.

Research Questions

1. What components should be included in an effective mentoring program to best meet the needs of novice teachers?

2. What are the common characteristics needed to be an effective mentor for novice teachers?

3. What are the common skillsets needed to be an effective mentor for novice teachers?

The Significance of the Study

The significance of this study is to incorporate mentoring to improve the new teacher induction program which in return will enhance teacher and student success. As the diversity of students and society changes, the way we educate students must also change. Therefore, the need for effective teaching is crucial.

School districts are making great effort to attract fully prepared educators or individuals that demonstrate the possibility to develop teaching expertise; however, their efforts will not be effective if those teachers are not supported by the district (Bartell, 2005). Therefore, if the Silver Oak Area School District embeds a mentoring element into the new teacher induction program the community will see that they are invested in their teachers by providing them with the support and resources necessary to be effective educators. In turn, it will further confirm that their district puts student needs first as without effective teaching, student achievement will suffer.
By developing, designing, and implementing a productive induction and mentoring program, new teachers will be drawn to their district as they showcase their investment in their well-being and needs. Their novice teachers will also be provided with resources and guidance to excel in their beginning years as the sole educator. By incorporating a mentoring component into the induction program, their beginning teachers will gain confidence in their abilities to be successful, effective educators.

It is imperative that beginning teachers are not only well intentioned to the profession but also must view education as a lifelong learning process (Bartell, 2005). They need to continually examine critically, reflect upon, and perfect their own practice as well as continue to seek to acquire new knowledge and expertise (Bartell, 2005). With a well-designed and implemented induction and mentoring program, their beginning teachers will receive the support and resources to enhance their development as an effective educator. According to Lipton and Wellman (2003), novice teachers learn to teach; they learn from their teaching; and with guidance and modeling, they teach from that learning. Developing the patterns and practices of skillful teaching and lifelong commitments to professional growth, begins with learning-focused mentoring relationships.

The goal of embedding mentoring back into the new teacher induction program at the Silver Oak Area School District is to not only enhance the quality of educators but also to create educators who fully participate in the professional life of the school and promote leadership. There are veteran educators who choose to decline administrative positions because of their love for the classroom. However, these educators would not have to make the choice between teaching or administration if they capitalize on the
leadership of their best teachers, without forcing them to leave the classroom in order to get the respect and resources they need to improve the quality of education all students receive (Villani, 2005).

Furthermore, teacher leadership is achieved by including mentoring into their new teacher induction program. “Mentoring young teachers provide a window of opportunity to develop and model teacher-leadership concepts” (Crowther et al., 2002, p. 143). Teacher leadership has the ability to promote change within the school and improve school effectiveness (Lipton & Wellman, 2005). Therefore, new teachers and the entire school community can be affected by the service provided by skilled mentors as teacher leaders (Lipton & Wellman, 2005).

When schools incorporate mentors into their induction program they are providing their veteran teachers the opportunity to voice their opinions and concerns regarding goal setting (Barth, 1990). Additionally, they will have the possibility to be a part of the decision making of school initiatives and policies (Barth, 1990). Veteran teachers as mentors will not only provide them the opportunity to develop professionally and improve their leadership; they will also be able to offer insight on how best to improve their district to provide a learning atmosphere that satisfies the needs of their novice teachers and students.

**Ethical Concerns and Limitations**

The limitations of this study is that it focuses on one school district in Silver Oak, Keystone with a narrow group of participators; as only past and present administrators are being asked to complete the survey. Participating members were all administrators at the Silver Oak Area School District. Therefore the findings from this study will not be
compared to other local districts. However, this study could be used to advance the quality of mentoring within the Silver Oak Area School district.

In addition, this study also faces several time constraints. The timeframe for enacting a new policy to the district includes multiple phases and will take several months to complete. The idea of including mentoring into the new teacher induction policy would first need to be proposed and approved by the district superintendent. Following initial approval, a group of district administrators would design, develop, and write the policy and then present the policy to the superintendent for review. Upon approval, the district solicitor will then need to review the policy to ensure it aligns with the Keystone school code. Once those phases are completed, the policy will then be taken to the school board, where there will need to be two readings before the policy can take effect in the Silver Oak Area School District.

Furthermore, including mentors into the new teacher induction program will also become an additional cost to the district as mentors will need to be compensated and appropriately trained. Correspondingly, a memorandum of understanding (MOU) with the teachers union will need to take place to allow the district to select mentors.

This study also poses an ethical concern. The size of the district budget does not support the needs of the diverse student population. Therefore, our district needs to maximize the budget in a way that we are fulfilling the demands of novice teachers and students. Mentoring is essential in achieving this goal for the Silver Oak Area School District.
Conclusion

If school districts do not take the initiative to design and implement effective induction programs with embedded mentoring, they are setting their teachers and students up for failure. School districts assume that individuals are well prepared to meet the diverse and challenging needs of education today by completing a teacher preparation program. However, even those individuals who are most well prepared need assistance in applying their prior knowledge to the actual act of teaching (Bartell, 2005).

Beginning teachers face many challenges in their beginning years which often leaves them discouraged from continuing their work in the education field. Because of the lack of support and guidance needed, many new teachers leave the profession disappointed about teaching as a whole (Breaux & Wong, 2003). However, this can all be prevented by providing beginning educators with a well-designed induction/mentoring program, to support and guide them through the beginning challenges. Therefore, administrators at Silver Oak Area School District asked themselves how they can design and implement an effective induction program with embedded mentoring to best meet the needs of our novice teachers.

Although induction programs are required by the state, often they do not provide novice teachers with the encouragement and direction necessary for those teachers and their students to be successful. For novice teachers to have the confidence necessary to be successful, school districts must provide them with a comprehensive program that meets the vast diversity of their needs, including but not limited to, school district policies, procedures, professionalism and classroom instruction, delivery, curriculum, and management.
Consequently, it is the school district’s responsibility to provide their novice teachers with content specific to the area as well as psychological and instruction-related support offered by a highly-qualified mentor. In order for new teachers to find a balance between the demands and expectations of students, parents, and the school itself, psychological support must be provided (Stansbury & Zimmerman, 2000). Along with psychological support, novice teachers also need instruction-related support, the nuts and bolts of teaching (Stansbury & Zimmerman, 2000).

Novice teachers also must have the opportunities to work collaboratively with a well-trained, well-selected mentor whom will provide support, guidance and teacher modeling throughout their beginning years. Mentors need to be well qualified, trained, and selected based on the demands of the beginning teachers and the goals set in place by the district. Experienced, good teachers do not necessarily make the best mentors. Therefore, the selection of mentors for novice teachers needs to be done with careful consideration and based on specific criteria so the teacher perceives the process as being fair and will result in the selection of a highly-qualified teacher (Bartell, 2005). It is crucial that potential mentors are made aware of the criteria and their role throughout the process. The novice teacher needs to understand the role of their mentor and how the guidance will be provided to him/her. Research supports that beginning teachers who experience high-quality mentoring are not only retained in the profession at higher rates, but also become competent more quickly than those who do not (Resta, Huling, & Yeargain, 2013). Consequently, a well-designed induction program with embedded mentoring is the key to novice teachers’ needs being met.
To understand the characteristics and attributes of a quality induction program with an embedded mentoring piece, a review of literature will provide the following relevant models: Bartell’s New Teacher Needs, Lipton and Wellman’s Three Mentoring Stances, Villani’s Effective Mentoring Programs, and Collaborative Induction, Mentoring, and Support framework. These models provide information and characteristics to develop a well-designed induction and mentoring program.

Developing a highly effective induction/mentoring program requires planning and commitment as it is a very challenging and complex task. Program developers need to spend time collaborating with a multitude of administrators, teachers, and beginning teachers to ensure that their district goals and needs of the teachers are being met. This action research study focuses on achieving this goal.

Past and current administrators and teachers at the Silver Oak Area School District will complete a 20 question, Likert scale survey with an additional four open-ended questions. The study is designed to analyze the successfulness of the current induction program and the qualities/characteristics to improve the induction program while embedding mentoring.
CHAPTER 2
REVIEW OF THE LITERATURE

Introduction

All new teachers enter the profession with varying backgrounds, motivations, experiences, and preparation levels (Bartell, 2005). These factors, along with the context in which they begin their work, shape their views of the profession (Bartell, 2005). According to multiple authors, teachers enter various stages of development, with different attitudes and needs at each stage throughout their years in the profession. The early work conducted by Fuller (1969) focused on teacher concerns and led to three broad areas: (a) self or survival concerns; (b) management or task concerns; and (c) impact concerns (Bartell, 2005). Katz (1979) defined the stages as follows; (a) survival, (b) consolidation, (c) renewal, and (d) maturity (Bartell, 2005). Similarly, Burden (1980) identified teacher development in three stages: (a) survival, (b) adjustment, and (c) maturity (Bartell, 2005).

Although the names of the stages varied over the years, they all reflect similar concerns and needs of beginning teachers. For example, Fessler and Christiansen (1992) extended and expanded the earlier work and developed eight stages of their Teacher Career Cycle Model: (a) preservice, (b) induction, (c) competency building, (d) enthusiastic and growing, (e) career frustration, (f) career stability, (g) career wind down, and (h) career exit (Bartell, 2005). Each developmental stage of teaching is flexible, dynamic, and varies for all educators.

Therefore, it is crucial for administrators to be knowledgeable of the varying stages of teacher development to best provide their teachers with continual professional growth, support, and guidance to be confident, successful teachers and to promote student
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achievement. A well-designed induction program with embedded mentoring is imperative to ensure novice teachers’ needs are met.

Given that new teachers face a plethora of challenges, many become discouraged from continuing to work in the education field for more than a few years. Despite these challenges, beginning teachers enter their classrooms with high expectations for themselves and their students. However, over the course of one year, these same teachers experience decreased strength of belief in their efficacy and the learning potential of their students (Harris & Associates, Inc., 1991).

Nearly 200,000 teachers are hired throughout the United States annually. By the end of the first year, more than 10 percent leave their teaching careers. After three years, approximately 33 percent and at the end of five years, 46 percent exit the profession (Kono, 2012). The attrition rates among teachers that do not participate in new teacher induction programs are 5.7% higher than those that did contribute.

Rates of turnover for first-year public school teachers rose from 21.4 percent to 28.5 percent, from 1988 to 2004, a 31 percent increase (Ingersoll & Merrill, 2010). Most studies conducted on retention have found that the first three years are identified as the riskiest on the job, the years in which teachers are most likely to leave (Bartell, 2005). These early years are known as the “sink or swim” or “survival” years because we often fail to provide novice teachers with careful support and thoughtful development of teaching expertise over time (Bartell, 2005).

According to Breaux & Wong (2003), teachers exit the profession early because of the lack of support novice teachers receive, teaching assignment, balancing personal and professional demands, excessive paperwork, inadequate classroom management and
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discipline and high stress. Because of the lack of support and guidance needed, many new teachers leave the profession disillusioned and bitter about teaching as an experience and as a profession (Breaux & Wong, 2003).

Nonetheless, all of these reasons are controlled by providing beginning educators with a well-designed induction/mentoring program, to support and guide them through these challenges. An intense program of support and assistance can mitigate much of the stress related to these factors during the crucial years and lead to higher success and retention rates within the profession (Bartell, 2005).

If highly qualified teachers are to remain in the profession, they must have support during their induction years (Fry, 2007). This period, the first three years of teaching, is a time in which the novice becomes more familiar with job responsibilities, the work setting, and professional norms and expectations (Bartell, 2005). It is unfortunate that it appears as if new teachers are left to overcome challenges in isolation. “They receive little or no support and soon realize that college preparation and student teaching, no matter how positive those experiences may have been, have not fully prepared them for the realities of the classroom” (Breaux & Wong, 2003 p. 7).

School districts need to remember that their teachers are the ones that make the difference in their classroom and with their students. According to multiple studies, student achievement directly relates to teacher effectiveness (Breaux & Wong, 2003).

Therefore, it is essential for new teachers to receive ongoing support and training to not only remain in the profession but also to be successful and enhance student achievement. “If well-trained, competent, caring teachers were present in every classroom, we would witness a staggering increase in student achievement, motivation,
and character improvement, along with a marked decrease in discipline problems” (Breaux & Wong, 2003 p.22). Developed induction programs with embedded mentoring are the key to achieving these goals. “Whether teachers choose to remain in teaching depends heavily on their experiences during the crucial initial years in the profession” (Breaux & Wong, 2003 p. 8).

Evidence exists that beginning teachers who experience high-quality mentoring are not only retained in the profession at higher rates but also become competent more quickly than those who do not (Resta, Huling & Yeargain, 2013). Also, schools with mentoring programs for first-year teachers experienced 6.8% less teacher attrition than those without mentoring programs (Kono, 2012). There are many studies focused on the partnership between mentors and novice teachers that provide evidence of the positive impact these relationships have on new teachers’ orientation to the school system, socialization to the school culture, and improved effectiveness in promoting student learning (Villani, 2002).

To beginning teachers, having a well-trained, supportive mentor can serve as a life-saver in their beginning years in education. The role of a mentor has expanded beyond a wise and trusting friend to include teacher, supporter, guide, protector, and sponsor (Villani, 2002). However, the extent and depth to which mentors and the novice interact are determined by the decisions about goals and resource allocations made when the program is created (Villani, 2002). Therefore, designing an effective mentoring program is complicated and requires planning and commitment (Villani, 2002). Program developers need to spend time collaborating with a multitude of administrators, teachers,
and beginning teachers to ensure that their district goals and needs of the teachers are met.

Although mentors support their teachers in a variety of ways, there are four significant areas to focus on, which are as follows: (1) provide emotional encouragement, (2) provide information about the daily working of the school and school community, (3) promote cultural understanding of students and their families, and (4) academic coaching (Villani, 2002). These are the four most prominent pressures and concerns beginning teachers face. Therefore, they should be the emphasis on a successful mentoring component.

When integrating mentors within an induction program, administrators need to make careful considerations of whom best meets the qualities of a good mentor. According to DeBolt (1989), mentors rated the following as the most helpful characteristics for their mentoring: approachability, integrity, ability to listen, sincerity, willingness to spend time, enthusiasm, teaching competence, trustworthiness, receptivity, enthusiasm to work hard, positive outlook, confidence, commitment to the profession, openness, experience in teaching, tactfulness, cooperativeness and flexibility (Villani, 2002). Just like beginning teachers need specific professional development, mentors also need adequate preparation to best serve the novice they are assigned.

Mentors that learn explicitly about their role as a mentor, are capable of mentoring to a much larger quality (Villani, 2002). Odell (1990) suggested that mentor teachers need trained in the following areas: (1) the purposes of teacher induction programs, (2) school district philosophy, needs, and priorities, (3) district policies and operating procedures, (4) working with the adult learner; stages of teacher development,
(5) concerns and needs of beginning teachers, (6) clinical supervisions, classroom observation, and conferencing skills, and (7) teacher reflection, and fostering self-esteem and self-reliance in the novice teacher (Villani, 2002). Along with specific training on the role of a mentor, mentors also need to be aware of the motivations behind their protégé to help him/her realize his/her goals for the students and themselves (Bartell, 2005).

When mentoring programs are designed properly, mentors get as much from the process as they give. Mentors find that peer coaching empowers them to go deeper into their own teaching practice (Villani, 2002). One of the greatest possibilities of mentoring programs is the possibility that the school culture will be positively affected by reenergizing and rejuvenating veteran teachers by providing them with the opportunity to interact, explore, and communicate with others rather than working in isolation (Villani, 2002).

Along with mentoring, novice teachers need an induction program based on their own individual needs as well as student and district needs. The induction phase is often a “make or break” point for the teacher, as evidenced by the traditionally high dropout rate during these initial years, (Bartell, 2005). Therefore, “successful induction programs are a smart investment in the ongoing training, support, and retention of beginning teachers, who, as a result of completing the program become more qualified, capable, and effective teachers which carries over to student achievement” (Breaux & Wong, 2003 p.11).

Novice teachers generally enter the profession after completing a traditional teacher preparation program. During these programs, teacher candidates acquire subject matter knowledge and general liberal arts knowledge (Bartell, 2005). Within these topics the best preparation programs also include knowledge about students and learning,
knowledge about curriculum and teaching, and knowledge about the foundations of education (Bartell 2005). Although beginning teachers may have strong academic preparation, induction programs and mentoring work is in adjunct and extension of their prior knowledge (Bartell, 2005). In other words, the induction process is known as the bridge between formal training and real-life experience (Bartell, 2005).

Induction programs also need to assist novice teachers with applying what they have learned and move from a student-teaching situation to their own classroom where they are now solely and fully in charge (Bartell, 2005). When planning an induction program, administrators need to consider focusing not only on the act of beginning teaching but also on the context in which the new teacher learns and perfects their craft once they begin to teach (Bartell, 2005). By incorporating an induction program, school districts will foster a culture of effective teaching while meeting all the critical needs of the teacher and students (Breaux & Wong, 2003).

As society continues to change, so does education. Education is at the point where it is demanding extraordinary teachers to meet the vast variety of diverse populations and provide educational and other services to families and students. Bartell (2005) writes,

New teachers will teach in a wide variety of contexts and settings, in urban, rural, and suburban schools with rich, middle, and the poor. They will teach students who are more ethnically, culturally, and linguistically diverse than any country in the world (p. 4).
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They will teach students who have strong family support and a caring, nurturing environment, and many who lack this support system (Bartell, 2005). They will teach students at a variety of ability levels and with a variety of learning needs (Bartell, 2005).

Along with preparing our educators, districts also need to prepare the workforce so that it is well prepared to face the challenges and complexities our society presents now and in the future. Teachers entering the profession today need to have the mindset that educating is a lifelong process, one that involves reflecting on their own teaching and continual learning as one comes in contact with each new student and shares ideas, problems, and solutions with colleagues (Bartell, 2005).

Induction

The purpose of this study was to analyze the current new teacher induction program in Silver Oak Area School District and determine the need and benefit of adding a mentoring component.

According to Breaux & Wong (2003), induction programs must have a specific structure, begin before the first day of school, and extend for two or more years with the following purposes:

1. To improve instruction in classroom management and effective teaching techniques
2. To reduce the difficulty of the transition into teaching
3. To maximize the retention rate of highly qualified teachers

Such a program should also include all the things to support and train new teachers and acculturate them to teaching, including the responsibilities, missions and philosophies of the school and district (Breaux & Wong, 2003). "Becoming a teacher requires not only
the development of a professional identity, but also the continual development of professional knowledge and practice through ongoing professional development” (McCormick, Gore & Thomas, 2006, p. 95). In order for an induction to be successful, the school culture must exemplify the goals of the program, which in return promotes a family of teacher leaders that will support and work collaboratively to ensure student achievement (Wong, 2004).

According to research conducted by Wong (2004), an induction program that is effective and promotes leadership should consider implementing the following strategies: establish learning communities where all gain knowledge, every colleague is a valuable contributor, learning is turned over to those in the study group, and quality teaching is not solely individual, but also a group responsibility. It is imperative for beginning teachers to receive support and collaboration from a well-designed induction program to enhance high quality instruction and student achievement.

Along with support and collaboration from a well-designed induction program, novice teachers also have specific needs that must be addressed throughout their beginning years. Novice teachers need to become familiar with their school and district procedures, learn how to manage their classrooms and to keep appropriate records; along with needing help adjusting to the psychological stress and demands (Bartell, 2005).

Beginning teachers also have specific needs in curriculum and instruction, knowing what and how best to teach it, and learn the norms and practices of their profession (Bartell, 2005). They also need to be able to relate to the lives and cultures represented within their classrooms and know how to navigate the politics of the school and the broader context that influences the profession (Bartell, 2005).
There is such a vast variety of needs novice teachers face on a daily basis. Bartell (2005) created a comprehensive list, The New Teacher Needs Addressed in Induction Programs, replicated in Table 1, which provides specific examples for each categorical need of beginning teachers. “The most effective and comprehensive programs consider this range of needs and recognize that not all teachers need the same kind or level of support and assistance in every area” (Bartell, 2005, p. 17). Although induction programs are generally designed to fit the needs of the district as a whole, effective programs also must be accommodating to the specific novice teacher and the challenges he/she face.

**Table 1 New Teacher Needs Addressed in Induction Programs (Ch. 1, pp. 17)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedural</td>
<td>Familiarity with school and district procedures and expectations for personnel</td>
</tr>
<tr>
<td>Managerial</td>
<td>Classroom management strategies; time management; setting up the classroom; getting materials and supplies; scheduling; taking attendance; grading practices; keeping records</td>
</tr>
<tr>
<td>Psychological</td>
<td>Managing stress, gaining self-confidence; handling challenges and disappointments; transitioning from student to teacher role’ attending to physical and emotional well-being</td>
</tr>
<tr>
<td>Instructional</td>
<td>Grade-level curriculum standards and expectations; lesson planning instructional resources; assessing student progress and using results to shape instruction; using a variety of instructional practices; adapting instruction to meet individual student needs</td>
</tr>
<tr>
<td>Professional</td>
<td>Teaching norms and practices; appropriate boundaries and relationships between faculty and students; legal issues; the role of professional organizations; professional development opportunities</td>
</tr>
<tr>
<td>Cultural</td>
<td>Developing rapport with students and parents; understanding and appreciating environment; using community resources; valuing diversity; developing cultural proficiency</td>
</tr>
<tr>
<td>Political</td>
<td>Getting to know colleagues; contributing to extracurricular programs; building relationships with colleagues, staff, and administrators; understanding the broader context of teaching and reform efforts</td>
</tr>
</tbody>
</table>

*Note: Reprinted from Cultivating high-quality teaching through induction and mentoring, by Carol A. Bartell.*
In Producing Educational Leaders Through Induction Programs, Wong focuses on successful induction programs and some of the characteristics that each possesses. Flowing Wells School District and Lafourche Parish School are two of the schools highlighted in the article because of their outstanding new teacher induction programs. His article examines the difference between the terms mentoring and induction and states that all true induction programs must have three components: training, support, and retention (Wong, 2004).

A successful induction program should operate for two to three years. As a result of a successful new teacher induction program, leadership is promoted within teaching practices and can lead teachers to future administrative roles. Also, another common benefit of effective new teacher induction programs is the ability of districts to retain teachers. Not only do effective induction programs benefit novice teachers, they also benefit veteran teachers by providing them with new opportunities and a voice within the district.

The work on new teacher induction program shows the significance of providing multiple supports to inexperienced teachers. A good induction can be recognized by its purpose, component, and structure and must have administrative support (Wong, 2004). In Comprehensive Teacher Induction: Meeting the Dual Needs of Principals and New Teachers in Rural Schools, a research project conducted by Northern State University is discussed. New teacher support programs were examined to better understand issues that teachers are facing at the start of their teaching careers (Kono, 2012). The evidence collected supported the notion that new teacher induction programs help first-year
teachers succeed. New teacher induction programs clearly helped teachers to establish routines and instructional strategies.

For an induction program to be successful and well-designed, multiple stakeholders should be involved in the process and development of the program to ensure novice teachers are receiving the support and resources necessary to be successful in the profession (Portner, 2001). A task force consisting of the assistant superintendent, district beginning educator support and training (BEST) facilitator, subject area consultants, president of the teachers’ association, and a school administrator worked collaboratively to develop what is known as the Collaboration for Induction, Mentoring and Support (CIMS) of Beginning Teachers (Portner, 2001).

Effective induction and mentoring programs are designed and implemented by a multitude of people. “The CIMS framework is constructed on the framework for embedding teacher induction and mentoring into a school’s or district’s culture that emphasizes the systematic and empathic relationships among people, policies, and procedures” (Portner, 2005, p. 86). Figure 1 is a replica of the framework. The task force recognized that they needed to make the focus of their approach to induction and mentoring to be centered on collaborative-doing and committed-leading with specific policies and procedures in place.
Without specifics in place, especially regarding mentoring, an induction program will not be successful. Therefore, it is essential that districts have explicit criteria and guidelines for the program itself and the mentors involved. A manual was created that specifies the responsibility, activities, timelines, operational guidelines, and outcomes for each of the program’s various roles (Portner, 2005). The manual also addresses in great detail the guidelines for mentor recruitment and selection, mentor matching, mentor training and support, mentor incentives, and mentor program evaluation (Portner, 2005).
Along with the manual and specific criteria for mentor selection, the CIMS program also recommends an induction that begins with a three-day orientation session that follows with a variety of networking and professional development activities that occur periodically throughout the course of their first two years to ensure advanced certification is obtained (Portner, 2005). “CIMS specifies that orientation for the beginning teacher includes four key components: (1) The school’s community, (2) The district’s policies and procedures, (3) The school’s policies and procedures, (4) The curriculum” (Portner, 2005 p.88). Despite challenges that districts and schools face, it is their responsibility to provide novice teachers with a well-designed induction program with embedded mentoring to ensure personal and student achievement, especially within the first few years of being in the profession.

Induction programs should support new teachers in multiple areas, including time and classroom management, content knowledge, teaching pedagogy and state standards. It should also address issues and needs that are specific to the demographics of the community. In addition to the professional challenges that first-year teachers face, consideration must be given to helping them to become socialized in a new community, by building relationships with other professionals as well as parents (Kono, 2012).

While some schools are very welcoming of new teachers, schools rarely help them to engage in discussions about curriculum, classroom management, and instruction (Johnson & Kardos, 2002). Often new teachers are also given the most challenging schedules in the building because they teach the lowest achieving students with the greatest amount of behavioral problems. Administration is not aware, nor are they supportive of the difficulties inexperienced teachers face. Schools fail to encourage a
professional learning community that builds inexperienced teachers’ skills and knowledge (Ingersoll & Strong, 2011).

Research indicates that a complete new teacher induction program will enhance teacher performance leading to improved student achievement. However, the National Center for Education Evaluation and Regional Assistance reports a contradictory finding in Comprehensive Teacher Induction. The empirical study examined whether comprehensive teacher induction programs lead to higher teacher retention rates and to positive teacher and student outcomes compared to less comprehensive approaches to supporting new teachers (Kono, 2012). The study utilized the Educational Testing Services and the New Teacher Center at the University of California, Santa Cruz induction programs. These programs were chosen because of their similar characteristics, designing the study around random assignments.

The National Center for Education Evaluation and Regional Assistance exposed one group of teachers to the comprehensive induction program (treatment), while an equivalent group was exposed to the district’s usual induction program (control). The findings were that the comprehensive induction program differed in only the support the new teachers received; it had no impact on teacher practices, student test scores, or teacher retention. This report only focused on the first year of findings, with a second report expected to examine more long-term effects.

In the state of South Dakota, new teacher retention rates are extremely low. Therefore, the new teacher induction programs play an even more important role. Kono showed that teachers participating in an induction program are nearly two times more likely to continue in the teaching field. As a result of the study, South Dakota schools
had evidence that signaled the benefits of having a comprehensive new teacher induction program for teachers and principals alike.

In the January 10, 2002 annual Quality Counts issue of *Education Week*, the top ten states with the most improved teacher quality from the previous year were reported. The list is as follows:

1. North Carolina
2. Connecticut
3. Massachusetts
4. South Carolina
5. Arkansas
6. Oklahoma
7. Kentucky
8. Indiana
9. New Jersey
10. Vermont

The first nine of the above states require and finance new teacher induction. Of the remaining 40 states, only six also do so (Breaux & Wong, 2003). These results support the belief that induction improved the quality of teachers and should be funded in order for all students to benefit, including those from poor school districts.

**Induction and Social Justice**

The culturally diverse needs of students are so great that beginning teachers are not prepared to reach the demands. This can lead them to fall back on myths that all students can learn the same and misconceptions that diverse students are academically
less capable (Achinstein & Athanases, 2005). Teachers are more likely to grow into educational leaders in a school district with new teacher induction and sustained professional development (Wong, 2004). Because new teachers need assistance in meeting the needs of diverse students, providing successful induction programs is a matter of social justice to ensure students are provided with opportunities for success.

According to the literature, professional development of teachers occurs in “stages” that extend beyond their first year of teaching (Mutchler, 2000). During the “survival and discovery stage,” or within the first year of teaching, the goal is to provide teachers with intensive assistance in meeting the immediate needs as they adjust to the demands and become socialized to the school organization (Mutchler, 2000).

In order for beginning teachers to successfully reach the diverse needs of all students, it is essential that they are provided with psychological and instruction-related support (Mutchler, 2000). In order for new teachers to find a balance with the unfamiliar demands and expectations of students, parents, and the school at large, psychological support must be embedded into the induction and mentoring program (Stansbury & Zimmerman, 2000). Instruction-related support addresses the nuts and bolts of teaching, from locating materials and other resources available in the school, to organizing classroom space, to adding to his or her still-limited repertoire of instructional strategies (Stansbury & Zimmerman, 2000). Although support is critical for beginning teachers providing a personal understanding of pedagogy, the method and practice of teaching, is equally as important as teachers move through their beginning years (Mutchler, 2000).

Providing novice teachers with support while they develop their own personal pedagogy will further enhance their confidence in their teaching abilities. “Pedagogy, the
art and science of teaching and learning, allows a teacher to continually refine and adjust his/her practice in order to consistently and effectively help students’ master content skills” (Mutchler, 2000, p. 16). Teaching is a reflective profession with continual growth, revision, and adjustments. There is one key feature when it comes to mentoring for development, for a teacher to become “skilled at independently identifying and addressing the idiosyncratic learning problems of their students” (Stansbury & Zimmerman, 2000, p.5).

As the population of diverse learners continues to increase, it is imperative that beginning teachers are offered support and professional development to meet the needs of their students. To build bridges between students and subject matter, teachers need to know how their students think about what they are learning; trying to see the world through their eyes (Feiman-Nemser and Remillard, 1995).

**Mentoring vs. Induction**

Although induction and mentoring coincide, there are differences between the two terms and they cannot be used interchangeably. Teacher induction program is defined as a systematic, organized plan for support and development of the new teacher in the initial one to three years of service, developed as a way to successfully and attentively introduce new teachers to their responsibilities and bring newcomers into the profession (Bartell, 2005). The sole purpose of an induction program is to help novice teachers thrive, not survive, in their first few years of teaching (Bartell, 2005).

“Induction programs are designed to accomplish some things on behalf of new teachers, their students, and the schools in which they work” (Bartell, 2005, p.45). Although districts design induction programs as a whole, they need to be flexible to meet
WELL-TRAINED MENTORS

the needs of beginning teachers as they all begin from different preparation programs with different experiences.

During the induction period, teachers are socialized into the profession, experiencing their own professional responsibilities, successes and challenges, while having their perceptions shaped by a variety of conditions in the work place (Bartell, 2005). Some of the characteristics that shape beginning teachers’ perceptions include: school type, class size, workload, and availability of resources, student characteristics, school climate, collegial relations, and parental involvement (Bartell, 2005). Each of these characteristics will vary depending on the school district, and therefore, must be personalized to meet the needs of the district and teacher’s needs.

When induction programs are not in place, we are leaving beginning teachers behind and allowing them to struggle (Bartell, 2005). Whereas if we provide them with the structure and guidance necessary at this crucial entry period, their beginning years in the profession will be a period of continued learning and development that leads to success and expert practice (Bartell, 2005).

Induction is a well-designed program that addresses the needs, concerns, and topics for beginning teachers. However, in order to have a successful induction program, the district needs to provide the novice teacher with a well-trained mentor to encourage, support, and guide him/her through the beginning years of the profession. According to Odell and Huling (2000), mentoring is defined as “a professional practice that occurs in the context of teaching, whenever an experienced teacher supports, challenges, and guides novice teachers in their teaching practice” (p. 73). “Mentoring has become a powerful tool and resource in helping to retain and acculturate teachers to their roles and
to the profession” (Bartell, 2005, p. 73). A successful mentor is able to understand and represent a vision of teaching that is consistent with an explicit vision of teaching; along with the ability to describe, model, assess, and give feedback to new teachers about achieving that vision (Bartell, 2005). Mentoring is an essential piece to a successful induction program.

Experienced, good teachers do not necessarily make the best mentors; therefore, the selection of mentors for novice teachers needs to be done with careful consideration and based on specific criteria so that the teacher perceives the process as being fair and will result in the selection of a highly-qualified teacher (Bartell, 2005). “Most experts suggest that the criteria for selecting mentors be a part of the program design, and aligned with the goals of the program” (Bartell, 2005 p. 75). It is also crucial that potential mentors are made aware of the criteria and their role throughout the process and the novice teacher needs to understand the role of their mentor and how the guidance will be provided to him/her.

The mentor selected must be a passionate teacher with the ability to enact the vision of excellent teaching to guide others in achieving (Bartell, 2005). An additional factor to consider is the compatibility between the mentor and the novice teacher so that the two colleagues can develop a positive relationship. According to Daresh (2003), the most significant factor is the “fit” between mentor and protégé.

If the novice and mentor teacher are not compatible, the effectiveness of the mentoring component will be hindered. Daresh (2003) writes,

The ideal matching of mentors and protégés should always be based on an analysis of professional goals, interpersonal styles, and the learning needs of both
parties. It is nearly impossible in the real world to engage in such perfect matching practices. Most mentoring relationships will likely be formed as marriages of convenience and not as the ideal, naturally developing partnerships that are so often presented in the literature (Bartell, 2005, p. 79).

It is up to the district and induction program planner to establish specific guidelines for selecting mentors to ensure the beginning teacher is getting the best quality support and guidance he/she can receive to grow professionally and to reach the demands of students.

Induction is a developed program with specific district-driven goals that will guide the beginning teacher to be successful. Mentoring is how the novice is supported and guided in achieving the goals set forth in the induction program. A district cannot have a successful induction program without an effective mentor supporting the beginning teacher, combined with the additional components of the program. Mentors are very important, but cannot stand alone; they must be part of an induction process aligned to the district’s vision, mission, and structure (Wong, 2005). Therefore, the two programs must be embedded to create the highest success.

**Mentors**

The benefits and importance of carefully selecting mentors are reported in multiple studies. In 1988, the Santa Cruz New Teacher Project created a comprehensive induction program with the goal of supporting new teachers as they face the challenges as beginning teachers. As a result, they unexpectedly benefited by offering an authoritative new role to veteran teachers.

The veteran teachers, known as mentors, were selected from a rigorous process, resulting in a highly skilled and diverse group of mentors with an average of 17 years of
experience each (Moir & Bloom, 2003). The mentor role was a three-year commitment, which assisted in training new teachers in assessing their practice and developing systematic plans for improvement. After completing this program as a mentor, the veteran teachers returned to their classrooms with a much greater understanding of teaching and learning. Many of these mentors went on to various leadership positions. These school leaders cite their experiences as a mentor in helping them become an effective leader.

Two studies in California and one in an East Coast district all found that greater participation by new teachers in mentoring programs had a positive impact on student achievement (Ingersoll & Strong, 2011). Although mentoring is an important element of a successful induction program, without training they are typically unable to provide mentees with the support and knowledge they require. Veteran teachers are not necessarily good mentors without proper training specific to adult learning. Therefore, mentors must be provided with substantial and targeted preparation (Stanulis & Ames, 2009).

Learning to Mentor: Evidence and Observation as Tools in Learning to Teach is an empirical article that examines relationships between mentors and new teachers. For this study, experienced teachers were recruited to participate as mentors, in conjunction with university induction leaders. These mentors were released from one day of teaching every week to work with three novice teachers in the new teachers’ classrooms. Mentors also participated in mentor study groups for six hours a month and six full days of professional development throughout the year (Stanulis & Ames, 2009).
The relationship between the mentor and novice will sometimes evolve into a friendship, instead of a colleague-mentoring relationship. While mentor-mentee relationships might allow new teachers to seek advice about school procedures from mentors, it may not lead to greater teaching and learning experiences. In order for this to take place, mentors must regularly spend time in the mentee’s classroom, identifying strengths and areas of need (Stanulis & Ames, 2009).

There is a vast variety of how mentoring practices work in induction programs. In some cases mentoring has a significant impact for the new teacher whereas in other cases it is perfunctory and not as valuable (Bartell, 2005). According to a pilot study conducted by the California Commission on Teacher Credentialing and the California Department of Education (1992), the intensity of the mentoring made the most dramatic gains in teaching performance as well as improved retention rates of new teachers (Bartell, 2005). Novice teachers who experienced high intensity mentoring had a wider variety and greater complexity of teaching strategies, more focused on individualizing instruction, and exhibited more ability to use strategies to meet the diversity in population all leading to higher levels of student achievement (Bartell, 2005). Therefore, high-intensity mentoring certainly is the most desirable if we wish to reach the established goals for the induction program (Bartell, 2005). Table 2 provides an overview of the different levels of intensity and the criteria for each category.
## Table 2 Intensity of Mentoring Support (California Commission on Teacher Credentialing and the California Department of Education, 1992) (Ch. 4, pp. 85)

<table>
<thead>
<tr>
<th>Low-Intensity Mentoring</th>
<th>Medium-Intensity Mentoring</th>
<th>High-Intensity Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of criteria for mentors are not identified. Teachers volunteer to be mentors.</td>
<td>Mentors are selected by seniority, convenience, or by principal recommendation.</td>
<td>Mentors are selected by a committee according to well-defined, published criteria.</td>
</tr>
<tr>
<td>Experience teacher has no special training in working with new teachers.</td>
<td>Mentor is given some training to work with new teacher (i.e., one day) and has had some prior experience in staff development.</td>
<td>Mentor completes extensive training in working with new teachers and continues to meet with other mentors throughout the year.</td>
</tr>
<tr>
<td>Mentor has no release time to work with new teachers.</td>
<td>Mentor has limited number of release days to work with each new teacher (e.g., one to five days per year).</td>
<td>Mentor is released full-time from own classroom to work with no more than fifteen new teachers, or mentor is released one half-day or full day to work with no more than four teachers.</td>
</tr>
<tr>
<td>Mentor is located at different school site than the new teacher.</td>
<td>Mentor works in the same school as the new teacher or in a school or nearby.</td>
<td>Mentor released part-time is located at same time as the new teachers and has taught in the same subject area or grade level as the new teacher.</td>
</tr>
<tr>
<td>Mentor teaches at different grade level or different subject areas than the new teacher.</td>
<td>The mentor meets with the new teacher at least once a week during lunch, after school, or during a free period.</td>
<td>The full-time release mentor is assigned teachers who are concentrated in a limited geographical area.</td>
</tr>
<tr>
<td>Mentor meets once a month or less with the new teacher.</td>
<td>Mentor has some knowledge of or experience with the curriculum being taught by the new teacher.</td>
<td>Mentor is compensated at a level that is considered fair an appropriate to the time commitment.</td>
</tr>
<tr>
<td>Mentor lets new teachers identify their own problems or issues for discussion.</td>
<td>Teachers agree on what constitutes good teaching practice.</td>
<td>A clearly articulated vision of teaching guides the mentoring process.</td>
</tr>
<tr>
<td>Concept of teaching is guided by individual beliefs, styles, and practices.</td>
<td>Mentor bases conversations with new teacher on observations of teaching or informal identification of needs and priorities.</td>
<td>Mentor conversations with the new teacher are based upon classroom observations and assessments of the new teacher’s performance.</td>
</tr>
<tr>
<td>Little or no monetary compensation provided to the mentor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Reprinted from Cultivating high-quality teaching through induction and mentoring, by Carol A. Bartell.*
WELL-TRAINED MENTORS

Without mentor teachers observing their protégé, he or she will not be able to offer adequate feedback and constructive criticism. On the other hand, if novice teachers are not observing their mentor he or she will not have the opportunity to experience effective instructional strategies. This preparation was focused on improving instructional practices, scaffolding student learning and developing strong classroom management skills. Data was collected about one mentor and her novice teachers through interviews, observations of mentor study groups, and the mentoring cycle, including preconference, observation of the lesson and post-conference. Communication and observation between mentor and protégé is essential to maximize the effectiveness of this component within an induction program further leading to more confident and highly qualified educators.

The conclusion of this study showed mentors should receive substantial preparation in order to be receptive to the needs of a beginning teacher. Mentoring should support teachers in ways that challenge them to consider new perspectives and build skills to be confident in their first few years of teaching. New teachers are successful when mentors can go into the new teachers’ classrooms to observe and collect evidence to address the needs of a beginning teacher.

Skilled mentors are versatile in their interactions with their mentee(s) and attend to both relationship and learning in their work together. “Within learning-focused conversations, accomplished mentors shift as needed between consulting, collaborating, and coaching stances to develop their protégés’ capacities to reflect upon practice, generate ideas, and increase personal and professional self-awareness” (Lipton & Wellman, 2003, p. 153). The ultimate goals for each of the three stances and their
cumulative effect for the protégé are to support self-directed learning and to enhance the capacity for engaging in productive, collegial relationships (Lipton & Wellman, 2003).

It is essential for the mentor to understand the needs of the novice he/she is working with to ensure he/she takes the appropriate position for mentoring. When a mentor takes the stance as a consultant, he/she offers perspectives and options as well as counsels and provides advice about processes, protocols, choices, and actions by drawing from a stored repertoire of experiences and expertise (Lipton & Wellman, 2003). When a mentor takes the stance as a collaborative partner, he/she is equal to the novice in planning, reflecting, and problem-solving and therefore the two work together to share idea generation and analysis (Lipton & Wellman, 2003).

When a mentor takes the stance as a coach, he/she engages in a nonjudgmental mediation of thinking and decision making to support the novice’s emotional and cognitive development (Lipton & Wellman, 2003). Table 3 is a replica of the visual representation of each stance designed by Lipton & Wellman.

<table>
<thead>
<tr>
<th>Consulting</th>
<th>Collaborating</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intentions:</strong></td>
<td><strong>Intentions:</strong></td>
<td><strong>Intentions:</strong></td>
</tr>
<tr>
<td>To share information, advice, and technical resources about policies and procedures, learning and learners, curriculum and content, and effective practices.</td>
<td>To co-develop information, ideas, and approaches to problems</td>
<td>To support the protégé’s idea production, instructional decision-making, and ability to reflect on practice</td>
</tr>
<tr>
<td>To establish, standards for professional practice</td>
<td>To model a collegial relationship as a standard for professional practice</td>
<td>To increase the protégé’s ability to self-coach and become a self-directed learner</td>
</tr>
<tr>
<td><strong>Actions:</strong></td>
<td><strong>Actions:</strong></td>
<td><strong>Actions:</strong></td>
</tr>
<tr>
<td>Providing resource materials and references to research.</td>
<td>Brainstorming ideas and options.</td>
<td>Maintaining a nonjudgmental stance with full attention to the emotional and mental processes of the protégé.</td>
</tr>
<tr>
<td>Demonstrating processes and procedures informally and through model lessons.</td>
<td>Co-planning and co-teaching lessons.</td>
<td>Inquiring, paraphrasing, and probing for specificity to surface the protégé’s perspectives, perceptions, issues, and concerns.</td>
</tr>
<tr>
<td>Offering a menu of options to consider.</td>
<td>Sharing and exchanging resource materials.</td>
<td></td>
</tr>
<tr>
<td>Providing introductions to building and district resource</td>
<td>Planning experiences to try simultaneously in each of your classrooms, and comparing</td>
<td></td>
</tr>
</tbody>
</table>

Table 3 Three Mentoring Stances (From Lipton & Wellman, 2003) (Ch. 9, pp. 156-157)
### WELL-TRAINED MENTORS

<table>
<thead>
<tr>
<th>people as needed.</th>
<th>notes on results.</th>
<th>Inquiring, paraphrasing, and probing for specificity to support the protégé’s planning, problem solving, and reflecting on practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Offering expert commentary on student work examples.</td>
<td>• Jointly analyzing study work samples.</td>
<td>• Inquiring, paraphrasing, and probing for specificity to support the protégé’s analysis of student work.</td>
</tr>
<tr>
<td>• Sharing principles of practice by elaborating the “what,” “why,” and “how” of proposed ways of thinking about issues, proposed solutions, and choice points.</td>
<td>• Joining the protégé to offer support and “translate” when building and district resource are present to provide technical assistance.</td>
<td>• Inquiring, paraphrasing, and probing for specificity to increase the protégé’s self-knowledge and awareness as a teacher, colleague, and professional educator</td>
</tr>
<tr>
<td>• Framing presenting problems within wider contexts and providing expert ways to approach issues and concerns.</td>
<td>• Jointly noting problem frames and generating alternative ways to think about issues and concerns.</td>
<td>• Alternating offering ideas with encouraging the protégé to contribute ideas.</td>
</tr>
<tr>
<td></td>
<td>• Alternating paraphrasing and summarizing oneself with encouraging the protégé to paraphrase and summarize developing ideas and understandings.</td>
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</tr>
<tr>
<td></td>
<td>• Alternating offering ideas with encouraging the protégé to contribute ideas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inquiring, paraphrasing, and probing for specificity to support the protégé’s planning, problem solving, and reflecting on practice.</td>
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</tr>
<tr>
<td></td>
<td>• Inquiring, paraphrasing, and probing for specificity to support the protégé’s analysis of student work.</td>
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<td></td>
<td>• Inquiring, paraphrasing, and probing for specificity to increase the protégé’s self-knowledge and awareness as a teacher, colleague, and professional educator.</td>
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<tr>
<td></td>
<td>• Using a credible voice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sitting up straighter or leaning back a bit from the table.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using the pronoun “I” as in, “Here’s how I think about issues like that.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using bookmarking phrases for emphasis, such as “It’s important to…,” “keep in mind…,” “pay attention to…”</td>
<td></td>
</tr>
<tr>
<td><strong>Cues:</strong></td>
<td><strong>Cues:</strong></td>
<td><strong>Cautions:</strong></td>
</tr>
<tr>
<td>• Using a credible voice.</td>
<td>• Using a confident, approachable voice.</td>
<td>• If overused, the consulting stance can build dependency on the mentor for problem solving. Advice, without explanation of the underlying choice points and guiding principles, usually does not develop protégés’ abilities to transfer learning to new settings or to generate novel solutions on their own.</td>
</tr>
<tr>
<td>• Sitting up straighter or leaning back a bit from the table.</td>
<td>• Sitting side-by-side, focused on the common problem or issue.</td>
<td></td>
</tr>
<tr>
<td>• Using the pronoun “I” as in, “Here’s how I think about issues like that.”</td>
<td>• Using the pronouns “we” and “us.”</td>
<td></td>
</tr>
<tr>
<td>• Using bookmarking phrases for emphasis, such as “It’s important to…,” “keep in mind…,” “pay attention to…”</td>
<td>• Using phrases like “Let’s think about…,” “Let’s generate…,” “How might we…”</td>
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<td>• Mentors need to carefully monitor their own actions when they enter the collaborative stance. Their own enthusiasm and excitement for the topic or issues may override the intention to co-create ideas and possibilities. False collaboration then becomes disguised consultation.</td>
<td>• The coaching stance assumes that the other party has resources for idea generation. If this is not the case, pursuing this stance can lead to frustration on the part of protégés. You cannot coach out of someone what is not in them.</td>
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</tr>
</tbody>
</table>

*Note: Reprinted from Teacher mentoring and induction: The state of the art and beyond, by Hal Portner.*
There are two attributes that generally define the stance that a mentor should take in any learning-focused conversation: (1) the way the information emerges during the interaction and (2) the source gap analysis related to differences between planned goals and actual results or learning standards and student performance (Lipton & Wellman, 2003). Mentors need to be conscious of the intentions, actions, cues, and cautions of each stance. They also must be aware of the needs of their protégé and how best to meet their needs throughout different learning interactions over the course of their beginning years in the profession.

Integrating a mentoring program into a school district’s policy is a challenging and time-consuming task. However, the outcomes of providing novice teachers with the support and guidance that comes from a mentoring program will not only enhance the beginning teacher’s confidence and success but it will also improve student achievement. Many districts have initiated part-time or full-time mentoring positions so that teacher leaders would not be torn between priorities (Villani, 2002).

With that being said, school districts need to take the time to discuss the advantages of such positions to determine their role in the productiveness of the mentoring component. According to Villani (2002) the following are advantages to support part-time mentoring positions: (1) work with more beginning teachers, (2) increased flexibility to observe and meet during release time, (3) actively work with new teachers that is evident to school community, (4) offers opportunity for teachers to observe model lessons, and (5) mentors’ teaching skills typically improve (p. 177). By implementing mentoring positions, school districts will be providing their novice teachers
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with the most effective support as the mentor will be solely focused on supporting and building a highly effective teacher.

The following are benefits to support full-time mentoring positions: (1) more efficient to meet and observe beginning teachers (2) complete focus on beginning teachers and their needs (3) emergence of highly skilled mentors (4) available time for training and ongoing support (5) when returning to classroom, teaching practice is typically improved, and (6) no substitute teacher expense (Villani, 2002, 178). As one can see, there are many advantages for districts to provide mentoring positions to best meet the demands of novice teachers.

Districts also need to consider the importance of designing and implementing the use of a rubric when developing a program that supports mentoring, teacher leadership, and most importantly beginning teachers. Table 4 is a replica of Dunne and Villani’s (2005) Effective Mentoring Programs rubric which provide school districts’ with a tool to rate the effectiveness of their mentoring program.

**Table 4 Developing Effective Mentoring Program (From Dunne & Villani, 2005) (Ch. 10, pp. 179-182)**

<table>
<thead>
<tr>
<th>Criteria for Success</th>
<th>1 Inadequate</th>
<th>2 Basic</th>
<th>3 Proficient</th>
<th>4 Sustainable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Involvement of Key Stakeholders</strong></td>
<td>Mentor program is designed and planned by a few individuals. Could be top-down or bottom-up.</td>
<td>Teachers and administrators work together to design the mentor program.</td>
<td>Teachers and administrators representing all grade levels, school committee members, parents, and students involved in designing and planning the mentoring program.</td>
<td>Teachers and administrators representing all grade levels, school committee members, parents, and students are involved in designing and planning the mentor program.</td>
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</tbody>
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</tr>
</tbody>
</table>

There is a multi-representative design team that continually assesses the program, identifies
## WELL-TRAINED MENTORS

<table>
<thead>
<tr>
<th>Selection Criteria and Process for Mentor Teachers</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Criteria and Process for Mentor Teachers</td>
<td>No criteria exist. Building principals handpick mentor teachers.</td>
<td>Mentors volunteer and are selected by a mentor program committee. No criteria exist.</td>
<td>Criteria for selecting mentor teachers are identified. A mentor program committee selects mentors with input from the building principal.</td>
</tr>
<tr>
<td>Selection Criteria and Process for Mentor Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potential mentors complete an application including recommendations from colleagues.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor and New Teacher Matches</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor and New Teacher Matches</td>
<td>Mentors and new teachers are matched without consideration of grade level, content area, or geographic location.</td>
<td>Mentors and new teachers are matched (to the degree possible) according to grade level and content area.</td>
<td>Mentors and new teachers are matched (to the degree possible) according to grade level and content area.</td>
</tr>
<tr>
<td>Mentor and New Teacher Matches</td>
<td>Mentors and new teachers are matched (to the degree possible) according to grade level and content area.</td>
<td>Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and new teachers.</td>
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</tr>
<tr>
<td>Mentor and New Teacher Matches</td>
<td>Build principal contribute to the matching process by considering the compatibility of individual styles of the mentors and new teachers.</td>
<td>A procedure exists that, in the event matches do not work, both parties are held harmless and a new match is made.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training and Support</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and Support</td>
<td>Training consists of disseminating and walking through the new teacher handbook.</td>
<td>An orientation session is held for mentors outlining roles and responsibilities.</td>
<td>An orientation session is held for mentors and new teachers outlining roles and responsibilities.</td>
</tr>
<tr>
<td>Training and Support</td>
<td></td>
<td>An orientation session is held for mentors and new teachers outlining roles and responsibilities.</td>
<td>Three to four days of mentor training is provided to all mentor teachers.</td>
</tr>
<tr>
<td>Training and Support</td>
<td></td>
<td></td>
<td>Three to four days of mentor training is provided to all mentor teachers.</td>
</tr>
</tbody>
</table>
### Supporting Policies and Procedures

<table>
<thead>
<tr>
<th>WELL-TRAINED MENTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training includes qualities of effective mentors, needs of new teachers, active listening and questioning skills, cognitive coaching, and data collection techniques.</td>
</tr>
<tr>
<td>Mentor and new teacher pairs are provided with on-site coaching and support throughout the year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Policies and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no policies in place to support the mentor program. However, the district has decided to implement a mentor program of some sort.</td>
</tr>
<tr>
<td>A set of guidelines is developed to support the mentor program. Incentives are provided for mentor teachers. Training dates are set. Mentors and new teacher have to “catch as catch can” regarding finding time to meet.</td>
</tr>
<tr>
<td>A set of guidelines is developed to support the mentor program. Incentives are provided for mentor teachers. Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other’s classroom.</td>
</tr>
<tr>
<td>A set of guidelines is developed to support the mentor program. Incentives are provided for mentor teachers. Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other’s classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentor Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no evaluation of the mentor program.</td>
</tr>
<tr>
<td>Evaluation of the mentor program focuses only participant satisfaction and enjoyment.</td>
</tr>
<tr>
<td>The impact of mentor training on supporting mentors to successfully fill their roles is assessed. A survey of new teachers’ needs is conducted and used to evaluate how well the mentor</td>
</tr>
<tr>
<td>The impact of mentor training on supporting mentors to successfully fill their roles is assessed. A survey of new teachers’ needs is conducted and used to evaluate how well the mentor</td>
</tr>
</tbody>
</table>
program serves those needs.

Mentor teachers conduct self-assessment around their performance as a mentor teacher.

New teachers conduct self-assessment of their teaching against clearly defined teaching competencies.

A rubric identifying criteria for success of a mentor program is developed and used to assess the efficacy of the mentor program.

Note: Reprinted from Mentoring Promotes Teacher Leadership, by Susan Villani.

Physical Space or Mentoring

Rossi’s study that highlighted the importance of the staffroom for a new teacher also supported the critical relationship with veteran teachers and mentors. In this empirical article, the relationship between physical spaces in the workplace and professional learning, especially for novice teachers, is examined. The staffroom was targeted as a potential space for professional growth in new teacher induction.

Although this study was conducted on a cohort of first-year teachers, the experiences of two teachers were the focus of the report. The first teacher was a physical education teacher with an undesirable office space. Although he was rarely able to visit the staffroom, the occasions that he did enabled him to build friendships with other school specialist teachers. This encouraged him to ask questions and experience a sense of belonging.
The second teacher worked in a building that had a staffroom that housed all staff from all subject areas. She found it to be a safe place to ask questions, to relax and develop a sense of togetherness with other teachers. The staffroom allowed her to immerse herself in school life and gain relevant information about students. In both instances the staffroom provided an opportunity for induction, scaffolding and mentoring.

**New Teacher Perceptions of Induction**

Cherubini’s article is a theoretical approach to examining first-year teacher perceptions of induction programs. It was based on the premise that orientation and mentoring of new teachers is critical to their success and must include collaboration with the school community. During this study, data from two groups of teachers from different districts were collected. Included in the collection of data were teacher learning logs and indicator statements.

Teachers from group A reported their induction program as being responsive to their needs and affirming their competency in what they do. Group A also reported that they had the opportunity to take part in designing their own professional development and had time to work with teacher leaders that gave them knowledge and confidence. Group B reported that generic induction services did not provide relevancy to their particular strengths and needs. A disconnect existed between the resources they needed and the support that the program provided, even though teacher leaders were very professional and believed in student success.

The differences in teacher perceptions call for an in-depth study of the particular services that were offered to new teachers, as well as the inconsistencies of teacher
induction programs. Beginning teachers require induction activities that are personally relevant and include leadership support from mentor colleagues.

Algozzine’s focus in an empirical study was the perceptions of new teachers about the effectiveness of the activities they experienced through their new teacher induction programs. Every third-year teachers in 14 school systems in North Carolina were provided with surveys, totaling 1,318 surveys. Of the 470 surveys returned, 451 were usable and yielded an overall positive perception of the sufficiency of current new teacher induction programs (Algozzine, et al, 2007). New teachers indicated the positive outcomes of formal evaluations, assignment in area of licensure, school-specific orientation, understanding state standards, planning for instruction, and the importance of support from other teachers.

Aside from data being collected regarding information generally covered within an induction program, it was evident that beginning teachers required guidance from mentor teachers in dealing with stress, content specific questions and dealing with state standards. Negative outcomes identified included the lack of time provided for cooperative planning and observations of a mentor’s classroom, reduced teaching load and having no extracurricular duties. New teachers also desired more support in the areas of assisting student work, determining learning levels and time management. In order to effectively support new teachers to continue in the teaching profession and develop successful practices, their perceptions of induction program effectiveness should continue to be studied and utilized to build better programs.
**New Teacher Perceptions of Mentoring**

Improving the Learning of Newly Qualified Teachers in the Induction Year is a theoretical study that discusses the induction experiences of 15 newly qualified teachers, focusing on the support they receive from mentor teachers. The goal of the induction program was to help new teachers transfer the knowledge they gained during formal training to the workplace setting. The participating teachers were extremely competent in their content areas, each having degrees in math, science or engineering. However, their induction services were found to do little to promote their knowledge and pedagogy. Instead, it focused on skills related to classroom and student behavior management.

Discussions between new teachers and mentors in this program were overwhelmingly in relation to classroom management and when the new teachers did not express challenges with student behavior, mentors often felt that their meetings were no longer needed. This practice did not encourage new teachers to build on the knowledge and skills they had acquired during education and student teaching experiences. The conclusion of this study was that a change must take place in the beliefs and practices of induction mentors to help new teachers develop their pedagogical ideas. Induction mentors need to be trained to provide new teachers support in areas that extend beyond classroom management techniques.

**Long-term Effects of Mentoring**

A ten-year study conducted by Resta examined the long-term effects of an induction program on approximately 1,000 teachers. Mentors for this program were newly retired teachers that had been highly recommended and trained in coaching and mentoring strategies. In addition to mentoring, new teachers also enrolled in a field-
based graduate course that engaged them in seminars and online courses. Researchers coded questions that were used during discussions to collect data. New teachers that took part in this study were 11% more likely to be teaching at the end of five years, even though 93% of them reported that they considered quitting.

Many new teachers described their work environments as high-pressure due to testing and budgetary cuts, which led them to feel unappreciated. These teachers reported that their reasons for staying in the profession were based on support from colleagues, administrators and the community. Mentors had such a positive effect on them that 94% of participants became mentors in some capacity. Many participants from the study also moved on to leadership positions. Mentoring activities were also found to help the mentors themselves to self-reflect and improve their own teaching.

In the empirical article Keeping New Teachers in Mind, “Research from the Project on the Next Generation of Teachers reveals the importance of site-based, ongoing, rich teacher collaboration across experience levels for effective new teacher induction” (Johnson & Kardos, 2002, p. 12). “In an effort to understand new teachers’ experiences and determine best practices in teacher recruitment, support, and retention, the Project on the Next Generation of Teachers at the Harvard Graduate School of Education is conducting a five-year, qualitative study of 50 new Massachusetts teachers” (Johnson & Kardos, 2002, para. 4).

Upon completion of the study, an article focusing on the experience of one teacher in particular was written. The article recounted a new teacher’s (Laura) experiences entering into the teaching field. Laura’s district only provided an inadequate orientation program. Laura, like many new educators who don’t benefit from a new
teacher induction program, struggled to find professional competency without proper guidance. As a novice to the teaching profession, combined with the lack of support, Laura eventually reached a breaking point. Luckily for Laura, veteran teachers stepped in to offer the support that she needed to be a successful teacher.

Through this account, the school’s professional culture organized support and professional development was evident. Also critical was the role of principals and teacher leaders in the development of new teachers.

All educators begin the same but their journey through the education profession depends on the guidance and support provided during the beginning years. According to Emily Smith’s empirical article, she describes a study of a university faculty member who first serves as teacher and supervisor to students in an English teacher preparation program, and then becomes a faculty mentor in their first year of teaching. There are seven new teachers who participate in the study, but only four cases were analyzed in this article. Each account focused on the importance of an effective mentor and the endless benefits of providing novice teachers with that level of support.

Smith describes the importance of an effective mentor to new teachers, as well as the inadequate support that many new teachers receive. Collecting data from email communications and journal summaries of multiple discussions, Smith observes the dynamics of her evolving relationship with her former students. She notes her difficulty in changing her role of former teacher and evaluator to “boundary spanner” and supporter. Smith asserts that her identity as a faculty mentor was difficult to establish because her former students viewed her as an evaluator. Because of this, she found success by drawing on her former teaching experiences. She refers to her ability to mesh
these former teaching experiences with her university experiences as “multi-membership” and “boundary spanner.” She asserts that her findings indicate a need for cross-institutional collaboration where university mentors support new teachers, assisting them in linking educational theory and practice.

**Technology**

Several studies describe types of technology as critical to the relationship between new teachers and mentors. The theoretical article by Donne and Lin reports on the use of a wiki to connect and support new teachers in the area of special education. Very high rates of attrition of new teachers, particularly in special education, indicate the need for additional support in addition to current induction programs. New teachers report that they prefer a mentor outside of their own school and a lack of time to meet face-to-face with other teachers for support. Because of this, online formats fit their needs in terms of both time constraints and finding outside mentors.

The wiki contained information from the university that was relevant to students completing a certification program, including notifications, important dates and state testing material. Some subsections of the wiki provided information for special education teachers that were new to the field, including training opportunities, curriculum materials, and other resources. Blogs encouraged a teaching community where experiences were shared and collaborated between students, teachers and professors. The implementation of the wiki was successful at low cost and participants expressed its benefits as a useful tool for new teacher induction programs.

Guise wrote an empirical article that addresses the need to restructure new teacher mentoring programs to include the use of technology for collaboration. It was based on
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the belief that teaching should be a continuum of learning and experiences rather than distinct stages.

In the study *Forming University and Teacher Partnerships in an Effort to Reframe and Rethink Mentoring Programs*, more than 60 former and current university teaching students were emailed and asked to submit a teaching artifact that they had used successfully. Participants were asked to describe their product and explain how it was helpful. Although only a quarter of the teachers responded, the contributions were excellent and were consolidated into one document that were shared with all participants. Other possible uses of technology to allow collaboration between professors, university students, and newly certified teachers would include professional blogs and twitter.

To promote greater participation in these activities, professors could require their students to create accounts and engage in online collaboration with other educators. This would allow new teachers to feel already comfortable with these activities, therefore increasing the likelihood that they would continue to participate in them as a new teacher. The use of technology is essential because it is time-effective and cost-effective and allows people at great distances to connect.

Barnum and Paarmann’s study was a description of a blended learning model that included experiences between new teacher and mentor. The empirical article describes the transformation of a weeklong induction experience from an event to a process. Blending the face-to-face interactions with e-learning developed the new induction model. One component of this model was web-based delivery, where the school district posted content on the web to allow new teachers to revisit all subject matter at any time.
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and in greater detail. Face-to-face meetings were held for novice teachers to meet with instructional leaders, principals and colleagues to reflect on their learning.

Beginning teachers also created documents relating to their training and posted online, including newsletters to students and parents. Induction projects continued during monthly meetings and collaborative activities between new teachers and veteran teachers. Although technology can never replace human interaction, the blending of different types allowed new teachers opportunities that would otherwise be unavailable.
CHAPTER 3
METHODOLOGY

Introduction

The methodology used to gather, collect, and evaluate data to support and answer three research questions that drive this study are as follows; 1. What components should be included in an effective mentoring program to best meet the needs of novice teachers? 2. What are the common characteristics to be an effective mentor for novice teachers? 3. What are the common skillsets to be an effective mentor for novice teachers? The Chapter is organized according to the following topics: Statement of the Problem, Purpose of the Study, Research Questions, Theoretical Framework, Methodology, Research Procedures, Data Collection Instrument, Data Analysis, Quantitative Analysis, Qualitative Analysis, and Summary.

Statement of the Problem

School districts assume that individuals are well prepared to meet the diverse and challenging needs of education today by completing a teacher preparation program. However, even those individuals who are most well prepared need assistance in applying their prior knowledge to the actual act of teaching (Bartell, 2005). For novice teachers to have the confidence necessary to be successful, school districts must provide them with a comprehensive program that meets the vast diversity of their needs, including but not limited to, school district policies, procedures, professionalism and classroom instruction, delivery, curriculum, and management. Novice teachers also must have the opportunities to work collaboratively with a well-trained, well-selected mentor whom will provide support, guidance and teacher modeling throughout their beginning years.
As education changes, the way that we prepare and support beginning teachers also needs to change. Mentoring is key to making this change happen.

There is something remarkable about mentoring that underscores its lasting value for the profession of teaching. Beginning teachers who have benefited from mentoring readily seek opportunities to give back to their profession, often by becoming mentors themselves. And as they enter into leadership roles at the local, state, or national level, they carry an experience base vision of the powerful bond among teachers that inevitably results whenever mentoring is a supported priority (Ganser, 2005 p. 16).

Without providing novice teachers with a well-designed induction program, we are setting them up for failure with the possibility of leaving the profession after one year. For many years, novice teachers were given a mentor to reflect in isolation. However, this practice is ineffective and therefore essential for new teachers to collaborate with state, district and school curriculum, plan, goals, and standards (Moir, 2005).

Too often school districts provide beginning teachers with a “buddy” rather than a well-qualified mentor. For the mentoring aspect of an induction program to be beneficial to all involved, the mentor must undergo training to best prepare to meet the needs of their mentee. Before the start of the school year, mentor trainees should participate in at least a two-day training called “Foundations in Mentoring” (Moir, 2005).

The training covers these five core areas: (1) Role of the new teacher mentor, (2) Development of a mentoring relationship, (3) Identification of new teacher needs, (4) Mentoring conversations, (5) Formative assessment for new teachers (Moir, 2005 p.63).
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Just as training for novice teachers continues throughout their years in the profession, mentors also need to continually receive professional development for as long as they are serving in the role of a mentor. If we are serious about improving student achievement, we need to first focus on improving the support and guidance we provide for our novice teachers.

Purpose of the Study

The purpose of this study was to evaluate the quality of the current teacher induction program in the Silver Oak Area School District and develop a more comprehensive induction program that embeds mentoring to meet all the needs of beginning teachers. By doing so, the Silver Oak Area School District would be providing their novice teachers with the support and guidance necessary for personal success as well as to improve student achievement. The data was collected using a 20 question Likert scale survey with an additional four open-ended questions to evaluate the current teacher induction program and to provide insight from stakeholders as to what needs to be incorporated to reach the goals set forth by the district.

Research Questions

To evaluate the effectiveness of the current induction program within the Silver Oak Area School District and to best plan and develop a more effective program, guiding research questions were developed. The following three questions focused on the components and characteristics and skillsets of mentors to develop and design the induction program with an embedded mentoring component to meet the needs of novice teachers at the Silver Oak Area School District:
1. What components should be included in an effective mentoring program to best meet the needs of novice teachers?

2. What are the common characteristics to be an effective mentor for novice teachers?

3. What are the common skillsets to be an effective mentor for novice teachers?

**Theoretical Framework**

To further understand the features of a quality induction program with an embedded mentoring piece, the literature review provided applicable models, information, characteristics, and skillsets to a well-designed induction and mentoring program. Supporting novice teachers’ needs to be divided into specific areas of need. “The most effective and comprehensive programs consider the range of needs and recognize that not all teachers need the same kind or level of support and assistance in every area” (Bartell, 2005, p. 17).

Although induction and mentor programs are designed based on a district as a whole, they also need to be adaptable to meet the specific needs of beginner teachers. This study viewed the induction and mentoring program through the work of Bartell’s New Teacher Needs, Lipton and Wellman’s Three Mentoring Stances, Villani’s Effective Mentoring Programs, and the California Commission on Teacher Credentialing & California Department of Education Intensity of Mentoring Support. These four models, as well as the Collaborative Induction, Mentoring and Support (CIMS) framework were then used to guide the discussion and development of enhancing the current induction program at Silver Oak Area School District.
Methodology

This study focused on evaluating the quality of the current induction program to develop a more effective program that embeds a mentoring piece at Silver Oak Area School District to best meet the needs of novice teachers. Accordingly, an action research plan allowed for a deeper understanding of how to develop and implement a highly effective induction program for our novice teachers. According to Brighton & Moon (2007) action research is a systematic, disciplined inquiry focused on addressing a specific, identifiable research question using the appropriate methods—quantitative and qualitative—to answer that question (p. 24).

Action research is derived from other forms of research methods. It was conducted by the individual(s) in the middle of the context and done so with the intent of taking action to improve the subject based on the findings of the study (Brighton & Moon, 2007). More specifically, according to Mills (2000) and Tomlinson (1995), Action research has the potential to solve problems that are immediate to all personnel in a variety of educational settings without waiting for others to intervene, place educators in an active role for school reform, change the school culture to be more focused on data-driven change, empower and encourage individuals through collaboration, provide opportunity for educators to narrow the gap between practice and their vision for education, encourage educators to reflect on their practices, and promote the process of testing new ideas.

One can see that the action research method advanced the focal point of this study; to take action to improve the quality of the current induction program by adding a layer of mentoring.
Along with action research, a mixed methods approach for collecting data was utilized. A mixed methods approach allows for a more inclusive understanding of the given topic; to further develop an effective induction/mentoring program at the Silver Oak Area School District. According to Creswell and Clark (2007) the following are the benefits to using a mixed methods approach:

(1) provides strengths that offset the weaknesses of quantitative and qualitative research, (2) provides more comprehensive evidence for studying a research problem than either quantitative or qualitative research alone, (3) helps answer questions that cannot be answered by quantitative or qualitative approaches alone, (4) encourages researchers to collaborate across the sometimes adversarial relationship between quantitative and qualitative researchers, (5) encourages the use of multiple worldviews or paradigms rather than the typical association of certain paradigms for quantitative researchers and others for qualitative researchers, (6) it is “practical” in the sense that the research is free to use all methods possible to address a research problem.

Consequently, the purpose of utilizing a mixed method approach for this particular study was to gather profound, insightful information based on research models and personal experiences of administrators and teachers within the Silver Oak Area School District to best plan and implement a successful induction program with an effective mentoring component.

The mixed method approach for this particular study further focused on the triangulation design. The goal of this particular design was “to obtain different but complementary data on the same topic” and understand the research problem in its
entirety (Creswell & Clark, 2007; Morse, 1991, p. 122). The electronic survey collected both quantitative and qualitative data concurrently to gain additional information on the components of a mentoring program and the characteristics and skillsets of a successful mentor that will best meet the needs within this specific district. To further authenticate the findings, being that the quantitative and qualitative data were collected concurrently, this research utilized the validating quantitative data approach within the triangulation design. This particular type of data analysis was utilized to validate, analyze, and expand on the quantitative data more extensively. “In this model, the researcher collects both types of data within one survey instrument; quantitative findings with a few open-ended qualitative questions” (Crewesll & Clark, 2007, p. 65). As the reader will see, the administrator and teacher survey was designed exactly as described with 20 Likert scale questions and four open-ended questions.

With the intention of providing the highest level of support for the novice teachers entering the Silver Oak Area School District, I chose to focus my attention on improving the current induction program while embedding a mentoring component. As a result, I aimed to identify the components of an effective mentoring program as well as the characteristics and skillsets of an effective mentor based on feedback from present and past administrators and teachers through an electronic survey. The feedback collected from present and past administrators and teachers further drove my goal to improve the induction and mentoring program at Silver Oak Area School District.
Research Procedures

This study relied on quantitative and qualitative survey data through the use of a Likert scale and open-ended survey. The methods included an electronic survey with current and past administrators accountable for the development and implementation of the mentoring program and teachers whom experienced the induction/mentoring program that once existed in the district. The research procedures and data collection procedures included the following:

1. A letter was sent via email to Dr. Stanley Charles, Silver Oak Area School District (SOASD) Superintendent to explain the action plan and request permission to conduct the study in SOASD, including the administrative and teacher survey. If no response was received in 14 days, a phone call was made to explain the case study and request permission. (Appendix A)

2. After obtaining consent from Dr. Stanley Charles, a letter was sent via email to select administrators and teachers in SOASD. This letter explained the action plan and asked administrators and teachers to participate in giving opinions regarding a mentoring program and the characteristics/skillsets needed to be an effective mentor through the use of an electronic survey. If no response was received in 14 days, a second email invitation was sent. (Appendix B)

3. A link through the use of SurveyMonkey was sent via email to all administrators and teachers participating in this study.

4. After obtaining all responses from the survey, all responses were analyzed to develop a mentoring program proposal, which will further lead to developing a policy. After the policy is written, it will be taken to the superintendent for initial
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approval and further presented to the board to become a permanent policy in the Silver Oak Area School District.

Data Collection Instrument

This study utilized one method for data collection, an electronic survey. This single method provided profound data on the best approach to designing and implementing a mentoring program to best meet the needs of our beginning teachers. The following was the instrument used:

1. The electronic survey was created through the use of SurveyMonkey which was an internet-based survey tool. Due to the timing of conducting this survey, I felt an on-line approach to collecting data from administrators and teachers would be best to ensure receiving feedback efficiently. The benefit of using this particular data collection instrument was that participants were able to opt-out of completing the survey and all participants were kept anonymous because the survey results can only be accessed through my use of a password. (See Appendix C for administrator and teacher survey)

The 24 question survey consisted of 20 Likert scale questions and four open-ended questions. By incorporating both question types into the survey, quantitative and qualitative data were collected concurrently. All questions included in the survey focused on the qualities of a mentoring program as well as the characteristics and skillsets of effective mentors.

The Likert scale questions provided quantitative data for this study. Quantitative survey questions addressed the qualities of a mentoring program and the characteristics
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and skillsets of a mentor to improve the overall experience for novice teachers to promote self-confidence, which in return supports student achievement.

The four open-ended questions which focused on their personal experience with their induction/mentoring program and characteristics and skillsets of mentors that would have been most beneficial during their beginning years supplied the qualitative data for this study. The qualitative survey questions provided additional information and awareness into the needs of novice teachers.

Collecting both quantitative and qualitative data further validated the research and the purpose of this study; to embed a mentoring component within an induction program. By gaining feedback from experts in the field, administrators and teachers within the Silver Oaks Area School District, also further validated this study since it focused on this particular district.

Data Analysis

A combination of quantitative and qualitative data was utilized to analyze this studies’ data. Data was collected and analyzed numerically by way of quantitative data analysis. Through the use of an electronic survey presented via SurveyMonkey, participants responded to 20 Likert scale questions. Additionally, participants also responded to four open-ended questions to further gather qualitative data. Qualitative data analysis allowed the information collected to be interpreted to find common trends, themes, and opinions on the specific topic. The table below shows the correlation of the research questions, questions posed to administrators and teachers, and the research models utilized in this study.
Table 5 Research Questions as it relates to Survey Questions

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Survey Questions</th>
<th>Research Models</th>
</tr>
</thead>
</table>
| **What components should be included in an effective mentoring program to best meet the needs of novice teachers?** | • Mentors and protégé’s should hold a collaborative relationship.  
• Mentors and protégé’s should be provided with time weekly to meet and observe each other’s teaching.  
• Mentors and protégé’s should be provided with ongoing professional development.  
• Mentors and protégé’s should be provided with specific information regarding their role in the program.  
• Mentors and protégés should “fit.” In other words be matched based on specific criteria such as professional goals, interpersonal styles, learning needs of both parties, teaching styles, and personality characteristics (Daresh, 2003).  
• Mentoring should provide guidance and support to ensure the transition for novice teachers is effective.  
• Administrators and teachers from each grade level should be involved in designing and planning the mentoring program.  
• The effectiveness of the mentoring program should be evaluated at the conclusion of each school year.  
• Briefly describe your induction/mentoring program experience(s).  
• Reflecting on your years as a novice teacher, briefly describe the components of a mentoring program that would have met best your personal needs. | • Dunne & Villani’s Effective Mentoring Program  
• California Commission on Teacher Credentialing & California Department of Education  
• CIMS |
| **What are the common characteristics needed to be an effective mentor for novice teachers?** | • Mentors should be approachable and an active listener.  
• Mentors should have the willingness to spend time necessary to be helpful.  
• Mentors should have a positive outlook on education and committed to the profession.  
• Mentors should be open-minded, cooperative, and flexible.  
• Reflecting on your beginning years in the profession, briefly list the characteristics you would have liked in a mentor. | • Bartell’s New Teachers Needs |
### What are the common skillsets needed to be an effective mentor for novice teachers?

- Mentors should be able to build and maintain relationships.
- Mentors should be able to make decisions and problem solve.
- Mentors should be able to communicate effectively.
- Mentors should be able to encourage their protégé.
- Mentors should be able to guide and support their protégé.
- Mentors should be viewed as a consultant. In other words able to share information, advice, and technical resources about policies and procedures, learning and learners, curriculum and content, and effective practices and establish standards for professional practice (Lipton & Wellman, 2003).
- Mentors should be viewed as a collaborative partner. In other words able to co-develop information, ideas, and approach to problems as well as model a collegial relationship as a standard for professional practice (Lipton & Wellman, 2003).
- Mentors should be viewed as a coach. In other words they should support the protégé’s idea production, instruction decision making, and ability to reflect on practice as well as increase the protégé’s ability to self-coach and become a self-directed learner (Lipton & Wellman, 2003).
- Reflecting on your beginning years in the profession, briefly list the skillsets you would have liked to seen in a mentor.

### Quantitative Analysis

To address the first research question regarding the components that should be included in a successful mentoring program to meet the needs of new teachers, quantitative analysis of data involved obtaining frequencies and percentages of the responses on the survey items associated to this research question. Survey items 1-8 addressed the components of an effective mentoring program. Participants responded to these specific items using a five-variable Likert scale system with the response options as strongly agree, agree, undecided, disagree or strongly disagree.

Data collected from survey items 9-12 was analyzed to address the second research question. These specific items focus on the characteristics of a mentor. The participants again responded to these four items using the same five-variable Likert scale.
as previously stated. The data included obtaining frequencies and percentages from the responses.

Frequencies and percentages were obtained and analyzed from responses to survey items 13-20. Participants responded to these items which focused on the skillsets of an effective mentor using the same five-variable Likert scale used to analyze the data for research questions one and two.

The analyzed results from the frequencies and commonalities were further compared to Bartell’s New Teachers Needs in an Induction Program, Lipton and Wellman’s Three Mentoring Stances, Villani’s Effective Mentoring Programs, CIMS Framework (Connecticut State Department of Education Vocational-Technical School System Task Force), and California Commission on Teacher Credentialing and the California Department of Education Intensity of Mentoring Support. Table 6 below shows the alignment between the research questions, data analysis, and research modules used to drive this study. With the collection of the data, a newly revised induction program with an embedded mentoring piece will be developed to effectively support our districts beginning teachers.

**Qualitative Analysis**

Along with the quantitative data analysis, responses to four open-ended questions as part of the electronic survey provide qualitative data for this study. The responses were organized into themes based on recurring words and phrases. The emergent themes were further aligned to the same five models as the quantitative data. The table below again shows the data collection procedures and connections between the research questions and the research models.
### Table 6 Research Questions and Research Model Analysis

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Data Source</th>
<th>Data Collection Method</th>
<th>Analysis Used</th>
<th>Research Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>What components should be included in an effective mentoring program?</td>
<td>• Administrative/teacher survey</td>
<td>• Electronic survey</td>
<td>• Frequencies/percentages</td>
<td>• Dunne &amp; Villani’s Effective Mentoring Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Recurring themes</td>
<td>• CIMS</td>
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<td>• California Commission on Teacher Credentialing &amp; California Department of Education</td>
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<td>• Intensity of Mentoring Support</td>
</tr>
<tr>
<td>What are the common characteristics needed to be an effective mentor?</td>
<td>• Administrative/teacher survey</td>
<td>• Electronic survey</td>
<td>• Frequencies/percentages</td>
<td>• Bartell’s New Teacher Needs</td>
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<td>• Recurring themes</td>
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<td>What are the common skillsets needed to be an effective mentor?</td>
<td>• Administrative/teacher survey</td>
<td>• Electronic survey</td>
<td>• Frequencies/percentages</td>
<td>• Bartell’s New Teacher Needs</td>
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<td>• Recurring themes</td>
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<td>• Lipton &amp; Wellman</td>
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<td></td>
<td></td>
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<td>• Three Mentoring Stances</td>
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### Summary

This study sought to evaluate the qualities of an effective mentoring program and the characteristics and skillsets of a mentor. I was able to use quantitative data collected using a Likert scale survey as well as qualitative data obtained from four open-ended questions included in the same survey created through the on-line survey instrument, SurveyMonkey. The data was further aligned with research findings from Bartell, Lipton and Wellman, Villani, CIMS Framework (Connecticut State Department of Education
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Vocational-Technical School System Task Force), and Intensity of Mentoring Support (California Commission on Teacher Credentialing and the California Department of Education). Chapter 4 presents the findings of this study.
CHAPTER 4
FINDINGS

Introduction

This study focused on evaluating the current induction/mentoring program at a specific school district, Silver Oak Area School District, to further design and develop a more effective program to support the district’s novice teachers by aligning it to five different models (Bartell’s New Teachers Needs in an Induction Program, Lipton and Wellman’s Three Mentoring Stances, Villani’s Effective Mentoring Programs, CIMS Framework (Connecticut State Department of Education Vocational-Technical School System Task Force), and California Commission on Teacher Credentialing and the California Department of Education Intensity of Mentoring Support). Within this study, the criterion limited current and past administrators and teachers of the Silver Oak Area School District being that the focus is on improving the induction/mentoring program at this specific school district. The administrator participants were chosen as a result of being or have been a principal within the district while novice teachers were under their supervision. Teacher participants were chosen at random after meeting specific criteria; were hired within the Silver Oak Area School District between the years of 1999-2011 when a mentoring component existed with the induction program at the district.

Each participant completed an electronic survey consisting of 20 Likert scale questions and four open-ended questions to gain insight into the pieces of a mentoring program as well as the characteristics and skillsets of a mentor.

The key findings of the study are presented in this chapter as well as a discussion of the quantitative and qualitative results concerning each research question and the relationship to the five models previously stated. This chapter is organized according to
these subheadings: Addressing the Research Questions, Addressing the Research Models, and Summary.

**Addressing the Research Questions**

This section discusses the quantitative data (Likert scale questions), and qualitative data (open-ended questions) collected from the administrator and teacher survey in great detail as they relate to the three specific research questions.

Through the use of SurveyMonkey, administrators and teachers at the Silver Oak Area School District received an emailed survey link to participate in this study. The electronic survey consisted of 24 total items; 20 of those items relied on a five variable Likert scale with responses that included strongly disagree, disagree, undecided, agree, strongly agree. The Likert scale questions addressed the participants’ perspectives on the components of an effective mentoring program along with the characteristics and skillsets of an effective mentor. Later in this section, each Likert scale question was organized based on the relationship to the specific research question they addressed and the parallel data collected. (See Appendix C for the electronic survey.) The survey also consisted of four open-ended items which again addressed the components of a mentoring program and the characteristics and skilllets of an effective mentor. However, these questions allowed participants to provide insight into their own experiences with an induction/mentoring program and the components that would have been most beneficial to them. The open-ended questions are too aligned to the specific research question they addressed with the corresponding data within this section. (See Appendix C for the open-ended questions in their entirety.) Being that the quantitative and qualitative data were collected concurrently, the findings are discussed accordingly.
This study had an 86% response rate being that a total of 24 participants (12 administrators, 12 teachers) responded to the electronic survey out of the 28 participants initially asked. The quantitative and qualitative data from the participants are grouped based on each research question. The following information summarizes the quantitative data collected through the Likert scale questions as well as the qualitative data collected through four open-ended questions as they relate to the specific research question. By utilizing qualitative data alongside the quantitative data, the reader will gain a more in-depth account of the participants’ stance on the components of a mentoring program and the characteristics and skillsets of an effective mentor. To further inform the reader of the qualitative data collected, direct quotations from the participants’ open-ended responses are used. In the table below are the research findings from the Likert scale survey questions.

Table 7 Administrator and Teacher Survey Results

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Percentage Number of participants</td>
<td>8.33</td>
<td>0</td>
<td>0</td>
<td>16.67</td>
<td>75.00</td>
</tr>
<tr>
<td>Q2 Percentage Number of participants</td>
<td>4.17</td>
<td>4.17</td>
<td>0</td>
<td>33.33</td>
<td>58.33</td>
</tr>
<tr>
<td>Q3 Percentage Number of participants</td>
<td>4.17</td>
<td>0</td>
<td>0</td>
<td>45.83</td>
<td>50.00</td>
</tr>
<tr>
<td>Q4 Percentage Number of participants</td>
<td>4.17</td>
<td>0</td>
<td>0</td>
<td>20.83</td>
<td>75.00</td>
</tr>
<tr>
<td>Q5</td>
<td>0</td>
<td>12.50</td>
<td>12.50</td>
<td>25.00</td>
<td>50.00</td>
</tr>
</tbody>
</table>
**WELL-TRAINED MENTORS**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number of participants</th>
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<tr>
<td>Q6</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>Number of participants</td>
<td>0 3 3 6 12</td>
</tr>
<tr>
<td></td>
<td>4.17 0 0 20.83 75.00</td>
</tr>
<tr>
<td></td>
<td>1 0 0 5 18</td>
</tr>
</tbody>
</table>

| Q7         |                        |
| Percentage |                        |
| Number of participants | 4.17 0 4.17 37.50 54.17 |
|            | 1 0 1 9 13 |

| Q8         |                        |
| Percentage |                        |
| Number of participants | 4.17 4.17 0 29.17 62.50 |
|            | 1 1 0 7 15 |

| Q9         |                        |
| Percentage |                        |
| Number of participants | 4.17 0 0 4.17 91.67 |
|            | 1 0 0 1 22 |

| Q10        |                        |
| Percentage |                        |
| Number of participants | 4.17 0 0 0 95.83 |
|            | 1 0 0 0 23 |

| Q11        |                        |
| Percentage |                        |
| Number of participants | 4.17 0 0 16.67 79.17 |
|            | 1 0 0 4 19 |

| Q12        |                        |
| Percentage |                        |
| Number of participants | 4.17 0 4.17 12.53 79.17 |
|            | 1 0 1 3 19 |

| Q13        |                        |
| Percentage |                        |
| Number of participants | 0 0 0 33.33 66.67 |
|            | 0 0 0 8 16 |

| Q14        |                        |
| Percentage |                        |
| Number of participants | 4.17 0 0 37.50 58.33 |
|            | 1 0 0 9 14 |

| Q15        |                        |
| Percentage |                        |
| Number of participants | 4.17 0 0 25.00 70.83 |
|            | 1 0 0 6 17 |

| Q16        |                        |
| Percentage |                        |
| Number of participants | 4.17 0 0 25.00 70.83 |
|            | 1 0 0 6 17 |
What components should be included in an effective mentoring program?

To obtain data to fulfill my first research question, the following statements were posed to administrators and teachers to complete using a five variable Likert scale:

- Mentors and protégé’s should hold a collaborative relationship.
- Mentors and protégé’s should be provided with time weekly to meet and observe each other’s teaching.
- Mentors and protégé’s should be provided with ongoing professional development.
- Mentors and protégé’s should be provided with specific information regarding their role in the program.
- Mentors and protégés should “fit.” In other words be matched based on specific criteria such as professional goals, interpersonal styles, learning needs of both parties, teaching styles, and personality characteristics (Daresh, 2003).
- Mentoring should provide guidance and support to ensure the transition for novice.
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teachers is effective.

- Administrators and teachers from each grade level should be involved in designing and planning the mentoring program.
- The effectiveness of the mentoring program should be evaluated at the conclusion of each school year.

While the majority of administrators and teachers at Silver Oak Area School District agreed, to some extent, with most of the mentoring components questions, there was one outlier who strongly disagreed with all statements; with the exception of the question regarding mentors and protégés fitting together. The participant only disagreed with this statement. Almost all the participants agreed to some extent that mentors and protégés should be provided with ongoing professional development (i.e., 50% strongly agree; 45.8% agree), specific information regarding their role in the program (i.e., 75% strongly agree; 20.8% agree), and provide support to ensure effective transitions (i.e., 75% strongly agree; 20.8% agree). The majority of participants agreed to some extent that mentors and protégés should hold a collaborative relationship (i.e., 75% strongly agree; 16.7% agree). However, 12.5% disagree or are undecided if it is important for mentors and protégés to “fit”. In other words be matched based on specific criteria such as professional goals, interpersonal styles, learning needs of both parties, teaching styles, and personality characteristics (Daresh, 2003). In addition only the majority of participants perceived it important for regular scheduled meetings and observations (i.e., 58.3% strongly agree; 33.3% agree), administrators and teachers from each grade level being involved in designing and planning the mentoring program (i.e., 54.2% strongly agree).
agree; 37.5% agree), and the effectiveness of the program being evaluated at the conclusion of each school year (i.e., 62.5% strongly agree; 29.2% agree).

To satisfy the first research question, the following two statements were posed as open-ended questions to provide participant insight into the components of a mentoring program:

- Briefly describe your induction/mentoring program experience(s).
- Reflecting on your years as a novice teacher, briefly describe the components of a mentoring program that would have best met your personal needs.

When analyzing the data from the experience participants had with their own induction/mentoring program, a recurring theme was that the majority were assigned a mentor teacher. The majority of mentor teachers that were assigned to the participants were commonly located in different buildings and the mentoring program was very informal. One participant responded with,

My induction/mentoring program experience was basic in regards to what I gained in experience from my mentor. I was checked on by my mentor approximately one time a month. If I need something she was always available. However, there didn’t seem to be a push to motivate actual mentoring procedures. Basically an informal program-as needed basis (T. Young, personal communication, January 30, 2018).

Other respondents included they were responsible for taking courses through an Intermediate Unit but still did not feel that they had the support of a mentor.

My induction experience took place over the course of three years. I was required to attend courses at the Intermediate Unit as well as complete specific “day to
day” criteria as I taught. I would then collect artifacts that I placed into my new teacher induction portfolio. I was assigned a mentor, but that individual wasn’t located in my building. Therefore, I never met with that person (because time wasn’t provided) and at the end of the three year induction program I had to find my “mentor” to have her sign all of my documents. That was the extent of the mentoring program—I mentored myself (A. Wright, personal communication, January 30, 2018).

Along with their own experiences with an induction/mentoring program, participants were also asked to provide insight into what components would have been most beneficial to them as they began their career in education. The recurring theme was a formal mentoring program with an emphasis on classroom management, regularly scheduled meeting times with a mentor in the same building and preferably within the same grade level, and district procedures. A respondent stated,

Reflecting on my years as a novice teacher, a mentoring program that would have best met my needs would be one that provided more classroom management support (specifically behavior management support) to help during the transition into my first few years of teaching, not just the first year. I switched buildings after a year, and it would have been beneficial to have a different mentor in the new building as the curriculum, students, staff, and climate of the building was different. Although my mentor said that I could contact her if I needed anything, it was difficult to communicate with her not in the building I was teaching (W. Deane, personal communication, February 3, 2018).
Another participant said

I feel that the mentoring program should have included more components on successful classroom management techniques. There should have been more structured blocks of time provided for more one on one interactions between teachers and their mentors. Regular scheduled meetings between all mentors and all teachers being mentored should have met at least one time per 9 week grading period (similar to a student teaching model practicum.) Teachers should have received additional information from colleagues rather than solely the mentor teacher. Teachers should also have a say in the selection of a mentor with whom they were more familiar with rather than the one assigned to them (B. Carter, personal communication, February 8, 2018).

The remaining responses followed similar ideas.

**What are the common characteristics needed to be an effective mentor?**

The following statements were posed to administrators and teachers using a five variable Likert scale to obtain data to support and answer the second research question:

- Mentors should be approachable and an active listener.
- Mentors should have the willingness to spend time necessary to be helpful.
- Mentors should have a positive outlook on education and committed to the profession.
- Mentors should be open-minded, cooperative, and flexible.

Within the Silver Oak Area School District all respondents (95.8%), with the exception of the outlier, strongly agreed that mentors should have the willingness to spend time necessary to be helpful. Again, all respondents agreed, to some extent, that mentors should be approachable and an active listener (i.e., 91.7% strongly agree; 4.2% agree) as
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well as have a positive outlook on education and be committed to the profession (i.e., 79.2% strongly agree; 16.7% agree). Aside from the outlier and one other participant whom was undecided, the remaining participants also agreed to some extent (i.e., 79.2% strongly agree; 12.5% agree) that mentors should be open-minded, cooperative, and flexible.

The following statement was posed as an open-ended question for participants to provide their perceptions of the characteristics of a mentor to fulfill the second research question:

- Reflecting on your beginning years in the profession, briefly list the characteristics you would have liked to have seen in a mentor.

The most common theme found in the responses to the characteristics of an effective mentor was approachable with 33.3% of participants using the term. Respondents also felt that mentors should be knowledgeable and understanding. A participant stated, During my beginning years, I would have liked to have seen a mentor who was approachable, helpful, and consistent with their protégé. Some protégés don’t want to bother their mentor or feel that someone may think less of them for asking for guidance. I feel a consistent strong mentor would alleviate that worry if he/she is consistent in checking in with or discussing “real teaching” with his/her protégé (B. Katz, personal communication, January 30, 2018).

Another respondent simply stated they would like to have seen a mentor whom is “accessible, approachable, energetic, passionate about education, strong sense of understanding of the local community and aspects of school culture, strong knowledge of curriculum, standards, and developmentally appropriate strategies (V. Graham, personal
communication, February 8, 2018).” The remaining responses were similar in context and focused on good communication and problem solving skills.

What are the common skillsets needed to be an effective mentor?

The following statements were posed to administrators and teachers to answer using a five variable Likert scale to acquire data to support the third research question:

- Mentors should be able to build and maintain relationships.
- Mentors should be able to make decisions and problem solve.
- Mentors should be able to communicate effectively.
- Mentors should be able to encourage their protégé.
- Mentors should be able to guide and support their protégé.
- Mentors should be viewed as a consultant. In other words able to share information, advice, and technical resources about policies and procedures, learning and learners, curriculum and content, and effective practices and establish standards for professional practice (Lipton & Wellman, 2003, p. 156).
- Mentors should be viewed as a collaborative partner. In other words they should be able to co-develop information, ideas, and approach to problems as well as model a collegial relationship as a standard for professional practice (Lipton & Wellman, 2003, p. 156).
- Mentors should be viewed as a coach. In other words they should support the protégé’s idea production, instruction decision making, and ability to reflect on practice as well as increase the protégé’s ability to self-coach and become a self-directed learner (Lipton & Wellman, 2003, p. 156).
When discussing the skillsets of a mentor, 100% of participants agree to some extent that mentors should be able to build and maintain relationships (i.e., 66.7% strongly agree, 33.3% agree). The outlier strongly disagreed with the remaining Likert scale questions whereas all other participants either agreed or strongly agreed.

*The succeeding statement was posed as an open-ended question for participants to provide their personal views of the skillsets of a mentor to satisfy the third research question:*

- Reflecting on your beginning years in the profession, briefly list the skillsets you would have liked to have seen in a mentor.

After analyzing the data for the skillsets needed to be an effective mentor, the common themes were classroom management strategies and knowledge of students as a result of 33.3% of participants using these phrases. Participants also felt strongly that teachers should have strong teaching skills. “The mentor should have effective behavioral classroom management and time management techniques to share. Also, someone who knows the curriculum well to help with ideas of how to best relay the information to the students” (G. Day, personal communication, February 1, 2018). Another participant stated that mentors should be “knowledgeable of content, teaching techniques, and classroom management. Someone who is currently a teacher and can understand current issues in teaching and of my specific students” (N. Sparks, personal communication, January 28, 2018). The remaining participants answered relatively similarly with the skillsets they felt are important for mentors.
Addressing the Research Models

The data was grouped according to the specific research question and each group was further compared to certain research models. The findings are discussed in this section.

Components of a Mentoring Program

As stated in the previous section, the majority of all participants agreed to some extent on all areas of the components of an effective mentoring program. According to Dunne & Villani’s (2005) Developing Effective Mentoring Program and the data collected, the administrators and teachers at Silver Oak Area School District are on similar pages. Dunne & Villani (2005) state that in order for a mentoring program to be sustainable they must meet the following criteria: (1) Teachers and administrators representing all grade levels, school committee members, parents, and students are involved in designing and planning the mentor program. According to the data collected from the survey, 91.7% of administrators and teachers agree or strongly agree that multiple people should be involved in the design and planning of the mentoring program. (2) Mentors and new teachers are matched (to the degree possible) according to grade level and content area. The participants were posed the question in a slightly different format; however, 75% of all participants agree or strongly agree that it is essential for the mentor and protégé to fit together. (3) An orientation session is helpful for mentors and new teachers outlining roles and responsibilities. The respondents felt very strongly about this specific component as 95.8% agree or strongly agree that mentors and teachers need to understand their role in the program. (4) Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other’s
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classroom. According to the survey results, 91.6% of respondents agree or strongly agree that mentors and teachers need regular time to meet. (5) The impact of mentor training on supporting mentors to successfully fill their roles is assessed. This question was too posed differently; however, 91.7% of participants agree or strongly agree that the program should be evaluated at the conclusion of the school year and 95.8% of participants agree or strongly agree that mentor and teacher need continual professional development. As one can see, the responses provided by the administrators and teachers at the Silver Oak Area School District strongly correlate to the research findings of Dunne & Villani.

These specific questions were compared to the CIMS framework which reiterated the importance of having multiple stakeholders design plans for a mentoring program with precise mentor matching and continual professional development. It also emphasizes the importance of mentoring support to provide smooth transitions for novice teachers; 95.8% of survey participants agree or strongly agree with this component.

Lastly, this specific group of questions were compared to the Intensity of Mentoring Support created by the California Commission on Teacher Credentialing and the California Department of Education (1992). As a majority of participants either agree or strongly agree with all statements within this group, the Silver Oak Area School District should use the high-intensity mentoring model: mentors selected by committee, mentor completes extensive, continual training, mentor is released to work with teachers, and mentor conversations with the new teacher focus on classroom observations and assessments of the new teacher’s performance.
Characteristics of an Effective Mentor

The following group of survey questions were further analyzed and compared to Bartell’s (2005) research, New Teacher Needs Addressed in Induction Programs. With 95.8% of participants agreeing or strongly agreeing with the following characteristics: approachable, active listener, willingness to spend the time to be helpful, positive outlook on education, and committed to the profession as well as 91.7% of participants agreeing or strongly agreeing to mentors needing to be open-minded, cooperative, and flexible; the needs of beginning teachers will be met. If mentors hold those characteristics they will be able to guide and support their mentor with the following: procedural, managerial, psychological, instructional, professional, cultural, and political which are all needs included in Bartell’s New Teacher Needs (Bartell, 2005).

Skillsets of an Effective Mentor

The third and final group of survey questions were too further analyzed and compared to Bartell’s (2005) New Teacher Needs Addressed in Induction Programs and Lipton & Wellman’s (2003) Mentoring Stances. Similarly to the findings of the characteristics of a mentor, 100% of participants agree or strongly agree that mentors should be able to build and maintain relationships. In addition, 95.8% of participants agree or strongly agree that mentors should be able to make decisions and problem solve, communicate effectively, encourage their protégé, and guide and support their protégé. Without these skillsets, mentors would not be capable to guide their protégé through the needs novice teachers face.

The final three questions analyzed in this group were compared to Lipton & Wellman’s (2003) Three Mentoring Stances. As a result of the data, the Silver Oak Area
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School District found that a mentor should be flexible and take on each of the three stances being that 95.8% of all participants agree or strongly agree to the importance of each position.

Summary

After analyzing the collected data itself in regards to the research questions and further comparing it to the research models, the results show administrators and teachers at Silver Oak Area School District think similarly to the research. It was apparent that the participants feel that it was beneficial and necessary to provide novice teachers with a well-designed, well-implemented mentoring component with effective, well-selected mentors within an induction program. Through the use of the electronic survey I was able to collect quantitative and qualitative data to gain insight and perspective as to what the administrators and teachers deemed important in a high quality mentoring program. Now that the data was collected and analyzed, the school district will take the relative findings and research to design, develop, and implement an improved induction/mentoring program. Chapter 5 presents the conclusion from this study.
CHAPTER 5
CONCLUSIONS, PERSONAL REFLECTIONS, RECOMMENDATIONS

Introduction

The demands of education today are overwhelming to all teachers, especially novice teachers. Not only have state standards become more intensive but the dynamic of classrooms have also become more challenging. Beginning teachers today have true inclusive rooms with students from different nationalities, social/emotional disabilities, learning disabilities, and varying family dynamics. These factors alone can present self-doubt in one’s ability to meet the needs of each individual student within the classroom. On top of that, beginning teachers also must focus on meeting the demanding state standards as well as learn district and building policies and procedures. It is no wonder the retention rate of early educators as diminished over the years. Therefore, school districts must invest time, resources, and funding to design and implement a mentoring program that will assist beginning teachers through the many challenges he or she will face during their early years in education. As a result, this study focused on evaluating the benefits of incorporating a mentoring piece within an induction program as well as the components of the program and the characteristics and skillsets of the mentor to better support and meet the needs of novice teachers.

Through the quantitative data results, all participants, with the exception of one outlier, agreed that mentoring would be advantageous to beginning teachers. The qualitative data results further confirmed the benefits of a mentor as well as reemphasized the importance of that person being selected based on specific criteria found within the literature review.
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This chapter briefly summarizes the research while reviewing the problem of the study and findings in addition to providing suggestions for impending research, and concluding remarks.

Summary of Study

More so than ever, education today demands highly competent educators who are prepared or have the potential to be prepared to meet the high demands of today’s student population (Bartell, 2005). “Schools are expected to serve an increasingly diverse population and to provide more educational and other services to students and their families than ever before” (Bartell, 2005, p. 4). Therefore, teachers, today will not only be expected to teach but to teach and succeed in a variety of contexts and settings (Bartell, 2005). Society today is responsible for creating a more capable workforce; a workforce that is prepared to meet the challenges and complexities today and in years to come (Bartell, 2005).

As a result of these high demands, novice teachers face many challenges within the first years of education. Unlike other professions, beginning teachers have the same responsibilities as the most experienced teachers and often with the most difficult and challenging students (Bartell, 2005). Therefore, school districts must provide novice teachers with support and guidance to meet the ongoing challenges to ensure self-success as well as student success.

Restatement and Brief Review of the Problem

As discussed in greater detail in Chapter 1, all educators, regardless of their preparation program, are in need of guidance and support as they begin their years in the profession of education. School districts are accountable for providing their new teachers
with a well-designed induction/mentoring program that is flexible to meet the specific needs of all novice teachers. According to the “Quality Counts 2002” survey, “induction programs train teachers on how to be effective and, thus, improve the quality of their teachers. Schools and school districts that have as their priority the training and improvement of their teachers will have improved student achievement” (Breaux & Wong, 2003 p. 6).

Although induction programs are essential, they are most effective with an embedded mentoring piece designed with just as much planning and collaboration as the creation of an induction program. Regardless of how much preservice training a person undergoes, real-life classrooms present questions, scenarios, and challenges that only real-life experience can answer (Moir, 2005). Mentors are the ones that provide those answers as they can provide practical, concrete advice, pose questions that prompt reflection, model teaching techniques in the classroom, observe and offer feedback, and offer another point of view at a time when it’s easy to lose all perspective (Moir, 2005).

With the high demands that education pose and the many challenges that novice teachers face, it is essential for school districts to plan and implement an effective induction program with an embedded mentoring component. These two collaborative programs will not only improve teacher retention and increase teacher success, but they will then lead to an increase in student achievement.

**Discussion of Interpretation and Findings**

As emphasized in this study throughout the literature review and the data collected, induction programs with embedded mentoring are essential to provide new teachers with the guidance and support to be successful in the profession. This study
analyzed the components of a thriving mentoring program, along with the characteristics and skillsets of a mentor. The findings were then compared to five various research models to determine the significance of providing novice teachers with an induction/mentoring program. After assembling the quantitative and qualitative data, it was further confirmed that the majority (95.8%) of administrators and teachers surveyed at Silver Oak Area School District confirm that novice teachers would benefit tremendously from embedding a mentoring component into the induction program.

To ensure the effectiveness of the teacher induction program, mentors must undergo formal, ongoing training. The program must be formal in design and specific to each novice teacher’s needs in support of their protégés so that they do not feel similarly to participants of the study.

Contributors to this study generally did not feel there was much structure to their previous mentoring program. They rarely met on a frequent basis; and the structure did not provide much continuity or consistency for support in teachers’ professional development efforts. Participants felt that their experience with a mentor was extremely informal and more on an as-needed basis.

Participants also strongly stated that there needs to be a focus on classroom management strategies and guidance through district and building policies and practices within the mentoring program. Mentors need to be readily available, approachable, and eager to assist their protégé with all challenges he or she faces.

The need for a quality mentoring program within the Silver Oak Area School District is imperative. The design and implementation of this program must be formal with specific guidelines of content covered as well as the roles and responsibilities of the
mentor and protégé. Within this program there needs to be frequent time for mentors and novice teachers to meet, collaborate, and observe one another in order to ensure their needs are being met thus leading to greater student success. The demands and challenges of education continue to grow each year; therefore, school districts must continue to provide additional support to ensure student achievement. It is no different for novice teachers. School districts must also incorporate support to guide novice teachers through the challenges they encounter.

**Implications for Practice**

The three areas addressed below are important as this study is utilized in practice.

1. Financial implications of how to build capacity in the budget or relieve the general budget; possibly utilizing Title I and Title II funds.
2. Implications for negotiations and required changes or MOU’s required.
3. Policy implications for the 400 Level policies for Professional Educators.

**Future Implications of the Research**

This study focused on improving the induction program at the Silver Oak Area School District by embedding a mentoring piece. The study further examined the perspectives of past and current administrators and teachers of the district to determine what components of a mentoring program would best support the needs of their novice teachers as well as the characteristics and skillsets of a mentor that would be most beneficial to their novice teachers.

A future recommendation to further plan, design, and implement a highly-effective induction/mentoring program at the Silver Oak Area School District would be to develop a professional learning community including the school board president,
superintendent, assistant superintendent, building principal, and classroom teacher. By doing so, it would involve different stakeholders who share a common interest in improving the quality of teachers within the district. Upon communication between the superintendent, central office administration, and the teachers union, a policy would be developed and written based on the work from the professional learning community. It would then be taken to the superintendent and school solicitor for initial approval. It would further be presented to the school board for the first reading. The school board would then conduct a second reading of the proposed policy and deem it an official policy at this time.

The projected timeline to begin the implementation process is this upcoming school year (2018-2019). The professional learning community will meet frequently over the course of six to eight weeks. After the PLC deems the mentoring program is complete, the policy implementation process, previously discussed, will begin. The estimated goal for implementing the new mentoring program into the Silver Oak Area School District is for the 2019-2020 school year.

Limitations

The perspectives of past and current administrators and teachers from one school district pose as a limitation to this study. All participants in the study work or have worked at Silver Oak Area School District, and therefore the results were not compared to any other school districts. Further research would profit from determining if other nearby school districts have mentoring and teacher induction programs; how they go about their processes, and the effectiveness they’ve had on retaining and developing new teachers.
This study did not address district funding. However, embedding mentoring into an induction program would become an additional cost to the district. Therefore, continual research should be conducted to evaluate the district budget to determine how to maximize funding to support and meet the needs of teachers, mentors, and students. Enquiry on additional grant opportunities could be conducted to defray the additional cost of mentoring.

While the study focused on design elements of a teacher induction program with a mentoring component, it did not address how race, culture, class, and ethnicity might factor into such a program. These are areas that need to be factored into such a program, given the diverse demographics of the three different geographical regions of the district in which teachers are located. A diverse constituency will be incorporated within the professional learning community to assist with the development of these cultural dimensions of the teacher induction program.

Another limitation would be the quantitative and qualitative data collected centers on participants’ evaluation of the need for a teacher induction program with a mentoring component; and does not reveal the impact of an actual teacher induction program with a mentoring component. Subsequently, the data does not determine the effectiveness of a teacher induction program with a mentoring component within the school district studied. It only tells one the attitudes toward the need for such a program. However, the hope is to use the positive support school leaders have indicated for such a program to gain support for its implementation into policy of the school district.
Conclusions

Education is a profession that poses many obstacles with more diverse challenges growing each year. School districts cannot assume that beginning teachers are well prepared solely based off of their teacher preparation programs. Regardless of the preparation a novice teacher has, each and every one needs assistance in applying what they have learned to move from a student-teaching experience to being the sole educator in the classroom (Bartell, 2005). Therefore, it is necessary for school districts to create and provide a successful induction and mentoring program that will further assist novice teachers throughout their first few years in education. By providing beginning teachers with this type of support, districts are not only ensuring teacher retention and teaching success but they are also ensuring the success of their students.

The focus of this study was to examine the components of an effective mentoring program along with the characteristics and skillsets of a mentor that would support the needs of novice teachers in a specific school district. Silver Oak Area School District now has research and data from their staff to develop a program that will guide and support their novice teachers.

For novice teachers to grow and be successful in the profession, they need to know and feel the district and their colleagues are supportive. It is the district’s responsibility to provide novice teachers with the resources necessary to enter the classroom with such confidence that their students to gain confidence and everyone succeeds.

Reflecting on my beginning years in education, I realized how challenging those years were. It was because of this that I decided to focus my research on the importance of a mentoring program to provide support to novice teachers. Now that I have had the
opportunity to work in various roles, including educator, elementary and middle school principal, and now the assistant to the superintendent, I realize even more the importance of quality educators and the impact they have on students. Without successful teachers there are few successful students.

Through the data collected, it is my hope that stakeholders will recognize the value of such a program and become more supportive of ensuring our district provides teachers with the necessary guidance throughout their careers. The greatest improvement I would like to see to the district is the overall quality of teaching and student success. In order to achieve this, I want a formal program that is also flexible to meet individual needs simultaneously. A mentoring component within an induction program is the key to meeting my vision for the Silver Oak Area School District.
WELL-TRAINED MENTORS

References


WELL-TRAINED MENTORS


WELL-TRAINED MENTORS


WELL-TRAINED MENTORS


http://www.pacode.com/secure/data/022/chapter49/s49.16.html


Appendix A

Superintendent Letter

Dear Dr. Stanley Charles:

As you know, I am a doctoral candidate at Duquesne University in the Educational Leadership Program. The purpose of my study is to improve the new teacher induction program in the Silver Oak Area School District. I am asking for your support with this effort.

With your permission, I will make arrangements to conduct surveys with district administrators. The data I gather from this activity will help me better understand the strengths and weaknesses of our current new teacher program and what impact mentoring might have on novice teachers in our district.

With your approval, I will contact staff members via email. Being respectful of time, the survey will consist of 20 Likert scale questions and four open-ended questions. The survey should take approximately 15 minutes to complete.

If you are willing to approve my research, I will be sure to share the results with you. However, in order to maintain anonymity of respondents, no individual will be named in this research.

Your support and approval to carry out this research is much appreciated. If you have any questions about the research, please feel free to contact me at XXX-XXX-XXXX or via email bosnied@duq.edu. You may also contact my dissertation chair Dr. Darius Prier at prierd@duq.edu.

Thank you in advance.

Sincerely,

Daniel Bosnic

Doctoral Student

Duquesne University
Appendix B

Administrator Letter

Dear (insert administrator’s name),

I am a doctoral candidate at Duquesne University in the Educational Leadership Program. The purpose of my study is to improve the new teacher induction program in the Silver Oak Area School District. I am asking for your continual support with this effort.

Dr. Stanley Charles granted me permission to contact you requesting your participation and support in this research. I am requesting that you complete a survey regarding our new teacher induction program and mentoring for beginning teachers. The data from the survey will allow me to assess the strengths and weaknesses of our current induction program and the impact mentoring might have on novice teachers. The information collected will be vital to assessing new teacher needs.

There are no foreseeable risks associated with this research, nor any benefits to you. The data gathered from the survey will be kept anonymous; your responses will not be identifiable in any way. All responses are confidential, and results will be kept locked in a secure place. No names will be used in this research.

Your participation is entirely voluntary and you may withdraw from this research at any time. This study is being conducted by Daniel Bosnic. If you have questions, I can be reached at XXX-XXX-XXXX. Thank you for taking time out of schedule to support my research.

Thank you in advance.

Sincerely,

Daniel Bosnic

Doctoral Student

Duquesne University
Appendix C
Administrator Consent Form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

TITLE:
Well-Trained Mentors: The Missing Component of the Comprehensive New Teacher Induction Program in the Silver Oak Area School District

INVESTIGATOR:
Daniel Bosnic
Assistant to the Superintendent
Uniontown Area School District
daniel.bosnic@uasdraiders.org
XXX-XXX-XXXX

ADVISOR:
Dr. Darius Prier
Dissertation Chair
Duquesne University
prierd@duq.edu
XXX-XXX-XXXX

SOURCE OF SUPPORT:
This study is being performed as partial fulfillment of the requirements for the doctoral degree in education at Duquesne University.

PURPOSE:
You are being asked to participate in a research project that seeks to investigate the effects and best practices for embedding mentoring into the Uniontown Area School District induction program to better meet the needs of novice teachers and improve student achievement while limiting frustration and stress that can occur during the beginning years in the profession.
In order to qualify for participation, you must be:
A former or current administrator responsible for the supervision of novice teachers throughout the induction program at Uniontown Area School District in Pennsylvania.

PARTICIPANT PROCEDURES:
To participate in this study, you will be asked to complete a survey consisting of 20 Likert scale questions and 4 open-ended questions. The survey will be sent electronically through the use of the SurveyMonkey portal and should take the participant twenty-five
WELL-TRAINED MENTORS

to thirty minutes to complete. Participants will only be asked to complete the survey one time.
These are the only requests that will be made of you.

RISKS AND BENEFITS:
There are minimal risks associated with participating in this study, but no greater than those encountered in everyday life. A benefit for participation is to continue your passion for education by providing your input to better meet the needs of novice teachers by improving the current mentoring program in the Uniontown Area School District.

COMPENSATION:
There will be no compensation for participating in this study. Participation in this project will require no monetary cost to you.

CONFIDENTIALITY:
Your participation in this study and any personal information that you provide will be kept anonymous at all times and to every extent possible. Your name will never appear on any survey or research instruments. All written and electronic forms and study materials will be kept secure in a locked drawer in the superintendent’s office. Your response(s) will only appear in statistical data summaries. This data will be maintained for five years after the completion of the research and then destroyed.

RIGHT TO WITHDRAW:
You are under no obligation to participate in this study. You are free to withdraw your consent to participate at any time by emailing me stating you wish to withdraw.

SUMMARY OF RESULTS:
A summary of the results of this research will be supplied to you, at no cost, upon request.

VOLUNTARY CONSENT:
I have read the above statements and understand what is being requested of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason. On these terms, I certify that I am willing to participate in this research project.
I understand that should I have any further questions about my participation in this study, I may call Daniel Bosnic at XXX.XXX.XXXX and/or Dr. Darius Prier at XXX.XXX.XXXX. Should I have any questions regarding protection of human subject issues, I may contact Dr. David Delmonico, Chair of the Duquesne University Institutional Review Board, at 412.396.1886.

___________________________________     ___________
Participant’s Signature        Date

___________________________________       ___________
Researcher’s Signature        Date
CONSENT TO PARTICIPATE IN A RESEARCH STUDY

TITLE:
Well-Trained Mentors: The Missing Component of the Comprehensive New Teacher Induction Program in the Silver Oak Area School District

INVESTIGATOR:
Daniel Bosnic
Assistant to the Superintendent
Uniontown Area School District
daniel.bosnic@uasdraiders.org
XXX-XXX-XXXX

ADVISOR:
Dr. Darius Prier
Dissertation Chair
Duquesne University
prierd@duq.edu
XXX-XXX-XXXX

SOURCE OF SUPPORT:
This study is being performed as partial fulfillment of the requirements for the doctoral degree in education at Duquesne University.

PURPOSE:
You are being asked to participate in a research project that seeks to investigate the effects and best practices for embedding mentoring into the Uniontown Area School District induction program to better meet the needs of novice teachers and improve student achievement while limiting frustration and stress that can occur during the beginning years in the profession.
In order to qualify for participation, you must be:
A novice teacher between the years of 1999-2011 and participated in the induction/mentoring program at Uniontown Area School District in Pennsylvania.

PARTICIPANT PROCEDURES:
To participate in this study, you will be asked to complete a survey consisting of 20 Likert scale questions and 4 open-ended questions. The survey will be sent electronically through the use of the SurveyMonkey portal and should take the participant
approximately twenty-five minutes to complete. Participants will only be asked to complete the survey one time. These are the only requests that will be made of you.

**RISKS AND BENEFITS:**
There are minimal risks associated with participating in this study, but no greater than those encountered in everyday life. A benefit for participation is to continue your passion for education by providing your input to better meet the needs of novice teachers by improving the current mentoring program in the Uniontown Area School District.

**COMPENSATION:**
There will be no compensation for participating in this study. Participation in this project will require no monetary cost to you.

**CONFIDENTIALITY:**
Your participation in this study and any personal information that you provide will be kept anonymous at all times and to every extent possible. Your name will never appear on any survey or research instruments. All written and electronic forms and study materials will be kept secure in a locked drawer in the superintendent’s office. Your response(s) will only appear in statistical data summaries. This data will be maintained for five years after the completion of the research and then destroyed.

**RIGHT TO WITHDRAW:**
You are under no obligation to participate in this study. You are free to withdraw your consent to participate at any time by emailing me stating you wish to withdraw.

**SUMMARY OF RESULTS:**
A summary of the results of this research will be supplied to you, at no cost, upon request.

**VOLUNTARY CONSENT:**
I have read the above statements and understand what is being requested of me. I also understand that my participation is voluntary and that I am free to withdraw my consent at any time, for any reason. On these terms, I certify that I am willing to participate in this research project.
I understand that should I have any further questions about my participation in this study, I may call Daniel Bosnic at XXX.XXX.XXXX and/or Dr. Darius Prier at XXX-XXX-XXXX. Should I have any questions regarding protection of human subject issues, I may contact Dr. David Delmonico, Chair of the Duquesne University Institutional Review Board, at 412.396.1886.

Participant’s Signature ___________________________ Date ____________

Researcher’s Signature ___________________________
Appendix E

Administrator Survey
# Mentoring Survey

## Mentoring Program

The following questions address the components you would like to see in a mentoring program, the characteristics of an effective mentor, and the skill-sets of an effective mentor:

* 1. Mentors and proteges should hold a collaborative relationship.

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
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* 2. Mentors and proteges should be provided with time weekly to meet and observe each other's teaching.

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<thead>
<tr>
<th>Strongly disagree</th>
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<th>Agree</th>
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* 3. Mentors and proteges should be provided with ongoing professional development.

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<th>Strongly disagree</th>
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* 4. Mentors and proteges should be provided with specific information regarding their role in the program.

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<th>Strongly disagree</th>
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<th>Agree</th>
<th>Strongly agree</th>
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* 5. Mentors and proteges should “fit.” In other words be matched based on specific criteria such as professional goals, interpersonal styles, learning needs of both parties, teaching styles, and personality characteristics (Daresh, 2003).

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly agree</th>
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* 6. Mentoring should provide guidance and support to ensure the transition for novice teachers is effective.

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<tr>
<th>Strongly disagree</th>
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<th>Agree</th>
<th>Strongly agree</th>
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* 7. Administrators and teachers from each grade level should be involved in designing and planning the mentoring program.

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<th>Strongly disagree</th>
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<th>Strongly agree</th>
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* 8. The effectiveness of the mentoring program should be evaluated at the conclusion of each school year.

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<tr>
<th>Strongly disagree</th>
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<th>Agree</th>
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* 9. Mentors should be approachable and an active listener.

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<th>Strongly disagree</th>
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* 10. Mentors should have the willingness to spend time necessary to be helpful.

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<th>Strongly disagree</th>
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* 11. Mentors should have a positive outlook on education and committed to the profession.

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* 12. Mentors should be open-minded, cooperative, and flexible.

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<th>Strongly disagree</th>
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* 13. Mentors should be able to build and maintain relationships.

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* 14. Mentors should be able to make decisions and problem solve.

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* 15. Mentors should be able to communicate effectively.

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* 16. Mentors should be able to encourage their protege.

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* 17. Mentors should be able to guide and support their protege.

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* 18. Mentors should be viewed as a consultant. In other words able to share information, advice, and technical resources about policies and procedures, learning and learners, curriculum and content, and effective practices and establish standards for professional practice (Lipton & Wellman, 2003).

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* 19. Mentors should be viewed as a collaborative partner. In other words able to co-develop information, ideas, and approach to problems as well as model a collegial relationships as a standard for professional practice (Lipton & Wellman, 2003).

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* 20. Mentors should be viewed as a coach. In other words they should support the protege's idea production, instruction decision making, and ability to reflect on practice as well as increase the protege's ability to self-coach and become a self-directed learner (Lipton & Wellman, 2003).

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* 21. Briefly describe your induction/mentoring program experience(s).


* 22. Reflecting on your years as a novice teacher, briefly describe the components of a mentoring program that would have best met your personal needs.


* 23. Reflecting on your beginning years in the profession, briefly list the characteristics you would have liked to have seen in a mentor.


* 24. Reflecting on your beginning years in the profession, briefly list the skillsets you would have liked to have seen in a mentor.


WELL-TRAINED MENTORS

Table 8
Silver Oak Area School District
Economically Disadvantaged
2015-2016

<table>
<thead>
<tr>
<th>Percentage of Students</th>
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<tbody>
<tr>
<td>Maple Ridge School</td>
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<tr>
<td>Springfield School</td>
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<tr>
<td>Ridgeview School</td>
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<tr>
<td>Littlerock Elementary School</td>
</tr>
<tr>
<td>Littlerock Middle School</td>
</tr>
<tr>
<td>Mountain Oak School</td>
</tr>
<tr>
<td>Willow Grove School</td>
</tr>
<tr>
<td>Silver Oak Area High School</td>
</tr>
<tr>
<td>Waterford School</td>
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</tbody>
</table>
## Table 9
Silver Oak Area School District
Pennsylvania School Performance Profile

<table>
<thead>
<tr>
<th>SILVER OAK SCHOOL DISTRICT</th>
<th>School Performance Profile (SPP)</th>
</tr>
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<tbody>
<tr>
<td>Maple Ridge</td>
<td>74.52</td>
</tr>
<tr>
<td>Springfield</td>
<td>68.45</td>
</tr>
<tr>
<td>Ridgeview</td>
<td>69.33</td>
</tr>
<tr>
<td>Littlerock Elem</td>
<td>52.45</td>
</tr>
<tr>
<td>Littlerock MS</td>
<td>63.71</td>
</tr>
<tr>
<td>Mountain Oak</td>
<td>87.5</td>
</tr>
<tr>
<td>Willow Grove</td>
<td>83.43</td>
</tr>
<tr>
<td>Silver Oak HS</td>
<td>67.19</td>
</tr>
<tr>
<td>Waterford</td>
<td>72.5</td>
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</table>
Table 10
Silver Oak Area School District
Teacher Attrition

<table>
<thead>
<tr>
<th>Year</th>
<th>Retirements/Resignations</th>
<th>New Hires</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>10</td>
<td>5</td>
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<td>2014-2015</td>
<td>7</td>
<td>8</td>
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<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2016-2017</td>
<td>6</td>
<td>0</td>
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</tbody>
</table>
Table 11
Silver Oak Area School District
New Teacher Induction Program
Number of Teachers Participating

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Teachers</th>
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<tbody>
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<td>2013-2014</td>
<td>8</td>
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<tr>
<td>2014-2015</td>
<td>7</td>
</tr>
<tr>
<td>2015-2016</td>
<td>5</td>
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</table>
Table 12
Silver Oak Area School District
Student Groups

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>72.41</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>0.43</td>
</tr>
<tr>
<td>Special Education</td>
<td>17.44</td>
</tr>
<tr>
<td>Gifted</td>
<td>1.89</td>
</tr>
<tr>
<td>Drop Out Rate</td>
<td>3.66</td>
</tr>
</tbody>
</table>
Table 13
Silver Oak Area School District
Teachers Average Years of Educational Experience
2015-2016

<table>
<thead>
<tr>
<th>School</th>
<th>Average Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maple Ridge School</td>
<td>12.41</td>
</tr>
<tr>
<td>Springfield School</td>
<td>13.21</td>
</tr>
<tr>
<td>Ridgeview School</td>
<td>10.78</td>
</tr>
<tr>
<td>Littlerock Elementary School</td>
<td>8.57</td>
</tr>
<tr>
<td>Littlerock Middle School</td>
<td>6.50</td>
</tr>
<tr>
<td>Mountain Oak School</td>
<td>11.57</td>
</tr>
<tr>
<td>Willow Grove School</td>
<td>12.57</td>
</tr>
<tr>
<td>Silver Oak Area High School</td>
<td>12.64</td>
</tr>
<tr>
<td>Waterford School</td>
<td>12.31</td>
</tr>
<tr>
<td>Silver Oak Area School District</td>
<td>11.7</td>
</tr>
</tbody>
</table>
### Table 14
Silver Oak Area School District
General Fund Budget

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>$40,025,644.00</td>
</tr>
<tr>
<td>2013-2014</td>
<td>$40,366,328.00</td>
</tr>
<tr>
<td>2014-2015</td>
<td>$41,336,559.00</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$41,871,214.00</td>
</tr>
<tr>
<td>2016-2017</td>
<td>$42,933,073.00</td>
</tr>
<tr>
<td>2017-2018</td>
<td>$43,880,884.00</td>
</tr>
</tbody>
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