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# The Effects of Teacher Mentoring on Teacher Retention

Camesha Nichole Hill-Carter

The Effects of Teacher Mentoring on Teacher Retention

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May 2010

A dissertation submitted to the Education Faculty of Lindenwood University in partial

fulfillment of the requirement for the degree of
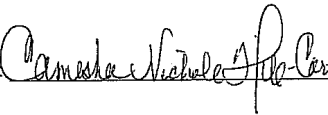
Doctor of Education

School of Education

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon

my own scholarly work here at Lindenwood University and that I have not submitted it

for any other college or university course or degree here or elsewhere.

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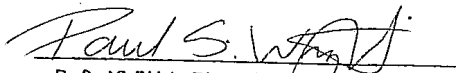
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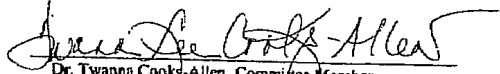
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Dr. Paul S. Wright, Dissertation Chair

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Date

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February 1, 1946 - December 22, 2009

Abstract

This study was conducted to determine if mentoring plays an important role on new teachers staying in the field of education at the school to which the original position was given. The targeted school is an inner-city charter school in St. Louis, Missouri, where teacher attrition is typically high. Since charter schools do not offer the same three year contracts as traditional public schools, teachers are challenged with the fire at-will clause that is in many charter school contracts. Many new teachers are not secure in the position in which they have attained and often leave the charter school for a traditional public school position or leave education altogether. The purpose of the study was to determine if there is a relationship between mentoring and teacher retention.

This study examined mentoring as a whole, mentoring components and challenges of mentoring in an inner-city school. Information was gathered using two Likert-scale surveys with some open-ended questions. Survey research was used to measure mentoring program effectiveness on the first or second year experience. A focus group was also conducted to confirm if mentoring was the component that actually helped the first and second year teachers. All teachers must complete thirty hours of mentoring which is mandated by the Missouri Department of Elementary and Secondary Education. This is one of the steps new teachers must complete in order to get the next professional certification.

The study consisted of 15 first and second year teachers. One of the participants was eliminated due to termination. Of the current study, thirteen of the fourteen participants returned surveys and 6 of the fourteen participated in a focus group. In the 2007-2008 school year, only 24.2 % of the first and second year teachers returned to the

school. In the 2008-2009 school year, 73% of the first and second year teachers returned. The information shows an increase of 49% in one year. In fact, mentoring plays a positive role in the retention of teachers. Mentoring is one of the most humanized random act of kindness that any school or district can provide to their first and second year teachers.

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Chapter One – Introduction

Mentoring is essential to the life of a new teacher and the lifeline of a school district. Strong (2005) stated that at a national level, 40 out of every 100 teachers are leaving the field of teaching. People may question how a school district or a school building can maintain and retain highly qualified teachers. Universities and colleges are graduating enough teachers to supply every school in the United States with a sufficient number of teachers (Darling-Hammond, 2000). However, once new teachers are in their assignment, three years later, instead of moving to another district, some teachers leave the field of education entirely (Strong, 2005).

One study examined the need for newly hired teachers in the United States. The study illustrated that school districts need over 150,000 teachers to meet the demands of growing school districts, and to replace teachers who have retired or have left the profession (Gonzalez, Brown & Slate 2008; NCES, 2003). Colleges and universities are producing enough teachers to meet that demand. However, many school districts are losing first and second year teachers at alarming rates (Brown, 2002). In addition to losing new teachers, public school enrollment rose 21%.  From 1985 to 2002, elementary grade levels showed growth increasing its number from 27 million to 33.8 million for the 2012 public school enrollments.   The forecast states that enrollment will show a slight increase at 2% occurring every year (NCES, 2003). In layman's terms, schools will have more students to educate than teachers to teach them. This will lead to overcrowded classes, schools and ultimately, teachers will leave the profession. These figures raise the demand for filling classrooms with highly qualified teachers in the coming year. In

addition, the figures illustrate that student enrollment forecasts will constantly get higher in the lower grades which means that there will be more students enrolling in school in the lower grades than there will be teachers to fill the classrooms.

Darling-Hammond (2000) stated that teacher retention is at 30% within the first three to five years of entering the profession. The nation will soon be in dire need of educators to teach the increasing number of students in public schools. Many new teachers are stating that after induction, they are isolated and left in a classroom trying to survive (Darling-Hammond 2000, 2003; Featherstone, 1993; Scherer, 1999). Other situations that drive first-year teachers away from the profession are problems with classroom management (Marzano, Pickering & Pollack, 2001) discipline (Canter, 1992), high expectations (McCann & Johannessen, 2004), lack of resources, (Brown, 2002), little support (Johnson & Kardos, 2002), and teacher isolation (David, 2008a). Most scholarly arguments, about teacher mentoring, center on the first three years of employment. The time between pre-service "student" teacher and tenure teacher is a very crucial time for the novice teacher (Brown, 2002; Russell, 2006; White & Mason, 2006). If one could equate the time of being a new teacher with the cognitive development of an infant, the beginning stages of learning would be the most crucial time for building skills, awareness and vocabulary. The equivalent for a novice teacher would be building skills, awareness and educational jargon in the beginning three years. This will help the beginning teacher meet and exceed the learning curve that is placed before her or him. Moreover, a novice teacher should be allowed the time to develop classroom management, student discipline, and individual pedagogy skills. If any of these items

were lacking for a child, parents would eagerly want to diagnose the problem and propose solutions to that problem. This is the same as providing professional development that is geared to the problem area that the beginning teacher has to develop.

As the previous analogy demonstrates, parents are very careful in cultivating their children's skills. The same should be said for novice teachers. During the time from when a pre-service teacher starts her student teaching until the end of the first three years, beginning teachers should be cultivated into being a highly-qualified educator. There should have been enough experiences as well as professional development given to a novice teacher to become a highly qualified teacher.

Research suggests that mentoring first-year teachers is very important (Moir, 1990). As with mother and child, mentor and novice teacher relationships should foster some of the same ideology. Mentoring not only helps cultivate skills in a novice teacher but fosters a sense of camaraderie, value and pride for the profession. Unfortunately, these attributes do not always carry over from student teaching into the first assignment of the novice teacher. Feiman-Nemser (2003) stated that first-year teachers need to feel that they belong and the work that they accomplish is appreciated. They also need someone to bounce ideas off of and check in with on a consistent basis. Mentoring is not a big program in school operations, but mentoring is an integral part when it comes to the retention of teachers.

Mentoring provides a level playing field for novice teachers and continues to foster a type of on-the-job training to teachers in all aspects of the education field that builds the individual teacher holistically, if done correctly (Wong, 2004). In college, pre-

service teachers are taught how to write and implement an effective lesson plan. The performance of a novice teacher begins on the first day of her assignment. Similar to other professions, on-the-job training does not begin until the employee actually gets on the job site. Once the employee is walked through the different tasks of the current position, the professional is able to gain a better perspective of her roles and responsibilities. This is also true of a beginning teacher. Teachers deal with human beings from a variety of backgrounds. If the novice teacher is not accustomed to dealing with the public, student diversity may be a shock to the new teacher. Encompassing those feelings, along with feelings of inadequacy, the novice teacher feels alone in the learning process of becoming an excellent teacher. Oftentimes, the novice teacher does not voice her struggles and fades into the next career. With effective mentoring, teachers can be retained by having someone to talk to about concerns. Maslow (1968) stated there are conditions which a person must meet in order to self-actualize. The basic needs are shelter, love, food and water. The next set of needs centers on safety and belonging. Once the basic needs are met, then a person can move towards being safe and belonging. The safety issue in a new teacher's frame of reference is being safe in the classroom, in the halls and in the building which most often deals with walking to and from her car. This is where most schools fail with novice teachers. In the first year, a novice teacher usually arrives early and remains late. Generally, new teachers would have had their student teaching experience in a school district that has partnerships with the college or university in the surrounding area with children who are well behaved and have a willingness to learn (Little, 1999). These experiences may provide unrealistic beliefs of

how school dynamics really work because student teachers are not always exposed to the general population of the student body as well as the administrative body that he or she might encounter.

Contrary to most student teaching experiences, most first assignments for novice teachers are in rural than urban settings (Garziano, 2005). The contrast is being in a building that is well equipped to a building that may not have good plumbing. This could be shocking to the new teacher. Couple those experiences of the beginning teacher with students who have not had enough educational exposure, as well as an unstable home life and/or extenuating health issues. These experiences could be horrifying to a novice teacher. Furthermore, the novice teacher may have to endure poor curriculum, old books, high expectations and no support from fellow teachers and administration. A consequence of these challenges may be a disillusioned teacher or may even lead to a teacher quitting the profession. The mentor can provide the feeling of belonging and help as a sage to guide the young novice through the difficulty of the first year. This bonding of mentor and novice teacher provides the essential training in classroom and behavior management as well as how to address getting a new curriculum or even how to be on the curriculum team. Mentors help retain novice teachers (Crane & Kelly, 2005). Mentors take the novice teacher and shape and mold her or him by providing the novice with a listening ear and wisdom to problem solve in her or his classroom. When a mentor effectively mentors a novice teacher, he or she gets a sense of security and fortitude to stay in education regardless of problems that may occur in the journey to becoming a highly qualified teacher (Anhorn, 2008).

A proverb states, "I hear, and forget; I see, and I remember; I do, and I understand" (Confucius, 479 B.C.). The intricate part of mentoring is the quality of teacher experiences in the actual "process" of teaching as she/he goes into becoming a highly qualified teacher. There are several stages of development for a novice teacher. A model developed by Moir (1990) at the New Teacher Center at Santa Cruz identifies the sequence and most likely timing for the attitudes novice teachers hold and exhibit as they move through their first year of teaching. Those phases are "anticipation, survival, disillusionment, rejuvenation, reflection" (Moir, 1990; Rutherford, 2005).

**Phases of First Year Teacher's Attitude Towards Teaching**

Anticipation

Anticipation

Survival

Reflection

Rejuvenation

Disillusionment

Aug   Sept   Oct   Nov   Dec   Jan   Feb   Mar   Apr   May   Jun   July
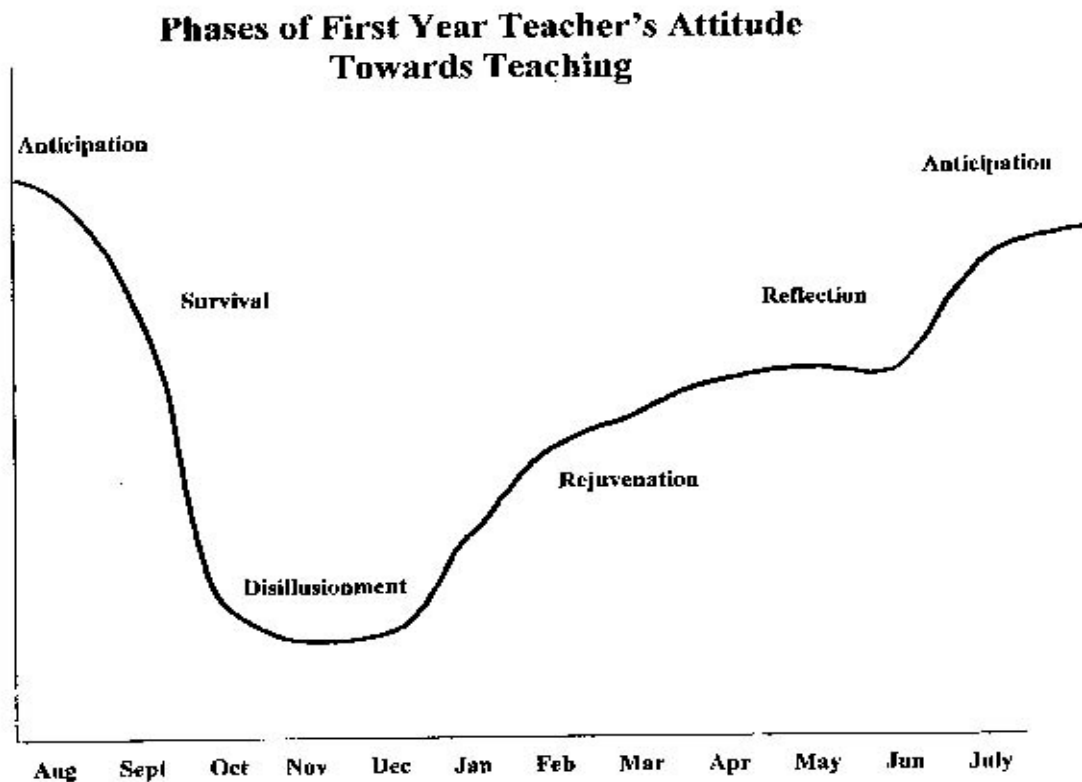
*Figure 1.*The phases of a first year teacher by Ellen Moir of the New Teacher Center, 1990.

Between anticipation of getting a new assignment, along with the additional pressures of parent conferences, grades, and formal observation, novice teachers move into survival mode and become disillusioned with teaching (Rutherford, 2005). A mentor will help the novice teacher with support during these low periods and helping them to move into the rejuvenation and reflection stages. This will help a novice teacher rebound to anticipation when he or she will have learned new tools and methods that will become applicable in the coming year (Crane & Kelly, 2005; Leimann, Murdock, & Waller, 2008; Rutherford, 2005). These stages can inform the mentor, who provides quality experiences for the novice teacher, how to take care of the novice teacher. The phases are an excellent time for the mentor to teach, nurture and guide the novice teacher through the formative steps of first-year and second-year teaching.

Mentoring should take at least the whole first year. Often, after the induction, the mentor and the teacher are not in continued communication. If there is no building support, then no one guarantees that effective mentoring is happening. Building quality teachers develops over time, and retaining teachers requires even more work. Teacher mentoring alone will not keep teachers, rather it also depends on the climate of the building and the building principals that make a person want to stay in education (Breaux & Wong, 2003).

Last year, ABC inner-city school, which is the subject of this research, only retained 24.2% of its first and second-year teachers. In the school's restructuring efforts, one of the programs needed was a mentoring program mandated by the Missouri Department of Elementary and Secondary Education (DESE). The mentoring program is

designed to give novice teachers the opportunity to be in an induction program longer than the first weeks of school. DESE mandates that school districts provide 30 hours of documented mentoring to each novice teacher so that he or she can receive a Professional Certificate II (PCII). In addition to the 30 hours of mentoring, the school district wanted to provide extra mentoring to see if this would provide confidence to novice teachers and boost retention.

*Statement of the Problem*

At the time of the study, the ABC inner-city school had 15 first and second-year teachers. The school, historically, has a high rate of turnover among first and second year teachers. The goal of the school district and the school was to retain its first and second year teachers for the 2009-2010 school year and beyond.

*Rationale for the Study*

Teacher retention is a critical problem in most urban school districts. Retaining teachers in the infancy of their careers will help educational systems attain a more stable environment not only for children and families, but also for schools and districts. If the ABC inner-city school can determine the problems and address them during the mentoring program, novice teachers will build resiliency and be less overwhelmed in their first two years of teaching.

*Purpose of the Study*

The purpose of this study was to determine if there was a relationship between a quality mentoring program and the retention of teachers in the ABC inner-city school. A quality mentoring program will encompass such areas as planning and implementing

instruction, organizing and orchestrating a positive, productive environment, assessing

learning and the instructional program and collaboration among peers (Rutherford, 2005).

Also, through the research, development of a program that has different components of a

workable comprehensive mentoring program can be duplicated by other schools and

districts for novice teacher retention.

*Research Hypotheses*

  *Research hypothesis #1.* The retention rate for first and second year teachers who

have been exposed to a comprehensive mentoring program will improve by 40%

compared to the previous year.

  *Research hypothesis #2.* Teachers with more frequent mentor contact will be more

likely to stay on the faculty at the ABC inner-city school.

  *Research hypothesis #3.* Teachers with more favorable evaluations of their

mentoring program will be more likely to stay on the faculty at the ABC inner-city

school.

  *Research hypothesis #4.* Teachers who experience consistent mentoring will be

more likely to self-report happiness with their teaching assignment.

*Definition of Terms*

The following terms are used in this paper:

  *ABC Inner-City School.* Omicron Theta Omega of Alpha Kappa Alpha Sorority,

Inc. started the school in 2000. The school was formed as a charter school to ensure

the future of education of all students who reside in the city of St. Louis, Missouri. Their

mission was to prepare students to go to college by matriculating through their K-12

establishment. The sorority entered into an agreement with Imagine Schools, a charter

management company, in 2002. That relationship turned sour in 2007. At the end of the

school year of 2007, Imagine Schools confiscated all records and files of fiscal

management, while students and teachers believed that they had legal rights to the

documents. After the circuit judge found that Imagine Schools illegally took the files,

ABC inner-city school had to recover all documentation. Imagine Schools did not return

complete files or documentation. This left the sorority to restructure the school. In the

beginning of the 2008-09 school year, the ABC inner-city school restructured by hiring

new administrators, faculty, and staff. Within the hiring process, 15 first and second year

teachers were hired. The school's enrollment was 408 at the time of this study.

*Attention deficit disorder (ADD).* "A condition, usually. In children, marked by

inattentiveness, dreaminess, and passivity" (ADD, 1985).

*Attention deficit hyperactivity disorder (ADHD).* "A condition, usually in

children, characterized by inattention, hyperactivity, and impulsiveness"

 (ADHD, 1990).

*Attrition.* "A gradual reduction in workforce without firing of personnel, as when

workers resign or retire and are not replaced" (Strong, 2005, p. 1).

*Beginning Teacher Assistance Program (BTAP). "*The Department of Elementary

and Secondary Education (DESE) requires each new teacher classified as a Professional

Certificate (PC-I) to complete a college assistance program. The college assistance

program is six hours of professional development offered by a Missouri college or

university on topics of importance for beginning teachers" (MCSR, 2008, p. 13).

*Comprehensive school improvement plan (CSIP).* A plan that is developed by districts on how it is going to deliver on yearly goals set by the state, district and school (MCSR, 2008).

*Highly qualified teacher.* The characteristics related by an accredited teacher education program designed to educate teachers in their area of certification (Cochran-Smith, 2004).

*Induction*. A program that introduces the new teacher to the school and district (Wong, 2004).

*Mentee.* The person being mentored (VCU, 2007).

*Mentoring*. More than simple advising. "Mentoring emerges from an extended relationship built on a foundation of both professional and personal knowledge. The relationship between each mentor and trainee must be based upon a common goal" (VCU, 2007, p. 13 ).

*Mentoring contact.* The number of hours that mentor and mentee spend together in school related issues (Wong, 2004).

*Mentoring programs*. Programs vary in structure and formality, depending on the school, the individuals involved, and the structure of the program. More than an orientation, mentoring provides a complete feedback loop on the most basic to the more complex aspects of teaching. Moral support and practical advice help the novice teacher prevent problems and solve others during the early days of teaching (Kaplan & Owings, 2002).

*Missouri Assessment Program (MAP).* The MAP is one of several education reforms mandated by The Outstanding Schools Act of 1993. As a result of this act, the State Board of Education directed the Missouri Department of Elementary and Secondary Education to identify knowledge, skills and competencies that Missouri students should acquire in grades three through six in elementary schools (Missouri Department of Elementary and Secondary Education, 2006b, p. 1).

*Missouri's Code of State Regulations.* The state of Missouri laws and code of conduct (MCSR, 2008).

*Missouri Reading Initiative (MRI).* Dedicated to working with Missouri public schools' teachers and administrators to ensure every child would be able to read proficiently by the end of third grade. However, because of the successful results of the program it has been expanded to include literacy assistance at all grade levels (Missouri Reading Initiative, 2007).

*Novice teacher.* A teacher who has taught one to three years also referred to as new teacher, beginning teacher and/or preservice teacher (Feiman-Nemser, Parker, & Zeicher, 1990).

*Pre-service teacher/Student teacher.* A person who is in a teacher education program or has completed her student teaching (Feiman-Nemser, Parker, & Zeicher, 1990).

*Professional Certification I.* This is the initial certification for teachers who have less than three years of teaching (Missouri Department of Elementary and Secondary Education, 2006a).

*Professional Certification II.* This is a certification for teachers who have completed a comprehensive mentoring program and three years of actual teaching experience (Missouri Department of Elementary and Secondary Education, 2006a).

*Response to Intervention (RTI).* Integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior and learning problems with at-risk students (National Center on Response to Intervention, 1998).

*Retention.* The proportion of teachers in one year who are still teaching in the same school after one year (Anhorn, 2008).

*Turnover.* The rate at which teachers exit schools; consisting of both teacher migration (i.e., "movers"- those who transfer or migrate to teaching position in other schools) and teacher attrition (i.e, "leavers" – those who leave teaching altogether) (Strong, 2005, p. 2).

*Veteran teacher.* A teacher who has had three or more successful years of teaching (Brown, 2003).

*Summary*

There is a growing trend among novice teachers leaving the field of education before the third year. Schools and districts are looking for ways to stop this phenomenon and ways to address this issue. Among the several possible answers to the question, this study looks at mentoring as one of the many keys to aid in teacher retention. Teacher mentoring may be the answer to retaining teachers in this school. The purpose of this study was to determine whether mentoring has a direct relationship with teacher

retention. It is imperative that administrators and district officers find the best practices in retaining new teachers. This precious resource is becoming an endangered species in the realm of education. As with endangered species, people, collectively, must preserve the very existence of what is currently living and grow or re-establish what has been lost. The best practices will be explored in this empirical research, as well as successful mentoring programs so that the study could be replicated in any school or district.

Chapter Two –Review of the Literature

In most professions, a mentoring program is put in place for novice professionals to get hands–on experience as well as learn their prospective craft. Often the apprentice or novice learns how to apply theory to real life situations under the supervision of an experienced person in the field. Under the careful watch of the supervisor, the novice is allowed to learn her job, receive knowledgeable help, make mistakes and reflect on the process. Some jobs are more serious than others, for example, electricians, where mistakes are costly, but in the end, the apprentice moves from being a novice to the master. This is also true in education.

Every teacher program has similar components. Pre-service teachers matriculate through a variety of courses and a student teaching program. Once graduated, the pre-service teacher becomes a novice teacher. Instead of another internship or co-hort program, novice teachers are thrown into classrooms to ". . . sink or swim . . . unlike. . . other professions" (Feiman-Nemser, Parker & Zeichner, 1990, p. 2). "For example, medical interns, who accompany residents on rounds, create or review a patient's medical history and current condition and prescribe appropriate treatment. This practice ensures interns learn in a supportive environment while they refine their craft" (Brown 2002, p. 422). However, during the novice teacher's induction, the teacher is toured around the school and introduced as new faculty. Soon thereafter, the new teacher is assigned a mentor and a room. The novice teacher is expected to settle into the new role and perform at a mastery level by the conclusion of the second year (Brown, 2002). Very often, a novice teacher is paired with a colleague who came through the trenches and whose ideas

of " . . . blaming parents, pupils and administration. . ." for their inability to teach is constant (Feiman-Nemser, 2003, p. 25). Although education is reforming, the average novice teacher leaves the profession within three years (Hirsch & Killion, 2007; Ingersoll, 2001; Little, 1996).

Continually, many novice teachers are hired in low–performing schools. In these schools, Ness (2001) described many ". . . teachers as overworked, underpaid, and underappreciated. Her most critical observation was that novice teachers were assigned to difficult placements (classrooms) in under-resourced schools and were given minimal support" (Brown, 2002, p. 423). The mindset of the district office is to furnish its schools with new teachers and new ideas (Patterson, Collins & Abbott, 2004). Repeatedly, the mindset does not channel through to the administrators in charge of the buildings.

This chapter reviews the literature on mentoring, mentoring program content, challenges of mentoring in inner-city schools, and successful mentoring programs. While the body of literature on mentoring is wide-ranged and varied, research in these specific areas delineates the research to a more succinct view. Effective teacher mentoring may be the catalyst that raises teacher retention and declines teacher attrition.

*Mentoring.* The word mentor has its beginning in Homer's poetic epic *The Odyssey*. In this story, Odysseus the king sailed away with his army to fight in the Trojan War. Before leaving, Odysseus allowed his faithful friend Mentor to care for and educate his son, Telemachus. After 20 years of fighting, Odysseus came home. Meanwhile, back in Ithaca, Penelope, the wife of Odysseus, had suitors in her husband's absence. Believing that Odysseus would not come back, these men wasted his possessions by

staging numerous feasts and parties. Throughout this time however, Mentor served Odysseus faithfully as he performed his duties in caring for and educating Telemachus. His efforts appeared in Telemachus, who ultimately demonstrated he was worthy to be the son of Odysseus. From this tale, the word mentor became synonymous with loyal and trusted friend, enlightened advisor, and teacher (VCU, 2007).

As Mentor was important to Telemachus, mentoring is important to teaching. A mentor is needed. There are teachers leaving teaching for many reasons that can be placed into two categories: workplace condition and personal conditions. Working conditions include school demographics, administration, low salary, few or no resources, teachers' low or lack of the level of control over decision-making and low student motivation (Brown, 2003; Cochran-Smith, 2004; Colley, 2002). Personal conditions range from starting a family, spouse's job relocation, poor health or even job dissatisfaction. Some benchmarks of retention or turnover are probably immune to mentoring or other kinds of teacher support. Retention may be prevented by support (such as student factors and school climate) from the administration. Feelings of stress, lack of support systems, and poor communication with administration are definite issues that could be solved by mentoring (Strong, 2005).

Mentoring allows for relationship building. There are three stages of the mentoring relationship. Wright (1998) suggested that stage one of mentoring relationships is "developing rapport and building trust" (p. 94). This stage takes time. Within this stage the mentor and the novice teacher builds trust by accomplishing a tangible goal to which the novice teacher can relate (Anhorn, 2008; Brown, 2003;

Wright, 1998). Within the first stage, Wright stated that mentors who are predictable and provide reassurances and confidentiality for the novice teacher help facilitate trust and rapport. In stage two, the mentoring relationship focuses on goals. This is important to the development of a novice teacher due to the insurmountable number of tasks that are asked of the novice teacher. Finally, in stage three, Wright stated that the part of a mentoring relationship is the closing or end of the relationship. It is desired that the mentoring relationship fulfill the needs of the beginning teacher. Another desired result of mentoring is that the relationship between veteran teacher and the novice teacher flourishes, as the new teacher becomes a veteran teacher.

Mentor quality is another facet of mentoring. The work of mentoring is different than the work of classroom teaching. Mentoring requires new and different skills (Feiman-Nemser et al., 1990). Mentors need preparation in ways to help novices handle their typical problems: "classroom management, basic lesson design and delivery, evaluating student progress" ( Feiman-Nemser et al., 1990; Little & Nelson, 1990, p. 2).

Prospective mentors are given a job narrative, précis, and list of credentials separated into abilities, knowledge, demonstrated skills and experience (Brown, 2003). This will help the prospective mentors to determine if mentoring is for them or not. This aids in the selection process, because prospective mentors would determine to submit to the next stage of the process or would move to something less demanding. Most often mentors go through a selection process as well as training. Mentors should have knowledge about the subject and/or experience about the grade. The mentor should have three or more years of successful teaching, but also is expected to work together with the

mentee, maintain confidentiality, manage time wisely, model effective teaching strategies, and demonstrate interpersonal skills of compassion and understanding (Anhorn, 2008; Brown, 2003).

Mentoring is not a new concept. The surge of mentoring programs began in the middle 1980's (Brown, 2003; Sweeney, 1986). In this time, mentoring programs grew considerably, according to a 1987 survey by the Association of American Colleges for Teacher Education. In 1986, 17 states had pilot programs underway and 14 states had programs under development (Brown, 2003). The center on liability has changed the picture of mentoring for many programs shifting from improving teacher learning to student testing (Brown, 2003; Sweeny, 1986). Sweeny continued his argument by stating that, "mentoring programs span a continuum of assistance versus assessment models, based on whether they stress the support or evaluation of novice teachers. Too often, programs attempt to serve both masters–assessment and assistance–and this conflict has placed undue pressure on the resources of both mentors and new teachers" (p. 2).

*Student Teaching.* Student teaching is the first phase of mentoring for a pre-service teacher. This phase is where education meets euphoria. Those students who have wanted to be teachers their entire lives move closer to their dream of becoming a student teacher. This is where the young apprentice practically applies her knowledge of theory based learning, thus realizing the advantages and disadvantages of teaching. Most of the student teaching programs have five elements (Zeichner, Liston, Mahlios, & Gomez, 1987). The first element is a teaching module that gradually allows student teachers to assume classroom responsibility with their focus on curriculum development. The second

element is an inquiry module that concentrates attention on the culture of the schools and classrooms and their connection to the larger political environment. Student teachers carry out some investigation related to their own practices or the settings where they work. The third module, a weekly seminar, is designed to help students "broaden their perspectives on teaching, consider the rationale underlying alternative possibilities for classrooms and pedagogy, and assess their own developing perspectives toward teaching" (Feiman-Nemser, 2001, p. 20). Journals are the fourth component, encouraging student teachers to reflect on their own growth development and their actions in classrooms and in the school. Finally, supervisory conferences provide an arena for analyzing teaching in relation to student teachers' intentions and beliefs, the classroom context, the content of instruction, and hidden curriculum (Feiman-Nemser).

The student teacher starts out the first six weeks watching and observing, helping the teacher with learning centers, and small group instruction. The second six weeks initiates as the student teacher begins to take more control over the classroom, and behavior management inevitably becomes the sole responsibility of the student teacher. Many times this experience happens at a school that partners with the university. The school usually is stocked with supplies and has the latest technology in all the buildings. The children are well behaved and are eager and ready to learn. This euphoric state only lasts until the first day of the student teacher's actual teaching assignment.

Student teaching is also the gateway to early mentoring by teaching the student teacher how to apply theory to real-life experiences. Apprentice teaching, also known as student teaching, allows the students to see how an actual day is run in the life of a

teacher. Many of the pre-service programs have university liaisons that assess student teachers while still being expected to promote standards of investigation and collegiality. The theory is that beginning teachers will become comfortable and be more willing to take risks and ask for help in non-evaluative relationships (Feiman-Nemser, 2001; Huffman & Leak, 1986; Huling-Austin, 1990; Odell, 1990). The relationship between student teacher and teacher creates security and confidence for the student teacher to believe that she can excel in teaching. Even though there is a relationship between the student teacher and the master teacher, the master teacher must evaluate the student teacher on classroom management, effective lesson planning and delivery of a lesson. The evaluation helps the student teacher view teaching in terms of one's personal ideology which is why Tabachnick & Zeichner, (1984, p. 51) recommended a careful self-scrutiny of one's belief system" (Feimen-Nemser 2001). Once the student teacher identifies the strengths and weaknesses of her or his teaching style, then the actual work of mentoring begins. In the same spirit, some recent efforts to define the mentoring relationship (Healy & Weilchart, 1991) stipulate reciprocity as a defining feature. In such relationships, both partners are teachers and learners (Feiman-Nemser, 2001).

In essence, the beginning of mentoring, in teaching, begins with student teaching. This solidifies the commencement of a teacher education program and the beginning of a rewarding career as a teacher. For some student teachers, the culmination of student teaching begins a great career. For other student teachers, the culmination of their student teaching allows them to commence on their dreams of becoming a teacher.

*Novice Teaching*

The second phase of teacher mentoring is equipping the novice teacher. "New teachers will be buoyed by their resilience, perseverance, and ability to remain focused on the children's needs in the face of administrative obstacles" (Murphy, 2005, p. 180). The novice teacher uses the first three years to learn how to teach. The beginning years of teaching are unique times in a teacher's career. No longer student teachers in someone else's classroom, beginning teachers are on their own, faced with the same responsibilities as their experienced colleagues" (Feiman-Nemser, 2003).

Murphy (2005) recalls a story of a novice teacher's first encounter of frustrations with her assignment:

Are you sure you can handle third grade?' asked the principal of the young and eager would-be first-year teacher, Ms. Young. "Yes, certainly," responded the confident recent graduate of a teacher education program. 'Where's my classroom?'…. Eager to get her room set up in advance of the children's first day, she made attempts to bring in the crates of instructional materials and aids purchased with her own meager funds over the summer months….The same principal who indicated that she was a welcomed member of the faculty presented her with her first challenge: he repeatedly denied her access to the room to which she was assigned…. Her simple requests, which seemed to her to be the inalienable rights of any teacher were being denied….The children she received were 'throwaways,' children no other teacher wanted. The more senior teachers had been assigned the high-performing students she had been assigned all the

low-performing students- students who could not write a sentence, for whom everything had to be broken down, who were still working on visual and auditory discrimination skills, who were repeating the third grade for the first and second time, whose behaviors were continuously disruptive…. Then, within days of the start of the school year, the principal, without explanation, pulled the teaching assistant….So, following school protocol; she made requests to the principal for assistance from support personnel, such as special education staff and the social worker. All requests were denied. (pp.180-81)

The above-illustrated story is typical in many of the inner-city school districts including ABC inner-city school. Novice teachers are often thrown into the classroom to develop their skills on their own. "Overwhelmed, hectic, isolated, beaten down, unsupported, scared, humiliated, afraid, stressed and drowning, are …the words a teacher education professor heard from teachers describing their feelings during their first-year of elementary teaching" (Anhorn, 2008 p. 20).

Likewise, difficult work assignments, unclear expectations, inadequate resources, isolation, role conflict and reality shock are some top reasons for the increasing attrition statistics (Anhorn, 2008). The amazing element that bewilders a new teacher is, from day one of her career, she is expected to complete all tasks asked of the veteran teachers (Andrews & Quinn, 2004; Anhorn, 2008). As mentioned earlier, salary, working conditions (such as class size, teaching load, resources and others), teacher preparation, and mentoring support are reasons teachers choose to stay in or  leave the profession (Anhorn 2008; Darling-Hammond, 2003).

Patterson (2005) claimed that "new teachers are being hazed. Hazing in the school setting is defined as institutional practices and policies that result in new teachers experiencing poorer working condition than their veteran colleagues" (p. 21). Traditionally speaking, "schools have a pecking order. Experienced teachers often feel that they have paid their dues and that new teachers must do the same…" this is how a new teacher earns her  . . . "badge of honor" (Renard, 2003, p.63-64). There are many examples of hazing such as giving a new teacher all of the behavior problems, two or three different preparations and others. Unfortunately, for some new teachers their first years are very hard to maintain and that is why the novice teachers are leaving the field of education.

*Collaborative Mentoring*

One type of mentoring that has taken place is collaborative. Collaboration is described as a cooperative process where student teachers and mentors work together planning, problem solving, and supervising (Andrew & Martin, 2003). A cohort collaboration approach allows new teachers to meet with mentors, one-on-one, with each new teacher to reflectively collaborate on the strengths and weaknesses of each lesson. The mentors serve as a sounding board, encouragers and liaisons in the public schools (Branyon, 2008). This allows for mentors to affect learning for the beginning teachers. Mentors are able to provide new teachers with strategies on the eight most frequently perceived problems in the classroom. Those problems are "…classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationship with parents, organization of class work, insufficient materials and supplies

and dealing with problem of individual students" (Berry, 2006, p. 35). Ingersoll and Smith (2004) and Odell (2006) stated mentoring is typically associated with having experienced teachers work with novice teachers to help ease the novices' transition from a university student, learning to teach, to full-time teacher in the classroom. This helps the novice teacher to be able to collaborate with her mentor to receive supportive communication, which will allow them to connect and network with other veteran teachers who will defeat teacher isolation and encourage team-building skills (Berry, 2006).

In like fashion, strategic collaboration is a model of mentorship specifically developed for business application that has been adopted for practical purposes of providing mentoring to new teachers (Washburn, Washburn–Moses & Blackman, 2008). Strategic collaboration unites features of both preparation and networking mentoring (Haring, 1999), with elements of appreciative inquiry. This approach focuses on those factors that contribute to an organization's positive culture (Washburn et al.). Instead of a professional development plan to correct wrong actions, the appreciative inquiry method allows the discussion to be refocused from what does not work within an organization to consideration of methods that are more likely to lead to the achievement of organizational goals (Cooperrider & Srivastva 1987; Hammond, 1998; Washburn et al., 2008).

In strategic collaboration, a peer group of three to five new members of an organization is matched with two experienced professionals from the same or related discipline to create a structure that offers the newcomers guidance and support through their induction period and often beyond (Washburn et. al, 2008). By using a peer group

approach, a few mentors can serve many mentees. Mentors must be outstanding performers with a wide-ranging knowledge about their organizations; their specific disciplines about what will advance their junior colleagues' career. The key ingredient for the mentor is she or he must possess a genuine desire to serve as mentor (Washburn et. al).

Although the mentor plays an important role in collaboration mentoring, the principal of the building is a key factor in the retention or rate of attrition in school personnel. Teachers need support and the feeling of belonging in a school environment. Principals must use what research tells them about developing teachers early in their careers. For example, in 1997 the National Center for Education Statistics found that younger and less experienced teachers have high levels of satisfaction (Watkins, 2005). This statement coincides with new teachers who reported positively about their building principals. On the other hand, new teachers, who encounter atrocious experiences with building principals, do not have high levels of satisfaction. Instead of becoming mere spectators, new teachers must be encouraged by their principals to develop their own identity (Glabarith, 1991, p. 4). Sergiovanni (1996) told school leaders that a teacher's participation in a professional community of colleagues has a powerful effect on her ability to work effectively in the classroom and adopt teaching strategies that more effectively meet student needs. In collaboration mentoring, the principal is the most instrumental person in the process. "The principal must provide the mentor access to the protégé's classroom and assure the protégé equal access to the mentor's class" (Watkins, 2005, p. 84). The support of the principal insures substitutes for mentor observations of

the novice teacher. In addition, "these novices must overcome a radical shift in workplace culture in dealing with isolation from colleagues and the diversity they must manage in the classroom" (Watkins, 2005, p. 84). Berliner (1986) stated that study groups provide another vehicle for learning in practice for the novice with the support of veteran colleagues. Groups examining vital issues that unite around good practice both inform decisions that teachers make each day and cause them to become more involved in a professional life (p. 8).

Collaborative mentoring in its truest sense needs commitment and work. Clift, Veal, Holland, Johnson and McCarthy (1990) reported on a study involving five schools' and one university's attempt to affect teacher education and school based collaboration. They recognized six factors that can positively or negatively influence collaboration:

1. Encouraging all participants to collaborate through uncertainty as the group grows and recognizes the problems and differences inherent in the collaborative process;

2. Asking participants to give the time to work through the communication channels necessary for building common language;

3. Establishing rituals and procedures for coming together and for working apart-while maintaining a common goal or sense of purpose;

4. Developing rituals and procedures to bring new participants into the collaboration, while assessing the strengths and weakness as a group and celebrating all successes;

5. Being sensitive to the power and status relations among individuals and institutions and working to minimize friction arising from imbalances; and

6. Keeping in mind that there will be lines drawn between the need of the individual, the

organization and collaboration (Wilkins & Clift, 2006).

Finally, the last piece of collaboration is virtual conference and e-mentoring. "Various creative technological responses to the need for support and mentoring of beginning teachers have been attempted. These typically involve e-mail list serves in which participants… share their concerns and experiences via an electronic dialogue" (Eisenman & Thornton, 1999; Hobbs, Day & Russo, 2002; O'Neill, Wagner, & Gomez, 1996). Virtual conferences or e-conferences are web-based electronic conferences that allow beginning teachers to form a community of learners to solve problems with other teachers abroad to form virtual teams (Andrews, Gilbert, & Martin, 2002; Klecka, Cheng & Clift, 2004). These teams provide a beginning teacher with a mentor and a team of new teachers who will become his or her colleagues. Using web cams and/or virtual technology, for example Elluminate, a virtual technology, the new teacher can conference and solve problems with others across the country, even the world, through technology (Andrewset al.; Klecka et al.).

*Mentoring Program Content*

Mentoring programs vary in content and duration. Depending on the state's requirement, many programs strive to meet the standards of the state. The literature in this section will help educate the reader regarding the policies and procedures of a mentoring program, classroom management and discipline, effective instruction and grading, professional development and emotional support.

*Policies and procedures.* Novice teachers need support networks. These networks need to be comprised of fellow teachers and administrators who understand what new

teachers need to survive, as well as teacher education programs that prepare teachers who are ready for the first year and its challenges. Mentoring, orientation, ongoing induction programs and real-life teacher education preparation are all components of the necessary support system (Anhorn, 2008). Initial evidence from longitudinal studies suggests that novice teachers working in settings with integrated professional cultures remained in their schools and in public school teaching in higher proportions than did their counterparts in veteran-oriented professional cultures (Brown, 2003).

Anhorn (2008) articulated that structured training programs must begin before the first day of school and continue for two or more years. Goals of the new teacher induction programs are to offer instruction in classroom management and effective teaching techniques, and reduce the difficulty of the transition in to teaching and maximize the retention rate of highly qualified teachers (Breaux & Wong, 2003).

Breaux and Wong (2003) studied induction programs for seven years and recommend the following components be in place for any induction curriculum to be successful.  First of all, start the school year with a four or five day induction. Next, offer the new teachers a continuum of professional development through systematic training over a period of two to three years. While in the process, provide the new teachers study groups where they can network and build support, commitment, and leadership in a learning community. Finally, the administration should incorporate a strong sense of support, integrate the mentoring module into the induction, and present a structure for modeling effective teaching during inservices and mentoring (Breaux & Wong).

Some strategies for induction programs that directly address workload

management strategies of first-year teachers are provided by Renard (2003). One workload management strategy is to not pair new classroom teachers in inclusion teams. Another workload management strategy is not to require new teachers to advise or coach until they have two or three years of classroom experience. Similar to the previous one, new teachers should not be assigned to school duty period, a period assigned to watch students as they arrive or leave the campus. This time should be used for planning. Other workload management strategies include (a) avoiding assigning new teachers to the most challenging grade levels or students, (b) refraining from assigning new teachers to classrooms with multiple levels and more than two course preparations, (c) avoiding giving new teachers schedules that require them to change classrooms repeatedly during the day or to work primarily from a cart, (d) decreasing the number of professional development activities expected of new teachers, and (e) making certain that the new teachers and their mentors have the same planning period. These workload management strategies allow administrators not to overburden the novice teacher (Renard).

There are many programs that help schools in-service their teachers in policy and procedures. This cumbersome task, while yet needed, is often condensed to one day of mind-numbing lectures and lackluster events. In order to address the needs of their new teachers, one program formed a consortium called the Fairchester Fellows, which included 42 schools in Westchester and Fairfield counties, outside New York City, to mentor new teachers. The Fairchester Fellows was designed to support 25 new teachers each year through weekly dinner meetings, classroom observations, journal writing, sample lessons, book reviewing, group discussions, and other forms of professional

support. The essential mission was to encourage and support new teachers so that they became knowledgeable, confident, and proficient in the classroom (Crane & Kelly, 2005).

Leaders received a detailed description of the program. The leaders were encouraged to invite novice teachers from their schools to participate and then each partaker was asked to sign a commitment agreement. Those teachers who matriculated through the program and received a stipend were expected to attend weekly meetings and complete several assignments throughout the year. Principals were asked to host a meeting and identified seasoned educators who would be appropriate guest speakers for the program. A list of all registered fellows was compiled each September and the participants received a schedule of the meetings with a syllabus of topics (Crane & Kelly, 2005).

Meetings were weekly and two hours long. This was the heart of the program. Fellows met with the programs' co-directors and the evening's guest speakers. The sessions were typically informal, which encouraged questioning, discussion and lively conversation among fellows while eating dinner. This allowed fellows a chance to learn from respected professionals. The teachers spent a day at school and then spent the evening learning new techniques, analyzing concerns, and dispersing thoughts (Crane & Kelly, 2005).

Classroom observations were also a part of the program. These observations were meant to be supportive, not evaluative. The fellows were encouraged to stay in touch with the co-director through telephone, e-mail and individual conferences before or after the

weekly meetings. The second visits were scheduled if a teacher requested additional input. Likewise, novice teachers were asked to keep journals throughout the year. Specific topics were assigned. The fellows wrote how the topics related to their present position in their lives as new teachers. The journals were confidential, and the co-directors read and responded in writing to each fellow. Conversations were arranged if a teacher seems to have had a stressful or an unusual experience. In addition to the previous components, lesson plans and book reports were required. Each fellow was asked to present a sample lesson to the group. The fellows were asked to read a professional book of their own choosing. The open nature of the assignment allowed for a wide range of possibilities. Fellows wrote a one-page book report and discussed the main theme at a dinner meeting. At the conclusion of the program, the fellows engaged in a celebration where a slide show and graduation ensued. Retention rates seem to improve through this fellows program (Crane & Kelly, 2005).

Policies and procedures are in place to provide quality mentoring programs in Missouri. Missouri's Code of State Regulations (MCSR) has five standards which school districts must place in their comprehensive school improvement plan (CSIP) that is dedicated to mentoring and mentoring programs (See Appendix D). Standard one states that mentoring programs should be designed with at least a program size that is carefully defined, have expectations clearly stated, have available resources and have expectations and support that are balanced. The second standard states that mentoring incentives should be used. Peer support is provided to the mentor, as well as release time and financial support. Standard three states that mentors should be prepared for the mentoring

experience. Mentors should know the program expectations and receive training.

Standard four states that strategies for mentor selections and matching should be designed

and implemented. Mentor selection criteria are designed; an efficient and effective

mentor selection process is operational; and formal and informal mentor/protégé

matching strategies are used as appropriate to the circumstances. Standard five states that

the information regarding the effectiveness of the mentoring experience should be

collected, analyzed, and evaluated. The evaluation is designed to focus on criteria related

to a successful mentoring program. Mentors, program administrators and protégés

provide feedback on program effectiveness. Missouri's policies and procedures are

inclusive enough to have a structured program but not as stringent as most states to allow

creativity to the school district so that they can tailor the program to fit their unique

situation.

In summary, the policies and procedures for a mentoring program set the content

of what each new teacher will discover during her induction or mentoring experience.

This allows the district to know what the mentoring program shall entail. The mentoring

program content sets a framework for the district as a standard to which new teachers will

be supported. Moreover, training and subsidizing of mentors are just as important as

training the mentee. It is important to provide time to the mentor to train the mentee

through modeling effective teaching in the classroom as well as time to meet and discuss

issues and concerns of the novice teacher. The program content will also drive the

professional development and in-service training for mentoring in the district.

*Classroom management and discipline.* One of the most important components to

a mentoring program is classroom management and discipline. Effective classroom management and discipline are key to a new teacher's success (Dyal & Sewell, 2002). However, classroom management and discipline are also the most problematic for the same population. Although classroom management by itself does not equal good teaching, management is important (Palumbo & Sancore, 2007). Classroom management consists of a wide array of proactive, well-established and consistent techniques and practices (Johnson, Rice, Edgington & Williams, 2005). New teachers must competently master their content as well as administer, supervise, direct and control students, paperwork, room arrangement, recess, parent contacts, and emergencies aside from teaching. Mentoring programs consistent with showing novice teachers the right techniques and practices allow for growth within her/his first year (Johnson et al.). Teacher behavior and practice makes the difference (Palumbo & Sanacore). Classroom management issues consistently surface as a prevailing concern for new teachers. New teachers complain that they receive little to no specific instruction in classroom management. Yet, when classroom management is incorporated into teacher preparation programs, beginning teachers suggest the programs are too theoretical or disconnected from the "real world" of classrooms (Siebert, 2005).

One of the techniques that elude beginning teachers is routines and procedures. Classroom procedures are those practices, different from the rules, which clearly and precisely communicate behavioral expectations for specific situations. Canter (1992) described three main types of procedures, which are discussed in this section. They are academic, routine, and special routines.

Academic procedures are important for tasks such as test taking, getting the teacher's attention and participation in class discussions. Routine procedures address arriving in and exiting the classroom, making transitions, turning in homework and going to the restroom. Everyday routines, such as keeping supplies organized and handling paperwork literally can make a difference. Under special procedures, teachers must include fire and disaster drills. These procedures must be taught, modeled practiced and frequently reviewed (Johnson et al., 2005).

Behavior management is what teachers do to stifle misbehavior as it happens (Charles, 2001). Novice teachers must be proactive in their approach. Being proactive is not taught extensively in college preparatory classes. Without training and practice in various management models, new teachers often discipline and punish rather than manage (Johnson et al., 2005). Proactive behavior management from the start is much easier and more productive than reacting when misbehaviors occur (Burden, 2003). New teachers must find a reward and consequence system that will deal with positive and negative behavior (Johnson et al.). New teachers must find inexpensive ways to provide for rewards. As with consequences, rewards have to be firm, fair and consistent. If a new teacher is not consistent, then she or he will face problems with reacting to students instead of being proactive.

Conroy, Sutherland, Synder and Marsh stated along with setting up procedures and routines in behavior, creating a positive classroom climate will promote student learning and engagement while minimizing problem behaviors. Within the mentoring program content, the following should be addressed in implementing positive behavior:

(a) using close supervision and monitoring, (b) establishing and teaching classroom rules, (c) creating opportunities to respond, (d) increasing contingent praise, (e) providing feedback and error correction and monitoring progress, and (f) implementing a good behavior game plan (Conroy et al.).

Creating a positive classroom environment through implementing class wide interventions does not solve all classroom problem behaviors in one day. Effective teaching practices require planning and ongoing problem solving. Teachers must implement these practices efficiently and correctly and individualize the practices to make them appropriate for unique aspects of their classrooms (Conroy et al., 2008; Johnson et al., 2005).

*Modeling.* After surveying more than 300 teachers and administrators from a collection of urban, rural and suburban school districts, Hirsh and Killion (2007) found that the modeling by colleagues was the most powerful factor in the development of teachers. Social learning, also known as observational learning, is based on the work of Albert Bandura. Through a variety of experiments, Bandura (1977) was able to demonstrate the application of consequences for learning to take place as cited in Huitt (2004). Bandura found that learning could take place through simple observation of another. Finding a four step process, that combines cognitive and operant views on learning, Bandura's observational learning depicts the following four processes as steps to learning a new behavior through observation. The four steps are (a) attention, where the learner observes the environment; (b) retention, the learner remembers what was observed; (c) reproduction, the learner tries to produce the action observed; and (d)

motivation, the environment delivers a consequence (reinforcement or punishment) that changes the probability the behavior will be manifested again (Huitt). Bandura uses the term "reciprocal determinism" to label interactions between the person, the situation and the behavior. Figure 2 illustrates the relationship in a diagram.

Person                                                 Situation

Behavior
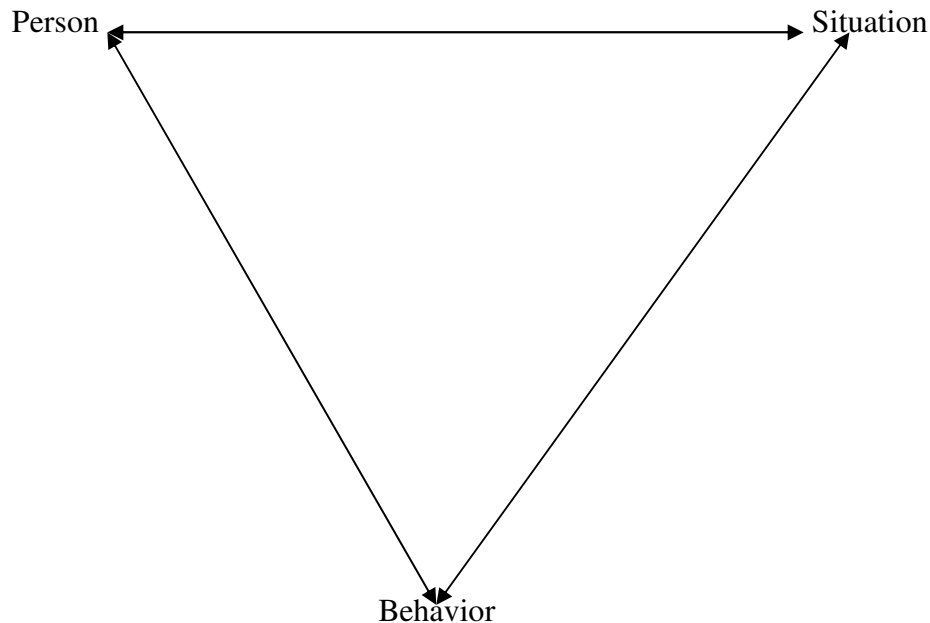
*Figure 2*. Reciprocal determinism Bandura, 1977.

Observational learning is important to the life of a new teacher. As the new teacher understands her or his position, she or he can positively or negatively change her or his techniques through the modeling of her or his mentor as well as other opportunities to incorporate other ideas through modeling effective teaching strategies.

In brief, a novice teacher develops her own style of classroom management and or discipline. The new teacher must watch veteran teachers in practice as well as try new ideas given to her or him through professional development and training. Beginning teachers must go into classrooms being firm, fair, and consistent. Consistency is the key

to managing the classroom and behavior.

*Effective Instruction.* Novice teachers have little or no experience in administering or interpreting assessments or for designing lessons that equate to the learning that students must have for high-stakes state testing (Spear-Swerling & Brucker, 2004). The work of students is solely dependent on the teaching of the lesson by the new teacher. The importance of effective teacher preparation in content has been widely recognized. Parjares (1992) concluded that beliefs about teaching are well formed by the time a student begins college. These behaviors-impacting beliefs about teaching were proposed to be self-perpetuating and persevering, even in the face of contradictions caused by reason, time, schooling or experience. New teachers experienced thousands of hours of their teachers' classroom behavior before entering their preservice teacher-training program (Tabachnick & Zeichner, 1984). Beginning teachers enter into their teacher preparation program with well established filters for what constitutes effective teaching based on an "apprenticeship of observation" (Lortie, 1975, p. 65).

In most instances, well-prepared teachers are essential to students' learning and effective instruction. Effective instruction is essential for overcoming these difficulties and to help prevent problems in disseminating information. Professional development programs are aimed at experienced teachers and not preservice teachers who need more training (Spear-Swerling & Brucker, 2004). Principals need to provide the mentee with information concerning appraisal performance required for a successful initial phase of teaching. State boards and school districts should address the teacher evaluation process which includes allowing novices to see samples of quality performance standards and

observe examples of effective teaching practices. Making arrangements for the new

teachers to see model lessons by master teachers on the appropriate grade levels, prior to

developing their own first lessons, will provide invaluable help for these beginners.

Within the observations, novice teachers should see a high, clear and shared expectation

of teacher and student as well as high academic engagement with the student; a tightly

coupled curriculum; frequent, appropriate assessment and feedback and powerful

teaching (Carolina, 2009).

Marzano is a forerunner of compiling effective instruction practices for teachers

and administrators alike. Marzano, Pickering, Pollack (2001) stated that there are 12

strategies that teachers have been using for the last 20 years. These strategies are (a)

identifying similarities and differences, (b) summarizing, (c) reinforcing effort, (d)

homework, (e) practicing skills,  (f) nonlinguistic representations, (g) cooperative

learning, (h) goal setting, (i) providing feedback, (j) generating and testing hypotheses,

(k) cues and questions, and  (l) advance organizers. Each strategy is research based and

includes implementation guidelines for the classroom (See Appendix A for more detail

concerning specific strategies and classroom application).

Effective instruction is ever so important to the novice teachers' success in the

classroom. This helps the mentoring process by providing modeling, by the mentor, of

effective instructional practices. Instructional strategies help the beginning teacher

develop her or his tools of delivering a great lesson. Moreover, instructional strategies

allow the teacher to build background knowledge in the children that they serve. By

including effective instruction as one of the major components of the mentoring program,

mentors can observe which strategies the mentee knows and demonstrate how she or he can incorporate more strategies into the lesson.  With confidence, mentees can compete in the arena of student achievement if the mentoring program constitutes and develops a teacher in effective instruction.

   *Effective evaluation and grading.* Classroom assessment and grading rituals have the potential not only to measure and report learning but also to promote learning. Recent research has documented the benefits of regular use of diagnostic and formative assessments as feedback for learning (Black, Harrison, Lee, Marshall & Williams, 2004). Novice teachers are mostly unaware that they must have "ongoing assessment and continual adjustment on the part of themselves and the student as the means to achieve maximum performance" (McTighe & O'Connor,  2005, p. 10).  Maximum performance becomes problematic for the new teacher when she or he is not properly trained in the methods of assessment for tools to reinforce learning. This is one of the sore spots for new teachers and one of the reasons attrition is high (Sweeny, 1986).

   McTighe and O'Connor (2005) and Marzano et al. (2001) stated that classroom assessments fall into three categories: summative, diagnostic, and formative – each serving a different purpose. Summative assessments summarize what students have learned. They are normally given at the end of the school year or the end of an instructional segment. Evaluative in nature, these tests sum up and report the results as a score or a grade. Parents and students pay attention to these types of tests because the results count and appear on report cards and transcripts. Alone, evaluative assessments are poor tools for maximizing learning.

Within the classroom, the final assessment is divided into two different forms – diagnostic and formative. Diagnostic assessment precedes instruction. These tests are called pre-tests. The teachers use them to check students' schema and skill levels. Diagnostic tests also identify student misconceptions, profile learner's interests and reveal learning-style preferences. Diagnostic assessments provide information to assist teacher planning and guide differentiated instruction. Results of diagnostic tests are not graded; hence, it reduces the stress of not knowing what to teach (Brown, 2002).

Formative assessments occur concurrently with instruction. These ongoing assessments provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning. Teachers may record the results of formative assessments. This is normally what is recorded in the grade book. An average of formative assessments usually determines the grade given for the class (McTighe & O'Connor, 2005).

New teachers struggle with test selection; which test to give and when. Careful planning and help from a mentor will help a new teacher with assessment. McTighe and O'Connor (2005) stated that there are seven practices that all teachers must use to effectively evaluate and guide instruction. This is important to teacher retention because one of the reasons teachers leave is poor student achievement (Andrews & Quinn, 2004). The seven practices to effectively evaluate and guide instruction are (a) use summative assessments to frame meaningful performance goals, (b) show criteria and models in advance, (c) assess before teaching, (d) offer appropriate choices, (e) provide feedback early and often, (f) encourage self-assessment and goal setting, and (g) allow new

evidence of achievement to replace old evidence (McTighe & O'Connor).

Practice one is the use of summative assessments to frame meaningful performance goals. Teachers should give summative tests at the beginning of a new unit or course.  The rationale behind it is to allow the teacher to know what is necessary to cover and what information needs to be refreshed. Instead of simulated assignment of the benchmarks and the standards, the teacher should provide as many authentic assignments as possible.  This practice has three qualities. First the summative test simplifies the targeted standard and benchmarks for teachers and learners. Second, the performance assessment tasks yield evidence that shows understanding. Third, presenting authentic tasks at the beginning of a unit or course provides a meaningful learning goal for students. Authentic performance tasks provide a worthy goal and help learners see a reason for their learning (McTighe & O'Connor 2005; Seeley, 1994).

Practice two allows the learner to be shown criteria and models of assessment in advance. This practice gives learners ownership of the assessment. The teacher provides different criteria for the different levels of work that will be accepted. The student then chooses what he or she wants to achieve and then achieves it. The teacher must provide a scoring guide to use as a tool for evaluation of the criteria, scale and descriptions of the characteristic for each point. Models show the exact expectation for the student to carry out (McTighe & O'Connor, 2005).

Practice three suggests assessing before teaching. Diagnostic assessment is as important to teaching as a physical exam is to prescribing an appropriate medical regimen. McTighe and O'Conner (2005) stated that by assessing before teaching,

teachers have a greater insight into what to teach by being able to address the skill gaps or skipping material mastered. Classroom management and cooperative learning can take place because the teacher does not have to cover a mass amount of material.

Practice four offers the appropriate choices. Assessment becomes responsive when students are given appropriate options for demonstrating knowledge, skill and understanding. Providing appropriate choices allows students to use their creativity as well as demonstrate their knowledge of a particular goal. The learner often demonstrates higher understanding and quality of work when given a choice of projects to accomplish. McTighe and O'Connor (2005) and Seeley (1994) offered the following advice to make appropriate choices: (a) apply the content standard, (b) make the options worth the time and energy, and (c) do not complete a project when a multiple-choice test would have sufficed. Finally, teachers have only so much time and energy, so they must be judicious in determining when it is important to offer product and performance options.

Practice five states that teachers must provide feedback early and often. All learning requires feedback based on formative assessments. Quality of feedback is essential to enhanced learning but is limited and /or nonexistent in many classrooms. Moreover, McTighe and O'Connor (2005), Seeley (1994) and Wiggins (1998) stated that feedback must meet four criteria. Feedback must be timely, specific, understandable, and formed to allow for self-adjustment on the part of the student. This is crucial for the student to know his or her strengths and challenges. The student will be able to use the feedback to correct the mistakes and improve (Marzano et al., 2001; McTighe & O'Connor; Wiggins).

Practice six encourages self-assessment and goal setting. The most effective learners set personal learning goals, employ proven strategies and self-assess their work. Teachers help the modeling of self-assessment and goal setting by expecting students to set goals regularly and assess themselves. Rubrics can help students become more effective at honest self-appraisal and productive self-improvement. Regular opportunities for learners to self-assess and set goals often report a change in the classroom culture (Marzano et al., 2001; McTighe & O'Connor, 2005; Wiggins, 1998).

Practice seven allows the new evidence of achievement to replace old evidence. Classroom assessments and grading should focus on how well (not when) the student mastered the designated knowledge and skill (McTighe & O'Connor, 2005; Seeley, 1994). The following analogy, provided by McTighe and O'Conner (2005), demonstrates the idea behind practice seven. A driver education student fails a driving test the first time. After studying, he goes to takes the test again. He passes the test on the second attempt. The examiner of the driving test does not average the first and second test nor does the new license indicate the driver passed the test on the second attempt.

This should be the same for assessment of the same skill (Marzano et al., 2001). Instead of averaging all the grades, students should be allowed to retake the test if failed after some studying of the material. This will allow the learner to feel successful in improving their challenges.

Students are more likely to put forth the required effort when there is task clarity, relevance, and potential for success. By using these seven assessments and grading practices, all teachers can motivate learning in their classrooms (Marzano et al., 2001;

McTighe & Connor, 2005; Wiggins, 1998).  Effective assessment and grading helps retain teachers because it helps ease the anxieties that come with effectively measuring student achievement in a way that can be recorded and show growth. A new teacher would need to understand how, why, and when to assess. This is why effective assessment and grading must be a part of the mentoring content.

*Professional development.* The difference between a new teacher and an experienced teacher is that the new teacher asks, "How am I doing?" and the experienced teacher asks, "How are the children doing?" It is becoming increasingly necessary for the profession to do more for new teachers than it has in the past (Scherer, 1999). This statement often leaves the novice teacher unsure as well as insecure about her teaching practice. Professional development is given systematically in the district to assess development needs of skills as well as refreshers to those who have need of it (Scherer ).

Mentoring is not professional development. Teacher induction is the all-inclusive professional development for the novice teacher. A mentor is a component, although an important component, of an induction program. Induction is a system-wide, coherent, comprehensive training and support process that continues for two or three years and then seamlessly becomes part of the lifelong professional development program of the district to keep new teachers teaching and improving toward increasing their effectiveness (Wong, 2004).

There is much confusion and misuse of the words mentoring and induction. The two terms are not synonymous and are often used incorrectly. "Induction is a process, a comprehensive, coherent and sustained professional development process, which is

organized by school districts to train, support and retain new teachers and seamlessly

progress them into a lifelong learning program" (Wong, 2004, p. 42). Mentoring is an

action. It is what mentors do. A mentor is a single person, whose basic function is to help

a new teacher. Mentoring is not induction. A mentor is a component of the induction

process (Scherer, 1999; Wong). The issue is mentoring alone. Mentors are an important

component, perhaps the most important component of an induction program, but they

should be part of an induction process that supports the district's vision, mission, and

structure. Effectiveness of a mentor must be used in correlation with other components or

modules of the induction process. Furthermore, in many of the induction programs, most

of the mentors are the trainers of the components. However, for a mentor to be effective,

she or he must be trained on the mission and goals of the district.  Wong (2002) stated

that teacher induction should span past the first weeks of school. Professional

development in addition to mentoring must take place for these new teachers. Induction

involves the introduction of the new teacher to the school and district culture and climate.

The induction can take three days to one week. Wong suggested that induction last for a

full school year filled with fun activities that train and teach new teachers how to become

professional educators.

Professional development often mismatches the needs of these new teachers and

the support that they receive, which reflects the experiences of countless new teachers

across America. Professional development should not only cover who is the new

teacher's mentor in the building, but how new teachers need to manage their daily

dilemmas. In-services and informational meetings should be scheduled to allow the new

teachers information as to who will observe them and who will give the new teacher timely feedback. The new teacher also would need an in-service on who would help them with instructional strategies, who will model skilled teaching, and who will share insights about students' work and lives (Johnson & Kardos, 2002; Scherer, 1999; Wong, 2004).

Anyone can become a master teacher with the right kind of practice, however, the process entails taking a good look inward. Teachers may want to raise the expectations of their students but first the expectations must be raised within her or himself (Scherer, 1999; Scherer, 2000; Scherer, 2009).This is a process of growth for an individual teacher. The teacher must be comfortable in the climate to which she is apart. This moves the teacher to a more sense of security and strength of character in the classroom.

Districts with low attrition rates have comprehensive, coherent and sustained induction programs, a typical and ever-present process used by all profit and nonprofit organizations, and large and small businesses. Organizations and businesses train and continue to train (Breaux & Wong, 2003) their employees or team members according to a structured training program that is part of the induction into the organization's infrastructure, vision, and culture (Wong, 2004). New teachers are no different. Novice teachers want training, want to fit in, and want their students achieve. For the most part, education has failed to recognize what other industries have known almost from the start, formalized sustained training matters. Without carefully thought out professional development programs, school districts will not have effective teachers who can produce student achievement results (Johnson & Kardos, 2002; Scherer, 1999; Wong).

"Induction is comprehensive, multi-year processes designed to train and

acculturate new teachers in the academic standards and vision of the district" (Wong, 2004, p. 48). There are several common components that underlie the most successful induction programs. Induction programs should (a) start with an initial four or five day induction before school starts, (b) offer a continuum of professional development through systematic training over a period of two or three years, (c) provide study groups in which new teachers can network and build, (d) provide support, commitment, and leadership in a learning community, (e) incorporate a strong sense of administrative support, (f) integrate a mentoring component into the induction process, (h) present a structure for modeling effective teaching during in-services, (i) provide mentoring, and (j) provide opportunities for inductees to visit demonstration classrooms (Johnson & Kardos, 2002; Scherer, 1999; Wong).

To keep new teachers, districts and administrators need to realize that people crave connection (Maslow, 1967; Wong, 2003). Beginning teachers want more than a new job; they want to make a difference. The best induction programs provide connection because they are structured within learning communities where new and veteran teachers interact, treat each other with respect and are valued for their respective contributions (Johnson & Kardos, 2002; Scherer, 1999; Wong, 2004).

Successful districts connect their teachers' professional development to district goals and student needs. These districts have coherent and organized sets of strategies and have a vision that guides instructional improvement. It is basic: students learn what they are taught, so, students will learn more if they are taught well. Incidentally, how well teachers are prepared to be effective in the classroom determines student achievement.

Induction programs provide a connection that is structured around a learning community where new and veteran teachers are treated with respect and their contributions are valued (Johnson & Kardos, 2002; Scherer, 1999; Wong, 2004). Effective teachers must have strong leaders. Effective leadership means involving teachers in key instructional decisions and providing opportunities for teachers to learn from each other. This is why induction is best for new teachers (Johnson & Kardos; Wong).

     *Emotional Support*. McCann and Johannessen (2004) asked the question, "Why do new teachers cry?" There are causes that make a new teacher cry: (a) stress, (b) no methods of coping with stressful situations, and (c) the lack of preparation and support. There are two central questions around which McCann and Johannessen centered their research. The questions were, what are the significant frustrations that could influence beginning teachers to leave the profession? and what supports, resources, and preparations influence beginning teachers to remain in the profession? The major difficulty beginning teachers face is the challenge to define themselves and their teacher persona. Feiman-Nemser (2003) characterized the concern in this way, "Each new teacher's learning agenda is also intimately bound up with the personal struggle to peak a public identity" (p. 26). Featherstone (1993) further described the challenge by stating that the new teacher is "constantly on stage" to which a new teacher will need to develop a performing self – the self that one can live comfortably with (p 96). However, other schools of thought suggest that new teachers are being hazed. The definition given for being hazed in a school setting for new teachers is institutional practices and policies that result in new teachers experiencing poorer working conditions than their veteran

colleagues (Patterson, 2005). Many people are unaware that hazing occurs in schools. Educating students is hard work especially for beginner teachers. When new teachers quit after one or two years, most people assume it is because they weren't truly committed or because they decided to pursue a more lucrative career. All too often teachers and administrators do not look at the fact that a new teacher's decision to leave may result from unfair institutional practices rather than inexperience (Patterson).

Wood (1999) stated that by selecting the right mentor, it may provide a safety net in troubling times and guide each beginning teacher on the journey from neophyte to mature master teacher. Mentors make just enough waves to push new teachers gently forward in their practice. The success of establishing a system of peer mentoring for new teachers lies in the selecting and matching processes (Scherer, 2003; Wong, 2004; Wood).

Often, novice teachers endure difficulties because they believe that, ultimately, things will get better. They make realistic projections that there are ways to correct or improve those irritating, frustrating, and nerve-racking situations. Eventually, novice teachers look for the light at the end of the tunnel and hope that things will get better. They develop a tenacious attitude (McCann & Johannessen, 2004).

Regularly, novice teachers deal with difficult students. "Adolescents have a way of demoralizing new teachers; 'I don't care' and 'you can't make me' are paralyzing phrases to an idealistic young professional" (Walsh, 2006, p .6). Master teachers observe, study, and listen to their students as if they were constantly conducting multiple case studies. Novice teachers have no idea about engaging reluctant learners, which lowers the

self-esteem of the teacher (Patterson, Collins, & Abbot, 2004; Walsh). Instead of turning inward, novice teachers must know the reasons for the students' disengagement. Some of the factors include self-efficacy, teacher competency, task complexity, past school or subject experience, classroom complexity, current emotional state, the social context, self-identity, interest in subject matter, teacher/student relationship and student maturity (McCann & Johannessen, 2004; Walsh).

Along with emotional support, new teachers are motivated like everyone else. They have needs that go past the classroom: money, class size, transfer policies, collegiality, career growth and career possibilities (Scherer, 2006). This may not seem like a lot, but to couple the demands of the job with other needs, new teachers burn out (McCann & Johannessen, 2004; Patterson, 2004).

Disillusionment and depression undermine large numbers of teachers in urban schools. This is in reference to the serious, acute depression that afflicts about 20% of U.S. adults (Beardslee, 2002), which includes the steady drizzle of helplessness and hopelessness that can wear teachers out. The litany of stresses that teachers bear has become well known. The stress ranges from not getting textbooks and materials, to being marooned in their classrooms, to not getting adequate support from administrators and the like (Weissbourd, 2003).

New teachers suffer a kind of learned helplessness, which means a gradual sense of losing control (Peterson, Maier, & Seligman, 1993). Teachers, who step into urban schools, have the burdens of managing students with behavior troubles. Some teachers feel physically at risk. Most teachers have brought their hearts and souls to this work, and

many have lost the belief that they can make a real difference in students' lives. Research documenting what happens to adults when they become depressed may shed light on what happens to teachers who feel this chronic sense of helplessness and become burned out. Depressed adults often become unilateral and commanding in their interactions with other people. Their behavior tends to be governed by their own moods and needs rather than by an awareness of others. They tend to take the path of least resistance and do what requires the least effort. Oftentimes they become withdrawn, irritable, critical, or sometimes outright hostile (McLoyd, 1990; Weissbourd, 2003).

As professionals, teachers owe it to one another to improve the way teachers treat our newest and most vulnerable colleagues. Students are in need of highly qualified and experienced teachers, with new teacher burnout and turnover schools will have a difficult time in retaining novice teachers. School districts that build respectful, supportive environments in which new teachers receive equitable treatment will automatically provide their students with a better education and a chance for a more fulfilling future (Patterson et al., 2004).

*Challenges of Mentoring in Inner-City Schools.*

The inner city is described as usually the older, central part of a city, especially when characterized by crowded neighborhoods in which low-income, often minority groups predominate (Inner City, 2009). These schools are often plagued with older buildings (Brown, 2002), crime and dilapidated homes (Bernhardt, 2003). The children who normally live in this area are attending low-performing schools that have inadequate resources, which include new teachers (Brown). This section of the literature review

underscores the unique circumstances faced by inner city schools and emphasizes the challenges of No Child Left Behind such as demographics, retention and new teacher attrition.

*No Child Left Behind.* The No Child Left Behind (NCLB) Act signed into law in 2002 mandated that all students completing the eighth grade by the year 2014 be proficient in academic skills. To achieve this goal, the law requires states to submit their own accountability plans that result in annual measurable gains in student performance (Bush, 2005).

NCLB required that all states hire highly qualified teachers in all classrooms and that states provide some type of "apprentice program" for new teachers (NCLB, 2002). Scherer (2006) stated the definition of highly qualified teachers is very ambiguous. The definition of a highly qualified teacher is those who know both their content and how to teach it. Not one state met the deadline, summer 2006, to have every classroom staffed with highly qualified teachers. Scherer continued that the concern of aggressive national strategies for enhancing the supply and quality of teachers, similar to those that have been used in the medical profession to fill shortages in particular fields and meet the needs of underserved populations. There is a need for better supports for the continued learning of both new and experienced teachers. Scherer continued by stating that certification guarantees high quality about as much as a driver's license guarantees a good driver.

In his annual report on teacher quality, former Secretary of Education Rod Paige (2002) stated that the most dramatic policy shift in NCLB was the new requirement that all teachers of core academic subjects be highly qualified. The report summarized

research showing the link between teacher excellence and student achievement. The report concluded that teachers' verbal and cognitive abilities are important determinants of student achievement, particularly at the elementary school level: subject matter background has a positive effect on student performance; high school math and science teachers who have a major in the subjects they teach obtain better results than out-of-field teachers, and an undergraduate major in math and science has a greater positive effect on student performance.

Also within Secretary Paige's report (2002), teachers' knowledge of pedagogy, degrees in education and amount of time spent practice teaching, the requirement that makes up the bulk of current teacher certification regimes, are less clearly linked to student performance. There is a great deal of contention surrounding the evidence on these components. Teacher certification systems erect barriers that keep individuals with solid content knowledge and high cognitive ability out of teaching. Students enrolled in schools of education are not as accomplished as other university students. Finally, the report theorizes that highly able students of education are repulsed by the rigidity of teacher training programs.

Hart and Teeter conducted a survey in 2002 for Educational Testing Service (ETS). They surveyed parents of school-age children, other adults, educators and education policymakers about their attitudes on education reform and the quality of the nation's teaching force. In contrast to the Secretary's report, ETS survey ranked pedagogical skills and social abilities as more important than content-area knowledge for good teachers. In response to a survey item that asked, "What is quality teaching?" Table

1 shows parents responded that it involves having: skills to design learning experience that inspire/interest children 42%; enthusiasm for the job 31%; a caring attitude toward students 26%; a thorough understanding of the subject 19%; a lot of involvement with parents 16%; several years of experience as a classroom teacher 6%; and an advanced degree from a good school of education 4%. The poll respondents did not seem to see the need for the sweeping overhaul of teacher preparation and certification requirements envisioned in the Secretary's report (Perkins-Gough, 2002).

Table 1

*What is Quality Teaching?*

| | |
|---|---|
| Skills to design learning experience that inspire/interest children | 42% |
| Enthusiasm for the job | 31% |
| A caring attitude toward students | 26% |
| A thorough understanding of the subject | 19% |
| A lot of involvement with parents | 16% |
| Several years of experience as a classroom teacher | 6% |
| An advanced degree from a good school of education | 4% |

*Note.* Information resulting from Hart and Teeter's survey given by ETS in 2002. The survey respondents were parents, other adults educators, and education policymakers.

Consequently, when the respondents were asked about the keys to improving

teacher quality, the answers appeared to disagree with the Secretary's report. The most

frequently cited barrier to teacher quality was that colleges turn out good teachers, 50%

of who leave the profession because of salaries and working conditions. The second most

cited barrier was unresponsive administrators that do not support good teachers who have

not left at 37%. Only 14% of the respondents listed good students not attracted to

teaching and low entry standard for teacher education as problems. The poll respondents

did not seem to see the need for the sweeping overhaul of teacher preparation and

certification requirements envisioned in the Secretary's report.

Table 2

*Ideals for Improving Teacher Quality*

| | |
|---|---|
| Testing teachers on knowledge of subject/teaching skills | 93% |
| Continued training programs for teachers | 91% |
| Increased salaries for teachers, even if it meant paying higher taxes | 83% |
| Supported testing student achievement and holding teachers and administrators responsible for learning | 73% |

*Note.* Information resulting from Hart and Teeter's survey given and taken by ETS in 2002.

The respondents cited, in Table 2, ideals for improving teacher quality that they

endorsed including: 93% favored testing teachers on knowledge of subject/teaching

skills; 91% favored continued training programs for teachers; 83% favored increased

salaries for teachers, even if it meant paying higher taxes; and 73% supported testing

student achievement and holding teachers and administrators responsible for student

learning (Perkins-Gough, 2002). However, Azzam (2008) stated "Although NCLB calls

for highly qualified teachers; the law makes it more difficult for disadvantaged schools to recruit and retain good teachers" (p. 91).

The Center on Education Policy (2007) found that NCLB is not accomplishing the tasks for which it was established. Some of their key findings were: according to a majority of state and school district officials, (a) the NCLB highly qualified teacher requirement have had minimal or no impact on student achievement; (b) teacher requirements has not had a major impact on teacher effectiveness in the view of state and district officials (c) school districts reported that they were on track to be in full compliance with the NCLB highly qualified teacher requirements by the end of school year of 2006-07( only a third of the United States reported that information); (d) some states and districts doubt if they will ever be in full compliance with the highly qualified teacher requirements; (e) special education teachers are the group that possess the greatest challenges to meeting the highly qualified requirements; (f) induction/mentoring programs and content-driven professional development are the strategies most commonly used by districts to recruit and retain highly qualified teachers; (g) states reported varying degrees of progress toward an equitable distribution of experienced, well-qualified teachers in high-poverty and high minority enrollment schools across many states; and (h) district officials felt the NCLB definition of a highly qualified teacher was too narrowly focused on content knowledge. NCLB has regulated the hiring of teacher s due to qualifications needed and attained. Districts must work harder to retain teachers especially in the high poverty, high minority areas. The list represents the stringency of NCLB and how it is crippling the education system.

The following recommendations were issued by the Center of Education Policy (2007) to strengthen NCLB's highly qualified teacher requirements. The recommendations were birthed out of two roundtable discussions and four years of research on the NCLB implementation. The recommendations were to (a) encourage states to develop methods to measure teacher effectiveness; to (b) refine the current federal definition of a highly qualified teacher to address the special circumstances of certain kinds of teachers, to (c) adopt a comprehensive approach to recruiting and retaining teachers in high need schools, and to (d) provide federal assistance to states to develop and implement comprehensive data systems.

The task at hand is not to delineate highly qualified teacher requirements but to deliberately choose to engage in powerful collaborative learning around the central problems of the work of teachers and operate in ways that reinforce, rather than push against the pedagogies and policies that affect the work (Elmore, 2003).

*Low performing schools.* Low-performing schools share general indicators: economically disadvantaged students in rural or urban locations, old facilities that are in need of renovation and repairs, minorities make up more than 50% of student populations while faculty populations are more than 75% majority (Caucasian), and annual teacher turnover rates range between 12-15%. Few faculty members live in the neighborhood. Many inexperienced teachers seek employment in these schools to defray cost of college loans. Student achievement rates, as indicated on norm-referenced test, reveals that more than 50% of the students score below the $50^{th}$ percentile (Mintrop & MacLellan, 2002).

Low-performing schools also have high teacher turnover. Many first year teachers

are faced with accepting positions in urban school systems because of not being able to secure a position in the school in which she or he had student taught or in a suburban district (Bernhardt, 2003). Educators often begin improving their schools by asking two questions: what data should we be analyzing to help our school improve and what data besides the state's standardized test results can we use? One can answer almost any question about the effectiveness of a school by intersecting and analyzing four kinds of data: demographic data, student learning, perceptions data, and school processes (Bernhardt). Using disaggregated data by compiling all four data categories takes into account who the students are and how those students prefer to learn, which subgroups of students are achieving, and with which processes students achieve (Bernhardt).

Unlike using data to help support change in low performing schools, NCLB judges a school's performance by the distance between its current performance level and the performance standard for which the school is being held accountable. The law requires equal increments in growth (disaggregated by the type of student) each year, a requirement that has no bias in empirical evidence about how schools improve their performance. As historical data shows, low performing schools show growth but not significant enough to reach the annual yearly progress rate set by the state, which will result in penalizing and closing schools that are actually showing improvement and growth (Elmore, 2003).

The Council of the Great City Schools is a coalition of 64 urban public schools systems which work to promote urban education through legislation, research, media relations, instructions, management and technology. At a time when urban schools are

taking steps to raise standards, bolster course content and improve instructional practice, many of the nation's largest urban school districts and the high percentages of minority students they educate are making gains. Data reveal that virtually all districts in the co-op raised math scores in more than half the grades tested. Instead of trying to fix everything at once, the districts decided to focus on student achievement and specific achievement goals on a set schedule with defined consequences and aligned curricula with state standards (CGCS, 2003; Elmore, 2003; Varlas, 2005).

Most commonly in low performing schools, there is a link between teacher attrition, teacher pay and working conditions. Since 1972, teachers gained only $2, 900 in inflation-adjusted wages, which averages out to less than $100 per year (Andrews & Quinn, 2004). In addition, the U.S. Department of Education (Hart & Teeter, 2002) reports on teacher quality are stunningly quite on the need to raise teachers' salaries, whereas the public believes teacher salaries are just not good enough and that the public is willing to pay more in taxes to reward high-quality teachers and teaching (Center on Education Policy [CEP], 2007). Ingersoll (2001) showed the negative effects of poor salaries on teacher turnover in hard to staff schools. New York City reduced (by one half) the number of emergency credentialed teachers when beginning salaries increased by 22% (Eddy, 1969).

Little had been found to inform policymakers, the public and practitioners, on what it takes to attract and keep teachers in hard to staff schools. There is research that demonstrated how negative school labels keep qualified and experienced teachers away from under performing schools (Flynn & Nolan, 2008). Lankford, Loeb, and Wycoff

(2002) found that "more qualified teachers seize opportunities to leave difficult working conditions and move to more appealing environments" (p. 55).

On the other hand, Ingersoll (2001) found that teachers who leave because of job dissatisfaction do so because of not only low salaries but also lack of support from school administrators, the lack of student motivation, the lack of teacher influence over decision making and student discipline problems.

Working condition issues can debatably enhance or diminish teachers' motivation, as well as opportunities to learn and be effective. Conditions that enhance motivation include teaching assignments that are appropriate; adequate time to work with colleagues and students; professional development that focuses on the systemic, sustained, and collective study of student work; access to information, materials, and technology; and feedback on teaching that is helpful (Little, 1996).

Now in these hard to staff schools, many of the districts have a "grow your own" teacher program to which paraprofessionals are targeted. Those who are produced out of the "grow your own" teacher programs are rated as more effective, have higher retention rates, and are more likely to continue to teach in hard to staff schools (Fullan,1993).  By classification, paraprofessionals, a rich source of future teachers, have a deep knowledge of the students and communities they serve (Berry, 2006). Low performing schools are the schools in which effective school improvements and teaching are being shown by teachers and staff, (Elmore, 2003) but retention of those teachers is staggering (Berry).

*Demographics challenges.* Under pressure from No Child Left Behind (NCLB) to restructure low-performing schools, urban districts find themselves with limited options

(David, 2008a). Statistics on dropouts, failure rates, and low student achievement all underscore the dismal condition of most large urban high schools. For students, such schools commonly offer impersonal environments and irrelevant, watered-down courses. Advocates for small learning communities argue that these problems cannot be solved without fundamentally restructuring the schools (David, 2008b).

Teachers are facing rapid overhaul in the demographics of their classes. School systems are concerned with demographic tensions and have taken steps to head off such problems. Schools have initiated the kinds of proactive professional development that help transform low-performing schools into small learning communities (David, 2008a; Thiers, 2007). For small learning communities to influence learning, plans for improving what takes place in the classroom must be as plain as plans for changing the school's structure. Current efforts are sizeable investments in teachers, for example, providing opportunities to learn what it means to teach in a rigorous manner and how to reach relevance by changing the nature of curriculum and instruction (David, 2008a). The demographics in classrooms are asking teachers to take on many new roles, which can leave less time for professional learning. Without a focus and investment in teaching and learning, structural changes can inhibit teachers' motivation and ability to improve their instructions (David, 2008b).

*Teacher attrition.* Attrition is "a gradual reduction in workforce without firing of personnel, as when workers resign or retire and are not replaced" (Attrition, 2008).

During the past decade or so, teacher turnover has become a major concern because of

the demand it creates for replacement teachers (Boe, Cook & Sunderland, 2008;

Leimann, Murdock, & Waller, 2008).

Teachers are leaving the profession of education never to return. Other than

family issues, teachers are leaving teaching because of the lack of support from fellow

teachers and administration, expectation of mastery is too high, and no help with

classroom and behavior management (Sargent, 2003). Retaining good teachers is an even

bigger problem than getting them into high-poverty schools in the first place. Those

schools have higher turnover rates than other schools, and the teachers who leave them

are typically more qualified than those who stay. Garrett (2008) stated that schools that

provided teachers with more autonomy and administrative support have lower teacher

turnover. The research also concluded that providing mentoring and induction programs,

especially those related to collegial support, had lower rates of turnover among new

teachers.

Even though the teaching profession has been characterized as a revolving door

(Ingersoll & Smith, 2004), there is some uncertainty and confusion about the amount of

turnover annually. Teacher turnover can exist in the form of either (a) attrition (teachers

leaving the profession, or leavers) or (b) mobility or migration (teachers changing

schools, or movers). The alternatives have approximately the same percentage of annual

teacher mobility. This lack is because teachers, who change schools, although yielding an

attrition statistic at one school, become a new hire at another school (Hahs-Vaughn &

Scherff, 2008; Ingersoll & Smith).

Teacher attrition and teacher mobility have the same impact from the perspective

of the organization; they create a shortage of faculty that must be replaced, so that examining movers in addition to leavers is critical. If movers are not considered and examined along with leavers, total teacher turnover appears far less problematic than it is for those viewing this issue from a school management perspective (Hahs-Vaughn & Scherff, 2008; Ingersoll, 2001).

School districts can help land strong candidates and match them appropriately with positions in high-poverty schools by making timely job offers and involving schools in hiring decisions. Districts can also help high-poverty schools obtain the resources and assistance needed to support their teachers better. If teachers are not well matched to their teaching assignments and if they lack support from school leaders and colleagues, those teachers, who can do so, will seek a more congenial setting (David, 2008b).

*Successful Mentoring Programs*

There are several successful mentoring programs in Louisiana, Massachusetts and others states (Wong, 2004). One mentoring program in particular is Wicomico County Public Schools on the eastern shore of Maryland. This program has three major components. First, a summer workshop is offered that focuses on rules, procedures, and routines. Secondly, monthly professional development sessions occur for all teachers with three or fewer years of experience (Leimann et al., 2008). The program that was started initially, addressed the retention of experienced teachers and how to maintain and increase student achievement on annual school assessments (Leimann et al.; Russell, 2006). This program contained 200 first and second year teachers in the county system. Thirdly, full-time mentors are assigned to schools (Ingersoll & Smith, 2004) one to each

in an elementary setting, a middle school and a high school, with a high number of non-tenured teachers. Part-time mentors, all retired educators, fill very specific new teacher needs in several schools in the areas of early childhood education, foreign language and special education (Leimann et al.).

The creation and delivery of an ongoing professional development program for the new teachers was developed (Breaux & Wong, 2003; Ingersoll &Smith, 2004; Leimann et al., 2008; Russell, 2006). The professional development started in September and continued until May with the beginning of the year consisting of three-day all-inclusive workshops on routines, rules and procedures. Each month dealt with professional development sessions that included classroom management; assessment; communication with students, parents, and school community members; and professionalism. Later in the year, teachers learned about the importance of reflection practices, equity in the classroom, and planning for the second year (Leimann et al.).

Leimann et al. (2008) also performed needs assessments on all 200 teachers in Wicomico. The needs assessments are given in the beginning of the year and the same assessment is given at the end. Strengths and weakness are noted and mentors can develop individualized plans for each novice. The information gathered is turned into the professional development offered throughout the year. In addition to support services, specific support through peer mentors is provided to the school and retired teachers help novice teachers to guide them through difficult situations as well as offering expertise.

Leimann et al. (2008) have reported significant success: 2001-02 had 81 out of 109 teachers return for a second year; 2002-03 had 96 out of 103 new teachers return for

a second year; 2003-04 had 70 of 86 new teachers return for a second year; 2004-05 had

87 of 102 new teachers return for a second year, and of the 2001-02 new teachers 81

remained after three years. The numbers are consistent in consecutive years as far as

retention of new teachers is concerned (Leimann et al.).

An effective mentoring and induction program influences new teachers' decisions

to stay in the profession and helps them achieve optimum levels of success for

themselves and their students (Breaux & Wong, 2003; Ingersoll & Smith, 2004; Leimann

et al., 2008; Russell, 2006).

*Summary*

This review of literature reveals information on mentoring, mentoring program

content, challenges of mentoring in an inner-city school and successful mentoring

programs. The most prominent emphasis in the literature was on No Child Left Behind

and the impact it is having on school recruiting and maintaining teachers. Teacher

attrition is a problem for the nation and for schools that presents problems for the future.

The actual problem is solvable, but it takes the district and administration to follow

through in insuring that new teachers are inducted and trained through professional

development. The literature also warns against over burdening the new teacher with

behavior problems, especially if they do not know how to handle them. The literature also

illustrates that new teachers are often hazed in their school. This type of activity

demoralizes and denigrates teachers and their morale. There are two quotes from the

literature that sum up the reality of the current retention problem of new teachers in

America. "We are the only profession that eats its young" (Anhorn, 2008, p. 16)."If we

do not do anything now, we will lose our most precious resource – new teachers" (Little, 1996, p. 300).

The literature continues to illustrate that schools and districts are proponents of teacher mentoring. There are policies and procedures in place that hinder the mentoring process. Time constraints and budgets are critical factors that hinder an effective mentoring program (Wong, 2004). This lessens the amount of professional development specifically geared towards new teachers as well as overloads mentors with more than one mentee due to budget cuts. If education continues to allow new teachers to leave the profession, then American society will experience significant education deficits. America's children will be hurt due to schools not being able to hire and retain highly qualified teachers. Finally, if school districts do not continue the mentoring support needed for the new teachers, they will lose them in the trenches, the classroom.

Chapter Three-Methodology

Teacher mentoring is one of the keys to aid in reducing attrition of teachers. One of the main reasons teachers are leaving the profession is lack of support (White & Mason, 2006). All school districts in the state of Missouri are required to provide an induction program that allows for new teachers to be mentored in the first three years of teaching (MCSR, 2008).

The Beginning Teacher's Assistance Program (BTAP) is a program instituted by the Department of Elementary and Secondary Education (DESE). Teachers are to receive college assistance in addition to the mentoring provided by the school or district. All mentored hours are required to be documented and signed by the presenter so that new teachers can receive their Professional Certification II (PCII) when it is time to renew their certification.

Mentoring is the catalyst that steers this research. Engaging novice teachers in meaningful professional development and mentoring will build resilience in new teachers allowing him or her to stay in teaching. Hence, it is hypothesized that mentoring will reduce attrition in the schools.

*Research Hypotheses*

*Research hypothesis #1.* The retention rate for first and second year teachers who have been exposed to a comprehensive mentoring program will improve by 40% compared to the previous year.

*Research hypothesis #2.* Teachers with more frequent mentor contact will be more likely to stay on the faculty at ABC inner-city school.

*Research hypothesis #3.* Teachers with more favorable evaluations of their mentoring program will be more likely to stay on the faculty at the ABC inner-city school.

*Research hypothesis #4.* Teachers who experience consistent mentoring will be more likely to self-report happiness with their teaching assignment.

*Independent Variable*

*Teacher Mentoring.* A mentor program developed to fit within the guidelines of DESE and MCSR was used as an independent variable in this study.

*Dependent Variables*

*Teacher Retention.* The dependent variable in the study was retention with intent to return to ABC inner-city school for the next school year.

*Program Quality.* The dependent variable in the study was the quality of the mentoring program at ABC inner-city school.

*Sample Selection*

The sampling method used with this study was non-random convenience sampling. Of the 15 original novice teachers, 11 remained at ABC inner-city school through the duration of the 2008-2009 school year. Thirteen of the original 15 teachers provided input during data collection for the study.

*Data Collection*

Two surveys were administered to the research sample. One survey was specifically about the mentoring program (see Appendix B) and the other survey was about the overall mentorship and institutional support (see Appendix C). Other methods

that were used included a structured focus group that allowed for free expression of attitudes and opinions held toward mentoring at the targeted school.

Data was gathered from the first and second year teachers who were involved in a mentoring program from August 2008 to April 2009. Table 3 illustrates demographic representation for the study population. Of the sample, 64% were Caucasian and 36% were African-American. The population was 71% female and 29% male, of which 50% were first year teachers and 50% were second year teachers. Thirteen teachers completed post study surveys. Several teachers participated in a focus group. Data were compiled to determine if there was a direct relationship between teacher attrition and quality of mentoring program.

Table 3

*Demographics: Participants*

|                      | Percent | Number |
|----------------------|---------|--------|
| Ethnicity            | (%)     |        |
| African – American   | 36      | 5      |
| Caucasian            | 64      | 9      |
| Asian                | 0       | 0      |
| Hispanic/Latino      | 0       | 0      |
| Indian               | 0       | 0      |
| Gender               |         |        |
| Female               | 71      | 10     |
| Male                 | 29      | 4      |

Table 3, *continued*

Experience

| | | |
|---|---|---|
| First – year teachers | 50 | 7 |
| Second – year teachers | 50 | 7 |

*Note.* The above table represents demographic data for the study population.

The original sample from this study included the entire 15 novice teachers hired for the 2008-2009 school year. One was eliminated from the study due to termination.

*Instrumentation*

*Survey A (See Appendix B).* The instrument was designed to measure the quality of the mentoring program components. The survey was a questionnaire with a Likert scale in which the prompts are the parts of the program and the answers equal A =Excellent, B =Above Average, C = Average, D =Below Average, and F =Unsatisfactory. The survey also had 26 survey questions about the program and three open-ended questions as well as a scale score for the overall program.

*Survey B (See Appendix C).* The instrument was designed to measure a new teacher's attitude on individual philosophy, job ability, job comparison, job expectation, job retention, job satisfaction and organizational support. The survey was a questionnaire with a Likert scale in which the prompts are statements that have new teachers reflect on their opinions about the previously listed items and the answers equal to 1 = Strongly Disagree, 2 = Disagree, 3=Somewhat Disagree, 4 = Neutral, 5 =Somewhat Agree, 6 =Agree, and 7 = Strongly Agree. The survey had 42 opinion-based questions.

*Data Analysis*

Statistical Package for the Social Sciences (SPSS 15.0) was used to analyze the research data. First, the percentage of responses was calculated and presented in table form for the total of usable surveys and for each survey item contained in the questionnaire. Next, a frequency distribution and mean scores for all demographic information, were calculated to provide a profile that described the sample gender, ethnicity and year in teaching. Finally, interpretation of the responses were analyzed and reported in this study.

*Threats to Internal Validity*

Since this study is about relationships, there are some threats to validity. The threats to validity are maturation, instrumentation, mortality, causal-time order, demoralization and compensation (Fraenkel &Wallen, 1990). The maturation threat is that the program was only from August 2008 to April 2009. Since the program ran for a school year, there is a possibility that data may age and become unrecoverable due to time. The instrumentation threat to validity was that there was only a post-mentoring evaluation. The morality threat to validity was due to the inconsistencies of the administration and the changes thereof. The causal–time order threat to validity was that the surveys were completed in a two week time frame. There was not any negative treatment of participants administered, so demoralization of any participant was not a threat to validity. The following table displays the different threats to validity and how each threat was treated in this study.

Table 4

*Threats to Internal Validity*

| Threat | Controlled | Explanation |
|---|---|---|
| History | No | Participants were asked to volunteer to participate in this study. |
| Maturation | Yes | The program was from August to April. |
| Testing | No | There was no test given. |
| Instrumentation | Yes | The instruments were used for post- mentoring evaluation and job satisfaction. |
| Statistical Regression | No | Participants volunteered to be a part of this study. |
| Mortality | Partially | Many parts of program were not completed due to the inconsistencies of administration. |
| Causal-Time Order | Yes | Surveys were completed in a two week time frame. |
| Diffusion | No | Contact was made between group participants. |
| Demoralization | Yes | There was not any negative treatment administered. |
| Compensatory Rivalry | No | Participants were inclusive. |
| Compensation | Yes | Participants were paid a stipend for participation in the focus group. |

*Note.* Information retrieved from study; Source: Wright, 2000.

*Threats to External Validity*

In this design, there were no major threats to external validity. It is important to note here that there was some partiality in the reactive effects of experimental setting and the interaction of selection biases. There is one part that was controlled by the design and that was the reactive effects of testing. Post surveys were completed by the first and second year teachers. Intent was to make teachers evaluate the mentoring program (see Table 5).

Table 5

*Threats to External Validity*

| Threat | Controlled | Explanation |
|---|---|---|
| Multiple Treatment Interference | No | Participants did not report being involved in other mentoring services. |
| Reactive Effects of Experimental Setting | Partially | The program was conducted in settings familiar to participants where possible. |
| Interaction of Selection Biases | Partially | Invitation to participate was only given to those teachers who were first or second year teachers. |
| Reactive Effects of Testing | Yes | The post surveys were completed by the first and second year teachers. Intent was to make teachers evaluate the mentoring program. |

*Note.* Information retrieved from study; Source: Wright, 2000.

*Threats to Statistical Conclusions Validity*

In trying to find if the original statistical inference was correct, the study shows that little control was given to the size of the sample as well as the nature of the ABC

inner-city school. The study tried to identify the correct conclusions regarding whether or

not a relationship between the variables existed or to what extent the relationship was

really viable (Adams, 2008). Also, this study tried to identify whether or not there is any

relationship, either causal or not. The following table illustrates the threats to statistical

conclusion validity.

Table 6

*Threat to Statistical Conclusion Validity*

| Threat | Controlled? | Explanation |
|---|---|---|
| Low Statistical Power | No | Little control on sample size, reliant on the researched inner city school. |
| Reliability of Measures | Partially | Conducted reliability analysis to ensure internal consistency of items. |
| Statistical Assumption | Yes | Assumptions were tested for violations, intraclass relationships calculated for Likert scales. |
| Random Heterogeneity | Yes | No significant differences were found among respective groups on select variables. |
| Reliability of Treatment Implementation | Partially | Mentoring program was standardized from the state. |

*Note.*Information retrieved from study; Source: Wright, 2000.

*Summary*

In this chapter the study's methodology was outlined. The instruments used

carefully questioned the quality and the effectiveness of a mentoring program within an

inner-city setting and the effects on retention. Careful consideration was given to the threats to internal and external validity as well as statistical conclusion validity. The study is unique due to the nature of the sample and mentor program being evaluated. Finally, the study seeks to identify teachers' feelings and attitudes about the mentoring program content, individual philosophy, job ability, job comparison, job expectation, job retention, job satisfaction and organizational support.

Chapter Four – Results

This section contains the results of the research study on mentoring effects on teacher attrition. In this section, the results from quantitative and qualitative data collection are presented. There were originally 15 first-and-second-year teachers, of which one was terminated. Those teachers completed two surveys and participated in a focus group. Responses indicated the extent of influence that factors related to teacher attrition had on their decision to remain employed at the targeted inner city school.

*Quantitative Results*

The following table (Table 7) describes the statistical information that was gained from survey A. Of the 26 mentoring program components, the lowest mean score was 2.23 for "Make and Take" Games for the classroom. The highest mean score was 3.92 for "Policies and Procedures" for loading and unloading buses and elevators. Most mean scores were in the 2.50-3.00 range which would equate to a C or C- grade based upon teacher's opinion. Teachers were asked to give a point value from one to 10 on their overall opinion of their personal mentoring experience. The average reported mean score was 4.17 with a standard deviation of 2.37 which was below the average of five.

In Table 8, average scores could range from 1.0 to 7.0 for each question. Of the 42 statements of opinion, the lowest mean score was 2.15 for "I appreciate the pay incentives offered by the school district." The highest mean scores were 6.62 for "This job is important to me"; "My teaching is aligned with state standards and benchmarks"; and "Mentoring influenced my decision to remain at the school." Most mean scores ranged from 4.46-6.00 which would suggest a favorable response to questions asked.

Table 7

*Descriptive Statistics for End of Year Mentoring Survey A*

| Question/Variable | Number | Mean | Standard Deviation | Grade |
|---|---|---|---|---|
| Performance Based Evaluation | 12 | 2.42 | .99 | C- |
| Grading Procedures | 12 | 2.42 | 1.08 | C- |
| Curriculum Expectations | 12 | 3.58 | .99 | B- |
| Process for Distributing Book and Supplies | 13 | 3.54 | .97 | B- |
| Classroom Management Plan & Discipline | 13 | 2.85 | 1.07 | C |
| Grade Book, Attendance, Progress Report and Report Card | 13 | 2.85 | 1.21 | C |
| Policy and Procedures for Loading and Unloading Elevator and Buses | 13 | 3.92 | .95 | B |
| Ancillary Resources (Ex……) | 12 | 2.75 | .45 | C |
| Emergency Procedures | 13 | 2.46 | 1.27 | C- |
| Identifying the four types of behaviors | 13 | 3.62 | 1.19 | B |
| Developing Effective Strategies to Manage Misbehavior | 13 | 2.92 | 1.19 | C |
| Applying Reflective Statements | 13 | 3.15 | 1.21 | C |
| Writing Behavior Intervention Plan | 13 | 2.85 | .90 | C |
| Writing Effective Lesson Plans Using the Curriculum Guide | 13 | 2.92 | 1.19 | C |
| Organizing and Planning Effective Teacher-Parent Conferences | 13 | 2.54 | 1.20 | C- |
| Writing Positive Constructive Analysis on Report cards | 13 | 2.62 | 1.04 | C- |

Table 7, *continued*

| | | | | |
|---|---|---|---|---|
| Implementing Strategies for a Conducive Learning Environment | 13 | 3.15 | 1.28 | C |
| Interpretation of Performance-Based Teacher Observation | 13 | 2.54 | 1.20 | C- |
| Initiation of Steps for Referring a Child to Special Education | 13 | 2.62 | 1.26 | C- |
| Using Data to make Classroom and Curriculum Decisions | 13 | 2.62 | 1.32 | C- |
| Make and Take Games for the Classroom | 13 | 2.23 | .93 | D |
| Identifying Key Components of the MAP | 13 | 2.92 | 1.11 | C |
| Writing an Effective Professional Development Plan | 13 | 2.38 | 1.04 | C- |
| Implementing Testing Strategies | 13 | 2.46 | 1.20 | C- |
| Self-Evaluation of the Professional Development Plan | 13 | 2.46 | 1.20 | C- |
| Reviewing and reflecting on the Year's Experience | 13 | 2.85 | 1.25 | C |

*Note.* Of the 26 mentoring program components the lowest mean score was 2.23 for "Make and Take" Games for the classroom. The highest mean score was 3.92 for "Policies and Procedures" for loading and unloading buses and elevators. Most mean scores were in the 2.50-3.00 range which would equate to a C or C- grade based upon teacher's opinion. Teachers were asked to give a point value from one to 10 on their overall opinion of their personal mentoring experience. The average reported mean score was 4.17 with a standard deviation of 2.37.

Table 8
*Description Statistics for the End of the Year Survey B*

| Question | Number | Mean | Standard Deviation |
|---|---|---|---|
| I am enthusiastic about my job. | 13 | 5.85 | 1.57 |
| I am seldom bored with my job. | 13 | 5.61 | 2.29 |
| I plan on staying at my job for the foreseeable future. | 13 | 5.46 | 1.26 |
| My work has appositive effect in my life. | 13 | 5.46 | 1.61 |
| This job is important to me. | 13 | 6.53 | .877 |
| Compared with my past jobs this one of the best. | 13 | 5.61 | 1.75 |
| I am confident about my ability to do my job. | 13 | 5.84 | 1.46 |
| This organization inspires my best performance. | 13 | 4.92 | 1.65 |
| I do not feel emotionally drained (burned out) from my work. | 13 | 4.07 | 2.019 |
| I rarely worry about my daily work. | 13 | 3.84 | 1.91 |
| I maintain a positive attitude about my work. | 13 | 5.61 | 1.19 |
| I appreciate the support offered by my mentor. | 13 | 4.30 | 2.65 |
| My work activities are free of unpleasant tasks. | 13 | 3.15 | 1.91 |
| My work activities include an interesting variety of duties. | 13 | 5.00 | 1.77 |
| My work activities consist mainly of things that I like to do. | 13 | 5.07 | 1.60 |

Table 8 *continued*

| | | | |
|---|---|---|---|
| The mentoring program significantly assisted me. | 13 | 4.38 | 3.06 |
| My work activities allow me to utilize my abilities and skills. | 13 | 5.84 | 1.21 |
| I have significant autonomy in determining how I do my job. | 13 | 5.46 | 1.61 |
| I have adequate preparation time. | 13 | 4.46 | 1.85 |
| My teaching is aligned with state standards and benchmarks. | 13 | 6.62 | .650 |
| My responsibilities are clearly defined. | 13 | 5.69 | 1.49 |
| The teaching goals I am supposed to achieve are realistic. | 13 | 5.46 | 1.71 |
| I am meeting my career goals and understand what is required in the teacher competencies. | 13 | 5.53 | 1.12 |
| I have been able to strengthen my instructional skills. | 13 | 4.92 | 1.49 |
| My students meet my academic expectations for them. | 13 | 4.00 | 1.90 |
| My students meet my behavior expectations for them. | 12 | 4.92 | 1.75 |
| My students are motivated. | 13 | 6.00 | 1.41 |
| My class size (s) is (are) acceptable. | 13 | 3.30 | 2.25 |
| Mentoring influenced my decision to remain at the school. | 13 | 6.62 | .869 |
| Mentoring is important for first-year teachers. | 13 | 4.30 | 1.97 |

Table 8, *continued*

| | | | |
|---|---|---|---|
| My teaching philosophy is compatible with that of my mentor. | 13 | 5.30 | 1.10 |
| My teaching philosophy is compatible with that of my coworkers. | 13 | 4.53 | 2.36 |
| I enjoy my working relationship with my mentor. | 13 | 5.23 | 2.37 |
| I have opportunities to meet my professional development goals. | 13 | 5.23 | 2.00 |
| My mentor has helped me attain my professional development goals. | 13 | 3.84 | 2.23 |
| I received the support I needed from my mentor. | 13 | 3.92 | 2.32 |
| The mentoring program covered all that I needed to know. | 13 | 3.23 | 2.42 |
| I have adequate resources with which to teach. | 13 | 4.53 | 1.76 |
| The mentor program was invaluable to me. | 13 | 4.15 | 2.57 |
| I appreciate the pay incentives offered by the school district. | 13 | 2.15 | 1.67 |
| My principal nurtured me as a new teacher. | 13 | 4.46 | 2.4 |
| My principal listened to my concerns. | 13 | 4.84 | 1.99 |

*Note*. Average scores could range from 1.0 to 7.0 for each question. Of the 42 statements of opinion, the lowest mean score was 2.15 for "I appreciate the pay incentives offered by the school district." The highest mean scores were 6.62 for "This job is important to me"; "My teaching is aligned with state standards and benchmarks"; and "Mentoring influenced my decision to remain at the school." Most mean scores ranged from 4.46-6.00 which would equate to somewhat agreed to agree. This reflects positively on the actual experience by teacher's opinion.

*Qualitative Results*

*Open-ended questions of survey A.* The following information represents the answers to the open-ended questions on Survey A. As reported by study participants, the most effective components of the mentoring program were (a) identifying the four types of misbehaviors and developing effective strategies to handle the behaviors, (b) coming up with solutions or ways teachers can help children, (c) follow-ups by former assistant principal, (d) getting positive suggestions as well as positive support, and (e) having a good mentor to ask questions about anything. The most ineffective component of the mentoring program was the mentoring coordinator not being able to be on site during the second half of the school year. The first year teachers no longer had support from the administration in a group setting; the only support came from individual mentors. Other components that were ineffective were meeting times with the mentor, having to do mentoring through e-mail, inconsistencies in administration and no professional development to address the needs of the new teacher.

From the recent results, the study illustrated that future mentoring programs could be improved by finding the right fit with mentor/mentee relationships, time to observe master teachers in the classroom, a manual to refer to that covers all the components of the school district and what is expected of a new teacher, no mentoring through the e-mail, a true support system from the district (not one person), more professional development on Special Education and meetings on special problems for example what to do if a child does this or that.

*Focus Group Responses*

The study also included a focus group information session to discuss the problems that face a new teacher at ABC inner-city school, the challenges of the mentoring program, and the recommendations of how to improve the current program for teachers in future years. Several opened-ended questions were asked during the focus group which was conducted by a Lindenwood University Faculty Member and the researcher. The purpose of this focus group was to get as much information about the experiences in teaching in an inner-city school and how mentoring, program content and professional development could help with preparing future teachers and make mentoring a better experience for a first-year teacher.

There were several themes that emerged through the participant discussion. Those themes included challenges of a first year teacher, recess, parental involvement, behavior in the classroom, nonsupport or follow through from the administration, the actual mentoring program, dynamics of school environment, testing and Special Education.

*The challenges of a first year teacher*: The session started with new teachers discussing the challenges in the classroom. Novice teachers were not used to dealing with several different behaviors that also accompanied many different learning styles in one class with the class sizes ranging from 15-30 students. Many new teachers, even the second year teachers, were finding that classroom management was difficult. One teacher stated that, "Now since it is April, my students are getting tired and the rules are going out the window." Another problem that frustrates teachers with the management piece is the way the school is structured. ABC inner-city school is a city high rise with no playground. The only way students burn up any energy is during physical education, that

only occurs once a week. The rest of the time is spent inside the classroom. Another

teacher stated that it would be great, "If we could find a way to get them up and get them

moving by incorporating more physical activities in their learning process."

Another challenge of the first year teacher at ABC inner-city school is the

structure of the building. The building is on a busy city corner that stands 10 stories high.

The school has only seven of the 10 floors. This makes it difficult for traveling through

the school as well as traveling in and out of the school. This also causes a problem for

recess. There is no place for the children to play. As mentioned before, this makes it

difficult for teachers to maintain classroom control because students do not have any

"down" time. The school had a play room once, but one of the children was hanging out

of the window. Since it was a hazard, the administration had to close the room.

*Parental involvement.* Another challenge to new teachers was the lack of parental

involvement. Many of the first and second year teachers found it very challenging to

continue partnership with the parents. They found it very difficult to get parents to come

to school to meet about their child(ren). Some of the teachers tried different strategies to

keep the parents involved such as providing newsletters, making telephone calls or going

out to the home. On the other hand, some of the new teachers had mixed feelings about

the apathy of the parent wanting to be involved, but realized that as teachers the parents

hold some type of accountability in responding to signing behavior sheets and assignment

papers.

*Classroom management.* Another challenge for new teachers is classroom and

behavior management. One teacher stated that she had children who kick, hit and curse

her. Along with other new teachers, behavior management is a real problem. In one child's tirade, the little child destroyed the whole room, knocking over chairs, desks and books, while the teacher and all of the students were in the room. The teacher stated that she felt hopeless. Luckily, she was able to get all of the students out of the room and call security. During our discussion, she had mentioned that those types of behaviors happened in her room "way more than once." Many teachers feel like the system of discipline lacks consistency. This causes more behavioral problems. When a student is actually suspended, this places the child farther and farther behind. This makes classroom management a "nightmare" to the extreme difficulties to get the student academically focused. Since the child is frustrated, he or she will disrupt the classroom and often their behavior becomes uncontrollable. Incidents of antisocial behavior at ABC inner-city school, including breaking the assistant principal's finger, promoted an environment that was not always conducive to education.

Many of the first and second-year teachers believed that some of the reasons for the extreme behavior in the classroom were due to the students' home life. Some of the new teachers believed that it pertained to home life but most of the problems they believed were medical. Many of the new teachers stated that the students had severe mood swings. The novice teachers stated that there were those who might have had undiagnosed ADD or ADHD but the rest of the students who were not normal had some type of mood disorder. One example explains how at first, the teacher would see that the child was fine. Then the child became very depressed. Soon after, the student started to flip over chairs. That and several other incidents were presented to show that some of the

behaviors students were displaying were medical and not just environmental.

A second-year teacher stated that administration was a problem. After two years, the new teacher felt that each administration she had been under had no follow through. The administration made promises that they did not keep. Children who had been reported several times to the office and written up by the principal or assistant principal were told you will go home if the behavior continues. The child acted out again, and what did the principal or assistant principal do? She or he reneged on suspension, in-school suspension and just removed the student for a time out away from the class. Another teacher stated that the administration changes bothered him. He did not understand how the school had one principal, and then did not have that principal anymore, then no principal, then to a teacher as principal, who was not certified. He stated that this confused the teachers as well as the students. This caused a lot of stress for the teachers, kids and parents. Finally, the school settled with a new principal, who wasn't familiar with the teaching staff or even the procedures. He began to change everything, which made things harder for the school but it especially became hard for the new teachers.

*Teacher interactions.* The teachers were asked if they have had interaction with other teachers in ABC inner-city school or teachers from other schools. Many of the teachers stated that if it weren't for family and friends, they would not have any one to interact with. The teachers also attributed the lack of interaction amongst the faculty to the split that ABC inner-city school experienced with Imagine Schools. This split led to a fairly new staff with the majority being new teachers. Another reason for lack of interaction was that every teacher, new and veteran teachers, was new to the school, so

the learning curve was very high for all those involved. In retrospect, the new teachers and the veterans were having the same challenges. One teacher stated that it felt like everyone was learning from the ground up. It seemed as if everyone was asking how to deal with this situation or that situation.

After the principal changes, the mentoring meetings came to a halt. In the beginning the mentoring program had meetings regularly scheduled on every Wednesday. The program had workshops or research that was presented. There were lively talks about how to deal with current classroom problems. Many of the new teachers thought that the programs were so nice because they did not feel like they were alone and were able to brainstorm on how to deal with everyday challenges. Many teachers stated the videos and strategies helped tremendously, especially if there were topics that were not covered in college classes.

There was a lot of peer sharing that happened. These conversations were tremendous in building community as well as eradicating teacher isolation. The peer mentoring was not in formal settings. Teachers felt free to express their challenges as well as their triumphs. However, the mentor and mentee relationship were not as profitable as the peer mentoring. Many times teachers were paired up with teachers who were struggling with the students themselves or who were not very supportive. One teacher stated that her mentor was "Nonexistent pretty much the whole year" (see Appendix D).

Mentoring is a part of a mandate for DESE. Many of the teachers are afraid that they will not be able to get their PCII because of the mentoring program that exists or the

lack of a program. In addition to not having a mentoring program, many of the new

teachers did not receive professional development. The only professional development

that they had was preparations for the MAP. One teacher stated that she would like to

have had more professional development on the MRI, "since that is what we are

supposed to be teaching" (see Appendix D).

The teachers really were frustrated with the entire program. Many teachers said

after the change in administration in November, the mentoring program had become null

and void and that is the reason why so many of the teachers felt that they will not be able

to get there PCII when it is time to renew for licenses.

*Resources.* Another problem that new teachers encountered was lack of resources.

The number one resource that was lacking involved technology. Technology, which

includes overhead projectors, calculators, and computers, was not available for use by

teachers. This posed a problem when the new teachers were expected to use technology

in the classroom. Outside resources, as one teacher stated, would have been a tremendous

help. Using teachers from other schools to help set up workshops as well as training the

mentors would have helped the new teacher.

*Remaining at ABC inner-city school.* The question was asked, "Will you return to

ABC inner-city school?" All the teachers stated that they would not return if they could

find a better position. Many teachers discussed the unique challenges and student

population as the most taxing on them as a teacher. One teacher said, "My parents only

come if I have a party." Another teacher stated that her children come to school needing

their uniform washed, needing to take a shower or needing to eat because the only meals

they have are at school.

Since the school is a charter school, school sponsorship is a must. Another reason why all the teachers will leave is due to the school closing for lack of school sponsorship. One teacher stated that "ABC inner-city school was the most stable environment some children have. If the school was not there anymore, who will take care of them?"

*Summary*

The numbers indicated that the mentoring program was poorly constructed and not followed through to the end of the year. If the program would not have abruptly stopped in the middle of the first semester of school, these teachers felt that their teaching careers would have gone a lot smoother. There were several details that were brought out by the focus group. They believed that all inner city schools were the same but because of challenges with building structure and the stableness of their environment, those items made ABC inner-city school different. Many things contribute to the challenges as a first year or second year teacher. Lack of feedback and a support system were the top two issues that new teachers need to have a smoother first year. Finally, there were no correlations found to be statistically significant in this study.

Chapter Five- Discussion

The main focus of this study was to assess whether mentoring had an impact on first and second year teachers' decision to return to teaching. While mentoring is mandated in the state of Missouri, little is known about how the actual process of mentoring and how it works to retain new teachers in the field, especially in inner-city schools. The researcher investigated ABC inner-city school to determine if mentoring, past the mandated 30 hours by the state, was responsible for retention of first and second year teachers. The researcher also wanted to examine whether a positive relationship existed between having a mentor and a positive job experience. In this section of the paper the limitations of the study, important findings within the research, practical implications, and questions will be discussed.

*Limitations to the Study*

There were subject limitations to this study. Specific limitations included a small sample size and the unique nature of the charter school. There were only 15 first and second year teachers available for inclusion in the study. These 15 first and second year teachers represented 37.5% of the total teaching faculty. Other variables that impacted the study population were illness, pregnancy, terminations, changes in mentorship, and unexpected leave of absences. The unique nature of the school also posed limitations to the study. The charter school located within the inner-city attracted a challenging urban student population. Teachers were forced to deal with behavior and conduct issues that were highly prevalent through the course of the school day. This impacted the amount of time available for engaging in mentoring activity. Lack of physical, fiscal and human

resources also contributed to the unique challenges faced by first and second year

teachers in this setting. There was a lack of accessibility to the research population on

account of administrative changes during the course of the school year. Moreover, the

mentoring program itself floundered for lack of administrator support. Significant

mentoring components were not initiated and accomplished. Much of the mentoring was

informal and unstructured which often led to frustration on the part of first and second

year teachers.

*Summary of Important Findings*

Survey A (See Appendix B) questioned the first and second year teachers about

the mentoring program components and how the teachers felt about each one of them.

Survey findings explicitly showed that there was a lack of implementation of several of

the skill components of the mentoring program. Important skill components investigated

with Survey A included how to write a behavior intervention plan, how to write an

effective lesson plan, how to initiate steps for referring a child to special education and

grading procedures.

This survey illustrated there was a problem with administrative support and actual

teacher development or succession planning. Even though identifying the four types of

misbehaviors ranked rather high in this survey, developing effective strategies to manage

misbehaviors, interpreting performance-based teacher observations, implementing testing

strategies, and using data to make classroom and curriculum decisions showed low mean

scores. Implementation of policies and procedures ranked with high mean scores. Policies

and procedures for loading and unloading elevators and buses ranked very high, whereas,

emergency procedures ranked very low. Survey A illuminated the components that were initiated and completed by administrative or mentoring staff.  Survey A measured the components of the mentoring program that were effective for the first and second year teachers.

Survey B (See Appendix C) questioned the opinions of teachers about mentoring and how mentoring influenced (a) job satisfaction, (b) job retention, (c) organizational support, (d) job expectation, (e) job comparison, (f) job ability, and (g) individual philosophy.

This survey showed that first and second year teachers have a high rate of job satisfaction. Some of the statements of job satisfaction included "I am enthusiastic about my job" and "My work has a positive effect in my life," which both were ranked with a mean score of 5.84. Job retention ranked high as well. Teachers stated that "I plan to stay at my job for the foreseeable future."

Organizational support ranked very low. Teachers were not pleased or in favor of how administration supported them as a new teacher. Many of these mean scores ranked from 3.00-4.50 and the median was 4.00. This theme also included mentoring support and administrative support in which both ranked between a 3.30 and 4.40 in mean score (see Table 8).

Even though organizational support was low, the job expectation and comparison was rather high. Perhaps, first and second year teachers are living out their dream and are excited because they are actually working in the field that they have chosen. According to McCann and Johannessen, (2004), problems of little support and high expectations are

two of the reasons why first year teachers are driven away from education. Yet, the first and second year teachers of ABC inner-city school, with very little support, resiliently had a high job expectation as well as high job comparison.

Job ability ranked very high. The first and second year teachers felt that despite having little to no organizational support, they did a very good job. Aligning teaching with the state standards and understanding the required competencies of being a teacher mean scores were well above 5.00. The first and second year teachers really understood what it meant to be a teacher and were able to perform their duties in a professional manner that lined up with local and state mandates. Parjares (1992) concluded that beliefs about teaching are well formed by the time a student begins college. These behaviors-impacting beliefs were proposed to be self-perpetuating and persevering, even in the face of contradictions caused by reason, time, schooling or experience. New teachers experienced thousands of hours of their teachers' classroom behavior before entering their pre-service teacher-training program (Tabachnick & Zeichner, 1984). New teachers are sure about their ability to teach due to the many hours they have spent wanting to be a teacher and actually becoming a teacher.

Individual philosophy ranked in the middle. Teachers were very confident in their own philosophy, but when their philosophy was compared to co-workers, the mean score was significantly lower. Within the focus group, teachers had an abundance of information to offer. Among some of the pertinent information provided was the importance of an appropriate fit for mentor and mentee. This is important so that the new teacher feels comfortable with the mentor, and the mentor is able to nurture, listen and

train the new teacher. According to Wong (2004), mentors are an important component, perhaps the most important component of an induction program, but they should be part of an induction process that supports the district's vision, mission, and structure.

There are low grades for mentoring components at the school because after November the coordinator of the mentoring program was not able to come to the mentoring site and had to complete the mentoring program via e-mail. These actions disheartened the new teachers because the people who were responsible to continue the program did not live up to their responsibilities. Administration should have lived up to their responsibility, according to Klecka, Cheng & Clift, (2004) virtual conferences or e-conferences are web-based electronic conferences that allow beginning teachers to form a community of learners to solve problems with other teachers abroad to form virtual teams (Andrews, Gilbert, & Martin, 2002). These teams provide a beginning teacher with a mentor and a team of new teachers who will become her or his colleagues. Using web cams and/or virtual technology, for example Elluminate, a virtual technology, the new teacher can conference and solve problems with others across the country even the world through technology (Andrews et al., 2002; Klecka et al., 2004). Unfortunately, the e-mentoring did not satisfy the needs of belonging nor dispelling teacher isolation (Maslow, 1968).

The teachers also stated that there were a lack of policy and procedures. The teachers stated that policy and procedures were not followed. Administrative turnover happened too frequently, which resulted in not knowing the chain of command and other little idiosyncrasies that most established schools are fortunate to have. This left the

environment volatile and unpredictable. Clift, Veal, Holland, Johnson and McCarthy (1990) reported that administrative support through rituals, policy and procedures help the new teacher overcome insecurity and move toward being a highly-qualified. This allows for more support, guidance and leadership. In conclusion, new teachers need administrative support to survive their first year of teaching.

*Hypotheses*

    *Research hypothesis #1.* Retention rate for first and second year teachers who have been exposed to a comprehensive mentoring program will improve by 40% compared to the previous year.

    During the 2007-2008 school year, new teachers were given professional development but not a structured comprehensive mentoring program. The retention of new teachers was 24.2%. In contrast, during the 2008-2009 academic year, which included a comprehensive mentoring program, 73% of new teachers elected to return (if the school remained open). This suggests that a positive relationship exists between retention rate and comprehensive mentoring. There was 73% retention of teachers exposed to a comprehensive mentoring program. Three of the teachers were involuntarily released and the other teacher, whose scores were high on both surveys, left and went to another school. This resulted in 73% of the first and second year teachers remaining. Therefore, there is an observable growth in retention rate following the mentoring program that exceeds the 40%.

    *Research hypothesis #2.* Teachers with more frequent mentor contact will be more likely to stay on the faculty at ABC inner-city school. Although no statistical relationship

existed between mentor contact and retention, qualitative data suggested that beginning

teachers who had more positive interaction and contacts with a mentor were more likely

to remain on the school faculty. Teachers who had greater mentoring contact did stay on

as faculty at the school. This study showed that even those teachers whose contract was

not renewed showed positive interactions with their mentor and mentoring.

*Research hypothesis #3.* Teachers with more favorable evaluations of their

mentoring program will be more likely to stay on the faculty at the ABC inner-city

school. Data was inconclusive in support of this hypothesis.  However, those teachers

who scored the mentoring program with high marks were more likely to report a desire to

remain with the school. Those who did not give high scores on the evaluations also

stayed with the faculty. Two of the teachers who did not give high marks on the

evaluations did not have their contracts renewed by the district. One teacher who did give

high marks did leave the school. Teachers with more favorable evaluations of their

mentoring program did stay on the faculty at ABC inner-city school. Those who gave

their mentor and the mentoring program high scores stayed. Those who did not give high

scores on their mentor or mentoring program looked for other opportunities to teach in

other school districts.

*Research hypothesis #4.* Teachers who experience consistent mentoring will be

more likely to self-report happiness with their teaching assignment.

Data was inconclusive to support this relationship. However, the scale scores on

Survey B suggested support for a relationship between consistent mentoring and job

satisfaction. All teachers reported happiness with their assignment even though there was

no consistent mentoring for most of the teachers. In the survey, teachers ranked feeling confident about their ability to do their job, maintain a positive attitude and meeting career goals and understanding what is required in the teacher competencies qualitatively showed happiness with their assignments.

*Practical Implications*

Before this study, the researcher looked for a mentoring survey focused specifically on the job itself and outside factors such as salary, benefits, proximity to home, and other job satisfaction variables. In executing the literature review, the researcher deemed it more important to focus on the quality of the mentoring program and teacher relationships. Consequently, two mentoring survey tools were constructed specifically for this research. These tools are generic enough that the surveys can be duplicated to help other schools and districts evaluate their mentoring program. Being easily adaptable, the surveys can be changed to identify causes for the certain behavior in a mentoring program, and to identify what processes can be improved to better serve the community of teachers. The surveys were created for the specific purposes of understanding mentoring and the mentoring relationship.

At the end of the study, out of 15 teachers, 11 articulated their intent to return to the ABC inner-city school. Since three of the 15 did not get their contract renewed, 12 teachers are remaining. One teacher did not return because the teacher accepted another position in a different school. The other teachers are remaining due to renewed contracts, job security and working with the inner-city school population. One of the teachers stated, "I would not know what would happen to my children if I were not here." This

information presented illustrates the compassion of teachers who love what they do but would not like the stress of being in an inner-city school. Those teachers who survived their first and second year realized that if better was offered they would take it. Until that time the teachers were content to stay at the current school. This information shows that teachers will stay, even under the most stressful circumstances for the sake of the children's stability.

Members of the study population espoused that overall teacher satisfaction will increase if  the following things changed: consistency with administration, communication between principal and staff, policy and procedures created and or implemented, mentors that are trained, consistent peer mentoring meetings, an understanding of the chain of command, understanding of curriculum implementation and data decision making. This information will help administrators and district level personnel to make modifications to the mentoring program. If administrators truly internalize the information that is presented within the surveys or focus group, effective change can come to the school and the way that first and second year teachers are revered.

*Recommendations: Factors that can improve the study.*

The findings can improve retention programs and mentoring programs by showing what is not normally stated as problems within the context of a school or school district. These findings take an inner-city school model and determine the challenges and strengths of a program. This program would have had a more positive outcome if the coordinator was able to continue at the mentoring site including electronic mentoring.

Teachers are like any other human beings; they need to feel like they belong or are accepted. Having the right mentor can aid significantly in the retention of new teachers.

This study could be used as an entire program or as an evaluation tool for a mentoring program. Most often, new teachers are not strong enough to say that they are not being serviced in a certain area. The surveys can be used to re-evaluate professional development for what new teachers need and what they do not need as a new teacher. It can also be used as an evaluation tool for administrators and organizational support. In this particular study, the new teachers had problems with their assigned mentors, so they found a surrogate mentor. Finding the right mentor will help grow, and develop a beginning teacher.

*Future Recommendations*

Future researchers could build upon this study by duplicating it in a similar inner-city environment to see if the problems that exist in this study truly derive from the uniqueness of the building and the non-compatibility of the mentoring program. The researcher that promotes future research needs to look deeper into the interdependent and intradependent relationship of each mentor and mentee relationship and find out why these relationships do or do not work. Future research should also look at the management styles of the administrators. Since the turnover of administration was great in this study, the researcher questioned the data difference if the administration would have stayed the whole year or two years.

Future studies could focus on causal-comparative data obtained from mentoring programs within public school districts and other charter school districts. An important

focus of future inquiry could be on extensive mentor training and specifically the characteristics of a positive mentor relationship. Longitudinal studies that track quality of experience throughout an entire school year would facilitate a more in-depth understanding of the mentoring process. Finally, research needs to be conducted on the impact of administration on mentoring.

*Recommendations to the future of mentoring in an inner-city school*

1. Feedback. Many new teachers were concerned about their progress. Little to no information was provided for the teacher to improve a technique or change a style. Often time the administration would come in and yell this is wrong, change it and there were no previous indications that the actions or behaviors were incorrect. One way to solve this problem is to have structured meetings and or observations to discuss strengths and challenges. One teacher stated that feedback would have been good for her.

2. Professional development on a variety of topics. The theory aspect of teaching is completely different than actual application. Many topics, for example, differentiation of instruction, individual learning plans, classroom and behavioral management, getting parents involved, policies, procedures, protocol, standardized testing and special education would have made implementation easy if the new teachers were able to apply theory to practice with the help of professional development.

3. Support system at school. A support system in place would have helped teachers not feel isolated. One teacher stated that being able to know if she has[the teacher]

this and that kind of problem, she needed to know who to go to and how to solve or help solve the problem. Community and culture of a school speaks to the life of the school. Having a support system in place would help new teachers become a part of the pulse of the organization instead of being on the outside of the body.

4. Procedure, policies and protocol. In the ABC inner-city school, many changes took place without teachers being abreast of the changes that happened. Knowing the new policies became harder at ABC inner-city school due to lack of communication. The teachers recommend that teachers need to know about things that directly affect them immediately especially if there are time sensitive issues. One teacher stated that this prevents morale from going down.

5. Knowing the process of Special Education. Knowing how to read and implement Individual Educational Plan minutes and strategies posed a big problem for the new teachers. Another problem that existed was identifying which behaviors (learning or behavioral) to refer to Special Education. Many of the new teachers did not understand what they addressed as the "waiting game." Response to Intervention (RTI) was not explained well. The filling out of behavior forms that goes along with RTI and the forms that goes to the psychometrician were not explained. These forms are needed before testing even begin. Addressing those actions would allow for a new teacher to be able to have a strong hold on the processes of Special Education.

*Summary*

The results show that mentoring new teachers is needed in schools. Changes in

policy and procedures, communication and administration can disrupt any organization. New teachers not only need a mentor but support from their building principal as well. Constant evaluation and revision of a mentoring program can make the program retain teachers. If those teachers, who were not able to renew their contracts, stayed, the retention rate of this study would have been 93%. Only one teacher left voluntarily. So, this study did provide evidence that some form of mentoring does retain teachers.

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Appendix A

Effective Instruction

*Identifying similarities and differences.* The strategy of identifying similarities and differences enhances students' understanding and ability to use knowledge through guidance of the teacher. The student independently identifies similarities and differences and uses representing similarities and differences in graphic or symbolic form. Identifying similarities and differences can be accomplished in a variety of ways: comparing, classifying, creating metaphors, creating analogies (Marzano et al., 2001).

*Summarizing.* Sometimes summarizing and notetaking are referred to as mere "study skills." However, they are two of the most powerful skills students can acquire. Summarizing and notetaking provide students with tools for identifying and understanding the most important aspects of what they are learning. To effectively summarize, students must delete some information, substitute some information and keep some information. To effectively delete, substitute, and keep information, students must analyze the information at a fairly deep level. Being aware of the explicit structure of information is an aid to summarizing information (Marzano et al., 2001).

*Reinforcing effort.* People generally attribute success at any given task to one of four causes: ability, effort, other people and luck. Not all students realize the importance of believing in effort. Students can learn to change their beliefs to an emphasis on effort (Marzano et al., 2001).

*Providing recognition.* Rewards do not necessarily have a negative effect on intrinsic motivation. Reward is most effective when it is contingent on the attainment of

some standard of performance. Abstract symbolic recognition is more effective than tangible rewards (Marzano et al., 2001).

*Homework.* In this strategy, less homework should be assigned to younger students than to older students. Parents should be minimally involved in their children's homework. Teachers should communicate the purpose of the homework and comment on it. When learning a skill, students need a great deal of practice in order to achieve mastery (Marzano et al., 2001).

*Practicing skills.* In this strategy, teachers must allow time for mastering a skill. Skill mastery requires a fair amount of focused practice. While practicing, students should adapt and shape what they have learned. In the classroom, teachers chart accuracy and speed, design practice assignments that focus on specific elements of a complex skill or process and plan time for students to increase their conceptual understanding of skills or processes (Marzano et.al., 2001).

*Nonlinguistic representations.* The strategy of nonlinguistic representations provides a variety of activities that produces nonverbal representations. Here are some of the following activities: creating graphic representations, generating mental pictures, drawing pictures and pictographs engaging in kinesthetic activity. Nonlinguistic representations should elaborate on knowledge. To put theory in to practice, teachers help students create graphical organizers and other nonlinguistic representation, which include but not limited to drawing pictures, charts and graphs (Marzano et al., 2001).

*Cooperative learning* .Cooperative learning is another strategy used to aid students in the learning process. Organizing groups based on ability should be done

sparingly. Cooperative groups should be kept small in size. Cooperative learning should

be applied consistently and systematically. In the classroom, the teacher uses a variety of

criteria for grouping students. Groups may be informal, formal or based on criteria.

Teachers must make groups manageable with combining cooperative learning with other

classroom strategies (Marzano et al., 2001).

*Goal setting.* Goal setting narrows instructional goals so that students know what

to focus on. The instructional goal should not be too specific and students should be

encouraged to personalize teacher goals. In the classroom, specific but flexible goals

should be made as well as student contracts (Marzano et al., 2001).

*Providing feedback .*Providing feedback is the most important strategy for the

teacher to use with students. Feedback should be "corrective" in nature, timely, specific

to a criterion and students can effectively provide their own feedback. In the classroom,

students need criterion-referenced feedback, specific types of knowledge and skills and

student-led feedback (Marzano et al., 2001).

*Generating and testing hypotheses.* Hypothesis generation and testing can be

approached in a more inductive or deductive manner. Teachers should ask students to

clearly explain their hypotheses and their conclusions. In the classroom, teachers use a

variety of structured tasks to guide students through generating and testing hypotheses.

Teachers also make sure students can explain their hypotheses and their conclusions

(Marzano et al., 2001).

*Cues and questions.* Cues and questions should focus on what is important as

opposed to what is unusual. "Higher level" questions produce deeper learning than lower

level questions. "Waiting" briefly before accepting responses from students increases the depth of student answers. Questions are effective learning tools even when asked before a learning experience. In the classroom, teachers use explicit cues, questions that elicit inferences and analytic questions (Marzano et al., 2001).

*Advance organizers.* Advance organizers should focus on what is important as opposed to what is unusual."Higher level" advance organizers produce deeper learning than the "lower level" advance organizers. Advance organizers are most useful with information that is not well organized. Different types of advance organizers produce different results. In the classroom, teachers may use the following advance organizers: expository advance organizers, narrative advance organizers, skimming, as a form of advance organizer or graphic advance organizers (Marzano et al., 2001).

Appendix B

## Survey A

### ___End of Year Mentoring___ Survey (for New Teachers)

**Your answers will help us meet the needs of future teachers. Confidentiality will be honored.**
**A=Excellent; B=Above Average; C=Average; D=Below Average; F=Unsatisfactory**

**Please circle the grade that best reflects your subjective opinion on the quality of the Mentoring Program Components**

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | Performance Based Evaluation. | A | B | C | D | F |
| 2. | Grading Procedures. | A | B | C | D | F |
| 3. | Curriculum Expectations. | A | B | C | D | F |
| 4. | Process for Distributing Books & Supplies. | A | B | C | D | F |
| 5. | Classroom Management Plan & Discipline. | A | B | C | D | F |
| 6. | Grade Book, Attendance, Progress Reports & Report Cards. | A | B | C | D | F |
| 7. | Policy & Procedures for Loading & Unloading Elevators & Buses. | A | B | C | D | F |
| 8. | Ancillary Resources (Ex. ……..) | A | B | C | D | F |
| 9. | Emergency Procedures. | A | B | C | D | F |
| 10. | Identifying the 4 Types of Misbehavior. | A | B | C | D | F |
| 11. | Developing Effective Strategies to Manage Misbehavior. | A | B | C | D | F |
| 12. | Applying Reflective Statements. | A | B | C | D | F |
| 13. | Writing Behavior Intervention Plans. | A | B | C | D | F |
| 14. | Writing Effective Lesson Plans Using the Curriculum Guide. | A | B | C | D | F |
| 15. | Organizing & Planning Effective Teacher-Parent Conferences. | A | B | C | D | F |
| 16. | Writing Positive Constructive Analysis on Report Cards. | A | B | C | D | F |
| 17. | Implementing Strategies for a Conducive Learning Environment. | A | B | C | D | F |
| 18. | Interpretation of Performance-Based Teacher Observation. | A | B | C | D | F |
| 19. | Initiation of Steps for referring a Child to Special Education. | A | B | C | D | F |
| 20. | Using Data to make Classroom and Curriculum Decisions. | A | B | C | D | F |
| 21. | Make & Take Games for the Class-Room. | A | B | C | D | F |
| 22. | Identifying Key Components of the MAP. | A | B | C | D | F |
| 23. | Writing an Effective Professional Development Plan. | A | B | C | D | F |
| 24. | Implementing Testing Strategies. | A | B | C | D | F |
| 25. | Self-Evaluation of the Professional Development Plan. | A | B | C | D | F |
| 26. | Reviewing and Reflecting on the Year's Experience. | A | B | C | D | F |

**The most effective component of the mentoring program was?**
_____
_____
_____
_____

**The most ineffective component of the mentoring program was?**

_____
_____
_____
_____
_____
_____

**Future mentoring programs could be improved by adding?**

_____
_____
_____
_____
_____
_____

**On a scale of 1 to 10 with 1 being poor and 10 being excellent, my personal mentoring experience score would be: _____**

Table A-7

*Descriptive Statistics for End of Year Mentoring Survey A*

| Question/Variable | Number | Mean | Standard Deviation | Grade |
|---|---|---|---|---|
| Performance Based Evaluation | 12 | 2.42 | .99 | C- |
| Grading Procedures | 12 | 2.42 | 1.08 | C- |
| Curriculum Expectations | 12 | 3.58 | .99 | B- |
| Process for Distributing Book and Supplies | 13 | 3.54 | .97 | B- |
| Classroom Management Plan & Discipline | 13 | 2.85 | 1.07 | C |
| Grade Book, Attendance, Progress Report and Report Card | 13 | 2.85 | 1.21 | C |
| Policy and Procedures for Loading and Unloading Elevator and Buses | 13 | 3.92 | .95 | B |
| Ancillary Resources (Ex……) | 12 | 2.75 | .45 | C |
| Emergency Procedures | 13 | 2.46 | 1.27 | C- |
| Identifying the four types of behaviors | 13 | 3.62 | 1.19 | B |
| Developing Effective Strategies to Manage Misbehavior | 13 | 2.92 | 1.19 | C |
| Applying Reflective Statements | 13 | 3.15 | 1.21 | C |
| Writing Behavior Intervention Plan | 13 | 2.85 | .90 | C |
| Writing Effective Lesson Plans Using the Curriculum Guide | 13 | 2.92 | 1.19 | C |
| Organizing and Planning Effective Teacher-Parent Conferences | 13 | 2.54 | 1.20 | C- |
| Writing Positive Constructive Analysis on Report cards | 13 | 2.62 | 1.04 | C- |

Table A-7,*continued*

| | | | | |
|---|---|---|---|---|
| Implementing Strategies for a Conducive Learning Environment | 13 | 3.15 | 1.28 | C |
| Interpretation of Performance-Based Teacher Observation | 13 | 2.54 | 1.20 | C- |
| Initiation of Steps for Referring a Child to Special Education | 13 | 2.62 | 1.26 | C- |
| Using Data to make Classroom and Curriculum Decisions | 13 | 2.62 | 1.32 | C- |
| Make and Take Games for the Classroom | 13 | 2.23 | .93 | D |
| Identifying Key Components of the MAP | 13 | 2.92 | 1.11 | C |
| Writing an Effective Professional Development Plan | 13 | 2.38 | 1.04 | C- |
| Implementing Testing Strategies | 13 | 2.46 | 1.20 | C- |
| Self-Evaluation of the Professional Development Plan | 13 | 2.46 | 1.20 | C- |
| Reviewing and reflecting on the Year's Experience | 13 | 2.85 | 1.25 | C |

*Note.* Of the 26 mentoring program components the lowest mean score was 2.23 for "Make and Take" Games for the classroom. The highest mean score was 3.92 for "Policies and Procedures" for loading and unloading buses and elevators. Most mean scores were in the 2.50-3.00 range which would equate to a C or C- grade based upon teacher's opinion. Teachers were asked to give a point value from one to 10 on their overall opinion of their personal mentoring experience. The average reported mean score was 4.17 with a standard deviation of 2.37.

Appendix C

### *End of Year Mentoring Survey (for New Teachers)*

**Your answers will help us meet the needs of future teachers. Confidentiality will be honored.**
**1=strongly disagree; 2=disagree; 3=somewhat disagree; 4=neutral; 5=somewhat agree; 6=agree; 7=strongly agree**

**Please circle the response that best reflects your opinion!**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. I am enthusiastic about my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I am seldom bored with my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I plan on staying at my job for the foreseeable future. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. My work has a positive effect on my life. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. This job is important to me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Compared with my past jobs this is one of the best. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. I am confident about my ability to do my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. This organization inspires my best performance. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. I do not feel emotionally drained (burned out) from my work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. I rarely worry about my daily work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. I maintain a positive attitude about my work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I appreciate the support offered by my mentor. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. My work activities are free of unpleasant tasks. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. My work activities include an interesting variety of duties. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. My work activities consist mainly of things that I like to do. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. The mentoring program significantly assisted me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. My work activities allow me to utilize my abilities and skills. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. I have significant autonomy in determining how I do my job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. I have adequate preparation time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. My teaching is aligned with state standards and benchmarks. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. My responsibilities are clearly defined. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. The teaching goals I am supposed to achieve are realistic. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. I am meeting my career goals and understand what is required in the Teacher Competencies. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. I have been able to strengthen my instructional skills. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 25. My students meet my academic expectations for them. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. My students meet my behavior expectations for them. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. My students are motivated. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. My class size(s) is (are) acceptable. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. Mentoring influenced my decision to remain at the school. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. Mentoring is important for first-year teachers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. My teaching philosophy is compatible with that of my mentor. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. My teaching philosophy is compatible with that of my co-workers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. I enjoy my working relationship with my mentor. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. I have opportunities to meet my professional development goals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. My mentor has helped me attain my professional development goals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 36. I received the support I needed from my mentor. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 37. The mentoring program covered all that I needed to know. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 38. I have adequate resources with which to teach. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 39. The mentor program was invaluable to me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 40. I appreciate the pay incentives offered by the school district. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 41. My principal nurtured me as a new teacher. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 42. My principal listened to my concerns. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Table A-8
*Description Statistics for the End of the Year Survey B*

| Question | Number | Mean | Standard Deviation |
|---|---|---|---|
| I am enthusiastic about my job. | 13 | 5.85 | 1.57 |
| I am seldom bored with my job. | 13 | 5.61 | 2.29 |
| I plan on staying at my job for the foreseeable future. | 13 | 5.46 | 1.26 |
| My work has appositive effect in my life. | 13 | 5.46 | 1.61 |
| This job is important to me. | 13 | 6.53 | .877 |
| Compared with my past jobs this one of the best. | 13 | 5.61 | 1.75 |
| I am confident about my ability to do my job. | 13 | 5.84 | 1.46 |
| This organization inspires my best performance. | 13 | 4.92 | 1.65 |
| I do not feel emotionally drained (burned out) from my work. | 13 | 4.07 | 2.019 |
| I rarely worry about my daily work. | 13 | 3.84 | 1.91 |
| I maintain a positive attitude about my work. | 13 | 5.61 | 1.19 |
| I appreciate the support offered by my mentor. | 13 | 4.30 | 2.65 |
| My work activities are free of unpleasant tasks. | 13 | 3.15 | 1.91 |
| My work activities include an interesting variety of duties. | 13 | 5.00 | 1.77 |
| My work activities consist mainly of things that I like to do. | 13 | 5.07 | 1.60 |

Table A-8, *continued*

| | | | |
|---|---|---|---|
| The mentoring program significantly assisted me. | 13 | 4.38 | 3.06 |
| My work activities allow me to utilize my abilities and skills. | 13 | 5.84 | 1.21 |
| I have significant autonomy in determining how I do my job. | 13 | 5.46 | 1.61 |
| I have adequate preparation time. | 13 | 4.46 | 1.85 |
| My teaching is aligned with state standards and benchmarks. | 13 | 6.62 | .650 |
| My responsibilities are clearly defined. | 13 | 5.69 | 1.49 |
| The teaching goals I am supposed to achieve are realistic. | 13 | 5.46 | 1.71 |
| I am meeting my career goals and understand what is required in the teacher competencies. | 13 | 5.53 | 1.12 |
| I have been able to strengthen my instructional skills. | 13 | 4.92 | 1.49 |
| My students meet my academic expectations for them. | 13 | 4.00 | 1.90 |
| My students meet my behavior expectations for them. | 12 | 4.92 | 1.75 |
| My students are motivated. | 13 | 6.00 | 1.41 |
| My class size (s) is (are) acceptable. | 13 | 3.30 | 2.25 |
| Mentoring influenced my decision to remain at the school. | 13 | 6.62 | .869 |
| Mentoring is important for first-year teachers. | 13 | 4.30 | 1.97 |
| My teaching philosophy is compatible with that of my mentor. | 13 | 5.30 | 1.10 |

Table A-8, continued

| | | | |
|---|---|---|---|
| My teaching philosophy is compatible with that of my coworkers. | 13 | 4.53 | 2.36 |
| I enjoy my working relationship with my mentor. | 13 | 5.23 | 2.37 |
| I have opportunities to meet my professional development goals. | 13 | 5.23 | 2.00 |
| My mentor has helped me attain my professional development goals. | 13 | 3.84 | 2.23 |
| I received the support I needed from my mentor. | 13 | 3.92 | 2.32 |
| The mentoring program covered all that I needed to know. | 13 | 3.23 | 2.42 |
| I have adequate resources with which to teach. | 13 | 4.53 | 1.76 |
| The mentor program was invaluable to me. | 13 | 4.15 | 2.57 |
| I appreciate the pay incentives offered by the school district. | 13 | 2.15 | 1.67 |
| My principal nurtured me as a new teacher. | 13 | 4.46 | 2.4 |
| My principal listened to my concerns. | 13 | 4.84 | 1.99 |

*Note*. Average scores could range from 1.0 to 7.0 for each question. Of the 42 statements of opinion, the lowest mean score was 2.15 for "I appreciate the pay incentives offered by the school district. The highest mean scores were 6.62 for "This job is important to me"; "My teaching is aligned with state standards and benchmarks"; and "Mentoring influenced my decision to remain at the school." Most mean scores ranged from 4.46-6.00 which would equate to somewhat agreed to agree. This reflects positively on the actual experience by teacher's opinion.

Appendix D

**5 CSR 80-850.045 Mentoring Program Standards**

A successful mentoring program will include but may not be limited to the standards listed below and in the *Missouri Professional Development Guidelines for Student Success* which is hereby incorporated by reference and made a part of this rule:

**Standard 1:** Mentoring programs should be designed with at least the following scope and purpose:

1. Program size is carefully defined;
2. Program expectations are clearly stated;
3. Available resources are secured and available; and
4. Program expectations and support are balanced;

**Standard 2:** At least the following mentoring incentives, appropriate to the circumstances, should be used:

1. Peer support is provided to the mentor;
2. Release time is provided as appropriate to the circumstances; and
3. Financial support is provided as appropriate to the circumstances;

**Standard 3:** Mentors should be prepared for the mentoring experience with at least the following:

1. Mentors understand program expectations; and
2. Mentors receive training as appropriate to their work; training (e.g. subject matter, coaching skills, technology, etc.);

**Standard 4:** Strategies for mentor selection and matching should be designed and implemented including but not limited to the following:

1. Mentors selection criteria are designed;
2. An efficient and effective mentor selection process is operational; and
3. Formal and informal mentor/protégé matching strategies are utilized as appropriate to the circumstances; and

**Standard 5:** At least the following information regarding the effectiveness of the mentoring experience should be collected, analyzed and evaluated:

1. Evaluation is designed to focus on criteria related to successful mentoring experiences; and
2. Protégés, mentors, and program administrators provide feedback on program effectiveness.

Appendix E

Focus Group                                April 13, 2009

- Purpose: to get as much information about your experience in teaching in an inner- city school and how mentoring could help make mentoring a better experience for a first-year teacher and help with preparing future teachers.

Q#1        Talk about your experience?

Talk about your challenges as a 1st year teacher?

#1        My challenges are behaviors, class size, and so many different behaviors going on and learning styles to be a 1st and 2nd year teacher. To be able to accommodate all the learning styles equally.  Keep your classroom management.  It is right around this time of year (April) and last year that rules and procedures go out the window.  They get tired, you get tired. You know it's time for a break.

#2        With the unique structure of the school not having recess, and the students are contained in the same room all day.  Outside of one day a week, we have P.E., but outside of that they have the one room they are to sit down and maintain order.  If you lose that order, you lose the entire classroom. So it's very hard for them (children) to sit still for that amount of time and keep maintaining their learning while sitting down.  If we could find a way to get them up and get them moving.  Maybe  give students more physical activities in their learning process.

Dr. W.: Is there a reason for no recess?

#2     It's a 10 story building and surrounded by city streets.

       Dr. W.: No way to have access to outside?

       CC: They had a playroom but one of the children was hanging out of the

       window so that became a hazard so they (administration) had to cut that

       out.

#3     Parent involvement. Continuing the partnership with the parents allowing

       them to come to school and get involved was a job.  I found that difficult

       and in my case and my experience it was fairly slim but more that others.

       Try different strategies to keep the parent involved in the child's life

       sending newsletters, phone call or going out.

Dr. W.: Is there a general sense of apathy on the part of the parent or the parents

       don't want to be involved or are they nervous to be involved so what is

       their take on it?

#3     A little of both.  I notice even when you make the phone calls or even send

       the newsletter you try to have some accountability, some of the things you

       have that everyone here have put in place, something as fair as behavior

       sheets, phone logs successes.  It is a struggle to put in place.  It was

       different but I found that challenging.

#4     Umh children kicking, hitting and cussing me out, had my room totally

       trashed from one end to the other lost work, knocked over my desk, all my

       chairs, all my books.

Dr. W.: While you were in the room?

Umhm, I got all the other children out and called security, and the counselor and it happened way more than once this year. So its just a constant, ongoing -- constantly have students in ISS or have 10 days of suspension. Five day suspension as soon as you get them back and get them academically focused the behavior goes off the charts and they're out again. One of my students this past week broke the assistant principal's finger and I mean I am just having extremely difficulties. I feel that they feed off of each other being in the same environment.

Dr. W: What do you think causes that? What is the reason for the extreme behaviors in the classroom?

#4      I think for the large part its home life. So are the things that happened to them and the other is medical. We had some issues. Issues like ADD and ADHD, children who have mood disorders. They are trying to get the mood's balanced out. One minute the child would be very depressed, the next minute the child will be flipping over chairs. I really think it's a couple of different factors not just one thing.

#5      Administration is a big problem for my past two years. I've been at the same school for two years just following through with promises to teachers. If a student does this or if they don't -- promises to the kids that have been broken.

Changes in administrations, moving around in principals – we have one –

principal then that's not our principal to no principal. It's just crazy. So I think that has added stress to the kids, stress to the teachers; stress to everything.

Dr. W.: You talk about inconsistency or promises made it sounds like a lack of follow through with the administration? Kind of a theme?

Yes.

Dr. W: Can you give me some specifics?

- We are on our 2<sup>nd</sup> principal.

- 2<sup>nd</sup> Assistant principal.

- At one time our assistant principal was the principal.

- People switched around.

- The new principal came in wasn't too familiar with anything, teaching staff, students and the way things were going.

- Then you had people come in and try to change things and be really hard on the staff and things like that.

- Kids the principal says if you do it one more time the kids get talked to and sent back to class or else nothing happens. They keep doing it again and again.

- Lack of resources.

- Technology they want us to use it but we don't have it. The only type of technology they have is computers and they go once a week but we don't have internet access.

- Some of the computers don't work and all the types of resources we need we don't have access to.

- Lack of resources definitely.

Dr. W: How representative would you say your situation is to other inner-city schools. Let's say in St. Louis?

#1 Ours is very unique because of the structure of the school.

#2 There are several floors--about six or seven floor building up to 10 normally with the research that has been provided most schools are three floors. It places a challenge on the teachers and students. But, I think they want to meet the challenge and are trying to compensate for that also. I think that it has been different for students this year to go to the different floors and different grade levels on different floors for recess or recreation.

#1 And the students compared to other schools you are going to have behavior issues wherever you go but the structure of the building/school, lack of resources, all the administration moves has a big part on it as well. Students have a bigger challenge as far as getting the education they need because of all of the different challenges. They are currently faced with lack of resources, administration, the building. As far as the school, the students I mean, I feel that any other inner-city school in St. Louis has the same kids with the same disorders and things like that.

But our school is unique because of our building and compared to St. Louis Public we are a Charter School. Then you have St. Louis Public

who have different ideas, but compared to other inner-city schools the

students are the same but those are the three things. It will be unique and

obviously we are a part of this because you are still what we consider

novice teachers in your first couple of years but you also face unique

challenges being in your first couple of years.

Dr. W.: Do you have interaction with teachers in your facility or in other

schools that have a lot more experience?

My family

#1      I have teachers in my family but within the school the staff is

        unique this year because we are no longer affiliated with Imagine.

        So there are very few staff here at the school from last year.  We

        have like all new teachers in the school and all new students in the

        school.  The class rooms where they are now have changed. All of

        the teachers who are there now, we are kind of in the same bracket.

        First and second year teachers and the Image teachers who are

        veterans, are in the same boat.

#2      Even though they have experience the 1st year teachers and veteran

        teachers are all in the same boat because this is a new experience

        because of the challenges.

Dr. W: So the 1st year teachers and the experienced teachers are having the same

challenges basically?

All: Uhumh (same challenges same time)

Dr. W: That's a unique environment you are in.  Generally, in most inner-city schools, you have a veteran base that tends to offer some form of mentorship that is formal or informal because they have been there for a while.  Can you talk to things you don't have in place?

> #1      I think we are all learning this year from the ground up.
>
> Everybody just – you come across a situation and you learn how to deal with it.
>
> #2      There are only two teachers who maybe have been there for three or four years.

CC:     I have quick question, so after the administrative change there was no more mention at all about mentoring?

> #1      There was no more mentoring meetings since the mentor

coordinator left.

> #2      I figured that as much.

Dr. W: So when you started there was a mentoring program in place?   Could you tell me about the mentoring program, how it was set-up?

> #1,2,3  We had meetings regularly on every Wednesday.  Sometimes we had presentations on research or talked about problems in the class-room which helped me out a lot.

#2 OMG

We would come up with different recommendations for each other.

What would we do in this situation?  How to define this child?

What is the misbehavior with this child?

Watch videos as to get a better understanding of the  classroom and why your classroom-management system is not falling into place the way you wanted.

Dr. W: There sounds like there was a lot of peer sharing going on?  What was working in the individual classes?

#1      I was also able to assess myself like if this isn't working well try this. Many what I think is working isn't.  Somebody will say this is working for me.

#2      A great forum to get help when you needed it.

Dr. W: Was it a seminar? Sit around and talk?

All:     Yes.

Dr. W: Who did the mentoring involve?

All: 1st and 2nd year teachers only.

Dr. W: How long did that stay in place for?

CC:     August – November?

Dr. W: 2 ½ months?

CC:     Yeah

#1      Well the mentor I had ended up with was fired so I switched mentors and the mentor I have now is very helpful.  It's not really a formal setting and she comes in and asks how we are doing or I go by her room to ask questions.

Dr. W: That's a second type of mentorship?  You had your first when you had

peer mentorship with your 1ˢᵗ and 2ⁿᵈ year teachers getting together and you have your second type where you are assigned to a veteran teacher or someone else in the school. Could you tell me more about that experience?

All:    First it wasn't really great. He really hadn't taught fourth grade. He taught kindergarten. He really hadn't had a lot of academic experience in teaching. 4ᵗʰ grade it was very hard for him. So it wasn't beneficial. They switched him out with another teacher and I was paired with another 4ᵗʰ grade teacher, who is pretty strong and it was a lot better.

#2     I have a mentor. She is on the some floor as me. We really have not met once if ever. I don't think she is really experienced as a mentor. I admit she knows what to do so when I go to her with an issue and she tries to get the action done. Sometimes it gets to the point that she has to ask somebody because she doesn't know either.

#3     My mentor was right next door, informative most times with the children. The experience was wonderful. Knowing that you have someone else to talk to about different strategies was helpful.

Dr. W: Is it ongoing? Do you have that mentoring relationship to the end of the year?

#3     Yes, but since I am no longer there it is still going on at my new school.

#4     We both have the same mentor. Our mentor was like nonexistent pretty much the whole year. Maybe we talked a little bit before but not at all.

Dr. W: Sounds like it is not a huge priority on mentoring or having a person to check-in with?

#5 And like I was saying earlier, it's like we are kind off all in the same boat not to down my mentor. I feel like if I had a problem I would not go to my mentor. I have more control over my students than she does. She would not be the person I go to. I feel right now she's new to the school. --We are new to the situation. I am not going to talk negatively about her but I feel right now she's new to this school and we are all in the same boat. I know her and I talked to her but as to sit down and mentor me that has not happened. She has come around once and said I'm your mentor, if you need anything come see me. It's kinda like you said it's not a priority.

Dr. W: Mentoring is a part of a mandate for DESE. It needs to be there. So are you saying that your school needs to adapt to meet that standard?

#1 I've been asking what exactly needs to be followed. They keep saying we'll take care of it. We will take care of it but that worries me because I know we need a paper trail and time documentation. So it's an issue I'm concerned with.

#2 It's not only mentoring, it's performance, development too. In general, we don't have any professional development.

Dr. W: How much professional development are you exposed to at the school this year?

#1 Last year you were about to pull your hair out because any free block of time you had you had professional development days. You only had 5

minute breaks.  They brought people in to talk about the curriculum and

things like that.

#2  This year you won't have thirty hours.  Last year we had more.

#3  More preparation for MAP is needed.  Can I point out two words in a

paragraph being a first year teacher, I was a little unsure about it and they

made me sign papers saying I am certified.

Dr. W: You didn't leave that workshop feeling trained that you knew what you were

doing?

#3  No, not enough.  There was a lot of information covered in a 2-hour block.

I feel that the information could have been covered in more detail.  Since I

am a first year teacher and had not MAP tested before.

#1  MRI Training would have been nice.  We had it but it wasn't very formal.

It was a teacher telling me what she does in her class and not strict

guidelines on what to do and what not to do.  This is the way it was

supposed to look.

Dr. W.: So I am hearing you need more help on policies and procedures?

#  I think people got lazy so there was no strict mandate.  People weren't

doing what they needed to do for the children.  They were like I'm here.

I'm a teacher.  I get a check so I'll do this whether it is right or wrong.  At

the beginning of school people were doing what they were supposed to do.

#2     It was structured. Would have been different if it was laid back and we got what we needed but it was laid back and we were not getting what we needed.

Dr. W: Let's build upon that a little. The year is coming to an end. Next year you will become veteran teachers. What would you do if you had the power to develop a mentoring program? What are the key components that need to be in that program for novice teachers to instill confidence enough to do a really good job of teaching?

#1 – Resources outside teachers from other schools.

-set up workshops with classroom management strategies

-prestart really set something in place more mentoring two weeks before schools starts.

-mentor-the-mentor training this is what your mentor does throughout the year.

-it wasn't the mentor's fault because they had as much training as us.

Dr. W: How much feedback have you received during the school year regarding your teaching?

There were two times unfortunately. This is disheartening. You feel like you had to muddle through.

- None

- None

- None

- None

- None

- Once fifteen or twenty minutes.

Dr. W: Just imagine no student teacher would be cut loose into the classroom without

having observed and been given feedback on what's going on and not going on.

You don't have much more experience as a first year teacher?

- You criticize the teacher for doing something wrong but you have not been in the

class to see or correct the information.  Okay turn this in and show your student

this.  Teacher should not criticize for not knowing.  If they have not been taught.

Dr. W: What are some other things you need to appear in a mentoring program?

#1 Lesson variation.  I teach 4th grade level.  It is very hard to modify a lesson for

a student who is on a Kindergarten level to one on the 5th grade level.

We didn't get any training on individual learning plans.

Dr. W: Average class size?

15 to 20 very small

Support system? Would be amazing be able to know if you have this kind of

problem.  Know the chain of command and know if you have support if you need

it because our chain of command is constantly evolving and changing so even

when we think we have one in place we don't.

Also being the staff, we are the school without teachers.  We are the last to be

notified about any changes.  You kinda just see the changes.  We should be

notified about changes.

Policies, procedure, protocol, chain of command.

I feel when the teachers don't know what's going on, they develop an "I don't care attitude" as a whole then it goes down-hill.

- Especially at this time with MAP testing before or after spring break the teachers depend on the break to re-charge. Teachers and students need breaks to get consistency going.

Dr. W: If you design a mentoring program what would be in it?

Behavior management.

Discipline strategies.

P & P Protocols.

Ways of dealing with parents.

Other things concerning standardized testing.

Communication w/sped in regard student w/IEPS

Dr. W.: Do you understand how the IEP process works?

-I am going through it right now.

-I am learning it now.

-None of us had the experience.

-Classroom in college.

-My teachers last year.

Unique Challenges?

-No parent involvement.

-Lack of academic involvement.

-Getting the administrative support.

-Such a wide spectrum of abilities.

-No utilities

-No food

-Definitely runs the parent

-Parents don't talk to academic service or the PTA

-Parent's find the teacher behavior offensive

-Substance abuse w/ parents

-Schools are closing

-A lot of Special Ed teachers

Appendix F

Lindenwood University          _____

*To:*   *Camesha Carter*

CC:    Dr. Paul Wright

Congratulations! Your submission has addressed the concerns raised in the first disposition and your proposal has been accepted. Good luck with your data collection.

 Colleen Biri, Psy.D.                                                    4/9/2009

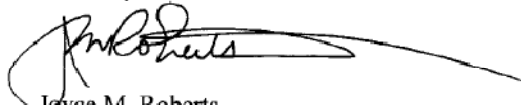Institutional Review Board Chair                              Date

September 29, 2008

Dr. Paul Wright
Associate Professor
School of Education
Lindenwood University
209 S. Kingshighway
St. Charles, MO 63301

Dear Dr. Wright:

The purpose of this communication is to inform you that Mrs. Camesha Hill Carter has permission to collect data on our mentor/mentee program for her doctoral program.

Sincerely,

Joyce M. Roberts,
Associate Superintendent for
Curriculum, Instruction, and Assessment

JMR/hlh

# Teacher Mentoring Information

For First year and Second Year Teachers and those who need a refresher :)

The Beginning Teacher Assistance Program is offering a comprehensive mentoring program. This program is a part of a study. You will be asked to participate in a program past your thirty hour requirement by the state. If you are interested, please call Ms. Carter at the Elementary campus 314-327-0603.

# Lindenwood University
School of Education

209 S. Kingshighway

St. Charles, Missouri 63301

Informed Consent for Participation in Research Activities

"The Affects of Teacher Mentoring on Teacher Attrition at ABC inner city Academy"

Principal Investigator _____Camesha Carter_____

Telephone:  314-327-0603   E-mail: cnc389@lionmail.lindenwood.edu

Participant _____ Contact info_____

1.	You are invited to participate in a research study conducted by Camesha Carter and Dr. Paul Wright.  The purpose of this research is to determine if there is a relationship between teacher mentoring and teacher attrition.

2.  a) Your participation will involve
   ➢  Monthly meetings that will help you implement and incorporate strategies in your classroom that will help your first and second year of teaching.
   ➢  Journal Writings and Surveys

   b) The amount of time involved in your participation will be an hour and thirty minutes of your time on Wednesday monthly

   Approximately 15 people will be involved in this research.

   There are no anticipated risks associated with this research.

   4.   There are no direct benefits for you participating in this study. However, the possible benefits to you from participating in this research are that you will become a highly –qualified teacher, your will survive your first and second year, and you will be able to train incoming new teachers.

5.   Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw past your thirty hours of your mentoring training

 6.  We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location.

7.   If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, (Camesha Carter 314-327-0603) or their Faculty Advisor, (Dr. Paul Wright 636-949-2000).  You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Jann Weitzel, Vice President for Academic Affairs at 636-949-4846.

**I have read this consent form and have been given the opportunity to ask questions.  I will also be given a copy of this consent form for my records.**
**I consent to my participation in the research described above.**

| | | |
|---|---|---|
| Participant's Signature | Date | Participant's Printed Name |
| Signature of Principal Investigator | Date | Camesha Carter<br>Investigator Printed Name |