

Mentor Programs Tied to Retention Rates of Novice Teachers

A Field Study

Presented to

The College of Graduate Studies

Austin Peay State University

In Partial Fulfillment

Of the Requirements for the Degree of

Education Specialist

April 1, 2018

Whitney Matthews

Copyrighted © 2018

By

Whitney Matthews

All Rights Reserved

May, 2018

To the College of Graduate Studies:

We are submitting a field study report written by Whitney Matthews entitled “Mentor Programs tied to Novice Teacher Retention Rates.” We have examined the final copy of this field study for the form and content. We recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist.

Dr. Benita Bruster
Research/Committee Advisor/Chair

Dr. Tara Alvey
Committee Member

Dr. Lauren Wells
Committee Member

Accepted for the Graduate and Research Council

Dr. Chad Brooks



Dean, College of Graduate Studies.

Dedication

I would like to dedicate this study to my father, Rick. He has always provided support through all times and valued education over all. Without his dedication and love I would not be able to accomplish these goals. My husband Chris, who patiently watched and encouraged me to follow my goals through teaching and education. My family and friends who would provide the assistance I needed to continue through even when it felt like I could not, my Mom, Anne and sister, Jenna. Without you, this would not be possible.

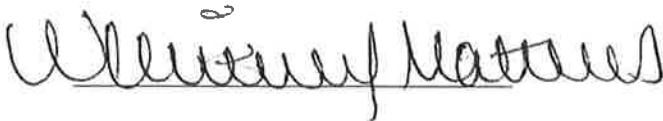
Acknowledgements

I would like to acknowledge the professors who have put in time and patience as I worked through each piece of this research process slowly. Dr. Benita Bruster has guided me through this study with support and patience. I recognize all of the professors through my courses with their knowledge and willing to share their expertise to further my education.

STATEMENT OF PERMISSION TO USE

In presenting this field study in partial fulfillment of the requirements for the Education Specialist degree at Austin Peay State University, I agree that the library shall make it available to borrowers under the rules of the library. Brief quotations from this field study are allowable without special permission, provided that accurate acknowledgement of the source is made.

Permissions for extensive quotation or reproduction of this field study may be granted by my major professor, or in his or her absence, by the Head of the Interlibrary Services when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this field study for financial gain shall not be allowed without my written permission.



Signature

4/1/18

Date

Abstract

WHITNEY MATTHEWS, Mentor Programs Tied to Retention Rates of Novice Teachers

Purpose: The purpose of this study was to determine if a high quality mentor program influences the retention rates of novice teachers in a school.

Method: This mixed-method study investigated the aspects of a mentor program and the support this mentor program provided for novice teachers from a school district in middle Tennessee. Teacher participants were 12 novice teachers who had zero to three years-experience in the classroom.

Results: The findings of this study showed the high-quality mentor program provided by the district satisfied the needs of the novice teachers and mentor teachers. The schools district provided the support for novice teachers based on the retention rates of novice teachers in the district.

Conclusions: a highly-effective mentor program does influence the retention rates of novice teachers in a school with some underlying themes of support, building relationships and informal mentoring. Mentors support novice teachers in this middle Tennessee school district.

Additional Research: Future research is needed for an assessment criteria for mentor program and which type of mentoring from this program has to most impact on novice teachers.

Table of Contents

I.	INTRODUCTION.....	1
	a. Statement of Problem	1
	b. Purpose of Study	3
	c. Definition of Terms.....	4
	d. Research Question.....	5
	e. Limitations.....	5
	f. Assumptions.....	5
II.	REVIEW OF LITERATURE.....	7
	a. Theories of Mentoring and Teaching.....	8
	1. Sociology of Teaching	8
	2. Essentialism Teaching.....	10
	3. Zey's Theory of Development.....	12
	b. Types of Mentoring Programs.....	14
	1. Teacher Induction Programs.....	14
	2. Clinical Faculty.....	16
	3. Formal vs. Informal Mentoring.....	20
	4. Content-Specific Induction Programs.....	22
	c. Cost Analysis of Mentor Programs.....	26
	1. Teacher for America Cost Analysis.....	28
	2. STA Cost Analysis Tool.....	30

d. Teacher Retention Rates.....	33
e. Gaps in Literature.....	35
III. METHODS.....	38
a. Qualitative Research-Grounded Theory.....	38
1. Mentor Program Description.....	39
2. Mentor Teacher Training.....	40
3. Participants.....	40
4. Procedure.....	41
IV. RESEARCH FINDINGS.....	42
a. Novice Teacher Survey Analysis.....	42
b. Qualitative Themes.....	46
1. Relationships.....	46
2. Informal Mentoring	47
3. Support.....	48
V. RECOMMENDATIONS.....	50
a. Future Research.....	51
b. Conclusion.....	53
REFERENCES.....	55
APPENDIXES	
Appendix A – IRB Approval	60
Appendix B – School District Consent.....	61
Appendix C – New Teacher Survey.....	63

List of Tables and Figures

Tables

Table 1	Cross Tabulation of Mentor Teacher Influence and Assignments of Mentors.....	44
---------	--	----

Figures

Figure 1	Zey's Theory of Teacher Development	12
Figure 2	Conceptual Framework of Turnover Costs Components	33
Figure 3	Teachers Retained in Tennessee	37
Figure 4	Novice Teacher Years of Experience	43
Figure 5	Dependent Variable Histogram.....	45

Chapter 1

Introduction

Effective mentoring programs in a school district contributes to the retention of novice teachers in a school district. The support novice teachers receive from a mentor teacher contributes to novice teachers remaining in their current school district.

Statement of Problem

"Chronic turnover among new teachers is particularly alarming, with up to 23% of public school teachers leaving within their first five years of teaching – 14% migrating to other schools and 9% leaving the professions altogether" (Keigher, 2010, as cited in Shernoff et al, p. 465). These statistics can be alarming to school districts. This is even more alarming since the 500,000 professionals entering the education field, by a new teachers fifth year in the classroom, "40% to 50% of those teachers have left the profession" (Ingersoll, 2012, as cited in Wilkins and Oranski, p. 299). In the state of Tennessee, data show that only 70% of novice teachers are retained in their school with only a slight increase after year three of teaching to 75% of novice teachers retained in their school. This information leads to the conclusion that 30% of first year teachers are either leaving the profession or moving to another school.

Mentoring and induction programs are processes to counteract this gap in new teacher knowledge. Mentoring and induction programs provide a novice teacher, a teacher with zero to three years of experience in the classroom, a veteran teacher. "Specifics of the program may vary, but most include providing the new teacher with a mentor teacher who possesses several years' teaching experience within the school" (Arnold-Rogers, Arnett, & Harris, 2008, p. 18). "Effective mentoring programs help to recruit new teachers and improve teacher retention rates" (e.g., Ingersoll & Strong, 2011, p. 77).

As stated before, there are only 70% of first year teachers who are retained in their current school at the completion of their first year of teaching in the state of Tennessee. This percentage is significantly lower than other teachers with multiple years of experience in the classroom, according to the Tennessee Department of Education, Office of Research and Policy. "Research shows that beginning teachers who participate in mentorships with other teachers are less likely to change schools or leave teaching early in their career" (Ingersoll & Strong, 2011, as cited in Halls, Hughes & Thelk, 2017, p. 79).

"The reasons why teachers leave the profession are complex, but there is considerable evidence that the presence of mentoring and induction supports influence whether new teachers stay or leave" (Ingersoll & Smith, 2003, p. 3). Mentoring and induction programs can be beneficial to all parties involved. Novice teachers benefit the most from this process, but districts also take into account the cost-effectiveness of mentoring and induction programs. "Increases in teacher effectiveness by way of mentoring yielded greater savings than the reduction in costs associated with teacher attrition" (Strong & Villar, 2007, p. 1). Experienced teachers benefit from mentoring and induction programs as well because the process can "help expand the skills and knowledge of new and veteran teachers" (Virginia Department of Education, 2016 as cited in Hall, Hughes, & Thelk, p. 77).

"Research has shown that student learning increases as teachers mature during their first five years in the profession" (Harris & Sass, 2007, p. 14). This research showed a more experienced teacher in the classroom has a larger impact on a student's ability to learn than a teacher with little to no experience. School districts, teachers, and parents want their students to succeed in the classroom, so a more experienced teacher would be preferable for students in the classroom. The mentoring and induction programs allow novice teachers to have "improved

practice, retention and student achievement" (Ingersoll & Strong, 2011, p. 2). The stakeholders of public education take the retention rates of novice teachers into account when it can effect student learning. The mentoring process can improve the issue of retention rates and give novice teachers the experience they need to increase student learning.

Teacher mentoring programs are not a requirement by state law in the state of Tennessee. It is up to the discretion of each school district to identify, label, and provide support for novice teachers. There are Inconsistencies in mentor programs or a lack of mentor programs in the state. There is no description of assistance that districts are providing for novice teachers when they hire, and how are they continuously providing that assistance to retain high quality educators in the state.

Purpose of the Study

Low teacher retention rates is a persisted problem of novice teachers in Tennessee schools, this study will provide data on the types of support for novice teachers from a school district in middle Tennessee. This study examines the retention rates of novice teachers in a Tennessee school district based on the mentoring or induction programs in which the novice teachers are employed. The purpose of this study is to establish what type of mentoring program is offered in this middle Tennessee district for novice teachers (teachers with zero to three years of experience). The study will conclude if the high quality mentoring program provided by the district is retaining novice teachers.

This study will establish the effectiveness of the process or program in retaining the novice teachers in a middle Tennessee district. Using information from the district, the study will also show retention rates of novice teachers compared to the mentoring program provided,

or the lack thereof. The variables in this study are percentages of novice teacher retention rates and categorical data from mentoring programs in a middle Tennessee district.

Definition of Terms

Novice Teacher – A licensed, certified teacher with zero to three years-experience in the classroom

Mentor Teacher – A licensed, certified teacher with more than three years-experience in the classroom assigned by a mentor program facilitator to provide support for novice teachers

Clinical Faculty – A licensed, certified teacher hired by a school district to train mentor teachers in the school district

High-Quality Mentor Program – An effective program to support, retain and build relationships with novice teachers using research based strategies

Significance of the Study

This field study contributes to the educational field by providing information for school districts in the state of Tennessee on novice teacher retention rates and how mentoring programs correlate or do not correlate with those novice teacher retention rates. This study can establish if and how a mentor program has high or low retention rates. This study provides insight to the rest of the state on how mentoring programs can be shaped or used throughout each district based on the population. Overall, this study shows factors that benefit new teachers and how assistance can be provided by districts, administrators and even universities to retain high quality teachers in the classroom.

Research Question

The question for this research study is as follows:

Does a high quality mentor program influence retention rates of novice teacher in a school?

Research Hypotheses

School districts that are utilizing mentoring systems effectively have a higher teacher retention rate for novice teachers.

Limitations

Some of limitations in this study will be non-compliance of the leaders of the mentoring program from the district. There is a collection of the whole state of Tennessee data, but this information is not segregated into districts. This data is more difficult to research, so a survey will be sent to the leaders of the mentoring program from the district. Some of this information may not apply to all districts, and some of the information may not be answered by the district. The limitation is all of the data needed from district might not be collected depending on if the district complies with the information request.

Assumptions

The assumptions of this study are that this data can be applied to the rest of the State of Tennessee. Even though his study concentrates on the largest population possible while keeping the study feasible, it still does not mean it will work across the whole state and every school district. This study also assumes that every school district requires their novice teachers to attend or participate in a mentor or induction program provided by the district. There is a possibility that a district does not have a mentoring program in place, which will be discussed later in this study.

Sample

All participants of this study were novice teachers working for a school district in middle Tennessee. The sample of teachers are a volunteer group of novice teachers with zero to three years-experience in the classroom from all grade levels in the district. Also, teachers who were new to the district this year were also considered for this research. There were no coerced surveys completed and consented to this study at their own discretion. Moreover, none of the participants in this study were offered or provided with monetary values of any kind. All of the participants in this research identities will be kept confidential.

Chapter II

Literature Review

Mentoring programs for teachers and the benefits of these programs have been corroborated by previous research. Novice teachers are released into classrooms with only a few years of undergraduate school and a certain number of hours in a real classroom; during these hours, there is usually another certified teacher in the room during this time to train the novice teacher. The hours these novice teachers are receiving hardly allow them any time to actually be alone and learn how to function and manage a real classroom without clinical/mentor teacher's supervision. The mentor teacher is there to provide support in the times of celebration and struggle.

Mentoring programs recently have been put into law by departments of education across the United States. A handful of states used this previous research of mentoring programs or induction programs to aid the novice teachers and bolster the retention rates of these recently hired teachers. The prior research indicated the retention rates are low in novice teachers in the state of Tennessee, however this is not information that is new to school districts, principals and teachers working for Tennessee school districts.

Data linked to this topic can be found on the Tennessee Department of Education web page. However, the developments presented are based from specific school districts in the state of Tennessee and not every school district from the state. This study identifies mentoring best practices from these districts for novice teachers and why these best practices are functioning well for all parties involved, especially novice teachers.

Theories of Mentoring and Teaching

A school is a social organism where teachers, students and administrators meet. They interact on a daily basis and affect each other in many ways (Waller, 1932). Mentoring is a formal aspect of socializing in a school.

Sociology of Teaching

Willard Waller, (1932), breaks down the sociology of teaching and how teachers learn how to teach from a sociological stand point. He explains that new teachers learn to teach through experience and teaching. He continues to give details on, “What the teacher gets from experience is an understanding of the social situation in the classroom,” and “that is why experienced teachers are wiser than novices” (Waller, 1932, p. 14). In this theory of teachers and experience he suggested that experience in the classroom and the social aspect of learning how a classroom functions should be provided for professionals who pursue to be teachers. Butler and Cuenca (2012) agree that the mentor teacher role is to instruct and provide the socialization aspect for new teachers in the classroom. This is how novice teachers are trained today with mentors who possess the skills to regulate a classroom.

The Sociology of Teaching decomposes the relationships of teachers and students, teachers versus teachers and the interactions these parties can have in a typical school building. Waller’s report presented the purpose and support teachers receive in the educational setting. Waller discussed the personality types/stereotypes of teachers and how there are specific types of teachers in a school. “It would be incorrect to assume that teaching inevitably develops the same character traits in all teachers. The adjustments of personality which different teachers make to the conditions of school life differ radically as the personalities of those who enter teaching,” (Waller, 1932, p. 1,211). As new teachers enter a building, their personalities come into play

into which kind of teacher they become and how they interact with more experienced teachers.

Waller progressed in his writing to establish the different types of teachers and how their style of teaching is connected with their personality and why their teaching style can be affected or perceived in the classroom.

Student teachers entering the work force have limited or very little experience in the classroom. As novice teachers gain more experience their personality shows through their teaching and opinions about the teaching profession adapts over time. Waller explains novice teachers and their view of teaching, “The fact is, however, that a very large number of teachers are extremely discontented with their profession; this seems especially true of the younger teachers” (Waller, 1932, p. 1,250). Waller discussed how the younger teachers battle with the thought of continuing to be teachers, “The younger ones are horrified at the thought that if they go on teaching they may become like their elder colleagues” (Waller, 1932, p. 1,252). This solidifies the problem with novice teachers not receiving the support through school districts to stay in the teaching profession.

The social aspect of teaching is learning to handle different situations in and out of the classroom. “Training an individual for the practice of such a profession often consists in teaching him what he is expected to say upon certain occasions as when, a teacher assigns a lesson,” (Waller, 1932, p. 1,113). As far as novice teachers are concerned they engage with experienced teachers to perfect their presentation of instructional skills. “Mentors as instructional coaches observe and evaluate instructional practice and provide constructive feedback aimed at improving the methods and techniques of preservice teachers” (Butler and Cuenca, 2012, p. 299). This is mentoring at its basics, the interactions of novice teachers with mentors. Teachers’ objectives in the classroom are based on their teaching philosophies and is driven by their

instruction in the classroom. Novice teachers are forming those thoughts based on the skills they receive from their experiences. “Teachers display an extravagant devotion to academic standards. The complex of attitudes centered around standards and the attempt to uphold them often comes to the dominant trend of a teacher’s personality,” (Waller, 1932, p. 1,054). This devotion shown by teachers according to Waller leads them to establish their philosophies in the classroom as well as the relationships built in the school building with other teachers and administrators.

Essentialism Teaching Philosophy

There is a multitude of student-centered philosophies provided by some of the great education philosophers such as B.F. Skinner and his behaviorism theory. This theory provides the science of human behavior with reinforcements, rewards and punishments based on student actions. Then there is Jean Piaget (1952) and his theory of cognitive development in children with the origins of intelligence in children. He created four distinct stages in the development of children to show all interactions with students creates cognitive structure. Then there are teacher-centered philosophies where a teacher provides their knowledge to their students through specific ways. One of those theories is called Essentialism. One of the proponents of the essentialism teacher philosophy is William C. Bagley (1938). The essentialism teacher-centered philosophy is the teaching of basic skills. “Essentialist educators focus on transmitting a series of progressively difficult topics and promotion of students to the next level or grade” (Lynch, 2016).

In William Bagley’s, *An Essentialist Platform*, “A specific program of studies including these essentials should be at the heart of a democratic system of education.” (Bagley, 1938, p. 307). He proposed a set curriculum of basic skills should be preserved in the educational system

and teachers should be leading the essentialist movement with training students and teachers using those basic skill sets. In this theory, based on a large amount of schools in the United States that follow this philosophy of teaching, a novice teacher would need the expertise in these skills proposed by this theory. An experienced teacher would have the knowledge and know-how of these pre-requisites to be a successful teacher in the classroom.

Bagley continues his argument for an essentialist progression in the American education system by reinforcing, “essentials should be taught as such through a systematic program of studies and activities for the carrying out of which the teachers should be responsible,” (Bagley, 1938, p. 307). This teacher-centered system shows teachers are responsible for the program provided by the school system and the activities provided should incorporate the preservation of the fundamental abilities of the essentialism philosophy. Bagley admits that not every student will learn at the same rate as other students, but the basic skills should still be in place for all students to master over time. A support system for novice teachers entering the work force to provide these skills for students could equip educators with the know-how to prepare students for the job market ahead or even the next grade level.

As novice teachers progress through their time as a new teacher, the experiences in the classroom form and mold their teaching philosophy. The essentialism teacher-centered philosophy is a prevailing model in the United States. “The teachers impart knowledge mainly through conducting lectures, during which students are expected to take notes. The students are provided with practice worksheets or hands-on projects, followed by an assessment of the learning material covered during this process” (Lynch, 2016). As these experiences in a typical school shape a new teacher they should be guided by other educators to perfect and create this environment of skills practice.

While a support system for teachers would prepare them, what kind of development should take place for teachers? What steps should be in place for this development? Michael Zey's *The Mentor Connection: Strategic Alliances in Corporate Alliances* (1984), shows how corporations have been using formal mentoring programs for years. Zey goes through the process of creating a mentor and how the development of those steps are essential in the work force.

Zey's Theory of Teacher Development

According to Zey's (1984) Mutual Benefits model (Figure 1) shows a flow of teacher development. The model starts with preservice and preparation for a novice teacher into the induction phase where the mentoring process takes place. After the induction phase moves into improved classroom and teaching practice for a novice teacher. The mentoring process continues through this phase as a mentor teacher maintains a working relationship with a novice teacher and provides support and steps to progress through their teaching career. The final step in the teacher development model is improved student learning. As a novice teacher continues to practice their skills and hone on their strengths, an improvement in achievement from students is a by-product of the development of the novice teacher. "This model is based on the premise that individuals enter into and remain part of relationships in order to meet certain needs, for as long as the parties continue to benefit" (Ingersoll & Strong, 2004, p. 4)

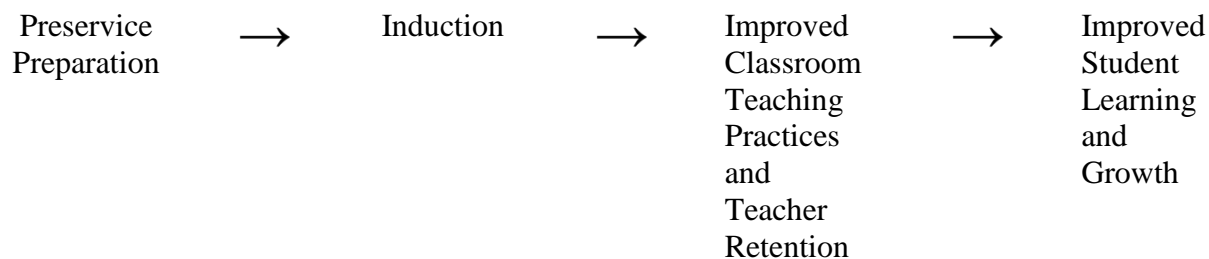


Figure 1. Zey's Theory of Teacher Development. This figure displays the process for the continuation of novice teacher development through mentoring.

"Before 1984, only eight states had policies requiring induction programs be implemented; however, interest in delivering these programs steadily grew" (Wilkins & Okrasinski, 2015, p. 300). These induction and mentoring programs began moving into school districts during the school reform era of the 1980s. "Publications about induction programs reveal they were delivered by university education departments, school districts and state agencies" (Wilkins & Okrasinski, 2015, p. 300). As the induction and mentoring processes change with the needs of the districts and the teachers themselves the definition of mentoring and induction programs have evolved.

"Over the past 25 years, the way educators and researchers conceptualize induction and mentoring programs consists of providing professional development supports when teachers begin their in-service careers, typically their first three years" (Wilkins & Okrasinski, 2015, p. 300). Novice teachers have changed from just when a teacher has no experience in the classroom, except student teaching, to all teachers who have three years of experience in the classroom or less. Teachers need more support, not just through their first year of teaching. These processes are taking more time as mentoring and induction programs are evolving. "Providing support to beginning teachers is essential for two reasons: the need to retain high-

qualified beginning teachers and the need for beginning teachers to become effective practitioners as soon as possible" (Andrews & Quinn, 2005, p. 110).

Types of Mentoring Programs

Teacher Induction Programs

There are many university programs offering degrees for students to become teachers all over the United States, even some programs with the emphasis on college graduates becoming teachers quickly and move to a classroom faster. In this effort to provide teachers quickly to school districts, there are some growing pains that school districts need to compensate for with the number of teachers coming into the workforce. "Historically, the teaching occupation has not had the kind of structured induction and initiation processes common to many white-collar occupations and characteristic of the traditional professions" (Lortie, 1975; Tyack, 1974; Waller, 1932; as cited in Ingersoll & Kralik, 2004, p. 2). The majority of a teacher's career is working in a room with students alone, so it is commonplace for a teacher to not have many interactions with colleagues.

In this lack of contact with colleagues in a teacher's place of work bolsters the number of teachers with attrition for their workplace. "The data indicate that school staffing problems are to a significant extent a result of a revolving door, where large numbers of teachers depart teaching long before retirement" (Ingersoll & Kralik, 2004, p. 3). As teachers attain careers in a classroom there are a few processes that the majority of schools have put into place. These schools district would put into place pre-service orientations and in-service meetings for novice teachers. Some programs have been created in states that are considered induction programs that were similarly tailored from other companies.

"Theoretically, induction programs are not additional training per se, but are designed for those who have already completed basic training. These programs are often conceived as a "bridge" from student of teaching to teacher of students" (Ingersoll & Kralik, 2004, p. 3). These induction programs provide a wide variety of activities for novice teachers in their first year of teaching, including mentoring. Mentoring processes can be defined as "personal guidance provided, usually by seasoned veterans to beginning teachers in schools" (Ingersoll & Kralik, 2004, p. 3). Different states and school districts have shown the mentoring programs in multiple different ways throughout the years. "Over the past two decades, teacher mentoring programs have become the dominant form of teacher induction" (Fideler & Haselkorn (1999), as cited in Ingersoll & Kralik, 2004, p. 3). The phrases mentoring programs and induction programs in most recent years have become synonymous with each other when discussing training for novice teachers.

The mentoring process is meant to counteract the "sink-or-swim" mentality of novice teachers. Mentoring and induction programs are meant for "support, socialization, adjustment, development and assessment" (Ingersoll & Kralik, 2004, p. 3). This foundation of a program provides new teachers with the support they need to continue in the education field. While novice teachers are the overall focus of the mentoring or induction programs, the school and school districts whom implemented these processes "generally intended to increase the confidence and effectiveness of new teachers, and thus stem the high levels of attrition among beginning teachers" (Ingersoll & Kralik, 2004, p. 3).

Further research conducted by Gilles, Wilson and Elias (2010), showed "The combination of the induction program and action research promoted complex interactions among teachers, leading to a deeper professional community, more internal accountability among

teachers, and a renewable cycle of professional growth.” The induction program was initiated to allow novice teachers to collaborate openly with mentor teachers. The novice teachers would conduct action research projects with their mentor teachers towards a common goal. The induction process was the beginning steps of collaborating with a mentor teacher.

National data show the number of teachers entering induction programs or mentoring programs has steadily increased over the past two decades to show that the mentoring programs provide some merit with novice teachers in the classroom. "By 2008, 22 states were funding induction programs for new teachers" (Education Week, 2008 as cited in Ingersoll & Strong, 2004, p. 4). "The theory behind induction holds that teaching is complex work, pre-employment teacher preparation is rarely sufficient to provide all of the knowledge and skill necessary to successful teaching, and a significant portion can only be acquired while on the job" (Ingersoll & Strong, 2004, p. 4).

Clinical Faculty

Clinical faculty is where a teacher is chosen to be an expert in the field of mentorship for novice teachers. "Effective mentoring programs help to recruit new teachers and improve teacher retention rates" (Ingersoll & Strong, 2011, p. 5). Teacher mentoring has the capability for novice teachers to continuously build upon their skills. "In many school settings, a principal or central office administrator usually assigns mentors based on content area or availability, but there are multiple configurations for mentor teachers working in school-based programs" (Rowley, 2006 as cited in Halls, Hughes and Thelk, 2017, p. 79). Mentors have such a profound effect on novice teachers it is important that mentor teachers are chosen based on research and their qualities as teachers. "Mentors participating in a formal mentorship programs should be

effective communicators, trustworthy, non-judgmental, empathetic, and respectful" (Davies & Gibbs, 2011 as cited in Halls, Hughes & Thelk, 2017, p. 79).

While schools pick and choose based on research what type of mentoring programs they will offer for their novice teachers, it is essential to consider the type of mentors should be chosen for this tremendous responsibility. "Successful mentors implement specific practices such as giving challenging and focused assignments, providing exemplary leadership, acting as a role model, and using encouragement and praise" (Halls, Hughes, & Thelk, 2017 as cited in Haliru & Kabir, 2011, p. 79). A mentor program should consider the skills and requirements of the mentor teacher as well as the novice teacher entering a mentoring program. "Effective mentorship programs should be developed as a purposeful process through effective systems design" (Halls, Hughes, & Thelk, 2017).

Through the research provided for mentorship programs in school districts the authors Halls, Hughes and Thelk (2017) created a "6-step process of designing and implementing the mentor training curriculum" (p. 80).

Step 1: programs design – partnership and alignment.

"The mentor training curriculum was grounded in the work of a long-standing regional partnership of four higher education institutions and seven PreK-12 school divisions" (Halls, Hughes & Thelk, 2017, p. 80). In this partnership came the conception of *clinical faculty* who are mentors that "develop knowledge and skills related to adult learners, observation, and conferencing so that they can better support student teachers in their classrooms" (Halls, Hughes & Thelk, 2017, p. 80). This first step was also meant to align the clinical faculty goals with the goals of the school district. The program also needed to be evaluated at the end of the program, only if the program was useful to the mentors and the mentees themselves.

Step 2: program development- needs assessment and steering committee.

This phase involved a pre-assessment for the needs of the school district. An open-ended response questionnaire was sent to the school districts. These data were collected and deciphered from each school. "The themes and differences shaped the development of the mentor training curriculum so that it reflected the particular needs of the teachers who would be attending the workshop" (Halls, Hughes & Thelk, 2017, p. 82). The steering committee was comprised of the stake holders in the school to design the mentorship curriculum. "A two-day workshop was developed so that it aligned with the current partnership practice for the CF (*clinical faculty*), training. The steering committee identified the topics to be covered" (Halls, Hughes & Thelk, 2017, p. 83.)

Step 3: program process – participants and evaluations.

Requests were sent to the schools in the districts for the clinical faculty and there were criteria the clinical faculty had to meet. "Criteria for selection included active CF status, a demonstrated desire to mentor colleagues, effective communication, strong human relationship skills, strong organizational skills, and skills in reflective practice" (Halls, Hughes, & Thelk, 2017, p. 84). The participants went through training in self-efficacy scales and mentorship effectiveness scales for student engagement, instruction and classroom management. There was a self-reflection at the end of the two-day workshop for participants.

Step 4: program results – efficacy and reflection.

Self-efficacy goals were scored on a 1 to 5 scale and reviewed after each day of the two-day workshop. During this process, "from the participants' perspectives, four concepts emerged as most important to them. These included types of feedback, approaches to mentoring, the role of personality in communicating with other, and the difference between coaching and mentoring"

(Halls, Hughes, & Thelk, 2017, p. 85) A list of qualitative data was also covered in the survey at the end of the workshop. Participants in the workshop chose between six different prompts as a piece of the final reflection.

Step 5: program reflection – explanation of findings.

"Overall, outcomes for the curriculum including understanding beginning teacher needs, developing strong mentoring relationships, having effective mentoring conversations, and instructional coaching were met based on reflection data" (Halls, Hughes, & Thelk, 2017, p. 89). The feedback from the self-efficacy data did not produce as strong of results as the qualitative data. "They came to the training with strong skills and two days of content and practice would likely not change their sense of self-efficacy" (Halls, Hughes, & Thelk, 2017, p. 90).

Step 6: program review and future goals.

The steering committee met to debrief from the workshop. The committee compared notes and processed the data collected from the qualitative and quantitative data. This information was used to change the amount of time of the workshop, change the curriculum from different techniques that should have been discussed and how some techniques needed to be taught more in depth for the clinical faculty.

This model of creating clinical faculty was "well received by the participants and local school divisions" (Halls, Hughes, & Thelk, 2017, p. 92). Each school was made aware of the curriculum and how each school could adapt the curriculum to fit the needs of the specific school. "A primary future goal is to share the curriculum with other school divisions to adopt and adapt it to meet their needs." (Halls, Hughes, & Thelk, 2017, p. 92) This mentor training curriculum used research-based practices in effective mentorship characteristics to provide skills and extension activities for clinical faculty to provide support for novice teachers in their school.

Formal versus Informal Mentoring

Clinical faculty mentoring is considered a form of formal mentoring. "*Formal mentoring*, where a mentor is assigned by a school, district or state, being by far the most common form of induction" (Ingersoll & Smith as cited in Desimone et al., 2014, p. 88). There has been considerable research on the formal mentoring aspect of support for novice teachers. The research completed by Desimone et al. (2014) established that "informal mentors likely play a substantial role in novice teacher learning, yet we know little about them, especially in relation to formal mentors", (p. 89).

Informal mentors would be defined as "people whom new teachers themselves choose to go for help" (Desimone et al., 2014, p. 89). The purpose for the investigators of this research was "to investigate differences in formal and informal mentoring that could inform improvements in mentoring policy" (Desimone et al., 2014, p. 89). Another aspect of this comparison of formal and informal mentoring research is content-specific mentors. This research identified novice teachers and if a mentor with the same content knowledge base, in mathematics, would benefit from this mentoring process.

The Desimone et al. (2014) article used a "compensatory hypothesis framework" to compare the two types of mentoring. As stated before, formal mentoring is defined as a mentor assign to a novice teacher, and an informal mentor is sought out by a novice teacher. This is where the research identified the compensatory hypothesis where "novice teachers seek the help of informal mentors to compensate for what they are not receiving from their formal mentors." The authors also hypothesize "informal mentors focus more on social/emotional issues than formal mentors."

This investigation into formal and informal mentoring spanned over a five-year period from a group of novice teachers in a middle school mathematics class. The research focused on three main questions to compare formal and informal mentoring.

1. How do formal and informal mentoring differ with these novice teachers? This question allowed researchers to explore the number of mentors per novice teacher and opportunities to meet their mentor. The results concluded that teachers with more formal mentors are more than likely to seek out mentors on a more informal level. This investigation also concluded that each novice teacher had a multitude of formal and informal mentor teachers.

2. How do the nature and quality of informal and formal mentoring interactions differ? This question allowed researchers to analyze the time spent with the different mentors and the content of their interactions. The research indicated strongly that novice teachers would spend more time with their informal mentors as opposed to their formal mentor assigned by the district or administrator from their building.

3. To what extent do particular organizational, structural, and personal characteristics explain differences in the nature and quality of formal and informal mentoring? This question allowed the authors to look at the policies in place from the school districts. This research concluded novice teachers allotted more time with a mentor from their building rather than a mentor from another building, such as the central office or another school. This research held true with informal and formal mentor teachers.

The results from this investigation displayed novice teachers spending more time with an informal mentor. The study suggested "informal mentors are usually the ones able to provide in-the-moment feedback" (Desimone et al., 2014, p. 103). Each novice teacher had multiple mentors depending on the need of the moment. "Much mentoring time was spent on

social/emotional and classroom management issues, which suggests that often teachers are unprepared for the challenges of running their own class" (Desimone et al., 2014, p. 104). The results from the research suggested a formal mentoring program should be more accessible to novice teachers and mentor teachers. The study also concluded "paying more attention to teachers' informal mentoring could have direct and relevant implications for formal mentoring policy" (Desimone et al., 2014, p. 105).

Another compilation of research completed by Tillman (2000) only looks at the benefits of informal mentors for educators. Tillman (2000) discusses that a secondary or informal mentor does not necessarily have to be in the building with a novice teacher like a formal mentor, but focuses solely on the needs of the novice teacher. Some of the needs the informal teacher can fill, according to Tillman (2000) is sharing their fears as a new teacher and allowing the novice teacher to reflect on their teaching practices only with the informal mentor.

Some of the aspects of informal mentoring listed by Tillman (2000) are, "Informal mentoring takes numerous forms: classroom observations; informal conversations over dinner, telephone calls; letters; or e-mails; if both parties want to maintain a mentoring relationship, then they have to find an effective means of communication." In these communication skills with a mentor and as they grow over time, Tillman suggests that a mentor can help in the first year of teaching while a novice teacher is learning to evaluate themselves as an educator. The informal mentoring can continue to grow from these aspects.

Content-Specific Induction Programs

Induction programs, clinical faculty, workshops, and informal/formal mentoring is practiced throughout multiple states and can be modified to fit a school's general education population needs of novice teachers. Some of these states have policies in place for these

processes, but some review research and best practices for their novice teachers to succeed in the classroom. Wong et al. (2013), "focused on the reported laboratory practiced of 61 beginning secondary science teachers who participated in four different induction programs." This research spanned over a total of five years to answer the questions of: how often labs occur during a span of five years with novice teachers, and in the influence of an induction program will a science driven novice teacher provide more instruction with a science lab.

This study focused on the basis of mentor and mentee interactions and if the mentor and mentee interacted more often in a lab, then a novice teacher would be more prepared to utilize a lab while performing more inquiry based learning. Wong et al. (2013) researched four different types of induction programs with the 61 novice teachers. The four categories of induction programs were: Science-Specific Induction, Electronic-Monitoring Induction, Intern Teachers, and General Group. Each induction program had its own characteristics unique to the scientific field and monitoring of novice teachers.

Novice teachers in the science-specific induction program were mentored by science instructors from surrounding universities, or another science educator. They were required to meet once a month and be reviewed by their mentor teacher. The electronic-mentoring program also received a science educator as a mentor, but they were matched in an online community. They were only required to meet once a year. The intern program had novice teachers with no experience in the classroom as they did not yet hold a teaching license, but taught secondary science. They received support for their school. Lastly, the general group was only supported by what the school had to offer in forms of mentors. These mentors were limited to general education topics such as classroom management and instructional strategies.

The data collection on this research presented itself in a total of "eight monthly interviews conducted each school year, which equated to 40 days of reported practices per teacher per year." (Wong et al., 2013, p. 4). An ANOVA was conducted to compare the means of the uses of laboratory equipment based on the induction program the novice teacher was associated. "First, the results indicate that beginning secondary science teachers need science-specific support beyond the initial two-years in the classroom" (Wong et al., 2013, p. 6). The research concluded the importance of an induction program while using a science-based inquiry. Wong et al. (2013) show this by the number of hours the equipment was used in the science-specific program. "The SSP group engaged in an induction program that involved face-to-face meetings and discussions about their teaching situations and challenges. This acted to create an environment that supported inquiry-instruction"(Wong et al., 2013, p. 7).

Wong et al., (2013) establishes the proper support for beginning secondary science teachers. The support provided by the induction programs is to understand laboratory practices and instructional practices with assist from a mentor. Wong et al., (2013) also establishes that after the backing from the mentors ended after the first few years of the induction program, there was less use of the laboratories in open-ended inquiries. This research pursues the idea of the evolving definition of novice teachers. Once the support of mentors or induction programs are removed over a year or two, the comfortability to use certain instructional techniques lower. Sustainability should be looked at with a science based background in induction programs.

The list of mentoring or induction programs shows "Teachers fresh out of training or even veteran teachers new to a school or system need additional support as they develop their teaching strategies and become accustomed to school and system procedures and requirements" (Arnett, Arnold-Rogers, & Harris, 2008, p. 18). In a small school district, research was

conducted to evaluate the first year of a mentoring program based on the book *101 Answers for New Teachers and Their Mentors: Effective Teaching Tips for Daily Classroom Use* by Annette L. Breaux. The research investigated the strong and weak points of the newly implemented program.

A survey was collected from mentors and mentees seven months into the school year because the authors wanted to make sure there was ample time for mentor and mentees to interact with each other through-out the school year. The research conducted was supplied by 20 novice teachers and their mentors. This research used novice teachers that had three years of experience or less in their data collection. The collection of data was on a five-point scale of different interactions the mentor and mentee have had through their time together in the induction program.

Each teacher identified the aspects of the induction program that was beneficial and what pieces of the program needed to be changed based on the five-point scale. Close to half of the participants wanted better communication from the district in charge of the mentor program. This included the mentor teachers and the mentee teachers stating this in their survey. Eighty-six percent of the mentors and mentees stated the interactions were professional in their monthly meetings that were a requirement of the program. The main concern for the mentee teachers was more one-on-one time with their mentor should be allowed. They needed more face to face interaction with their mentor. The mentor teachers concern was they needed more training on being a mentor. They wanted more professional development to provide the mentee with the support they needed in their first year of teaching.

The study warranted changes in the induction program for this school district. Some of the improvements made were more time before school starts to work with mentors and mentees.

This is time for reflection from the previous school year. The schools also built in "additional one-on-one time for mentors and novice teachers after school" (Arnett, Arnold-Rogers, & Harris, 2008, p. 21). This research shows the process of a first year induction program and steps to take to ensure the success of the induction program from the state of Tennessee.

Cost Analysis of Mentoring Programs

"Until now there has been no benefit-cost studies of mentoring programs for beginning teachers that can provide legislators, educational administrators and program leaders with the kind of information they need" (Villar & Strong, 2007, p. 1). The purpose of this study is to answer questions on whether or not a mentoring program is cost effective based on a benefit-cost analysis. This benefit-cost analysis is to guide the decision-making process for mandating a teacher mentoring program based on the expenses of these types of programs versus the benefits novice teachers have in the classroom overall. The anchor question from the economic analysis is what the rate of return is after five years of a comprehensive model of a new teacher induction process.

This study sets itself apart from other financial studies in the fact that it is designed to give exact costs of one example of a comprehensive teacher induction program and measure the effectiveness of the techniques used, and rate those against the cost of the program to conclude if there is any type of benefits of the overall costs. This study steers away from studies similar to the research by not comparing different teacher induction programs, but narrowing the field to one specific school district and one specific comprehensive teacher induction program. The justification for this research was to solve the problem if the school district would continue to fund this teacher induction program would the cost of the benefits out-weigh the cost of the program and its expenditures.

Villar and Strong (2007), attempted to conclude if a teacher induction program implemented by California school districts for novice teachers made any financial sense. The hypothesis of the study is that the cost of the state-wide mentor teacher induction program would out-weigh the expenses accrued by the cost of the total program over a span of five years. This research is to provide information for school districts to determine whether the financial sense is there when implementing a program for new teachers and not just beneficial for students and novice teachers.

In 1988, the state of California began funding for a teacher induction program for over 25 different schools district across the state. Out of the 25 districts running this process, this study concentrates their effort and research on one of the districts. In this one schools district there are eighteen elementary schools, five middle schools and two high schools. The district supports 119 teachers in this study based on the cost from the department of education who funds the induction programs. The teachers who are considered new teachers or novice teachers are those with two years or fewer in the classroom. These are the teachers in the district where there will be a collection of data based on student reading achievement scores and cost for providing the benefits of the teacher induction program.

The variables that were measured in this study were cost per teacher in the district, new teacher attrition and student achievement data. The student data are based on a five-year span throughout the district in reading. The student data are divided into three categories or data subsets, " 1) teachers in year one or two receiving new teacher support through the full release mentor induction model; 2) teachers in year three through 12 who previously received new teacher support through the same full-release mentor induction model as novices; and 3) teachers in year 3 through 12 who had not participated in the NTP (New Teacher Project) full-release

mentor induction model as novices" (Villar and Strong, 2007, p. 9). Data were collected by looking at previous testing data on pre- and post- assessments over the past five years. The researchers also collected data on teacher attrition rates on the state level in a quasi-experimental design for comparison. Data were also collected from budgets and expenditures from the state on the teacher induction program.

The study resulted in differences between the novice teacher student achievement scores and the experienced teacher reading achievement scores. The study showed there were reading gains from the novice teachers reading achievement scores that were comparable to those of an experienced teacher, even though the novice teachers had a significantly large number of students who are considered English Language Learners (ELLs). The research concluded that a large number of teachers are still in the district teaching inferring that the teacher induction program may have be beneficial. Villar and Strong (2007) established the cost of a teacher mentor program is beneficial to new teachers and students. The program will pay for its benefits over time with student achievement scores and less teacher attrition or turn-over rates in the district (Villar & Strong, 2007, p. 10).

Teach for America Cost Analysis

The growing number of mentoring programs have state policy makers look twice at the cost effectiveness of mentoring programs. These mentoring programs are resulting in better morale and better test scores for students throughout the state. The cost effectiveness of mentoring programs are not all necessarily for traditional bachelor and master degree programs from traditional universities. Alternative programs are implemented in inner-city schools to fill the void of teachers in high-need areas. One of the programs is called Teach for America and it is not a traditional teacher education program.

This is a program that "candidates attend a five-week training program in the summer between graduating from college and beginning their teaching assignments" (Helig & Jez, 2010, p. 1). This is a very short amount of time for a student teacher to have experience learning how to teach compared to the traditional route of students teaching at a university. As all programs have expenditures to run their business, Teach for America is a non-profit organization placing extreme novice teachers in a classroom in one of the most high-need areas, whether it is the location of the school or a high-need area of subject content.

The Teach for America program makes money from school districts paying the company to provide teachers. "A participating district has to pay twice for new teachers- the outsourced cost of teacher recruitment and training by TFA, costing thousands of dollars per teacher, along with the fixed costs of human resources for all other teachers in the district" (Helig & Jez, 2010, p. 11). These costs are something every school district would incur through hiring a new teacher, but the Teach for America model it is different. Helig and Jez (2010) identified the cost effectiveness of the Teach for America program.

"The high turnover rate of Teach for America teachers, leads districts to have to replace nearly all Teach for America teachers after three years of service" (Helig and Jez, 2010, p. 11). This would make the costs for Teach for America teachers more expensive if the school district hired a teacher from a traditional university. The costs and teacher preparation of the Teach for America candidates do not match when it comes to costs and return from the investment the school districts are making to this program. Helig and Jez (2010) showed the allocation of the Teach for America program increased in spending from \$10 million to \$114.5 million within a span of eight years. The higher teacher turnover rate of the Teach for America program and the

increase in budget do not show how placing teachers with little classroom experience is beneficial, monetary wise for school districts.

These teachers also accrue more costs for what Helig and Jez (2010) called “finder’s fees” to local school districts for placing a member of the Teacher for America program in a school. This “finder’s fee” can be as little as \$5,000 dollars from the school district, and even more of a cost up to \$15,000 when a recruit leaves due to the district paying for attrition and recruiting more teachers to take the place of the Teacher for America candidate. “Even if TFA teachers performed better in the classroom than non-TFA teachers, TFA teachers only make up about 0.2% of the US’s 3.5 million teachers” (Helig & Jez, 2010, p. 12) This statement shows even with the small amount of teachers comprised of TFA educators, the thousands of dollars could be spent on more qualified teachers for a school district.

The conclusions from the study advocated a full year of training for recruits or candidates. A mentoring program is not a part of the Teach for America program as a required piece for candidates. Helig and Jez (2010), "consider the significant recurring costs of Teacher for America, estimated at seventy-thousand per recruit, and press for a five-year commitment to improve achievement and reduce re-staffing."

STA Cost Analysis Tool

Sawchuk (2010) claims that school districts when trying to implement professional development have no idea exactly how much money they are really spending to maintain high-quality teachers. "Although much has been studied in the areas of teacher retention and attrition, scant research has been available on the fiscal costs associated with the chronic cycle of losing and hiring teachers" (Watlington et al., 2010, p. 26). Mentoring programs are meant to hold off teacher attrition and keep highly-qualified teachers in the classroom. In doing so, when teachers

do leave the district it costs the schools districts money to recruit and hire other highly-qualified teachers. "The implications of this study in this area include the planning of teacher induction programs that can improve teacher retention and student achievement, and education finance reforms that have the potential to increase the efficiency of school district finances and operations" (Watlington et al., 2010, p. 22).

Watlington et al., identified categories in which teacher turnover costs can be placed into categories. The previous research for this collection of data is based on the work of Smith and Watkins (1978), where the categories of separation costs, replacement costs and raining costs are collected to identify the costs of losing a teacher. Another category that was added to this study is the "productivity cost". This "productivity cost" is the costs incurred when a less skilled worker is hired from the previous one and that worker needs to reach the level of productivity as the first teacher.

"This area of teacher turnover costs incorporates the costs to orient new employees as well as various forms of professional development and training needed to assist teachers in becoming productive in the classroom" (Watlington et al., 2010, p. 29). This cost analysis was conducted in multiple school districts around the United States using the categories mentioned above. The findings were as follows: (a) The costs of teacher turnover are substantial in each district; (b) Teacher turnover undermines schools that are at risk; (c) By investing in teacher retention, at-risk schools could reduce teacher turnover and its associated costs. (Watlington et al., 2010, p. 32). Sawchuk (2010) continues with the cost analysis stating that some urban school district allocate millions of dollars for professional development for high-quality teachers, but are not seeing the return to retain teachers and the extra funds were being overlooked by multiple organizations not training the coaches. One example is from a Philadelphia school district that

spent 58 million on professional development, but did not know how to spend the money and was overlooked by nine offices from the school district.

Multiple organizations have researched the total cost of teachers leaving the profession. Within the last ten years the U.S. Department of Labor estimates “the cost of replacing public school teachers that leave the profession is \$2.2 billion per year nationwide” (Watlington et al., 2010, p. 27). Another staggering amount of money shows “the cost of replacing teachers who transfer schools is added to approximately \$4.9 billion per year” (Watlington et al., 2010, p. 27). Watlington et al., 2010, showed large amounts of money used for teacher turnover, but these studies were completed using industrial models and did not take into account the hidden costs in replacing a teacher in smaller districts in the United States. Watlington et al. 2010, provided current cost assessment tools such as the STA calculator where multiple categories are considered in the aspect of the cost of teacher turnover.

In Figure 2, these are the costs associated with a teacher leaving a job for a multitude of reasons. The STA analysis tool includes the hidden costs of the administrative time and updating employee records and information. This instrument has been field tested in two districts in southeast Florida. The STA analysis can be labor intensive, but it better reflects the teacher turnover costs and budgets on a district scale (Watlington et al. 2010).

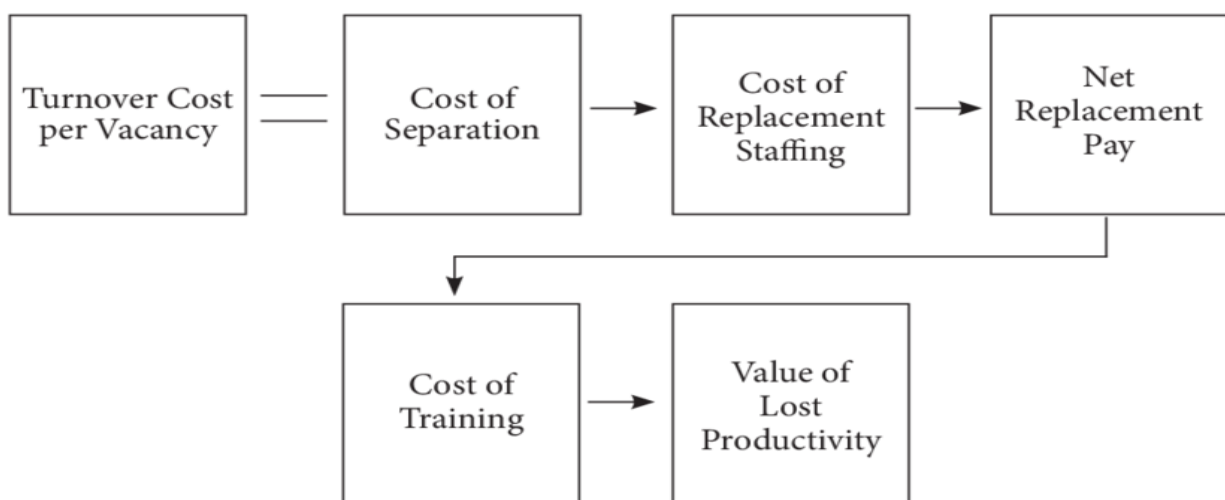


Figure 2. Conceptual Framework of Turnover Costs Components (Source: Milanowski and Odden 2007, 2)

Watlington et al. (2010), concluded a notable discovery from the STA analysis from the southeast Florida district. Their findings did not align with the national trend, being a high cost of teacher turn over from a district with a large minority population. This STA analysis showed the opposite effect. “The authors believe that the reason Broward County is an anomaly is due to their strong investment in teacher retention. Their NESS program is a great example proving the efforts targeted to retain teachers can be effective” (Watlington et al., 2010, p. 31).

Teacher Retention Rates

"Novice teacher attrition has long been a concern among educators and policy makers who have responded with various types of induction and mentoring programs and increased efforts to recruit more teachers," (Huling, Resta & Yeargain, 2012, p. 140) "A number of studies have found between 40 – 50% of new teachers leave within their first five years of entry into the occupation," (Ingersoll & Smith, 2004, p. 1). Moreover, reports have been showing data that "one of the main factors behind their decisions to depart of a lack of adequate support from school administration," (Ingersoll & Strong, 2004, p. 3).

In these claims of research and teachers leaving at an alarming rate, mentoring processes are put into place to counteract these data. Unfortunately, not all teacher induction programs can provide novice teachers with all of the support they need. Teacher induction programs or mentoring programs will use the major indicators of attrition in their program without targeting specific needs of novice teachers (Shernoff, Martinez-Lora, Frazier, Jakobsons, & Atkins, 2011). Novice teachers are considered the most at-risk group of teachers and tend to be the first group of teachers isolated from the collaborative groups. In this school environment 23% of these public schools teachers during their first years of teaching and while 14% of more novice teachers leave to shift to another school or district (Keigher, 2010 as cited in Sheroff et. al, 2011). Novice teachers are considered an at-risk group of teachers because they are more likely to remain teaching in a school district.

“Low retention rates can bode poorly for teacher recruitment, increase overhead expenditures for school districts, and impinge upon program continuity and planning,” (McConnell, 2013, p. 1). An educator chooses to stay in the profession for a multitude of reasons. McConnell investigated teacher retention of math and science teachers in the United States from by narrowing down the array of reasons teachers are retained. McConnell identified two categories in which teachers are influenced to continue teaching, teacher and schools characteristics. The research concluded with many findings, but a significant piece of McConnell’s findings is that “administrative support had a positive and direct impact on the intention of math and science teachers to remain in the profession,” (McConnell, 2013, p. 81). In mentor programs, an administrator in the building should be a part of the mentor process and involved in a novice teacher’s support.

Gaps in Literature

"More than 65,000 teachers show up each day to work in Tennessee's public schools. At the current rate, half of these teachers will leave or retire in the next decade. The positions they vacate will be filled primarily by novice educators" (Walker, 2017, p. 5).

As more and more teacher education programs evolve and mentor teachers are receiving education to become and more effective mentor, "helping new teachers transition into the profession may explain why induction and mentoring programs exist in more than 90% of schools in this country" (Ingersoll & Kralik, 2004, p. 3). In the research conducted by Orasinski and Wilkins "we believe a new induction paradigm is needed that is broadened to include teacher preparation programs; a transition between preservice and in-service teaching does allow for more familiarity with the context of schools, standards, and evaluation practices" (Okrasinski & Wilkins, 2015, p. 311).

This research's purpose besides to provide a new paradigm for the perceptions of induction programs of novice teachers was to "create additional opportunity for enhancing relationships as well as partnerships with schools," also, " a better understanding of the variety of and value of different induction supports available," and lastly, "new teachers have a more discriminating view of what schools provide as valued induction supports" (Okrasinski & Wilkins, 2015, p. 311).

Figure 3 shows data collected by the Office of Research and Policy from the State of Tennessee after the school year of 2012 – 2013. This information presented shows the percentage of teachers retained throughout the whole state. It also compares the number of years of experience of those teachers retained in the state. One of lowest percentages from this data are the novice teachers with zero to three years-experience in the classroom, with the lowest

percentage of zero experience as 73% of those teachers continuing to teach in the classroom.

This trend of retention continues as teachers gain more knowledge and experience, but this graph does not show or explain why teachers are retained in their district and which district these teachers are employed.

There has not been data collection on the individual schools districts on the plans and retention rates of teachers provided by the State of Tennessee. The state is lacking the data base of retention rates of teachers by schools district and the mentor programs in place to support novice teachers. According to Preparations through Partnership: Strengthening Tennessee's New Teacher Pipeline, "Teachers who reported participating in a district-based induction program viewed their EPP (Education Preparedness Program) coursework more favorably than those who did not, and they felt more prepared for the expectations of the classroom," (Preparations through Partnership, State of Tennessee, 2017, p. 12). Novice teachers are feeling prepared to be in the classroom from the education program, but what does that look like in each school district and how does the induction program support those findings.

"While novice teachers are on average rated less effective; by linking effective preparation with high quality induction, EPPs and districts can collaborate to improve the overall quality of our educator workforce," (Preparations through Partnership, State of Tennessee, (2017), p. 13). The survey of this study is designed to streamline questions to novice teachers and mentor program facilitators. These qualitative and quantitative collections will allows individual school districts insight into the induction process and mentor program process in their specific school district.

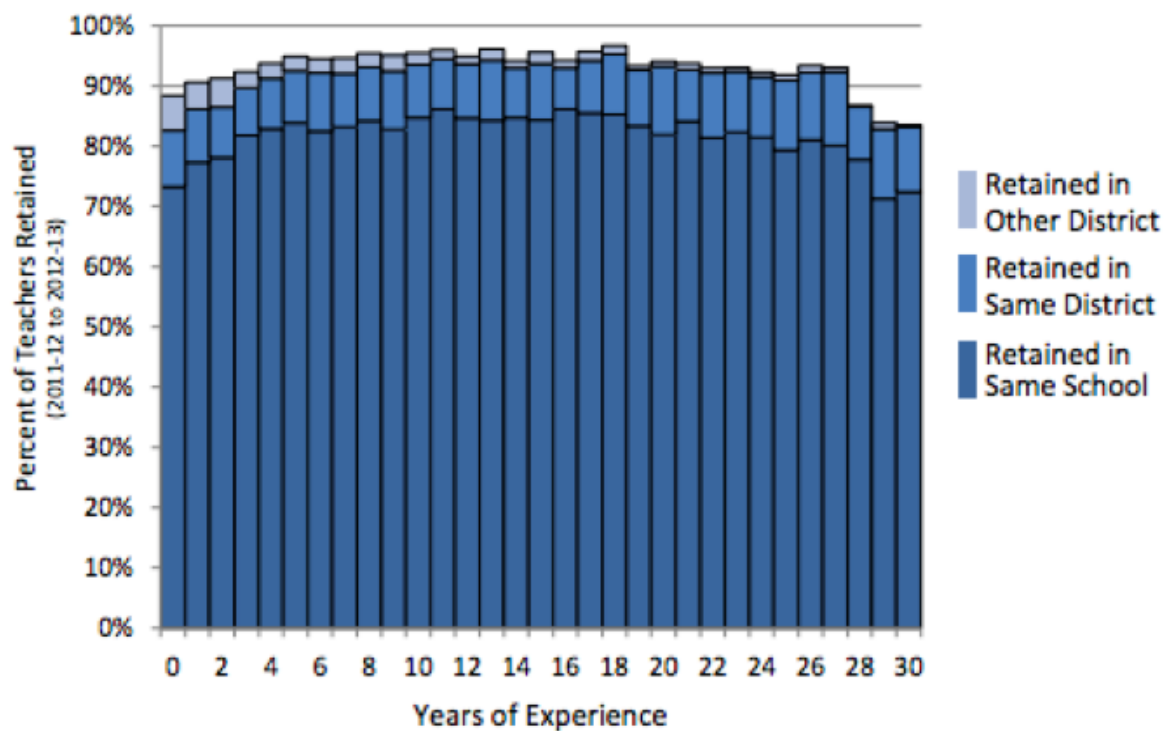


Figure 3. Teachers Retained in Tennessee. This figure displays the percentage of teachers retained in the state of Tennessee compared to their years of experience. Office of Research and Policy State of Tennessee.

Chapter III

Methods

A mixed method design was used for this research study. This design allowed the researcher to collect qualitative and quantitative data. The survey used the Qualtrics software for a straw poll to gauge the effectiveness of the mentor program provided by the district and how the mentor program was used among novice teachers. The survey also allowed the researcher to record data using a Likert scale to quantify the kind of support novice teachers are receiving from this school district. Interviews were conducted to indicate the source for teacher retention rates in the school district and the effectiveness of the mentor program.

Qualitative Research – Grounded Theory

Data gathered was analyzed through the qualitative research approach of grounded theory. Grounded theory is the collection of data from a social stand point that allows the researcher to arrive at theories and hypotheses by using themes or categories (Glaser & Strauss, 1967). The investigator analyzed data collected using word analysis before, during and after the data collection process. This allowed the researcher to identify themes produced by the surveys and interviews of the participants.

The survey created for novice teachers was created on a program called Qualtrics which is a software meant to create surveys and analyze the data collected from those surveys. The survey for novice teachers comprised of twenty questions. The questions were formed based on the investigator's research in mentor programs and how mentor programs were being used in other school districts. The questions comprised of multiple choice, multiple select and Likert Scale questions. Each question from the survey allowed the investigator to identify the facets of

the school district's mentor program and the effectiveness of the mentor program to retain teachers. All questions from the novice teacher survey can be found in Appendix C.

After the completion of the survey, the investigator reviewed the information based on grounded theory and indicated the information that contributed to teacher retention rates needed more in-depth research and clarification. So, three interviews were conducted from a participant from the survey, a mentor for the school district and a mentor program facilitator. The questions for the interviews were created to indicate the cause for teacher retention rates of novice teachers in the schools district. Themes were then established from the survey responses, and interviews from the selected participants.

Qualitative Themes

Themes were produced using the triangulation of data. The researcher began with the survey to poll the beliefs of the mentor program from the school district. This survey identified descriptive data on the effectiveness of the mentor program and retention of novice teachers. Using this information, the researcher identified themes and compared answers from participants based on retention of novice teachers in the school district. The researcher identified common responses and differences in responses to create interview questions for a mentor teacher and a mentor facilitator from the school district.

Mentor Program Description

The program created from this school district is a hybrid program with an induction program component with formal and informal program aspects. Novice teachers attend a two day induction training program before they begin teaching in their designated schools. Novice teachers are assigned their mentor teacher the first day they work in the classroom. Mentor teachers and novice teachers meet once a month formally to discuss topics needed to be covered

by the school district. Also, novice teachers and mentor teachers will meet informally throughout the year to discuss other types of support needed for the novice teacher. A survey is completed at the end of the school year to establish the strategies that worked the best for the novice teachers.

Mentor Teacher Training

Mentor teachers are chosen by mentor program facilitators from the district. Mentor teachers are recommended by the principals in the building based on effective classroom instruction, years of experience in the classroom and a positive teaching outlook. The mentor program facilitator will determine if the mentor teacher is effective by interviewing them for the position. If they are chosen, mentor teachers attend meet and greets with other mentor teachers, and attend meetings for best research based strategies to work with novice teachers. The mentor teachers are trained by the mentor program facilitators in the district. If mentor teachers are effective, then they will be asked to continue that position for the next school year. There is a two-hundred and fifty dollar stipend for mentor teachers once a year when they are in that position.

Participants

Participants in this study were 12 teachers from throughout the middle Tennessee district. These participants were novice teachers in the district, meaning they have zero to three years-experience teaching in a classroom. This was the only criterion for the research participants. Each participant worked for this school district. Each participant possessed a teaching degree. Participants did not have to teach a specific content area or grade. The research had little to no risk for the participated novice teachers. The interviews were conducted after the completion of the survey. The interviewees were chosen based on their experience as a mentor in the school

district and as a mentor program facilitator. The survey participant was chosen based on have more than one year experience in the classroom.

Sampling Procedure

The researcher provided a link for school principals in the school district to pass along to any novice teacher in the district who volunteered to complete the survey. An e-mail was forwarded to the participants establishing the information collected would be used for research purposes only. The forwarded e-mail stated the novice teachers were not obligated to complete the survey. All surveys completed were sent through the Qualtrics software where only the researcher had access. The interviews were conducted with participation from the interviewees. The questions were recorded by the researcher. The participants were assured the responses from the interview were used for research purposes only.

Chapter IV

Research Findings

The purpose of this study was to determine if a high quality mentor program influences the retention rates of novice teachers in a school. A novice teacher was defined as a teacher with zero to three years-experience in the classroom. A survey was provided to novice teachers from the school district to collect descriptive data on the beliefs and facets of the mentor program assigned in their school.

Novice Teacher Survey Analysis

Twelve novice teachers completed this survey. In the survey, Q3, refer to Appendix C, was a multiple choice question asking how many years-experience does the novice teacher have in the classroom from this school district. Figure 4 is a bar graph that shows the breakdown in years of experience in the classroom from this schools district. The figure shows three teachers with zero years-experience in the classroom, one teacher with one year-experience, four teachers with two years-experience, three teachers with three years-experience, and one teacher with more than three years-experience because they were new to the district. This information allowed the researcher to establish the number of teachers who were retained in the school district while being a novice teacher.

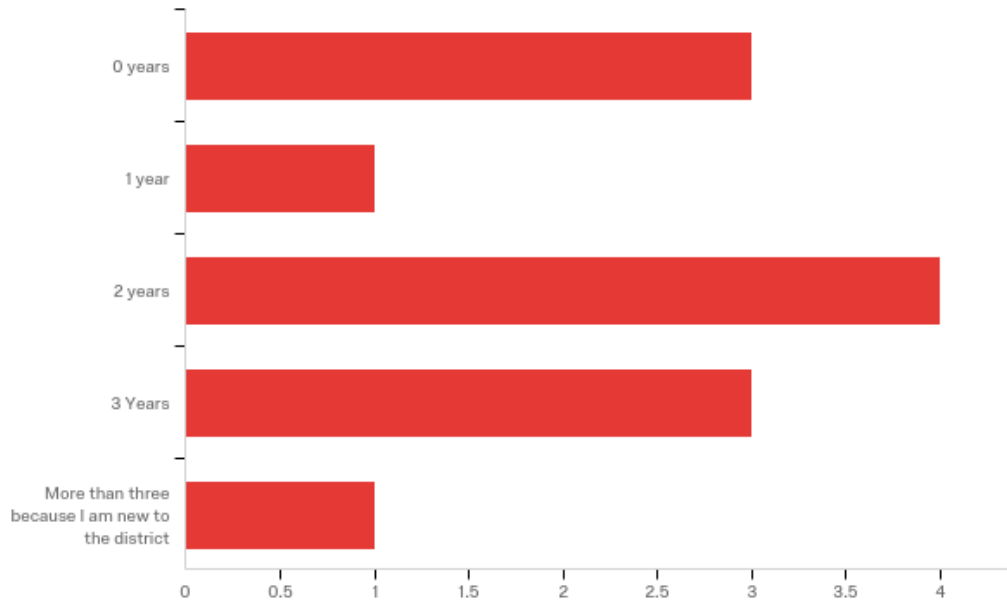


Figure 4. Novice Teacher Years of Experience. This figure displays the frequency in years of experience of novice teachers in the classroom from a middle Tennessee district.

The straw poll from the Qualtrics software was then used to create Table 1. The table is a cross tabulation of categorical data from the novice teacher survey, see Appendix C. This cross tabulation is from Q7 and Q20 from the novice teacher survey. This table shows the number of novice teachers who stated on the survey were assigned a mentor teacher during their first year of teaching compared to the novice teachers who stated their mentor teacher does not impact their decision to remain in the school district. These questions were chosen to identify the high quality aspects of the mentor program provided the district. As stated on page 4 in the definition of terms, a high quality mentor program retains and supports novice teachers. In the survey, Q7 establishes if a mentor was provided by the school district for the novice teachers, and Q20 establishes if that mentor teacher influences the decision to remain in the district. These questions went to establish the high quality nature of the program.

According to Table 1, six novice teacher stated that their mentor teacher does not impact their decision to stay in the school district, even though they were assigned a mentor teacher their

first year of teaching. This table also shows, only two novice teachers stated their mentor teacher influenced them to stay in the district. This information yielded over half of the novice teachers who participated in this survey stated their mentor teacher does not influence their decision to remain teaching in the school district. This analysis lead to the interview questions of a mentor teacher, second year novice teacher and mentor program facilitator to identify specific reasons for the retention of novice teachers from a high-quality mentor program.

		Were you assigned a mentor during your first year hired?			Total
		I was not assigned a mentor teacher.	I was assigned a mentor teacher during my first year teaching.	I was assigned a mentor teacher later when my district implemented a mentor program.	
Does your mentor teacher influence your decision to stay in the school district?	I do not have a mentor teacher.	2	2	0	4
	She has helped me so much, I plan on staying in the district.	0	2	0	2
	I have not received enough help from my mentor teacher to stay in this district.	0	0	0	0
	She does not impact my decision to stay.	0	6	0	6
	Total	2	10	0	12

Table 1. Cross Tabulation of Mentor Teacher Influence and Assignments of Mentors. This figure displays the relationship between the mentor influence and the assignment of mentors.

Lastly, from the novice teacher survey on Q17, see Appendix C, questioned if the mentor teacher was highly effective in supporting the novice teacher. This was a Likert scale question rated with this scale; On a scale of 1 to 5; 5 being my mentor provides me with the most amount of support I need; 4 being my mentor provides me with the support I need; 3 being my mentor provides some of the support I need; 2 being my mentor provides little support; 1 being my mentor does not provide me with support at all. This question allowed the researcher to identify

if the high quality support from the mentor program was being met through the perspective of the novice teacher.

Lastly, below is Figure 5 and shows a histogram model from the novice teachers who answered Q17, Appendix C, from the novice teacher survey. Even though a total of twelve novice teachers completed the survey, the figure shows only eleven novice teachers answered the question from the survey. The figure also shows three novice teachers selected 1 from the scale of my mentor does not provide me with support at all, zero teachers selected the 2 on the scale of my mentor provides little support, one novice teacher selected the 3 on the scale of my mentor provides some of the support I need, four novice teachers selected the 4 on the scale of my mentor provides me with the support I need, and three teachers selected the 5 response of my mentor provides me with the most amount of support I need. This shows eight novice teachers feel their mentor from the high-quality mentor program from the district supports them enough in the classroom to remain teaching in the school district.

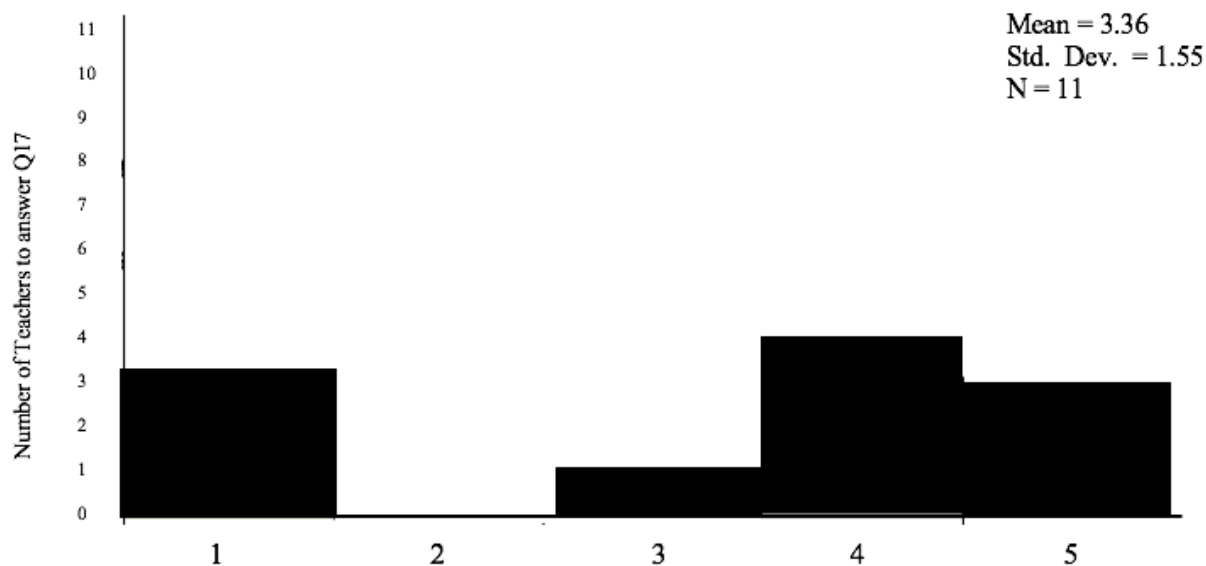


Figure 6. Dependent Variable Histogram.- Support from Mentor Teachers. This figure illustrates the amount of support novice teachers receive from mentor teachers.

Qualitative Themes

Using the qualitative research method, the researcher conducted interviews with three people. The three interviewees were a mentor from the school district, a second year novice teacher who completed the survey, and a mentor facilitator for the district. Two questions were asked to each interviewee regarding the novice teacher survey conducted:

1. Do you think the mentor program in the district support novice teachers?
2. Based on the novice teacher survey, over half the mentees indicated that their mentor teacher did not impact their decision to continue teaching in the district. Why do you think the retention of novice teachers isn't impacted by their mentor teacher?

In the responses from these interviews the theme that emerged were: support, relationships and informal mentor.

Relationships

The mentor teacher stated, "We want to build relationships through the mentor/mentee program to create a more conducive environment for the students by learning from one another to better our instruction." She thought this was the most effective way for mentors and novice teachers to be effective. This statement shows the high-quality of the mentor program from the school district. The second year novice teacher stated, "Even though my mentor teacher does not affect my decision to remain in the school district, the relationships I built with other staff and people from central office support me enough to continue to teach." The theme of relationships shows from their responses, even though a novice teacher's most influential relationship isn't with a formal mentor, the relationships are built to retain teachers.

Waller, 1932, discussed the relationships and social interactions between all entities in a school. He discusses the social aspects of a school. "The school is a meeting-point of a large

number of intertwined social relationships. These social relationships are the paths pursued by social interactions.” (Waller, 1932, p. 43). In all of these social relationships, the interactions take place and build a “community of teachers” (Waller, 1932, p. 45). The mentor program facilitator does not see the mentor or novice teacher but a few times a year, so she stated, “The relationships built by the end of the school year with the mentor speaks to the high-quality of the mentor program in this district.”

Informal Mentoring

The response from the second year novice teacher on the relationship she built with other staff members moves to the theme of informal mentoring. In the response from the mentor program facilitator, she stated, “Teachers receive support from other people in the building, a type of informal mentoring if you will, and the culture of a building contributes to the retention of novice teachers.” This statement shows that while a formal mentor might not contribute to the retention of novice teachers, informal mentors and relationships can contribute to the retention of novice teachers.

These responses support the research from Desimone et al. 2014 when they suggest informal mentors address the management and emotional issues from people who are not officially evaluating them. This contributes to the culture of the building and “informal sources of support can help meet the personal needs of teachers” (Desimone et al., 2014). The mentor program facilitator contributes the informal mentoring process in a school building as a “calling and passion for the job to support other educators in the building.” Informal mentors have a larger impact on novice teachers based on Desimone et al. 2014 because “novice teachers may choose informal mentors based on similar or complementary social or emotional characteristics, which may allow different types of connections.

Support

The last theme of support emerged from the survey and interviews. The second year novice teacher answered, “My formal mentor does not work in this building because of my special education degree, but I received so much support from specialists at central office, I continued teaching for this school.” The mentor teacher also stated, “The overall goal for the mentor program in this county is to grow, support and retain highly qualified teachers in our district.” The theme of support shows the highly effective nature of the school district’s mentor program and how it retains teachers through multiple aspects of the mentoring process.

This theme of support also sides with the research of Andrews and Quinn, 2005 when they stated, “Providing support to beginning teachers is a humane response to the trials and tribulations associated with the first year of teaching.” The second year novice teacher works with developmentally delayed students and she states, “My central office contact, or informal mentor, provided me with the support and strength I needed as a teacher to continue teaching for my second year here.” Lack of support is one of the reasons more than 30 percent of beginning teachers leave the teaching profession within three years” (Brighton, 1999 as cited in, Andrews & Quinn, 2005, p. 113).

In conclusion, a mentor program is in place for this middle Tennessee school district. A mentor is assigned to a novice teachers in their first year of teaching even though, two of the twelve novice teachers stated from the survey they were not assigned a mentor teacher. So, the mentor program is not consistent throughout the district. In the retention of novice teachers, over half of the novice teachers stated from the novice teacher survey that their mentor teacher does not impact their decision to continue teaching in the school district. Based on the interviews and

the themes from the qualitative research there are other mentoring aspects in place that support a novice teacher's needs.

The novice teachers from this district find their mentor to be supportive with the example of Figure 6, with eight out of eleven novice teachers are receiving the support they feel like they need. The theme of support from the interviews shows different aspects besides the mentor program are providing the support novice teachers need such as relationships with other staff members and culture from a school building to retain the novice teachers. The highly-effective mentor program is supporting the novice teachers not just with direct mentoring, but with other types of support. The mentor program and other supports in place retain novice teachers in this middle Tennessee school district.

Chapter V

Recommendations

According to the findings of this study, novice teachers are receiving the support they need from mentor teachers. Although, novice teachers are receiving the support they need to be successful in the classroom, the impact mentor teachers have on novice teachers to continue to teach in the district is very little according to the survey data. This shows there are other contributing factors this study did not investigate to warrant novice teachers continuing to teach in this middle Tennessee school district. More studies will have to be researched to identify the factors that influence novice teachers to stay in this district.

Training Periods for Mentors

The recommended changes to the mentor program is a longer training period for mentors in the district. As stated in the interview from the mentor, there was only one day of training for the mentors on strategies to work with novice teachers. Mentor teachers should complete on-going trainings through the school year to maintain the relationship with novice teachers and continue to learn new and engaging techniques to provide the support novice teachers need to remain in the school district. Mentor teachers should also utilize data from novice teachers on the support they want or should receive from their mentor teacher.

Continuous Trainings for Novice Teachers

More recommended changes to the mentor program, is continuous training for novice teachers in the district. A one day new teacher academy is not long enough for novice teachers to gain the knowledge they need to support students in the classroom. Novice teachers, like mentor teachers, should continue to gain knowledge on how to support themselves and be self-

sufficient in the classroom. Novice teachers would create a network of other novice teachers to support each other with this continuous knowledge model through the district.

Recommended Changes – Mentor Training

One of the recommended changes to the mentor program was the creating of a continuous training model for mentor teachers. There should also be some future research in training mentor teachers. This research could establish what kind of training would be the most beneficial for mentor teachers to be effective in retaining novice teachers in a school district. The research could show the best models and strategies for mentor teachers to provide support for novice teachers. This research could also show how much training would be necessary for an effective mentor.

Future Research – Assessing Mentor Program

Some of the future research needed is assessments of mentor programs. Teachers are required by evaluations to self-reflect on instruction and student data to adjust their teaching techniques. Mentors will reflect on their effectiveness with novice teachers throughout the school year as well, but there should be a measure on how the mentor program is effective with novice teachers. There should be survey data on beliefs of effective mentor systems continuously throughout the school year to improve on retaining novice teachers. There should also be more research on standards that a mentor program is following to support the novice teachers in a school district.

Future Research – Criteria for Mentor Teacher Selection

More future research should be on the selection of mentor teachers. The research shows that mentor teachers volunteer to support novice teachers, but does not identify criteria or standards on how the mentor teacher is selected. Based on the interview with the mentor

program facilitator, a mentor teacher is just chosen by a principal in a school. There was not set criteria for how or why the mentor was selected for their position. Research should be conducted to identify factors on why and how a mentor should be chosen to support novice teachers. This research would drive the selection of the most effective mentor teachers for the school district.

Future Research – Informal Mentor versus Structured Mentor Program

Informal mentoring should also have some continued research. The definition of informal mentoring is having a mentor that is not assigned directly from a program, rather someone a novice teacher creates a relationship with on their own. According to the interviews, informal mentoring has an impact on a novice teacher's impact to continue teaching in a school district. Research conducted should include how novice teachers choose their informal mentor and topics discussed or reviewed during the informal mentor meetings. This could drive more research into school districts implementing a plan for informal mentor programs in the future.

A more formal and structured mentor program from another state like Kentucky could be used as comparison. The state of Kentucky uses the formal mentor program called KTIP. This program has required meetings and trainings for novice teachers and mentor teachers. This program could be used to compare with more informal mentoring systems and the retention rates from the KTIP program versus the more informal programs.

Future Research – Mentor Program Culture

Culture in a school is another aspect of the mentoring program that should be researched. Culture in a school has been researched before, but culture from a mentor program perspective could yield some results on the retention of novice teachers. The culture in the mentor program could show how the support from a negative or positive mentor retained novice teachers in a school district.

Future Research – Teacher Preparedness Programs with Mentor Teachers

Lastly, some research that should be considered in the connection of mentor teachers with teacher preparedness education programs in the state. Mentor teachers are working with novice teachers who have recently graduated from universities. Mentor teachers could have connections with the colleges or universities in the expectations of the educator preparedness programs provided by the state. This would create a connection with and accountability with all parties in the mentor process and provide consistency throughout the educator process. This research would allow novice teachers more support from different levels if this connection existed.

Conclusion

In summary, the survey showed a sample size of twelve novice teachers in a middle Tennessee schools district. In that sample size, ten of the twelve teachers were assigned a mentor. Also out of the twelve novice teachers, eight of those teachers remained teaching in the schools district from the previous year. Those teachers that were assigned a formal mentor from the school district only six of those novice teachers stated from the survey that a mentor teacher impacted their decision to remain teaching in the current school district.

In this data, interviews were conducted from stakeholders in the mentor program, a novice teacher with two years-experience in the classroom, a formal mentor and a mentor program facilitator. In those interviews, themes emerged from the qualitative data. The themes of support, relationships and informal mentoring showed as the aspects of retaining teachers in the school district. The goal of the mentor program is to support and retain high-quality teachers from a mentor's perspective. Informal mentoring is a contributing factor for a novice teacher to continue teaching in the district. Lastly, the culture of a school building and the relationships a novice teacher builds are also contributing themes for a highly-effective mentor program to be

successful and to retain high-quality teachers. More research should be conducted to identify more aspects of a highly-effective mentor program. Recommended changes should be made to the mentor program by looking into more informal mentoring processes.

In conclusion, a highly-effective mentor program does influence the retention rates of novice teachers in a school with some underlying themes of support, building relationships and informal mentoring. Mentors support novice teachers in this middle Tennessee school district.

References

- Andrews, B. D., & Quinn, R. J. (2005). The effects of mentoring on first-year teachers' perceptions of support received. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 78(3), 110-116. doi:10.3200/TCHS.78.3.110-117
- Arnold-Rogers, J., Arnett, S., & Burris Harris, M. (2008). Mentoring new teachers in Lenoir City, Tennessee. *Delta Gamma Bulletin*, pp. 19 – 23.
- Athanases, S. Z., Abrams, J., Jack, G., Johnson, V., Kwock, S., McCurdy, J., Totaro, S. (2008). Curriculum for mentor development: problems and promise in the work of new teacher induction leaders. *Journal of Curriculum Studies*, 40(6), 743-770. doi:10.1080/00220270701784319
- Bagley, W. C. (1938). An essentialist's platform for the advancement of American education. *Educational Administration and Supervision*, 24, 301-308.
- Butler, B., & Cuenca, A. (2012). Conceptualizing the roles of mentor teachers during student teaching. *Action in Teacher Education*, 34, 296-308. doi:10.1080/01626620.2012.717012
- DeAngelis, K. J., Wall, A. F., & Che, J. (2013). The impact of preservice preparation and early career support on novice teachers' career intentions and decisions. *Journal of Teacher Education*, 64(4), 338-355. doi:10.1177/0022487113488945
- Desimone, L. M., Hochberg, E. D., Porter, A. C., Polikoff, M. S., Schwartz, R., & Johnson, L. J. (2014). Formal and informal mentoring. *Journal of Teacher Education*, 65(2), 88-110. doi:10.1177/0022487113511643
- Gilles, C., Wilson, J., & Elias, M. (2010). Sustaining teachers' growth and renewal through action research, *Teacher Education Quarterly*, 91-108.

- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine Publishing.
- Goldner, L., & Mayseless, O. (2009). The quality of mentoring relationships and mentoring success. *Journal of Youth and Adolescence*, 38(10), 1339-1350. doi:10.1007/s10964-008-9345-0
- Harris, D. N., & Sass, T. R. (2007). Teacher training, teacher quality and student achievement. PsycEXTRA Dataset. doi:10.1037/e722772011-001
- Helig, J., & Jez, S. J. (2010). Teach for America: a review of the evidence. Education Policy Research Unit, 1-17. Retrieved from epicpolicy.org/publication/teacher-for-America.
- Huling, L., Resta, V., & Yeargain, P. (2012). Supporting and retaining novice teachers. *Kappa Delta Pi Record*, 48(3), 140-143. doi:10.1080/00228958.2012.707532
- Ingersoll, R., & Kralik, J. M. (2004). The impact of mentoring on teacher retention: what the research says. *Education Commission of the States*. Retrieved from <https://www.gse.upenn.edu/pdf/rmi/ECS-RMI-2004.pdf>
- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28-40. doi:10.1177/019263650408863803
- Ingersoll, R., & Strong, M. (2001). The impact of induction and mentoring programs for beginning teachers: a critical review of the research. *Review of education research*, 81(2), 201-233. Retrieved from http://repository.upenn.edu/gse_pubs/127
- Lynch, M. (2016). Philosophies of education: 2 types of teacher-centered philosophies. Retrieved from, <http://www.theedadvocate.org/philosophies-education-2-types-teacher-centered-philosophies/>

- McConnell, J. R., III. (2013). *Math and Science Teachers Dropping Out of Public Schools: A Nationwide Look at Their Lack of Retention Using Structural Equation Modeling*. (Dissertation)
- Mitchell, D. E., Howard, B., Meetze-Hall, M., Hendrick, L. S., & Sandlin, R. (2017). The new teacher induction experience: tension between curricular and programmatic demands and the need for immediate help. *Teacher Education Quarterly*, 44(2), 79. Retrieved from, <https://search.proquest.com/docview/1891727855>
- Piaget, J., & Cook, M. (1952). *The origins of intelligence in children*. Madison, CT: International Universities Press.
- Pitton, D. E. (2006). *Mentoring novice teachers* (2. ed.). Thousand Oaks, Calif: Corwin Press.
- Portner, H. (2008). *Mentoring new teachers* (3rd ed.). US: Corwin Press. Retrieved from, <http://lib.myilibrary.com?ID=416860>
- Pratt, T. (2014, May). Tennessee Department of Education (Rep.). Retrieved http://team-tn.org/wp-content/uploads/2013/08/retention_report.pdf
- Preparation Through Partnership (2017) - tn.gov. Retrieved from, www.tn.gov/content/dam/tn/education/reports/Preparation_through_Partnership_report_
- This was written by the Tennessee Department of Education's Office of Research and Strategy.
- Sawchuk, S. (2010). Cost of teacher training lost in district budgets. *Education Week*, 30(11), 14-16.
- Shernoff, E. S., Marinez-Lora, A. M., Frazier, S. L., Jakobsons, L. J., Atkins, M. S., & Bonner, D. (2011). Teachers supporting teachers in urban schools: What iterative research designs

- can teach us. *School Psychology Review*, 40(4), 465. Retrieved from <https://search.proquest.com/docview/921366093>
- Tillman, B. (2000). Quiet leadership: informal mentoring of beginning teachers. *Momentum*, 31(1), 24-27.
- Villar, A., & Strong, M. (2007). Is mentoring worth the money? A benefit-cost analysis and five-year rate of return of a comprehensive mentoring program for beginning teachers. *Journal of Research and Information*, 25(3), 1-17.
- Waller, W. (1932). *The sociology of teaching*. New York: J. Wiley & Sons.
- Watlington, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: an analysis of the cost of teacher turnover. *Journal of Education Finance*, 36(1), 22-37. doi:10.1353/jef.0.0028
- Wong, S., Firestone, J. B., Luft, J. A., & Weeks, C. B. (2013). Laboratory practices of beginning secondary science teachers: A five-year study. *Science Educator*, 22(1), 1. Retrieved from <https://search.proquest.com/docview/1438027978>
- Wilkins, E. A., & Okrasinski, J. E. (2015). Induction and mentoring: Levels of student teacher understanding. *Action in Teacher Education*, 37(3), 299-313.
- Zey, M. G. (1984). *The mentor connection: Strategic alliances in corporate life*. New Brunswick, U.S.A.: Transaction.

APPENDIXES

Appendix A

AP Austin Peay
State University
INSTITUTIONAL REVIEW BOARD

Date: 3/29/2018

RE: 18-008:

Dear Ms. Matthews and Dr. Bruster,

We appreciate your cooperation with the human research review process. This letter is to inform you that study 18-008 has been reviewed on an expedited level. It is my pleasure to inform you that your study has been approved.

This approval is subject to APSU Policies and Procedures governing human subject research. The IRB reserves the right to withdraw approval if unresolved issues are raised during the review period. Any changes or deviations from the approved protocol must be submitted in writing to the IRB for further review and approval before continuing.

This approval is for one calendar year and a closed study report or request for continuing review is required on or before the expiration date, 3/29/2019. If you have any questions or require further information, you can contact me by phone (931-221-7506) or email butterfieldj@apsu.edu.

Sincerely,



Jonniann Butterfield, Ph. D. Chair, APIRB

Appendix B

INFORMED CONSENT STATEMENT

Mentor Programs and Novice Teacher Retention Rates

INTRODUCTION: The Department of Educational Specialties at Austin Peay State University supports the practice of protection for human subjects participating in research. The following information is provided to help you decide whether you wish to participate in the present study. You retain the right to refuse to sign this form and not participate in this study. You should be aware that even if you consent to participate in this study, you may withdraw from this study at any time without consequence. If you choose to withdraw from this study, it will not affect your relationship with this department, the services it may provide to you, or Austin Peay State University.

PURPOSE: The purpose of this study is to examine novice teacher retention rates Tennessee schools based on the mentoring or induction programs provided by the school district by which the novice teachers are employed. The purpose of this field study is to establish what type of mentoring programs are offered in the state of Tennessee for novice teachers (teachers with zero to three years of experience). The study will evaluate the mentoring programs provided by the state of Tennessee are retaining novice teachers after their third year of teaching experience in the classroom.

PROCEDURES: The research procedures will be a letter and an e-mail sent to the mentoring program facilitator for the school district. A Qualtrics survey questionnaire will be sent to the mentoring facilitators. The facilitator will answer the survey questions on the google form. The questions will be short answer, quantitative scales, and data collection from their district on retention rates and novice teachers. The time to complete the survey should take no more than 15 minutes of their time and will be sent directly back to the researcher.

The novice teachers from the district will be sent an e-mail with a google form attached. The questions will be short answer and qualitative scales based on their mentoring programs utilized in the district. The time to complete the survey should take no more than 15 minutes of their time and will be sent directly back to the researcher.

The survey is a multiple choice or multiple select survey. The questions are based on the experience of the mentor program facilitator or novice teacher in their current role in the mentor program assigned by the school district.

RISKS

There will be no psychological, legal or social harm to novice teachers or facilitators.

BENEFITS (Describe possible benefits of participating)

The information gathered during this study will help school districts identify the needs of novice teachers from their district. It will also identify what, if any, mentoring programs are being used in the state. This will provide evidence to determine levels of effectiveness for novice teachers.

COMPENSATION

No, compensation for participation in this study for novice teachers and mentor facilitators is not required.

PARTICIPANT CONFIDENTIALITY

Participant data will be reviewed electronically. Only the researcher will have access. The information will be presented numerically without any association to individual teachers.

REFUSAL TO SIGN CONSENT You are not required to sign this Consent form and you may refuse to do so without affecting your right to participate in any programs or events of Austin Peay State University or any services you are receiving or may receive from Austin Peay State University. However, if you refuse to sign, you cannot participate in this study.

CANCELLING THIS CONSENT You may withdraw your consent to participate in this study at any time. If you choose to withdraw from the study before data collection is completed, any collected data will be destroyed and not used.

QUESTIONS ABOUT PARTICIPATION If you have any questions about the procedures, you may direct them to the principal investigator, Whitney Matthews, wmatthews4@my.apsu.edu.

CONSENT I have read the above information and received a copy of this form. I have had the opportunity to ask questions regarding my participation in this study. I agree to take part in this study as a research participant.

By my signature I affirm that I am at least 18 years

RICK EATON
Print Participant's Name

3/13/18
Date

Rick Eaton 3/13/18
Participant's Signature Date

RESEARCHER CONTACT INFORMATION

Whitney Matthews, Principal Researcher, wmatthews4@my.apsu.edu
Dr. Benita Bruster, Faculty Advisor, brusterb@apsu.edu

IRB Contact Information
Dr. Joniann Butterfield, Chair
Beth Hehnman, IRB Assistant
irb@apsu.edu
(931) 221-7881

Appendix C

Novice Teacher Mentor Program Survey

Q1 When were you hired by the school district you currently work in?

- ☐ 2014 - 2015 School Year (4)
 - ☐ 2015 - 2016 School Year (1)
 - ☐ 2016 - 2017 School Year (2)
 - ☐ 2017 - 2018 School Year (3)
 - ☐ None of the Above (5)
-

Q2 What is your education level?

- ☐ Bachelor's Degree (1)
 - ☐ Master's Degree (2)
 - ☐ Ed.S Degree (3)
 - ☐ Ed.D Degree (4)
-

Q3 How many years of experience do you have teaching?

- ☐ 0 years (1)
 - ☐ 1 year (2)
 - ☐ 2 years (3)
 - ☐ 3 Years (4)
 - ☐ More than three because I am new to the district (5)
-

Q4 How many years of experience do you have teaching in your current school district?

- ☐ 0 years (1)
 - ☐ 1 year (2)
 - ☐ 2 years (3)
 - ☐ 3 years (4)
-

Q5 Choose the best definition of a mentor teacher to you based on the choices below:

- ☐ Mentoring involves a relationship between an experienced person and a less experienced individual where the purpose is the personal and professional growth. (1)
 - ☐ The mentor's overall role is to promote the growth and development of the beginning teacher to improve student learning. (2)
 - ☐ A mentor is a trusted counselor or guide to improve teaching strategies with e novice teacher. (3)
-

Q6 What mentor program does your school district have?

- ☐ My school district does not have a mentoring program. (1)
 - ☐ My district has a district wide professional development plan, not a mentor program. (2)
 - ☐ My district has a teacher mentor in every school (3)
 - ☐ My district has a mentor teacher on every grade level. (4)
 - ☐ My district has a day training for novice teacher, no mentor assigned. (5)
-

Q7 Were you assigned a mentor during your first year hired?

- ☐ I was not assigned a mentor teacher. (1)
 - ☐ I was assigned a mentor teacher during my first year teaching. (2)
 - ☐ I was assigned a mentor teacher later when my district implemented a mentor program. (3)
-

Q8 After your first year of teaching, did you continue to meet with your mentor?

- ☐ I was never assigned a mentor teacher. (1)
 - ☐ I met with my mentor teacher informally. (2)
 - ☐ I continued to meet with my mentor teacher because the district required it. (3)
-

Q9 How often do you meet with your mentor teacher?

- ☐ I never had a mentor teacher. (1)
 - ☐ I met with my mentor teacher at least once a month. (2)
 - ☐ I met with my mentor teacher at least twice a month. (3)
 - ☐ I met with my mentor teacher every week. (4)
-

Q10 Why do you meet with your mentor teacher? (Choose more than one answer)

- ☐ Lesson Plans (1)
 - ☐ Principal Observations (2)
 - ☐ Reading Strategies (3)
 - ☐ Math Strategies (4)
 - ☐ Reading and Math Curriculum (5)
 - ☐ Classroom Management (6)
 - ☐ Time Management (7)
 - ☐ Data Collections (8)
 - ☐ RTI (9)
 - ☐ I never had a mentor teacher (10)
-

Q11 Of the categories listed, which mentor aspect has been the most beneficial to you?

- ☐ Lesson Plans (1)
 - ☐ Principal Observations (2)
 - ☐ Reading Strategies (3)
 - ☐ Math Strategies (4)
 - ☐ Reading and Math Curriculum (5)
 - ☐ Classroom Management (6)
 - ☐ Time Management (7)
 - ☐ I never had a mentor teacher (8)
-

Q12 Does your mentor provide you with the support you feel you need? On a scale of 1 to 5, 5 being my mentor provides me with the most amount of support I need, to 1 being my mentor does not provide me with support at all.

- ☐ 1 (1)
 - ☐ 2 (2)
 - ☐ 3 (3)
 - ☐ 4 (4)
 - ☐ 5 (5)
-

Q13 If you could change your mentor program, which change would you like to see?

- ☐ I would like more time with my mentor teacher. (1)
 - ☐ I would like to have more than one mentor. (2)
 - ☐ I would like more informal meeting time with my mentor. (3)
 - ☐ I would like to attend training with my mentor. (4)
 - ☐ I would like a list of items to work with my mentor on. (5)
 - ☐ I would not want a mentor. (6)
-

Q14 Does your district require you to meet with your mentor for a certain amount of time?

- ☐ Yes (1)
 - ☐ No (2)
 - ☐ I do not have a mentor teacher. (3)
-

Q15 Does your district provide incentive for mentoring hours? ex. PD Hours, Stipends

- ☐ Yes (1)
 - ☐ No (2)
-

Q16 If your district provides incentives for mentoring hours, what kind of incentives are provided?

- ☐ Professional Development Hours (1)
 - ☐ Stipends (2)
 - ☐ Training Hours (3)
-

Q17 On a scale of 1 to 5, Do you think you are getting the support you need with this mentor program? 1 being you are not getting the support you need and 5 being all of your needs are being met.

- ☐ My district does not have a mentor program. (1)
 - ☐ 1 (2)
 - ☐ 2 (3)
 - ☐ 3 (4)
 - ☐ 4 (5)
 - ☐ 5 (6)
-

Q18 Do you plan on staying in the district as a teacher for another school year?

- ☐ Yes (1)
 - ☐ No (2)
 - ☐ I have not decided. (3)
-

Q19 Is it your plan to retire as a teacher?

- ☐ Yes (1)
 - ☐ Maybe (2)
 - ☐ No (3)
-

Q20 Does your mentor teacher influence your decision to stay in the school district?

- ☐ I do not have a mentor teacher. (1)
- ☐ She has helped me so much, I plan on staying in the district. (2)
- ☐ I have not received enough help from my mentor teacher to stay in this district. (3)
- ☐ She does not impact my decision to stay. (4)