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Providing for the Needs of New Teachers: A Study of New Teacher Induction in a Rural School District in Central North Carolina

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Providing for the Needs of New Teachers: A Study of New Teacher Induction in a Rural
School District in Central North Carolina

By
Lori T. Powell

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

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2016

Approval Page

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Dedication

I dedicate this first to my grandfather, Fred Albright, who always encouraged me to keep “climbing the ladder” and helped to fund my educational endeavors. He is, without doubt, the smartest man I know and my hero. Also thanks to my grandmother, Monnie, for taking me shopping and scrapbooking when I desperately needed a break from studies and for feeding me Panera lunches to keep up my “energy.”

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Abstract

Providing for the Needs of New Teachers: A Study of New Teacher Induction in a Rural School District in Central North Carolina. Powell, Lori T., 2016: Dissertation, Gardner-Webb University, New Teacher Induction/Beginning Teachers/Mentoring New Teachers

This study evaluated the effectiveness of a new teacher induction program as implemented in a rural school district in central North Carolina. All beginning teachers with 3 or less years of experience, all school-based administrators, and all mentoring teachers were the target participants. The purpose of the study was to evaluate the effectiveness of the program and report the data collected.

This study involved descriptive statistics applied to surveys sent to the three participating groups. Also, descriptive statistics were used to analyze more in-depth data collected through face-to-face interviews with participating individuals from the three groups. The survey was conducted online, and notes from the interviews were transcribed and analyzed. This study involved both quantitative and qualitative research/data.

The researcher organized the findings and the reported the data by research question. Data were categorized into themes that emerged through the analysis of survey data as well as text analysis applied to interview results. The qualitative data on the needs of new teachers yielded the following themes: (1) clarification of expectations, (2) additional resources to support instruction, (3) classroom management, (4) organization and time management, and (5) lesson planning and assessment. However, the Likert-scale questions on the survey demonstrated that new teachers struggle with differentiation of instruction for students who master content quickly and differentiation for students who struggle with new concepts.

Recommendations for future research are included based on analysis of data collected through this study. Both qualitative and quantitative data analyzed in this study reveal a discrepancy between the perceptions of beginning teachers, mentoring teachers, and administrators as related to the needs of beginning teachers.

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Chapter 1: Introduction

Introduction

While the job description and responsibilities of new teachers are the same for experienced educators, a teacher graduating from a college or university begins instruction without the advantage of prior experiences, and it is widely recognized that beginning teachers (BTs) need a high level of support in their first few years on the job (Hudson, 2012). New teacher induction programs aim to address the needs of teachers in their first years of teaching. By meeting the needs of BTs and keeping them in the profession, districts increase the pool of experienced educators and decrease turnover. MetLife, Inc. (2102), reported that 44% of teachers are very satisfied with their jobs, which represents a drop from a 59% satisfaction rate in 2009; this is the lowest level of teacher job satisfaction in more than 2 decades. Statistics show that about half of all teachers leave the profession within the first 5 years (Bieler, 2012). Considering the low level of job satisfaction and high percentage of teachers leaving the profession, it becomes important to improve the retention of highly qualified teachers. By supporting and retaining new teachers, the number of experienced educators will grow (Ingersoll, 2012).

Background

In order to understand the need for teacher retention, one must appreciate the scope and impact of teacher turnover. Existing research on the relationship between teacher turnover and student achievement reveals negative correlations as found in the 2004 study of 66 elementary schools in a large urban district (Ronfeldt, Leob & Wyckoff, 2013). The study compared school-level turnover to the proportion of students meeting state standards on statewide assessments. Findings from the study suggested that schools

with higher turnover also have lower achievement (Ronfeldt et al., 2013). Heller (2004) stated that 29% of new teachers will leave the profession within the first 3 years of teaching. According to the North Carolina 2011-2012 Teacher Turnover Report published in September 2012, 11,791 teachers left their teaching assignments. That number represents a 12.13% turnover rate. The turnover rates in North Carolina's 115 districts ranged from 2.02% in Elkin City Schools to 28.41% in Weldon City Schools. The rural school district at the focus of this study reported an 8% turnover of teachers for the 2011-2012 school year. That district employed 1,250 teachers of whom 100 left their jobs. In North Carolina, of the 11,791 teachers who left, 2,505 retired; 1,018 resigned and gave no definitive reason; 715 resigned citing a career change; and 690 were new or interim teachers whose contracts were not renewed (NCDPI, 2012). Table 1 represents the historical data for the teacher turnover rates of the school district at the focus of this study.

Problem Statement

To address the problem of new teacher attrition, school districts are utilizing new teacher induction programs to support novice teachers. One method for supporting new teachers is the mentor model. In this method, BTs are paired with a more experienced teacher at their school. Darling-Hammond (2012) stated that it is crucial for "beginners to have systematic, intense monitoring in the first year" (p. 19). Darling-Hammond also felt that having weekly mentor support and in-classroom coaching to address lesson planning, problem solving, and fine tuning of skills is important to the success of the new teacher.

Table 1

Teacher Turnover Rate for Focus District

School Year	Percent (%) of Teachers Leaving
2007-2008	11.08
2008-2009	9.45
2009-2010	8.84
2010-2011	9.90
2011-2012	8.00
2012-2013	10.51

Note. Data shown is from the North Carolina Teacher Turnover Reports for years 2007-2013 found on the North Carolina Department of Public Instruction (NCDPI) website.

In a study by students at Johns Hopkins University, BTs were asked to suggest three things that teacher preparation programs could offer to better support new teachers. The most frequently mentioned “wish” was the opportunity to “both observe high-quality veteran teachers and receive observation, feedback, and mentoring from them” (Cuddapah & Burtin, 2012, p. 67).

In addition to the mentor-BT relationship, another integral player for the success of new educators is the school administrator. Tillman (2005) discussed the importance for the school principal to implement and facilitate mentoring situations that will “lead to teacher competence, retention, and improved student achievement” (p. 612). Assigning mentors to BTs must be done in a purposeful, equitable manner considering the personalities, content, and experiences of the two involved. Too often, mentors are assigned based on proximity in classrooms or mere availability. This random method,

said Wong (2003), is not effective for the individuals involved. Wong stated that in too many instances, the mentor is haphazardly chosen by the principal and assigned to a new teacher resulting in a “blind date” scenario. Wong further stated that mentors can offer support for new teachers; however, they must be carefully selected and highly trained. The mentor should, in his opinion, have a clear understanding of their purpose and the expectations of the overall induction program.

Context of the Problem

The National Commission on Teaching and America’s Future (NCTAF, 2007) estimated that the “national cost of public school teacher turnover could be over \$7.3 billion a year” (p. 1). NCTAF also reported that because low-performing schools are constantly rebuilding their faculties due to attrition and turnover, they struggle to close the achievement gap by keeping experienced teachers in classrooms. Diminished student achievement is the ultimate cost of high attrition and teacher turnover for school districts. “It is widely concluded that one of the pivotal causes of inadequate school academic performance is a teacher shortage and the resulting inability of schools to adequately staff classrooms with qualified teachers” (Shakrani, 2008, p. 1). To provide the necessary level of support for new teachers and reduce the levels of BT turnover, districts use induction programs.

The state of North Carolina requires that all BTs participate in a 3-year induction program; however, districts can request an exemption from this mandate (New Teacher Center, 2011). North Carolina state law §115C296(e) requires that the State Board of Education policy “develop criteria for selecting excellent, experienced, and qualified teachers to be participants in the mentor teacher training program” (New Teacher Center, 2011, p. 1). The process for selecting mentors should include “input from a variety of

stakeholder groups,” as well as being a transparent and evenly applied method. The state policy further stated that school systems must provide training for mentor teachers (New Teacher Center, 2011, p. 1).

Within the rural North Carolina district studied, there is a process and protocol for BT induction. The data represented in Table 2 shows the number of new teachers for the focus rural school district in North Carolina as reported by the BT Coordinator in Human Resources (P. Boehm, personal communication, October 2, 2013).

Table 2

Number of BTs for the Focus District

School Year	BTs
2013-2014	189
2012-2013	195
2011-2012	176

Note. “BTs” refers to teachers with 3 or less years teaching experience.

The 189 new teachers made up 13.5% of the 1,392 total teachers in the district for the 2013-2014 school year. Given the substantial number of teachers with less than 3 years of teaching experience, the Human Resources Department has dedicated annual funding for new teacher induction programs. The district has a position as “Coordinator for Teacher Recruitment and Support” that is responsible for the BT and mentor program. This position requires administrative licensure as well as training in the teacher evaluation process. This position is housed in the Administrative District Office under the Human Resources Director. As new teachers are hired, this individual is active in the licensure and certification confirmation as well as communicating with administrators at

the receiving schools. Communication with lead mentors at each school is another crucial function of this position. When new teachers are placed at a school, the Coordinator contacts the lead mentors to discuss mentor assignment options for the BT. This conversation may or may not involve the administrator.

Darling-Hammond (2012) stated that the ideal way to make sure BTs become competent and effective rather than just “surviving” is to ensure they have systematic, intense mentoring in the first year. If mentors do not understand and respond to the needs of BTs, their impact on the success and retention of those new educators is reduced.

Purpose Statement

The purpose of this study was to determine if the perceived needs of BTs were being met by the induction program. This study analyzed the mentor program in a rural school district in North Carolina and reported the findings of surveys completed by BTs, mentors, and administrators. More detailed data were collected through interviews with BTs, mentors, and administrators at elementary, middle, and high school levels. As a result of this study, the data gathered will be shared with the district Executive Director of Human Resources in the hopes that the information will assist the district in planning, organizing, and maintaining the induction program through evaluation and a continuous improvement process.

Significance

The significance of this study is evident in the study conducted by Ronfeldt et al. (2013). Ronfeldt et al. analyzed data from the New York City Department of Education and the New York State Education Department data from over 850,000 students in fourth and fifth grades across all New York City elementary schools over a period of 8 years. As a result of this analysis, Ronfeldt et al. stated that “results suggest that teacher

turnover has a significant and negative impact on student achievement in both math and English Language Arts” (p. 30). If teacher turnover negatively impacts student achievement, then the retention of teachers would improve student academic growth. Thus, providing programs to support and retain quality teachers is a priority of school districts across the nation. For districts utilizing teacher induction programs, retention rates from 84% to 97% for teachers with 5 years or less experience have been reported (Bickmore & Bickmore, 2010). Bickmore and Bickmore (2010) stated that when “induction programs are in place, attrition rates dramatically decline” (p. 447).

Theoretical Framework

During this study, several themes became apparent through research of the literature surrounding new teachers and induction programs. New teachers are leaving the profession in the first 5 years due to multiple factors including those related to classroom management, demands of their time, and working conditions (Bickmore & Bickmore, 2010). Environmental factors associated with working conditions including the lack of resources, collegial interactions, administrative support, and positive school climate were noted as reasons why new teachers left the profession (Bickmore & Bickmore, 2010; Darling-Hammond, 2003). The most frequently used method for addressing the needs of BTs is an induction program involving the assignment of mentors to new teachers. Research supports that induction is not the experiences of teachers during their first 3 years in the profession; rather it is a “planned, sustained, and systematic approach to ushering the new teacher into the career” (Bickmore & Bickmore, 2010, p. 447). Figure 1 shows a visual representation of the supporting factor-retention model created for this study. Research has identified these types of support to have an impact on the job satisfaction and retention of new teachers. For this study, this

framework was used to examine the perceptions of BTs with regard to their school district's induction program and overall job satisfaction.

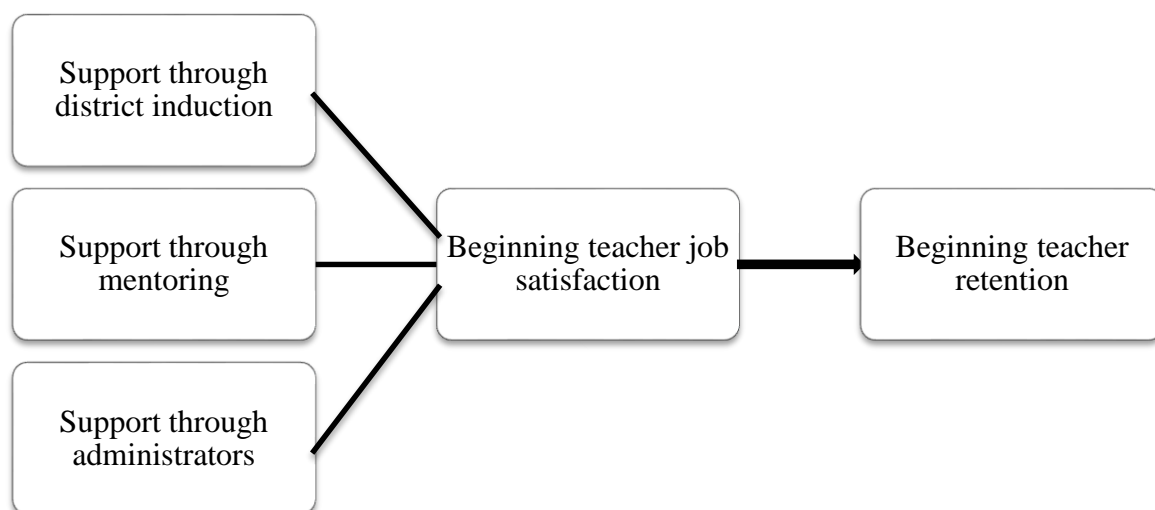


Figure 1. The supporting factor-retention model.

Definition of Terms

The following section provides a list of terms used in this dissertation.

Administrators. Administrators are individuals at a school site who are responsible for hiring personnel, site-based budgets, teacher evaluations, staff development, adherence to district and federal policy and guidelines, and overall daily operations oversight.

BT. A BT is one who has no teaching experience or fewer than 3 years of teaching experience.

Induction program. For the purpose of this study, the induction program refers to the district's prescribed procedures as one enters the field of teaching in the rural district which includes the assignment of a site-based mentor and various

meetings/development sessions (both on site and at the district level). Induction continues at various levels throughout the first 3 years of teaching within the district at the focus of this study.

Lead mentor. For the purposes of this study, the lead mentor is the individual at each school site who organizes the BT meetings, is responsible for required paperwork, assigns mentors to newly hired BTs, and acts as a coach for mentors.

Mentor. For the purposes of this study, mentor refers to the veteran teacher assigned to the BT as a support, instructional coach, role model, and guide (Breaux, 2003).

Mentee. A mentee is a BT who receives mentoring and is participating in the induction program.

Mentoring. For the purpose of this study, mentoring is the “personal guidance provided usually by seasoned veterans to beginning teachers in schools” (Smith & Ingersoll, 2004, p. 683).

Perception. Perception, by definition, refers to the insight, intuition, or knowledge gained by perceiving.

Teacher retention. Teacher retention refers to teachers who remain in their teaching assignments after the first year of teaching.

Teacher turnover. Teacher turnover refers to the departure of teachers from their jobs in the field of teaching.

Research Questions

1. What are the reported needs of BTs with 0 to 3 years of experience?
2. To what extent does the mentor program in the district in rural North Carolina meet the needs of BTs?

3. What is the relationship of the perceptions of the BT, mentor, and administrator in relation to the BTs' areas of weakness?
4. How is the job satisfaction of BTs affected by the factors of district induction, mentoring, and administrative support?

Summary

School districts across the United States struggle to keep highly qualified teachers in their classrooms. The movement of districts to create and implement induction programs has increased significantly. In 1990, about 50% of BTs reported participating in some sort of induction program compared to 91% in 2008 (Ingersoll, 2012). More teachers receive support now than a decade ago; however, are the induction programs addressing the needs of BTs? This study of a BT induction program in rural North Carolina provides data to add to the growing body of knowledge in an effort to address the problem of high teacher turnover.

Chapter 2: Literature Review

Introduction

The purpose of this study was to determine if the perceived needs of new teachers are being met through the induction process in a rural school district in North Carolina. In order to address the research questions, other research and literature was reviewed focusing on the areas of job satisfaction, new teacher induction programs, the impact of the induction process and mentoring on new teachers, and the role of administrative support in new teacher job satisfaction and retention.

Restatement of the Problem

About 30% of new teachers leave the profession within the first 5 years, and rates are higher for teachers who enter with less practical preparation and who do not receive mentoring (Darling-Hammond & Berry, 2006; Ingersoll & Strong, 2011). The attrition rate for teachers who have a mentor is much lower than that of teachers without such a program (Cook, 2012). Darling-Hammond (2012) stated that research confirms all aspects of school reform depend on the success of highly skilled teachers and administrators: “Regardless of the efforts or initiative, teachers tip the scale toward success or failure” (p. 8).

Job Satisfaction

Since the studies of Hawthorne and others in the late 1920s, job satisfaction and the variables that impact it have been the focus of researchers and scholars of human resource management. However, researchers still struggle to refine the cause and effect relationships that impact job satisfaction (Tillman & Tillman, 2008). The Mobley model (as cited by Lee, 1988), developed in the late 1970s, addressed job dissatisfaction, which can lead to employee turnover. This model evolves during a seven-step process.

Mobley's theory is somewhat progressive and includes seven steps which employees may encounter if they feel dissatisfaction in their job: (a) contemplate job termination, (b) assess a job search, (c) active job search may occur, (d) a new job is found, (e) assess and search the options, (f) evaluate the assessment and weight against the current job, and (g) possible termination of the current job. Lee (1988) replicated Mobley's seven steps to determine correlative significance, and his findings indicated that "job satisfaction significantly contributed to explained variance in the intention to quit" (p. 269). As districts research and determine ways to increase job satisfaction, they may be able to offset current turnover trends. Some studies have demonstrated that teachers are more motivated by intrinsic reward than extrinsic (Tillman & Tillman, 2008). However, research also documents that teachers with lower salaries as well as those who have fewer resources and those who are assigned to more difficult teaching assignments are more likely to express dissatisfaction or leave the profession (Billingsley, 1993; Boe, Bobbitt, & Cook, 1997; Rumberger, 1987; Stinebrickner, 1998; Theobald, 1990; Tillman & Tillman, 2008). Research also suggests a direct correlation between a teacher's perception of the school culture, including their influence over policy, and his/her satisfaction (Ingersoll, 2001; Tillman & Tillman, 2008). Grossman (2003) shared that retention of new teachers is directly related to working conditions. Grossman, citing Ingersoll (2001), expressed a concern that a teacher's perception of their contributions and impact on decision making also relates to the teacher's opinion of their working conditions. The terms teacher satisfaction and teacher morale are often used interchangeably in literature. Kinsey (2006) discussed teacher morale and stated that a key predictor of student success is teacher attitude. "Although curriculum, pedagogy, and teacher talent are important, teacher morale is key" (Kinsey, 2006, p. 149). The

effect of teacher morale on student achievement is further documented in Black's (2001) article from the American School Board Journal:

Where teacher morale is high, students typically show high achievement, researchers have found. But when the teacher morale sinks, achievement drops and other problems come to the surface. Low teacher morale usually leads to indifference toward others; cynical attitudes toward students; little initiative when it comes to preparing lessons and other classroom activities; preoccupation with leaving teaching for a better job; increased use of sick leave; and bouts of depression. (p. 149)

The importance of job satisfaction for teachers is obvious. The National Center for Education Statistics (1997) reported that teacher job satisfaction directly affects instructional quality. Studies that focus on the reasons teachers leave the teaching profession conclude that work environment and working conditions play an important role in job satisfaction. According to Ingersoll (2001), the most commonly cited reason for leaving the teaching profession is poor working conditions. Cohrs, Abele, and Deete (2006) reported that a high level of job satisfaction is evidenced by increased job performance, a greater commitment and dedication to the organization, and a decrease in turnover rates. Unfortunately, BTs are often assigned to the classes and course loads that no one else wants. This includes remedial classes and course schedules that require multiple preparations and classrooms full of students with diverse learning needs (Brewster & Railsback, 2001; Gordon, 1991). Moir (2009) conducted research in the area of teacher job satisfaction to determine the rationale for those who leave the profession. The article further explained research consisting of surveys conducted throughout 10 states where over 300,000 educators were surveyed from over 8,000

schools. Through those surveys, it was learned that teaching conditions (including support and resources) had a greater effect on mobility than salary (Moir, 2009).

Job satisfaction can impact teacher retention; however, effective induction programs could increase overall job satisfaction. The following paragraphs discuss the characteristics of effective induction programs.

Induction Programs

The progression of induction programs has grown in recent years. From about 40% in 2004 to almost 80% in 2008, the percentage of teachers reporting they participated in some type of induction program during their first year has increased (Ingersoll & Strong, 2011). Ingersoll (2012) went further, stating, “the more comprehensive the induction program, the better the retention” (p. 50). Induction programs typically consist of an orientation, mentor program, ongoing professional development, and an evaluation process (Alliance for Excellent Education, 2004; Brewster & Railsback, 2001; Wood & Stanulis, 2009). North Carolina State Board of Education (NCSBOE, 2010) requires teachers with less than 3 years of experience to participate in the state’s BT Support Program which consists of a formal orientation, mentor support component, and evaluation process. Although the state requires these three components, each individual district is granted flexibility to tailor the operational and organizational logistics of its own program. Programs vary across the state.

Some districts maintain complex and rigorous programs, while others provide only the minimal support structures required by the state. Details of the North Carolina BT Support Program are outlined in the next section.

North Carolina’s BT Support Program

NCSBOE (2010) stated that all teachers who hold initial licenses (Standard

Professional I) are required to “participate in a three year induction period with a formal orientation, mentor support, observations and evaluation prior to the recommendation for continuing (Standard Professional II) licensure” (p. 1). This policy also suggested “Optimum Working Conditions for Beginning Teachers” which includes a mentor assigned early, in the same licensure area, and in close proximity to the BT; limited class preparations; limited noninstructional duties (such as bus duty, lunch duty or hall duty); limited number of exceptional or difficult students; and no assignment of extracurricular duties (such as coaching) unless requested in writing by the BT (NCSBOE, 2010).

According to state policy, all BTs must be observed at least three times during the school year by a school administrator and at least once by another teacher. The BT must also be formally evaluated (summative evaluation) once yearly by a school administrator. Each observation should last the duration of one period of instructional time and be followed by a postconference. In the focus district, the observation by another teacher is referred to as a peer observation and is conducted by the BT’s mentor using the North Carolina Teacher Evaluation Tool. NCSBOE established five standards for mentors that align with the state teacher evaluation tool. These standards are referenced throughout the policy as a framework for creating, maintaining, and evaluating the induction program for BTs. Table 3 outlines the Mentor Standards and the characteristics of each standard as stated in the NCSBOE Policy Manual.

Table 3

North Carolina Mentor Standards

Number	Standard	Characteristics
Standard 1	Mentors support BTs to demonstrate leadership	1a. Trusting relationship and coaching 1b. Leadership 1c. Communication and collaboration 1d. Best practices 1e. Ethical standards 1f. Advocacy for beginning teachers and students
Standard 2	Mentors support BTs to establish a respectful environment for a diverse population of students	2a. Relationships with students 2b. Relationships with families 2c. Relationships at school and in the community 2d. Honor and respect for diversity 2e. Classroom environments that optimize learning 2f. Reaching students at all learning needs
Standard 3	Mentors support BTs to know the content they teach	3a. North Carolina Standard Course of Study and 21st century goals 3b. Content and curriculum
Standard 4	Mentors support BTs to facilitate learning for their students	4a. Instructional practice 4b. Professional practice 4c. Student assessment
Standard 5	Mentors support BTs to reflect on their practice	5a. Allocation of time with BTs 5b. Reflective practice 5c. Mentor data collection

The policy for BT induction programs states that each Local Education Agency (LEA) must submit an annual report on that district's BT support program to the Department of Public Instruction that "includes evidence of demonstrated proficiency . . . of mentor success in meeting Mentor Standards" (NCBOE, 2010, p. 6). The state of North Carolina has provided LEAs with a process for self-assessing their BT support

programs. The rubric created by the Department of Public Instruction addresses five standards for support programs. The first standard is “Systemic Support for High Quality Induction Programs” and measures the effectiveness of three support levels: institutional commitment and support, central office support, and principal engagement. The second standard is “Mentor Selection, Development, and Support” and measures the effectiveness of the mentor selection, scope of mentor role, and mentor professional development. The third standard is “Mentoring for Instructional Excellence” and measures the quality time, instructional focus, and issues of diversity. The fourth standard is “Beginning Teacher Professional Development” and measures BT professional development at the district and site-based levels including orientation sessions and ongoing development. The fifth and final standard is “Formative Assessment of Candidates and Programs” and measures formative assessment as well as program evaluation (Public Schools of North Carolina, 2012).

North Carolina has included the primary components of an induction program into the prescribed “Beginning Teacher Support Program” including orientation, mentoring, professional development, and evaluation. The following section will explore components of successful induction programs as stated in research and literature.

Successful Induction Programming

Moir (2009) discussed the key components of a successful induction program. Moir, founder of the New Teacher Center in Santa Cruz, California, stated that new teacher induction programs subscribe to 10 beliefs: (1) new teacher induction programs require a system-wide commitment to teacher development; (2) induction programs accelerate new teacher effectiveness, (3) standards-based formative assessment tools document impact; (4) induction programs build a pathway for leaders; (5) good principals

create a culture of learning; (6) effective induction programs combine high-quality mentoring with communities of practice; (7) teaching conditions matter to supporting and keeping new teachers; (8) online communities provide timely, cost-effective mentoring; (9) policy complements practice; and (10) good induction programs are accountable, not just compliant (p. 16). Moir cautioned that although there is an obvious focus on the new teacher in the induction program, it is critical to retain, challenge, and learn from the most experienced educators. Moir also suggested that effective induction programs provide support through policy for new teacher support programs. She stated that providing mentors and new teachers with release time, so they can meet and observe other teachers, can be beneficial to both mentee and mentor (Moir, 2009). The article also mentions that policy that allows for the payment of mentors is a testament to the commitment of the district to new teacher induction.

Dopp (2006) used a questionnaire that demonstrated an emergence of six themes for the needs of new teachers in terms of support that should be addressed through induction. The following themes were results of Dopp's study: (a) support for "emotional and social needs," (b) a need for mentor and peer collaboration, (c) support with student discipline and classroom management, (d) school district culture, (e) time management and, (f) actively involved administration. These issues, Dopp reported, must be addressed in an effective induction program to ensure the success of novice teachers. The National Education Association Foundation (NEAF, 2002) stated that in order to provide the most effective form of teacher induction, a transformational model must be elicited. The NEAF also purported that school districts emphasize the role of data collection and should include a method for data collection throughout all aspects of the program, including induction program satisfaction, teacher retention, job satisfaction,

teacher growth, and student impact. NEAF suggested that school districts should partner with state agencies and universities to best support and retain new teachers. This degree of support, NEAF warned, must be well researched, planned, organized, and adequately funded. Holdaway, Johnson, Ratsoy, and Friesen (1994) conducted a study of 6,000 teachers in Alberta, Canada, with a focus on the value of internships, supervision of interns, and policy development. Suggestions from Holdaway et al.'s study are summarized in nine areas of program development necessary for quality induction:

1. New teachers should be involved in an internship program upon graduation from university programs of teacher education.
2. New teachers would be assigned half the course load of a typically experienced teacher.
3. New teachers would be given multiple opportunities for experiences in and outside the classroom setting.
4. Classroom management and instructional supervision would be closely monitored by principals and highly-qualified master teachers acting as mentors.
5. Evaluations by mentors would take place frequently typically day-to-day.
6. In addition to formal observations and evaluations, conferencing between the novice teacher, mentor, and/or principal would be frequent.
7. Mentors would be given a smaller course load in order to spend more time with the new teacher they were assigned to mentor.
8. First-year teachers, acting as interns, would be given a portion of the teacher salary, with full salary being awarded upon completion of the program.
9. Policies and regulations would hold new teacher programs accountable to

ensure the quality of support for new teachers (p. 217).

Hewitt (2009) determined there were three primary types of induction programs currently utilized by districts: the basic orientation model, the instructional practice model, and the school transformational model. The basic orientation model is the simplest form of induction and gives new teachers basic professional development based on responsibilities and district policies. This model also provides informal mentors and minimal lesson modeling and guidance. The instructional practice model gives new teachers a well-trained mentor and extensive professional development including topics related to classroom management, technology, quality instructional practice, literacy strategies, reflection, and core competencies. In this model, professional development is provided over the course of 2 or more years. The school transformational model is the least frequently utilized due to the complexity, amount of time needed, and resource allocation. In addition to the basic provisions of the other models, this model uses formative assessment of standards to identify individual professional development needs (Hewitt, 2009).

The content of the induction program provides structure and support. Program fidelity and consistency is necessary for success and continuous improvement. The following section addresses consistency of program execution.

Induction Program Consistency

Although most states require some type of induction program for novice teachers, the structure and content of the program is often left to districts to determine. Program fidelity is not always guaranteed as evidenced by a study of new teacher induction in Illinois. The study found that not all induction programs were being implemented as the state or district intended. More than 50% of the teachers in this study reported that they

did not participate in the required 1.5 hours of time spent with a mentor each week. Teachers in the study rarely observed or were observed by their mentors; and new teachers reported infrequent participation in support opportunities such as workshops, meetings with school administrators, or active membership in new teacher networks. The researchers in this study noted it was difficult to control for fidelity of induction when comparing any outcome (Wechsler, Caspary, Humphrey, & Matsko, 2010).

Comprehensive induction programs are consistent as well as supportive. The level of support provided to new teachers can vary from district to district as well as school to school. The following section discusses the various levels of support in induction programs.

Levels of Support in Induction

In a study conducted by Ingersoll and Smith (2004), data from the Schools and Staffing Survey compiled by the National Center for Educational Statistics (NCES) were used to identify three levels of induction. Level 1 involved mentor and principal support only. Level 2 induction involved mentor, principal support, and new teacher seminars. Level 3, the highest level of induction, involved all the support of level two as well as adding staff collaboration on instruction, external teacher network, a reduction in class preparations, and a teacher assistant (Ingersoll & Smith, 2003). After defining these levels of induction, the researchers determined that about one half of the new teachers experienced induction at Level 1. Less than one third reported induction programs consistent with Level 2, and less than 1% received Level 3 support. Ingersoll and Smith (2003) used the data collected to predict the probability of attrition for those new teachers and reported the following: no induction at all resulted in a 41% attrition rate; of those with Level 1 support, 39% were predicted to leave; and 29% of those with Level 2

support were predicted to leave. However, the prediction for teachers receiving the comprehensive Level 3 support was that only 18% would leave. The data would suggest that supportive and comprehensive new teacher induction programs do impact teacher retention (Ingersoll & Smith, 2003; Wilkinson, 2009).

By providing support, induction programs address the needs of BTs. Those needs must also be addressed through targeted professional development aligned with district goals, vision, and teacher evaluation tools. The next section reviews issues pertaining to professional development within new teacher induction programs.

Professional Development in Induction Programs

One component to new teacher induction programs is professional development. This is accomplished in district-wide sessions as well as in small group or school-based learning communities. The staff development offered during new teacher induction must be timely and relevant to ensure retention and application of skills learned (Billingsley, 1993). Several individuals have looked at the process of staff development as it pertains to education professionals. Guskey (2000) outlined a five-step process for evaluating professional development planning. Guskey, an education researcher, based his model on the work of Donald Kirkpatrick, who is attributed with a model for evaluating training programs in industry and business. Guskey stated,

My thinking was influenced by the work of Donald Kirkpatrick, who developed a model for evaluating training programs in business and industry. Kirkpatrick described four levels of evaluation that he found necessary in determining the value and worth of training programs. (p. 1)

By using the levels of Kirkpatrick, Guskey was able to further his work on the categories of professional development regarding teacher development. Guskey established five

elements (listed in Table 4) that describe teacher professional development. The first element described is the participants' reaction to the training. This element includes the process of determining whether the reaction was positive or negative (Guskey, 2000). Guskey's second element related to how the training influenced the teachers and what carried over into their job. The third element addressed any new knowledge and/or skills that the participants may have gained from the training. The fourth of Guskey's elements in professional development related to teacher productivity, while the fifth element involved the role of organizational support and change. This fifth element requires determining if the teachers are provided support from co-workers and administrators to continue the training and skill building when teachers return to their respective schools after the professional development is delivered (Guskey, 2000).

Table 4

Guskey's Five Elements of Professional Development

-
- Participants reactions to the training
 - Influence of the training
 - Knowledge of the training
 - Effects on productivity attributed to the training
 - Organizational support and change for the training
-

The Five Elements of Professional Development and Standards, as they were later labeled, were adopted by the National Staff Development Council (NSDC). In recent years, these five elements have evolved to become critical factors in developing and evaluating teacher induction programs (National Council for Accreditation of Teacher Education [NCATE], 2001). After publication of his *Five Elements of Professional Development and Standards*, Guskey (2003) expounded his research by outlining the *Standards for Professional Learning* (shown in Table 5).

Table 5

Guskey's Standards for Professional Learning

Context Standards	Process Standards	Content Standards
Organizes adults into learning communities whose goals are aligned with those of the school and district. (Professional Learning Communities)	Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)	Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)	Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)	Deepens educator's content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
Requires resources to support adult learning and collaboration. (Resources)	Prepares educators to apply research to decision making. (Research-Based)	Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)
	Uses learning strategies appropriate for the intended goal. (Learning)	
	Applies knowledge about human learning and change. (Learning)	
	Provides educators with the knowledge and skills to collaborate. (Collaboration)	

Additionally, Wong and Wong (2015) discussed professional development as a means to build capacity and invest in the future sustainability of an organization or school system. They also related this to education by stating that the teachers in a school district are the human capital. In order to demonstrate a commitment to retention and improve the quality of "human capital," Wong and Wong suggested that professional development is a primary method of capacity building in a school district. They stated that quality

professional development is a tool to strengthen skills, knowledge, and competencies. When teachers are valued through this investment, their potential to produce student learning and positive outcomes increases (Wong & Wong, 2015).

The strength of an effective induction program is not only determined by the quality of staff development, support, consistency, and structure of the program provided but can also lie within the quality of the mentors provided to new teachers. The following paragraphs outline the definition, characteristics, and efficacy of mentors.

Mentoring Support

The history of mentoring has been traced to Greek mythology when “Mentor” was the name of the trusted counselor (Athena in disguise) who served as surrogate father, protector, and trainer to Odysseus’s son, Telemachus in Homer’s *Odyssey*. There are several current definitions of mentor. All demonstrate alignment with the concept of support and the mentor’s status as an experienced veteran. It is described as a relationship as well as a process (Kwan & Lopez-Real, 2005).

Cook (2012) described mentoring as a nurturing process in which “a skilled or more experienced person teaches, sponsors, encourages and counsels a less skilled or less experienced person for the purpose of promoting the latter’s professional and/or personal development” (p. 3). Similarly, Green-Powell (2012) defined mentor as a “fundamental form of human development where one person invests time, energy and personal know-how in assisting the growth and ability of another person” (p. 99). Mentoring is a term used to describe a relationship between a more experienced individual and a less experienced individual where the relationship is idealized as a face-to-face, long-term relationship between a supervisory adult and a novice (Donaldson, Ensher, & Grant-Vallone, 2000). The relationship between the mentor and mentee should “stimulate and

develop the mentee's professional, academic, or personal development" (Donaldson et al., 2000, p. 238). Mentoring involves more than simply the assignment of a "buddy." Danielson (2002) outlined how structured mentor-provided support should consist of emotional support in addition to building instructional skill being critical. The most successful mentoring situations are those in which the tools, strategies, support, resources, and professional development provided to new teachers are consistent and aligned with the district vision (Cook, 2012). Smith (2007) described mentoring as a particular mode of learning "wherein the mentor not only supports the mentee, but also challenges them productively so that progress is made" (p. 2). Mentoring has also been explained as a nurturing process where a skilled and more experienced individual teaches, sponsors, encourages, and counsels a less-experienced individual with the purpose of skill development and efficacy (Anderson & Shannon, 1988).

In a study conducted by Cook (2012), 97 new teachers were surveyed regarding their experiences in various mentoring programs. Cook stated, "Whether the mentor program is mandated or voluntary, it appears the overall goal of teacher mentoring is to foster a relationship of ongoing support, collaboration, and the development of knowledge and skills that translate into improved teaching strategies" (p. 3). However, in that same study, Cook stated that trust is essential in the relationship between mentor and mentee; therefore, he suggests that the mentor should not be involved in the evaluation of a mentee or report any confidential conversations or observations to the mentee's principal for use in evaluating the BT's effectiveness. In the focus district, each BT receives four full evaluations during each of their first 3 years of teaching, and one of those evaluations is often completed as a peer observation by the mentor of the BT.

Some studies investigate the perceptions of first-year teachers and the impact of

mentoring. Such a study was conducted by Womack-Wynne et al. (2011) when 113 first-year teachers were surveyed in the Southwest Georgia Regional Educational Service Agency (RESA). Data collected through a researcher-designed survey were representative of a variety of educational settings and teaching assignments as well as grade levels. Eighty percent of respondents stated that they had a mentor assigned to them. Over half those surveyed reported they would like to have common planning time or access to their mentor during the school day. The study found that mentees “continually expressed the desire to work in an environment where their mentor consistently checked on their progress” (Womack-Wynne et al., 2011, p. 7). Sixty-five percent of the participants in this study reported that they would have benefited from a mentoring program that facilitated more time to collaborate with mentors and colleagues.

An induction program in Ohio has focused on the mentor-mentee relationship. That district provides release time (4 instructional days) for both parties to travel together to other schools to observe and gather instructional strategies and classroom management ideas (Halford, 1998). Halford (1998) stated, “as instructional leaders and master teachers, mentors can be a professional lifeline for their new colleagues” (p. 35).

In a review of research by Villani (2002), there were four major areas identified where mentors can support and assist new teachers. These areas are providing emotional support, assisting in school norms and routines, promoting cultural fluency, and engaging in cognitive coaching. Cognitive coaching includes strategies that empower coaches to “enhance another person’s perceptions, decisions, and intellectual functions” (Costa & Garmstrom, 1994, p. 2). Through various opportunities for discussion, reflection, and analysis, coaches can mediate teacher reflective thinking and help them improve their practice in self-analysis (Costa & Garmstrom, 1994). Wilkinson (2009) stated that new

teachers thrive in a supportive learning environment. Research shows the many purposes that mentors fulfill: development of identity and higher levels of confidence through the improvement of novice teaching skills; connection of knowledge to practice from previous education coursework; and emotional support, as well as socialization to the profession (Wilkinson, 2009).

The support and guidance of mentors are essential to new teacher success; however, the assignment of the mentor, the overall culture of the school community, and the leadership for school-based induction programs are critical responsibilities of the school administrator(s). The following section discusses the role of principals and assistant principals in the new teacher induction process.

Administrative Support

According to literature, there is also a strong correlation between the administrator's participation in the induction program and the success of new teachers (Billingsley, 1993; Brewster & Railsback, 2001). One role of administrators in this process is the assignment of mentors to new teachers. Research indicates that mentoring new teachers cannot be haphazardly or randomly initiated. Several sources state that mentors should be a good "fit" for the novice teacher. Villani (2002) stated that matching a support teacher with a BT may be the most critical aspect in the induction process. Grossman and Davis (2012) stated schools should ensure that the mentoring experience they provide for new teachers is a good fit for each BT's unique background, needs, and school context. Grossman and Davis's research also suggested that mentors share the building, content area, and planning time with their mentee. Administrators should carefully select mentoring pairs who share grade level and content areas (Jones, 2012). Too often, BTs are paired by their principal with veteran teachers who are available,

rather than capable. Saphier, Freedman, and Ascheim (2001) wrote, “for too many teachers, the mentoring pairing process results in a ‘blind date.’ The teachers do not know each other and neither partner has input into the pairing” (p. 36). Other research indicates that meaningful matching of mentor to BT will improve the novice teacher’s chances for success. For instance, in the area of special education this purposeful matching is particularly important, yet difficult given the high turnover rates for this group of educators (Billingsley, 2002). Given the complexity of the Individuals with Disabilities Improvement Act of 2004 (IDEA, 2004) and No Child Left Behind Act of 2001 (NCLB, 2001), the mandates of special education teachers require a set of competencies that are best supported and monitored by another special education teacher (White & Mason, 2006). Another suggestion for matching novice teachers with successful teachers in their content area is the use of online mentoring. Moir (2009) stated that online learning communities offer access to resources such as content experts, curriculum facilitators, and experienced educators that may not be easily available within the new teacher’s district. Administrative support through the utilization of resources, scheduling, and technology for such methods will determine the availability; the monitoring of such mentor methods would also be necessary to ensure fidelity. In some school districts, as is the case in Hopewell, Virginia, there is a site-based administrator who structures and coordinates the induction process for all new teachers at each school (Wong, 2004). Some research also reports that the most effective mentoring is accomplished by mentors who are released from some (or all) of their other teaching duties (Lehman, 2003; Wong, 2004). In order to accommodate the decrease in course load for mentoring teachers, school administration has to be willing and adept through scheduling for their BTs and mentors. The perceived needs of BTs and the opinions of

their administrators often differ. In a study conducted by Brock and Grady (1998), 75 BTs and 75 principals were surveyed. BTs gave their expectations for support from administrators, problems encountered during their first year, and the components of the induction program that had impacted them most. The principals surveyed reported the expectations they had for BTs as well as the support provided to teachers during their first year. The results of this study yielded a level of agreement between BTs and principals on several issues. The BTs, however, reported two areas of need that principals did not cite. The BTs stated that the principal played an important role in the induction process, and the BTs reported their need for assistance and support from the principal throughout the year. Billingsley (2005) also stated that high levels of principal involvement throughout the induction process increases the strength of new teacher induction, therefore improving teacher retention.

According to research by Pepper and Thomas (2002), the level of principal support has substantial influence over the general feelings teachers have about themselves and their work; therefore, the principal's role of school leader has a profound effect on overall school climate. Those teachers who report a sense of support from their school leaders also report higher levels of motivation, enjoyment, and reward in their jobs. This also correlates to lower turnover rates, less burnout, and decreased levels of job-related stress (Pepper & Thomas, 2002). The researchers also posited "when a principal establishes an atmosphere of optimism and camaraderie, as opposed to competition and confrontation, a *we* approach rather than a *hierarchical* approach allows for teachers to feel more esteemed, respected, committed, and satisfied" (Pepper & Thomas, 2002, p. 157). The importance of leadership is further supported by the research of Eyal and Roth (2011), as they explained that the motivation and well-being of teachers

are influenced by the leadership style of principals. Effective leadership is also at the focus of research by Wynn, Carboni, and Patall (2007) when they stated that “Principals who retain teachers are successful entrepreneurs who believe that strong instructional, operation, and strategic leadership have equal importance” (p. 215). Wynn et al. also found that the most effective principals cite “feedback, direct assistance, collaborative working conditions, and involvement in meaningful decision making” as important factors for successful school leadership (p. 15).

Schein (1992) defined leadership as the creation and maintenance of an organization’s culture in a manner that effects productivity and collegiality. Other research that acknowledges the principal’s role in culture and climate, such as the study by Johnson and Birkeland (2003), found that after interviewing 50 teachers, the consensus was that when schools have a positive and collaborative culture, they are more likely to retain their teachers. Similarly, Angelle (2006) found that school culture, as developed by the principal, has a notable effect on its teaching staff. Quinn and D’Amato Andrews (2004) investigated teacher perceptions of the administrative support they received. Results from the interviews indicated that teachers wanted more support from their administrators. Approximately 38% of the study participants did not feel adequately supported. In light of previous research on the importance of principal support in the retention of effective teachers (Johnson & Birkeland, 2003), these results warrant further study and concern. The work of Quinn and D’Amato Andrews also indicated a correlation between teachers’ perceived support from their administrators and support of their other colleagues. This suggests that principals who supported new teachers created an inclusive culture of support for all teachers, which further promotes retention and reduces attrition. Research also concludes that the school leaders of today are no longer

just building managers (Briggs, Davis, & Cheney, 2012). This research also discussed the necessity of instructional leaders who synthesize the strengths and areas of need for teachers while providing feedback, strategies for improvement, monitoring progress toward growth, and strategic allocation of resources (Briggs et al., 2012). The impact of school leadership on culture and climate is further discussed in the work of Fullan and Hargreaves (1996) when they discussed transforming school culture: “The approach with potentially the greatest long-term impact is ultimately the most difficult: it is the work of transforming schools into collaborative, collegial cultures, where the engagement and leadership of teachers is natural and persistent” (p. 44). A national survey sponsored by the Gates Foundation in conjunction with Scholastic (Primary Sources, 2009) surveyed over 40,000 teachers. Teachers responded to online or phone-based surveys between March and June of 2009. According to the responses, multiple reasons for attrition were noted. Among other findings, the data show that public school teachers want “supportive leadership” (Primary Sources, 2009, p. 1). The study revealed that this need for leadership trumped financial incentives. The report noted that 68% of teachers surveyed called supportive leadership “absolutely essential,” for retaining good teachers, while only 45% said the same of higher salaries (Primary Sources, 2009, p. 2). Aligned with this school of thought is the work of Richard Ingersoll, who has continued his research of teacher attrition through the years. He reported that the second largest factor attributed to the teacher shortage is “lack of support for school administration” (Ingersoll, 2007, p. 7). Inman (2004) also agreed that administrators or school principals have multiple points of impact on reducing teacher turnover, especially for novice teachers. It has been surmised that quality teaching cannot happen in the absence of quality instructional leadership (Menchaca, 2003). Menchaca (2003) posited that school leaders must create conditions

and an environment which are conducive to both teaching and learning. This type of environment, he argued, will improve teacher retention, particularly for new educators.

The leadership of a school or district plays an important role in the selection, planning, evaluation, and continual improvement of any induction program. The induction program in the focus district is described in the following paragraphs.

Induction Program in Focus District

The induction program evaluated is one of a rural school district located in central North Carolina. This district has 35 schools. Of that number, 18 are elementary (prekindergarten-5) schools, seven are middle (6-8) schools, and six are traditional (9-12) high schools. There is also one special needs school that serves kindergarten-12, one academy (application admission) high school, one early college-style high school, and one alternative educational program high school. The district serves 20,058 students during the current school year. There are 1,392 teachers in this district of which 31% have advanced degrees. The district average is 13 years of experience for the teaching staff. For the current school year, 189 teachers are in BT or probationary status. In this rural school district in central North Carolina, there are procedures for the application review, interview, reference checks, certification confirmation, hiring, and new teacher induction. This process starts with the posting of open positions on the school system's website. As new applications are received both online and through the mail, they are checked for completeness, organized according to certification area, and assigned to a human resource specialist. There are four individuals who review applications, contact applications, and schedule interviews. Applications for noncertified and support positions (teacher assistants, bus drivers, cafeteria workers, maintenance) are directed to a nonlicensed member of the human resources department. Depending on the grade level

of the applicant, their application is reviewed, processed, and evaluated by a member of HR. Licensure areas and certifications are confirmed by members of the HR team and references are only contacted for those individuals who are deemed prime candidates by the hiring principals. Principals ultimately offer the individual applicants the positions and determine any specific contractual items such as coaching, club sponsorship, or other duties. Every BT is assigned a mentor at the same school site as the BT's teaching assignment. However, due to the high number of BTs and the limited number of trained mentors, not all BTs are assigned to a mentor in their same teaching area or grade level. For example, at one of the high schools in this district, a new health/physical education teacher was assigned to a family and consumer science teacher for mentoring. At a middle school, an eighth-grade social studies and language arts teacher was asked to mentor a new sixth-grade math and science teacher. Similarly, at an elementary school, a second-grade teacher was assigned as a mentor to a new elementary exceptional children's (EC) teacher. While this district makes every effort to match mentors with mentees, the situation does not always lend itself to this practice. The training of mentors is a high priority for this school district. There is a multi-day session for new mentors, which is required in order to mentor a new teacher. Mentors are provided with staff development focusing on support, collaboration, relationship building, capacity building, helpful instructional strategies, professional development plan writing, goal setting, problem solving, communication skills, and training on the evaluation tool. This district has also budgeted funds so that each mentor is paid an additional \$100 each month for mentoring a first-year teacher. Funds are used primarily through Title II funds to finance the induction and mentoring program for this district. Just prior to the start of the school year, BTs across the district are required to attend a whole day session that also focuses

on some of the same topics addressed with the mentors. Professional development plan writing, goal setting, communication skills, problem solving, classroom management techniques, time management, instructional strategies, literacy strategies, and professional learning communities (PLCs) are some of the topics covered during this day-long session. Following this day, the BTs meet at their assigned school with their mentors for a school-wide meeting to address issues specific to that level and location. The BTs have opportunities to see their classrooms, tour the building, meet with their mentors one-on-one, go to lunch as a group, meet with site-based administration, make supply requests for their classrooms, and receive class rosters and schedules. The teacher workdays following are spent working in their rooms, closely supported and guided by their mentors who are encouraged to take their BT to lunch, exchange personal contact information, get to know each other, build trust, and establish a level of rapport. In this school district, mentors are required to meet with their BT a minimum of four times each month for no less than 4 hours each month. These meetings are documented on a form and turned in at the end of each month to the lead mentor at each school site. The lead mentor then has the school administrator sign each form verifying the collaborative time, and the forms are sent to the Coordinator for Teacher Recruitment and Support who is the district coordinator for the BT induction program. BTs also attend monthly meetings for BTs and mentors at their school site. These meetings often last 1 hour, are after school, and the topics for discussion are determined by the lead mentor based on the observed needs of that site's BTs. For example, one high school uses a sign-up sheet at the first meeting and BT/mentor pairs "adopt" a session. It is their responsibility to present a program, and they often chose to provide light snacks for the group. The meetings discussion, sign-in sheet, and any handouts are collected and summarized by the lead

mentor and turned in monthly to the district coordinator as documentation of the monthly meeting. The BTs are at varying levels according to years of experience. BT1s are BTs (or lateral entry teachers) with less than 1 year of experience. For example, if a teacher is hired at the semester break (January), they are a BT1 for the remainder of that school year as well as the entire following school year. They must complete a full year as a BT1 in order to be promoted to BT2. BT2s are BTs in their second full year of teaching. BT3s are in their third year of teaching. When an experienced teacher transfers into this district from another state or another North Carolina school system, they must complete a full year as BT3, which includes four full evaluations, monthly school site meetings and district meetings, and support as a BT3. All BTs are considered “probationary” teachers and are on a yearly, probationary contract, renewable at the end of each school year with approval of the school principal and Executive Director of Human Resources. The district also requires that BTs attend district-level meetings and complete other activities based on their levels. Figure 2 outlines the requirements of BTs in the focus district. Some requirements are the same regardless of the level of experience and some are specific to the level.

There is a stipend for mentors of BT1s; however, there is no pay available to the mentors of BT2s or BT3s. It is the expectation that when you mentor a new teacher, you will remain that teacher’s mentor for their first 3 years of employment in this district. This is not possible in some instances where the BT or mentor switch schools or leave the district. Also, there are occasions that a lead mentor requests a change in mentor assignment for a BT due to scheduling, personality conflicts, or other reasons that result in a lack of growth either for the BT or the mentor. Some mentors have more than one BT; however, having more than one BT1 is strongly discouraged due to the amount of

time, energy, and support required for first-year teachers.

REQUIREMENTS OF BEGINNING TEACHERS

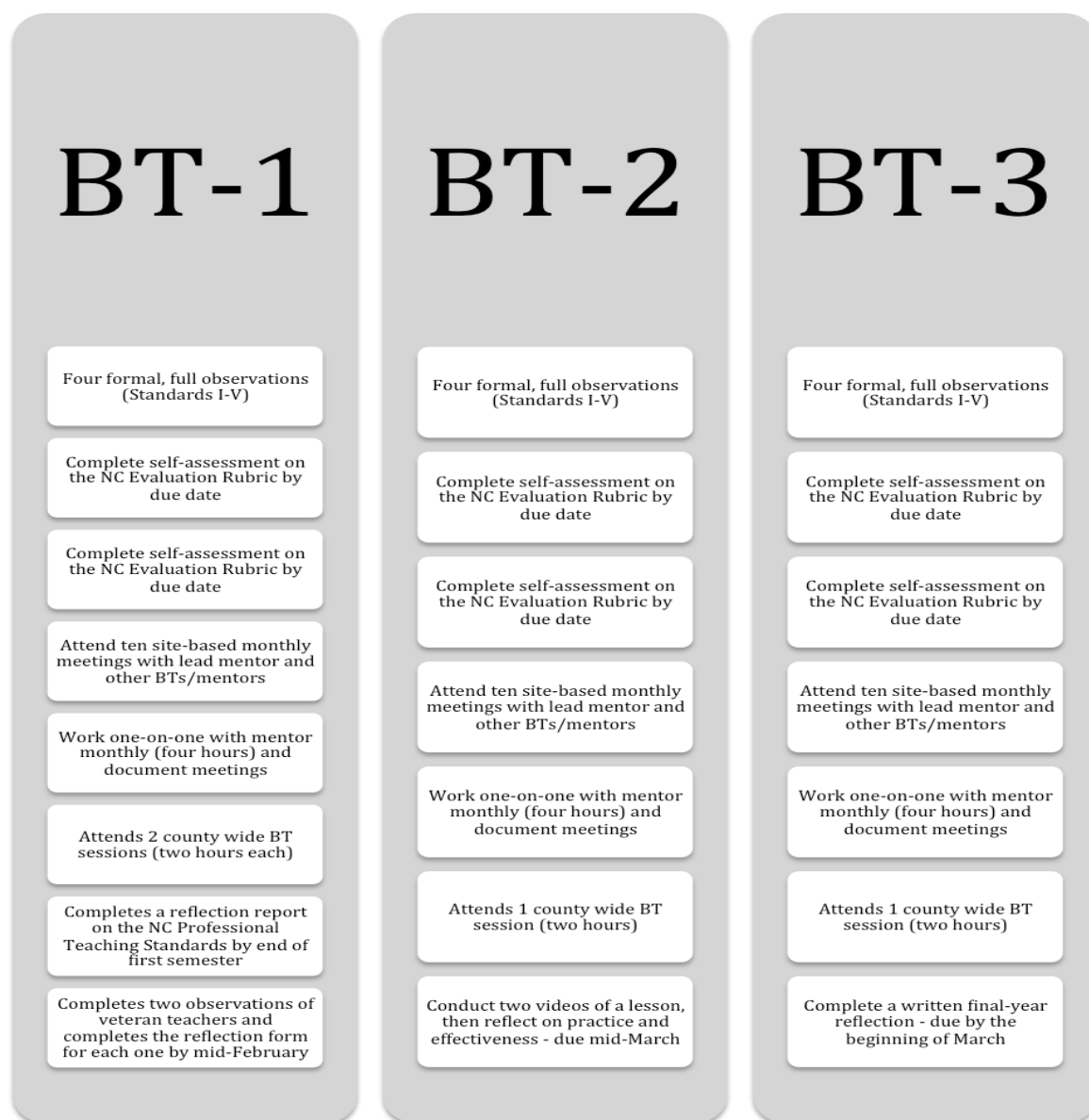


Figure 2. The Requirements for BTs in the Focus District during the 2013-2014 School Year by Level of BT Status.

This district goes through a monitoring process. The district's induction program was evaluated through a formal state audit process during the 2012-2013 school year and was evaluated by peer review process during the first portion of the 2013-2014 school

year. It is also important to note that a new superintendent was named for this district in January of the 2013-2014 school year; some shifts due to a change in leadership have occurred and other changes and improvements are ongoing.

Summary

School districts across the nation use induction programs to provide a level of support and guidance for BTs. However, the level of support, rigor of professional development, assignment of a mentor, and other components vary from state to state and district to district. Wong (2003) suggested that a distinguishing factor of a school with low attrition rates is the existence of an organized, comprehensive program that trains and supports new teachers. Similarly, Darling-Hammond (2003) argued that producing more qualified teachers is not the primary problem of school districts; rather, it is retaining the quality teachers the districts already employ. Literature suggests that working conditions, morale, job satisfaction, mentor support, induction program content, and administrative support all play a role in the retention of teachers. In order to decrease teacher turnover, the factors need to be acknowledged and analyzed.

Chapter 3: Methodology

Introduction

The purpose of this research was to determine if the needs of BTs were being met through the new teacher induction program in a rural school district in central North Carolina.

During this study, new teachers in this district were required to participate for a minimum of 3 years in the induction program. BTs were assigned a mentor at their school site who remains with them through those 3 years at gradient degrees of support. This program began with a full-day workshop for new teachers at a district meeting and was followed by monthly sessions at the school site and quarterly district-level meetings that are grade-level specific. The BTs also met for a minimum of 4 hours each month with their mentor and documented the topics of discussion at each meeting. This study examined the perceptions of new teachers, mentoring teachers, and school administrators.

Research Design

The design of this study was mixed methods. The data from Likert-type questions on the surveys (Appendices A, B, & C) provided the data for the quantitative part of the study. The qualitative data came from open-ended questions on the survey (Appendix D, E, & F) as well as personal interviews with participants. The qualitative data collected allowed the researcher to gain a better understanding of the Teacher Induction Program and its impact on BTs.

Participants/Sample

The participants in this study came from three groups of individuals. The first group of participants were the teachers who were in the BT program in the focus district. All BTs had less than 3 years of teaching experience in the district. The second group of

participants were the teacher mentors for the BTs in this district. Mentors were trained by the district and appointed by the BT's principal. The third group of participants were site-based administrators, including principals and assistant principals in this district's 35 schools. The accessible populations for this study were as follows. There were 189 BTs, 93 mentors, and 74 administrators in the focus district. The sample size for each of the three groups was the number of participating respondents. A response rate of 60% was expected in this study. After the completion of the surveys, a random sample (all respondents) from each of the groups was selected. In order to get a better understanding of the impact of the Teacher Induction Program on BTs, a stratified random sample was drawn based on two strata. The first strata was role based on BT, mentor, and school-based administrator. The second strata was school level based on the number of elementary, middle, and high schools in the district. The number in each strata was to represent 20% of the population.

Instruments

The quantitative data collected in this research were completed surveys given to BTs, mentors, and school administrators. The surveys were given to three individuals in this district for validation. The Executive Director of Human Resources, the Director of Student Services and Research, and the district Coordinator of Beginning Teachers and Teacher Recruitment all validated the three surveys being given to the participants. These individuals also validated the interview questions that were used in the personal interviews. The surveys, in their typed format appear in Appendix A (BT survey), Appendix B (mentor survey), and Appendix C (administrator survey). The interview questions appear in Appendix D (BT interview), Appendix E (mentor interview), and Appendix F (administrator interview).

The BT survey had a total of 47 questions with a Likert-scale response. Of those questions, the breakdown is as follows: 10 questions pertaining to mentor issues, seven questions pertaining to self-assessment and needs, five questions related to administrative support, four questions pertaining to school site BT meetings, six questions pertaining to district-level BT meetings, 13 questions related to job satisfaction, one open-ended question to allow for any other comments from the respondent, and one question asking if they would agree to an interview at a later date. The mentor survey had a total of 32 questions with a Likert-scale response. The 32 questions breakdown as follows: 10 questions regarding BT mentee issues, six questions pertaining to the assessment of BT needs, five questions pertaining to administrative support, four questions related to school-site BT meetings, five questions pertaining to district-level mentor training and program effectiveness, one open-ended question allowing for comments, and one question asking if they would agree to an interview at a later date. The administrator survey consisted of 34 questions with Likert-scale responses. The 34 questions were categorized as follows: 10 questions pertaining to matching BTs with mentors, six questions relating to the assessment of BT needs, five questions pertaining to self-perceived administrative support, five questions pertaining to school site-based BT meetings, six questions related to training, program effectiveness and district support, one open-ended question allowing for comments, and one question asking if they would agree to an interview at a later date.

The interview questions were different for each of the three groups of participants. Each interview consisted of five interview questions and one open-ended question to allow for additional comments not otherwise covered by the interview questions. The interview questions were derived directly from the research questions for

this study.

Procedures

The researcher obtained permission to complete the study from the Executive Director of Human Resources as well as the Superintendent of the focus district. A letter of introduction explaining the purpose of the study was included in the email sent to participants along with the link to the appropriate survey (Appendix G). The surveys were generated using Survey Monkey (www.surveymonkey.com), which is an online educational survey program that allows a researcher to develop customized questions and answers for participants to complete online. The participants were initially given 3 weeks to respond to the survey. At the end of the 3 weeks, the response rate of 60% was not reached, and a reminder email was sent. A second reminder was sent 2 weeks following the initial due date when the response rate was not met. Respondents were assured that their surveys would be confidential with no names or identifiers required. A second email (Appendix H) was sent asking for participation in face-to-face interviews. This email was sent separate from the survey email. The participants who responded to this email became the random sample for interviews. Again, the confidentiality of the interview participants was assured, and the names of the interview participants were not attached to their responses.

Data Collection

Survey data were collected through surveymonkey.com, entered into SPSS by the researcher, and then uploaded into a Microsoft Excel spreadsheet. Notes from interviews were transcribed by the researcher (Appendix I). The transcriptions of the interview notes were reconciled with the original notes to ensure accuracy.

Data Analysis

The quantitative survey data were analyzed using descriptive statistics. The statistics included frequencies, average responses, and standard deviations for each of the quantitative survey questions. Cross tabulations were used to show how participants in each strata answered the quantitative survey questions. In addition, cross tabulations were conducted to provide an insight into how the demographic variables of x, y, and z answered the quantitative questions. The data were displayed in appropriate tables and figures that visually represent the findings.

Data collected through the interviews were transcribed for content analysis. From the interview content, trends, themes, and recurring terms were evaluated and are reported in Chapter 4.

Delimitations

The surveys were administered during the first month of the 2014-2015 school year. There was adequate time for completion of the survey during the first weeks of school.

Limitations

The researcher had no control over participants who left the district during the study or who took family and medical leave during the study and did not complete a survey. There was also no way to control new teachers who became employed and entered into the BT Induction Program during the first months of the school year after the invitations for the survey were sent out. Therefore, the number of potential participants could vary. Also, the number of respondents who agreed to a face-to-face interview was low considering some had moved or were new to their schools and could have been hesitant to commit to an interview.

Chapter 4: Results

Introduction

The purpose of this study was to determine if the perceived needs of BTs were being met by the induction program. Chapter 4 is organized by presenting the quantitative and qualitative data for the four research questions. The questions were

1. What are the reported needs of BTs with 0-3 years of experience?
2. To what extent does the BT induction program in the district in rural North Carolina meet the needs of BTs?
3. What is the relationship of the perceptions of BTs, mentors, and administrators in relation to the BT's areas of weakness?
4. How is the job satisfaction of BTs affected by the factors of district induction, mentoring, and administrative support?

Table 6 shows the number of surveys distributed, the number of respondents, and the response rate for each of the participant groups.

Table 6

Survey Collection Data Response Rate

Survey Type	Invitations Sent	Respondents	Response Rate
BT	127	50	39.3%
Mentor	145	73	50.3%
Administrator	67	24	35.8%

Tables 7, 8, 9, and 10 show the demographic information for the 50 BTs who completed the online survey.

Table 7

BT Demographic Information: Gender

Gender	%	n
Male	20%	10
Female	80%	40

Table 8

BT Demographic Information: Teaching Experience

Length of Experience	%	n
Less than 1 year	10%	5
1 year	24%	12
2 years	30%	15
3 years	34%	17
4 years	0%	0
More than 4 years	4%	2

Table 9

BT Demographic Information: Teaching Assignment

School Level	%	N=
Elementary School	46%	23
Middle School	20%	10
High School	34%	17

Table 10

BT Demographic Information: Educational Background

Background	%	N
Lateral Entry	32%	16
Traditional Teacher Preparation Program	68%	34

Five administrators volunteered for interviews, as compared to eight mentors and six BTs. Interviews took place between September 29 and December 14, 2014. The demographics of the individuals interviewed are shown in Table 11. Of the six BTs interviewed, there were two males and four females. Of the eight mentors interviewed, all eight were female. And of the five administrators interviewed, two were male and three were female.

Table 11

Interviewee Respondents by School Level

Interview Type	Total Interviews	Assigned School Level			
		Elem.	Middle	High	Multi-leveled
BT	6	2	1	3	0
Mentor	8	3	2	3	0
Administrator	5	1	1	2	1

Findings

Given the data collected through surveys and open-ended interview questions, the following findings, which are organized by research question, are reported.

Research Question 1: What are the reported needs of BTs with 0-3 years of experience? This question was addressed in Q7, “Self-Assessment,” of the BT Survey in six different parts. Each part sought to assess the perceived needs of the BT in areas including assessment, differentiation, classroom management, parent communication, and technology integration. This research question was also addressed in Q6, “Assessment of Mentee’s Needs,” of both the Mentor Survey and the Administrator Survey. The needs of BTs as perceived by mentors and administrators were assessed in six different areas including assessment of student knowledge, classroom management, differentiation, parent communication, and creating engaging lesson plans. The same questions were posed to mentoring teachers and school administrators. Table 12 represents the data collected from BTs in regards to their perceived needs, shown by grade level and total respondent group.

Table 12

Needs of BTs as Perceived by BTs

	Agree		Neutral		Disagree	
	n	%	n	%	n	%
Elementary School BT Perceived Needs (N=23)						
Assessment of Student Knowledge	9	39.1	2	8.6	12	52.1
Classroom Management	7	30.4	2	8.6	14	60.8
Communication with Parents	8	34.7	6	26.0	9	39.1
Differentiation for Struggling Students	12	52.1	2	8.6	9	39.1
Differentiation for Accelerated Students	17	73.9	1	4.3	5	21.7
Integration of Technology	6	26.0	1	4.3	16	69.5
Middle School BT Perceived Needs (N=9)						
Assessment of Student Knowledge	4	44.4	1	11.1	4	44.4
Classroom Management	3	33.3	0	0.0	6	66.6
Communication with Parents	0	0.0	2	22.2	7	77.7
Differentiation for Struggling Students	3	33.3	0	0.0	6	66.6
Differentiation for Accelerated Students	4	44.4	0	0.0	5	55.5
Integration of Technology	2	22.2	1	11.1	6	66.6
High School BT Perceived Needs (N=13)						
Assessment of Student Knowledge	5	38.4	0	0.0	8	61.5
Classroom Management	6	46.1	0	0.0	7	53.8
Communication with Parents	5	38.4	1	7.6	7	53.8
Differentiation for Struggling Students	7	53.8	1	7.6	5	38.4
Differentiation for Accelerated Students	9	69.2	0	0.0	4	30.7
Integration of Technology	2	15.3	1	7.6	10	76.9
Summary of BT Perceived Needs (N=45)						
Assessment of Student Knowledge	18	40.0	3	6.7	24	53.3
Classroom Management	16	35.5	2	4.4	27	60.0
Communication with Parents	13	28.9	9	20.0	23	51.1
Differentiation for Struggling Students	22	48.8	3	6.7	20	44.4
Differentiation for Accelerated Students	30	66.7	1	2.2	14	31.1
Integration of Technology	10	22.2	3	6.7	32	71.1

The data show that BTs report differentiation as their biggest area of need. The data also suggest that this group struggles most with extending the content standards and creating activities that challenge the learners in their classrooms who may already have knowledge of the content they are addressing in a lesson.

The qualitative data gathered from BTs related to their perceived needs provide

the following insights. Q1 for the interviews with BTs asked, “What are the top two areas of need that you have?” The most frequently mentioned area of need for BTs was a need for clarity in both district policies/procedures and the expectations that their administrators and district leaders had for them. Also, a number of new teachers reported needing to reduce the district-required paperwork for new teachers. The BTs also suggested a need for professional development and strategies for organization and time management. One BT at the high school level stated that he would like to know how to build a better professional portfolio and would welcome assistance with knowing what to keep, what to discard, and what to collect for longitudinal growth purposes. Another BT at the elementary level stated that she struggles with creating engaging lesson plans with the available resources, especially in Social Studies. As a group, the BTs indicated that they are aware of their needs and want to strengthen these areas.

Table 13 represents the data collected from mentors regarding the needs of BTs. Survey results indicate that mentoring teachers report classroom management as the top area of need for BTs. Mentoring teachers reported differentiation of instruction as well as parent communication as areas of weakness for BTs, according to the data.

Interviews conducted with mentoring teachers included a question (Q1) which asked, “What are the top two areas of need for your BT?” The most frequently mentioned area of need related to classroom management. One mentor stated she felt BTs were sometimes “too friendly with students” and that they were afraid to say “no.”

Table 13

Needs of BTs as Perceived by Mentoring Teachers

	Agree		Neutral		Disagree	
	n	%	n	%	n	%
Elementary School Mentor Responses (N=24)						
Assessment of Student Knowledge	4	16.7	2	8.3	18	75.0
Classroom Management	9	37.5	2	8.3	13	54.2
Communication with Parents	9	37.5	1	4.2	14	58.3
Differentiation for Struggling Students	4	16.7	3	12.5	17	70.9
Differentiation for Accelerated Students	5	20.8	3	12.5	16	66.7
Creating Engaging Lesson Plans	0	0.0	2	8.3	22	91.7
Middle School Mentor Responses (N=12)						
Assessment of Student Knowledge	1	8.3	3	25.0	8	66.7
Classroom Management	1	8.3	3	25.0	8	66.7
Communication with Parents	0	0.0	2	16.7	10	83.3
Differentiation for Struggling Students	1	8.3	3	25.0	8	66.7
Differentiation for Accelerated Students	1	8.3	4	33.3	7	58.3
Creating Engaging Lesson Plans	0	0.0	1	8.3	11	91.6
High School Mentor Responses (N=26)						
Assessment of Student Knowledge	12	46.2	3	11.5	11	42.3
Classroom Management	20	76.9	0	0.0	6	23.1
Communication with Parents	13	50.0	4	15.4	9	34.6
Differentiation for Struggling Students	16	61.5	4	15.4	6	23.1
Differentiation for Accelerated Students	19	73.0	2	7.7	5	19.2
Creating Engaging Lesson Plans	9	34.6	5	19.2	12	46.2
Summary of Mentor Responses (N=62)						
Assessment of Student Knowledge	17	27.0	8	12.7	38	60.3
Classroom Management	30	47.6	5	7.9	28	44.4
Communication with Parents	22	34.9	7	11.1	34	53.9
Differentiation for Struggling Students	21	33.4	10	15.9	32	50.8
Differentiation for Accelerated Students	25	39.7	9	14.3	29	46.0
Creating Engaging Lesson Plans	9	14.3	8	12.7	46	73.0

Another mentor said that BTs needed to “learn when to say no,” both to students for classroom management purposes and to their peers or administrators when asked to coach, sponsor clubs, or perform other non-instructional duties. Two mentors spoke of the benefits for BTs who have no extra duties or responsibilities during their first 3 years

in teaching. They suggested that this reduction in responsibility would allow for them to focus more clearly on instruction, learning, planning, networking, data analysis, and best practices. Organization and time management were other areas of need voiced by multiple mentoring teachers. One elementary mentor suggested BTs receive training in implementing the “workshop model,” while another mentor stated a need for stress-relief strategies. Two mentors mentioned specific needs for BTs who serve as EC teachers. They offered that a reduced EC caseload and better training with EC paperwork are needs for beginning EC teachers. One of these mentoring teachers added that the needs of new teachers who serve this special population are different from the needs of other BTs. Two mentoring teachers responded that allowing new teachers to observe others in their content area would serve beneficial. Mentoring teachers also responded that the BT they worked with needed professional development in the areas of gathering and analyzing data, lesson planning for 90-minute block schedules, and time management.

Table 14 shows the survey responses related to perceived needs of BTs by the administrators who participated. Data collected from school administrators suggested that the areas of need covered by this survey were all areas of need for the BTs in their schools.

Qualitative data collected through interviews with BTs, mentors, and administrators also suggested that BTs had a need for time management skills, resources for their curriculum area, classroom management, and effective lesson planning. Q1 in the face-to-face interviews conducted with administrators asked, “What are the top two areas of need for the BTs at your school?” High school administrators reported that BTs at the secondary level need guidance and support as they plan lessons for 90-minute block classes. Keeping students engaged through carefully planned activities that are

aligned with curriculum standards, say the administrators, will address some of the classroom management issues that are often experienced by novice teachers.

Table 14

Needs of BTs as Perceived by School Administrators

	Agree		Neutral		Disagree	
	n	%	n	%	n	%
Elementary School Administrator Responses (N=3)						
Assessment of Student Knowledge	3	100	0	0.0	0	0.0
Classroom Management	3	100	0	0.0	0	0.0
Communication with Parents	3	100	0	0.0	0	0.0
Differentiation for Struggling Students	3	100	0	0.0	0	0.0
Differentiation for Accelerated Students	3	100	0	0.0	0	0.0
Creating Engaging Lesson Plans	3	100	0	0.0	0	0.0
Middle School Administrator Responses (N=2)						
Assessment of Student Knowledge	2	100	0	0.0	0	0.0
Classroom Management	1	50.0	0	0.0	1	50.0
Communication with Parents	1	50.0	0	0.0	1	50.0
Differentiation for Struggling Students	2	100	0	0.0	0	0.0
Differentiation for Accelerated Students	1	50.0	0	0.0	1	50.0
Creating Engaging Lesson Plans	1	50.0	0	0.0	1	50.0
High School Administrator Responses (N=6)						
Assessment of Student Knowledge	3	50.0	3	50.0	0	0.0
Classroom Management	3	50.0	3	50.0	0	0.0
Communication with Parents	3	50.0	3	50.0	0	0.0
Differentiation for Struggling Students	3	50.0	3	50.0	0	0.0
Differentiation for Accelerated Students	3	50.0	3	50.0	0	0.0
Creating Engaging Lesson Plans	3	50.0	3	50.0	0	0.0
Summary of Administrator Responses (N=11)						
Assessment of Student Knowledge	8	72.2	3	27.3	0	0.0
Classroom Management	7	63.7	3	27.3	1	9.1
Communication with Parents	7	63.7	3	27.3	1	9.1
Differentiation for Struggling Students	8	72.2	3	27.3	0	0.0
Differentiation for Accelerated Students	8	72.2	3	27.3	0	0.0
Creating Engaging Lesson Plans	7	63.7	3	27.3	1	9.1

Middle and elementary administrators report that their BTs need to improve time management skills and suggested a reduction in district-required paperwork (documents

and assignments required as part of the BT induction program). They suggest more teacher workdays and opportunities for new teachers to observe more experienced teachers within the district. One elementary administrator reported the BTs at her school need development in the area of gathering, analyzing, and using formative assessment to create data-driven lesson plans. She indicated that new teachers at the elementary level need clear expectations from school administration as well as the district, especially in the area of PLCs and curriculum pacing.

Research Question 2: To what extent does the mentor program in the district in rural North Carolina meet the needs of BTs? Qualitative data collected through interviews provide some insight as to the extent in which the induction program in the focus district meets the needs of BTs. The second question (Q2) of the interview with BTs, mentoring teachers, and administrators asked, “Explain how the district induction program could better meet the needs.” BTs responded they wanted a more individualized approach to the induction program. One BT stated that she would like the district meetings to be held in small groups based on the needs of the BTs rather than large group meetings with “generalized” topics. Another BT responded that the meetings (both district and school-based) should offer more topics and strategies that BTs request; as she stated, “ask us what we need, don’t just give us random information.” One BT suggested allowing more time with the mentor and more opportunities to observe other teachers.

The same question was posed to mentoring teachers, asking how the induction program could be improved. Five of eight mentoring teachers responded that their district is doing a good job to meet the needs of BTs through the induction program. There were few suggestions for program improvement given by this group of interviewees. Two mentors responded BTs should be provided more opportunities to

observe others in their grade level (these were both elementary mentors). Another suggested “less paperwork”; and upon examination of the response, the “paperwork” referenced is EC paperwork for a BT in an EC position. The last suggestion to the induction program was that mentors and BTs be paired and matched according to their subject area (this was a high school mentor).

School-based administrators were asked how the district induction program could be improved to meet the needs of BTs. Multiple administrators remarked that BTs need more time with their mentors. Several suggested additional workdays; one stated “protected” days at the beginning of the school year to work with their mentor and like subject/grade to lesson plan together. Another principal stated he would like to see more training for mentors in coaching, facilitating change, and active listening. Several of the administrators interviewed responded that their district does a good job in providing support to new teachers through their induction program as well as offering communication, resources, and support for administrators who have BTs in their schools.

Quantitative data collected through online surveys with BTs, mentoring teachers, and administrators support quantitative data. Table 15 shows the questions and responses for questions relating to the effectiveness of the BT induction program. The survey also included a question to determine the perception of overall program effectiveness for the induction program in this district. The results of those questions are represented in Table 16.

Table 15

Survey Question Responses Related to Program Effectiveness

Respondent: Statement	Agree		Neutral		Disagree		Total N
	n	%	n	%	n	%	
BT: The time spent with my mentor is beneficial to me	37	84.0	3	6.8	4	9.1	44
BT: I would have struggled without the assistance of my mentor	32	72.8	7	15.9	5	11.4	44
BT: The school site monthly BT meetings are helpful	36	80.0	3	6.7	6	13.3	45
BT: The district BT orientation at the start of the school year was helpful	30	66.6	8	17.8	7	15.5	45
Mentor: I do not feel my mentee would be successful without the guidance and support of a mentor	26	42.6	12	19.7	23	37.7	61
Mentor: The school site monthly BT meetings are beneficial to my BT	57	89.1	4	6.3	3	4.7	64
Mentor: Most of the topics addressed at the school site monthly BT meetings are applicable to my mentee and his/her needs	58	90.6	5	7.8	1	1.6	64
Administrator: The school site monthly BT meetings are beneficial to our BTs	12	92.3	1	7.7%	0	0.0	13
Administrator: Most of the topics addressed at the school site monthly BT meetings are applicable to our BTs and their needs	12	92.3	1	7.7%	0	0.0	13

Table 16

Survey Question Responses Regarding District Induction Program Effectiveness

Respondent: Statement	Agree		Neutral		Disagree		Total (N)
	n	%	n	%	n	%	
BT: I have received support and guidance through the BT induction program provided by our school district	33	73.7	6	13.3	6	13.3	45
Mentor: Our school district's BT induction program (including mentoring) is effective in supporting new teachers	57	89.1	4	6.3	3	4.7	64
Administrator: Our school district's BT induction program (including mentoring) is effective in supporting new teachers	12	85.8	2	14.3	0	0.0	14

Research Question 3: What is the relationship of the perceptions of the BT, mentor, and administrator in relation to the BT's areas of weakness? As reported in Table 12, Table 13, and Table 14, the areas of need for BTs do vary in degree based on the perception. First, BTs report their highest areas of need are differentiation of instruction for both struggling learners (48.8% agree with this area as a need) and advanced learners (66.7% agree). Secondly, when surveyed, 47.6 % (highest percentage) of responding mentoring teachers listed classroom management as an area of need for their BT. Lastly, according to the data, administrators reported the BTs at their schools demonstrated a need for all areas listed in the response options which include assessment of student knowledge, classroom management, communication with parents, differentiation for struggling students, differentiation for accelerated students, and creating engaging lessons and activities.

Through interviews, qualitative data collected provide another set of responses to Q1 asking BTs, mentors, and administrators to list the “top 2 areas of need” for BTs. Figure 3 shows the data for individual responses to this interview question based on text analysis of common language, themes, and trends across the responses. Five themes developed throughout the analysis of data: (1) clarification of expectations, (2) additional resources to support instruction, (3) classroom management, (4) organization and time management, and (5) lesson planning and assessment.

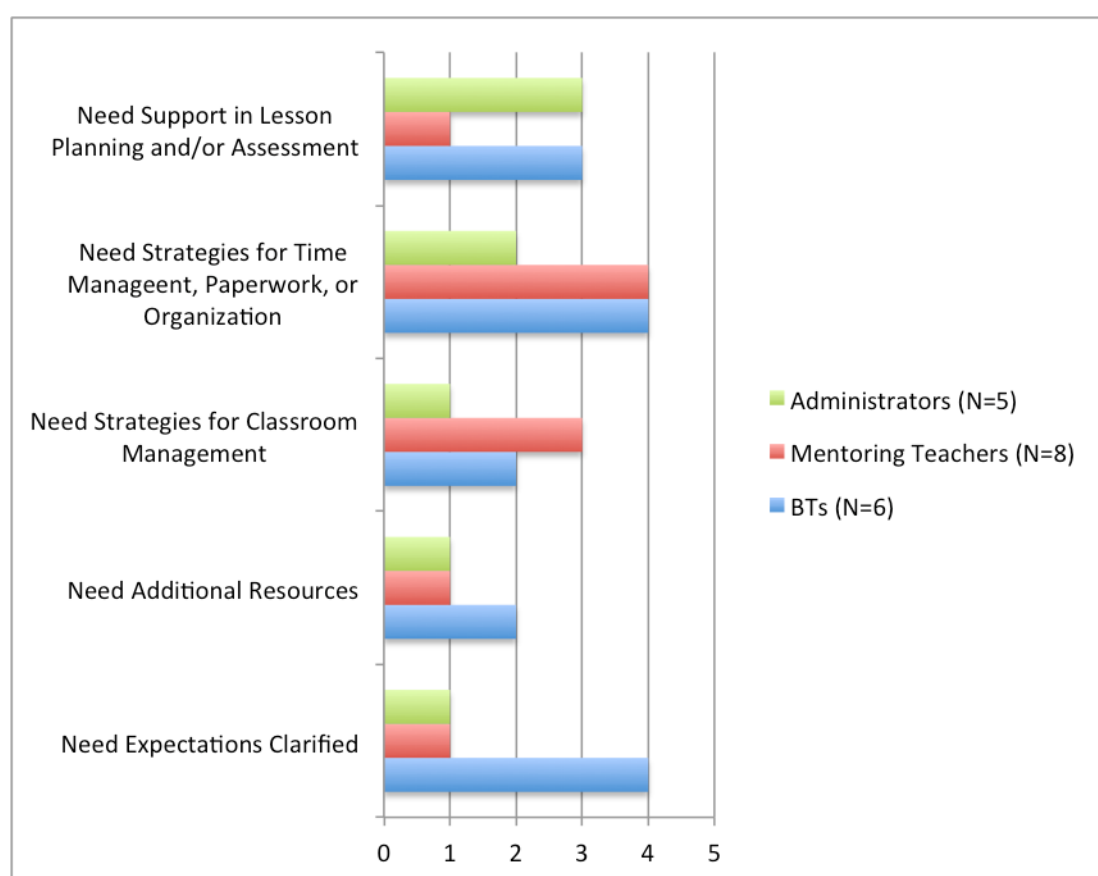


Figure 3. Areas of Need for BTs as Reported through Interviews with BTs, Mentoring Teachers and School Administrators.

Research Question 4: How is the job satisfaction of BTs affected by the factors of district induction, mentoring, and administrative support? Quantitative

data collected through an online survey yielded results shown in Table 17.

Table 17

BT Survey Questions Related to Job Satisfaction

Question/Statement	Agree		Neutral		Disagree	
	N	%	N	%	N	%
I am happy in my current teaching assignment	43	93.4%	1	2.2%	2	4.4%
I would like to continue teaching, but would be interested in moving to another school	8	17.8%	8	17.8%	29	64.4%
I would like to continue teaching, but would be interested in moving to another grade level	6	22.2%	10	22.2%	29	64.4%
I would like to continue teaching, but would be interested in moving to another school district	11	24.5%	10	22.2%	24	53.3%
I am satisfied with my current income from teaching	9	20.4%	2	4.5%	33	75.0%
I have concerns about the overall culture and climate of my school	9	20.0%	6	13.3%	30	66.6%
I have concerns about the overall culture and climate of our school district	13	29.6%	4	9.1%	27	61.3%
I feel like a contributing member of my school faculty	39	86.7%	5	11.1%	1	2.2%
I feel that my thoughts and ideas are welcome at school and district PLC meetings	36	80.0%	7	15.6%	2	4.4%

Qualitative data collected during interviews also show that the majority of the BTs interviewed were satisfied in their current jobs. The six BTs were asked during the

interview, “How would you rate your job satisfaction on a scale from 1-5 with 1 being not satisfied at all and 5 being completely satisfied?” Table 18 represents the data collected from that question (Q4).

Table 18

Number of BT Job Satisfaction Ratings on a 1-5 Scale

	1 Not Satisfied	2	3	4	5 Completely Satisfied
Elementary School BTs			1		1
Middle School BTs				1	
High School BTs		1*		1	1
Total Interviewed BTs		1	1	2	2

Note. *This rating of “2” was reported as a “2.5” by the BT during the interview.

Of the six BTs interviewed, five gave all positive comments about their mentor or the relationship that they had with that individual. One BT stated that although her mentor worked with her and offered advice/suggestions, when she did not take the advice and tried strategies on her own, the mentor did not “appreciate it.” This BT reported a job satisfaction rating of 3. The BT who gave a job satisfaction rating of 2.5 (reported in Table 18 as a 2) stated “my relationship with my mentor is the best part of this (induction) program.” This BT also noted, “there has been considerable frustration moving into this district” and remarked on a need for the district to improve on “licensure procedures.” One BT who had a job satisfaction rating of 5 stated, “I love my school and my . . . class. I love our leadership and sense of community.”

As part of the “Supporting Factor Retention Model” outlined in Figure 1 of

Chapter 1, the impact of administrative support was addressed in survey questions for all three groups surveyed. Table 19 summarizes the questions asked of BTs and mentoring teachers as related to school site administrators and their support of new teachers.

Table 19

BT and Mentor Questions Related to Administrative Support

Question/Statement	BTs (N=45)			Mentoring Teachers (N=62)		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree
School administrators support BTs	90.9%	4.5%	4.6%	96.8%	3.2%	0.0%
School administrators understand the weakness of BTs and make efforts to get them help	61.3%	27.3%	11.3%	66.1%	25.8%	8.1%
School administrators are aware of BT's strengths	86.3%	6.8%	6.8%	82.3%	16.1%	1.6%
BTs are comfortable approaching school administrators with questions and problems	91.0%	2.3%	6.8%	82.3%	9.7%	8.1%
School administrators want BTs to succeed as educators	90.9%	6.8%	2.3%	96.8%	3.2%	0.0%

Table 20 shows the qualitative data collected from surveys administered to school site administrators. The questions outlined in the table relate to the support and knowledge of BTs and their needs as perceived by administrators.

Table 20

Administrator Survey Questions Related to Administrative Support of BTs

Question/Statement	Agree		Neutral		Disagree	
	N	%	N	%	N	%
I received training to support BTs	7	53.8%	5	38.5%	1	7.7%
I feel capable of guiding and supporting BTs effectively	6	50.0%	6	50.0%	0	0.0%
I would like to have more training to support BTs	5	41.6%	7	58.3%	0	0.0%
I feel confident in helping BTs with the implementation and use of technology	5	45.5%	6	54.5%	0	0.0%

During the interview, administrators were asked, “how the induction program in this district could better meet the needs of BTs, mentors, or administrators working with BTs?” Their responses are shown below and separated by school level in Figure 4.

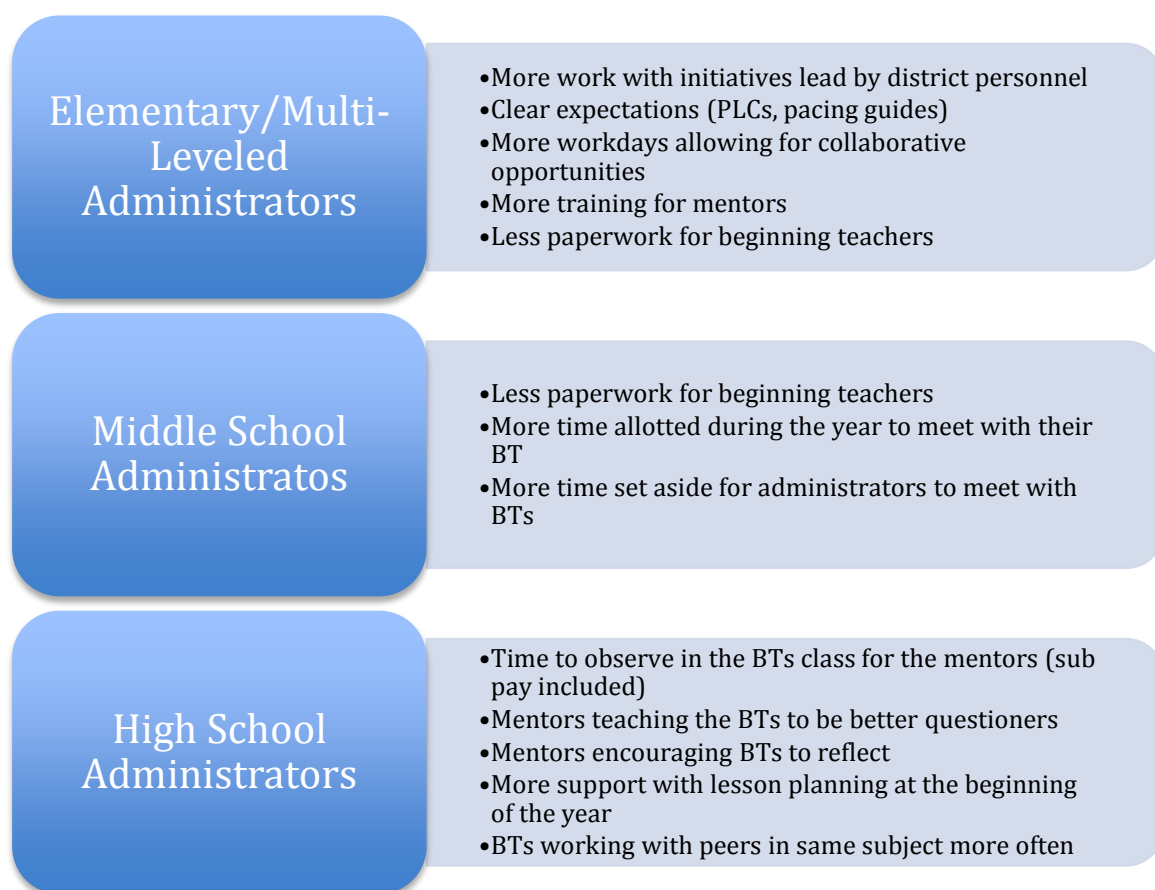


Figure 4. Suggestions for Improving the New Teacher Induction Program.

Other Findings

As a result of the data collected, other findings surfaced that include the matching and assignment of mentors to new teachers. Qualitative data collected through interviews with administrators yielded the following results. Elementary and multi-leveled administrators reported making every effort to match new teachers with a mentor from the same grade level whenever possible. Middle grades administrators reported matching BTs and mentors based on planning periods and “teams” when possible. High school administrators try to match new teachers with a mentor in the same subject area but noted that this is difficult, especially at a small school or with singleton teachers such as band,

foreign language, or art. However, one high school administrator reported,

subject matter is not always as important, but being able to find someone who can help the BT grow . . . if I feel from the interview or past experience they (BT) are weak on classroom management, I try to pair them with that (in a mentor).

Several administrators mentioned common planning as a consideration when pairing BTs with mentoring teachers, citing the time together to plan, reflect, talk and collaborate as helpful for both the BT and mentoring teacher.

Another finding as a result of the interviews with mentors was the apparent benefit they gained themselves through their interactions with and coaching of new teachers. Mentoring teachers reported several benefits as a result of this relationship as shown in Figure 5.

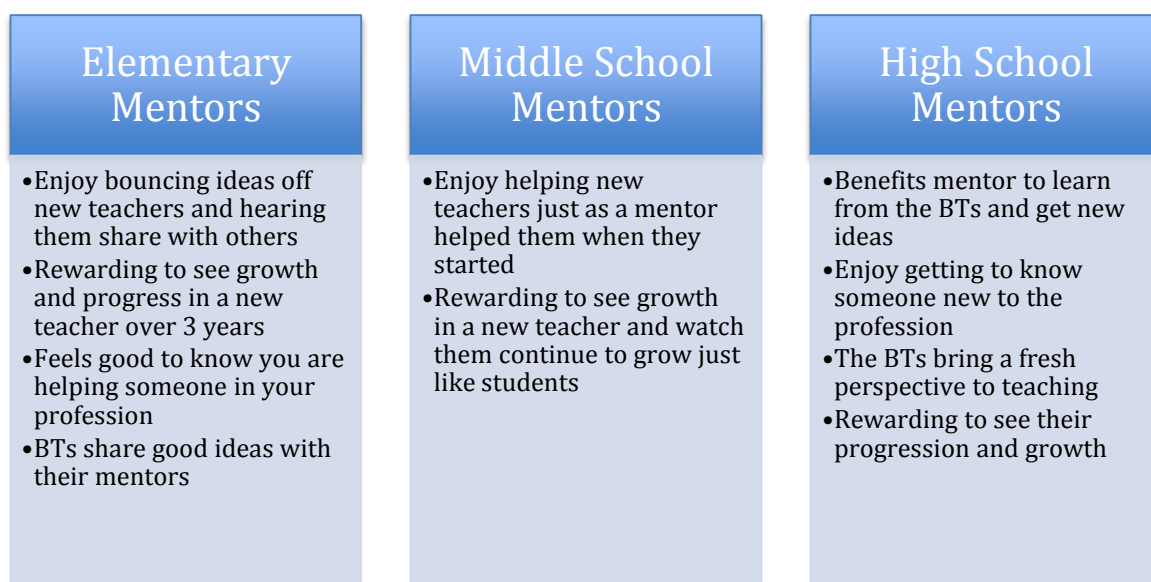


Figure 5. Benefits of Mentoring a New Teacher as Reported by the Mentoring Teachers.

Summary

In summary, the quantitative data collected through a total of 147 online surveys completed by individuals in the focus district of central North Carolina represent the

perceived needs, strengths, weaknesses, and job satisfaction of the BTs in that district.

The data also give the perceived effectiveness of the new teacher induction program in this school district. The qualitative data collected through interviews with six BTs, eight mentoring teachers and five administrators show the perceived areas of need for BTs.

These data also represent a collection of suggestions for improving the induction program in the district, further indicating the needs of BTs as well as the needs of mentoring teachers and administrators who support those new teachers. These suggestions and data analyses are further discussed in Chapter 5.

Chapter 5: Discussion

To address the issue of teacher turnover and maintain high-quality teachers in the classrooms to improve student growth and proficiency, school districts are depending on the effectiveness of their induction programs to support new teachers during the first, crucial years in the profession. Knowing that many BTs leave the profession within the first 5 years, districts realize the importance of mentoring programs and induction processes that support, guide, and nurture novice educators (Bickmore & Bickmore, 2010; Darling-Hammond, 2012). This chapter outlines the study of a rural school district in central North Carolina as it seeks to improve teacher retention and support the new face of instructional standards in their communities.

Overview

The purpose of this study was to assess the needs of BTs and to determine if the new teacher induction program in the focus district met the needs of BTs. Part of this process involved the use of surveys and interviews to document the perceived needs of BTs as reported by the BTs themselves, their mentoring teachers, and school-level administrators. Themes developed as a result of data analysis throughout this process which allowed the researcher to ask questions during the interviews that would clarify and further support the findings.

A discussion of the findings of this study is included in this chapter. Five themes emerged as the qualitative data from the interviews were analyzed. The themes and subsequent “needs” of BTs were (1) clarification of expectations, (2) additional resources to support instruction, (3) classroom management, (4) organization and time management, and (5) lesson planning and assessment. These areas of need were supported by multiple examples of previous research and literature (Cuddapah & Burtin,

2012; Robertson & Robertson 2008; Smeaton & Waters, 2013). The analyses of findings are organized by research question. Limitations of the study, conclusions, implications for practice, and recommendations for further study are also presented in this chapter, followed by a summation.

Analysis of Findings

Through data collected in 147 online surveys and 19 interviews with BTs, mentoring teachers, and administrators at all grade levels in a rural school district in central North Carolina, the findings support previous research and literature in respect to the needs of new teachers.

Research Question 1

What are the reported needs of BTs with 0-3 years of experience? Based on data collected from 45 BTs through online surveys, 66.7% of BTs in the focus district reported a need for professional development and strategies to differentiate experiences for accelerated learners. These data were similar regardless of grade level, with 73.9% of elementary BTs, 44.4% of middle school BTs, and 69.2% of high school BTs reporting a need for development in this area. This was either the top or second most requested need for all BTs surveyed in this district. Based on data collected through open-ended interview questions, BTs reported a need for clarification in district expectations. They indicated a need to know what was expected in respect to paperwork and assignments required as part of the monthly school-based meetings, quarterly district meetings, and the overall induction program. This was not a question or response option that was addressed in the online survey; therefore, the information was voluntary and unsolicited from the respondents. BTs also reported a need for grade-level appropriate strategies to address classroom management.

To address this need and fill another request from novice teachers, BTs observing other, more experienced teachers would provide opportunities to see the needs of struggling and accelerated learners addressed in a comprehensive, well-planned lesson (Wong, 2004). According to Moir's (2009) research, observation of mentoring teachers and cultivating learning communities for new teachers and teacher leaders (mentors) "builds capacity while providing a structure for student learning" (p. 16). Wong and Wong (2015) discussed capacity building as an "investment in the future sustainability of an organization" (p. 1). By allowing time for the BTs' observation of other teachers, the district could "invest" in the human capital of educators, therefore building capacity.

Research Question 2

To what extent does the induction program in the focus district meet the needs of the BTs? Given the survey responses from BTs, mentoring teachers, and administrators, a majority reported an overall effectiveness of the BT induction program in the focus district: 73.7% (33 of 45) of new teachers reported they have received "support and guidance" through the district's induction program; 89.1% (57 of 64) of mentors responded the district's program was "effective in supporting new teachers"; and 85.8% (12 of 14) of school administrators reported the district induction program was "effective in supporting new teachers." Given the questions related to program effectiveness, 72.8% (32 of 44) of BTs reported they would have struggled without the assistance of a mentor, a key component of successful induction programs (Cook, 2012). Also related to the benefit of mentors, 84% (37 of 44) of BTs agreed that the time spent with their mentors was "beneficial" to them. Regarding school-site monthly BT/mentor meetings, 80.0% (36 of 45) of BTs, 89.1% (57 of 64) of mentors, and 92.3% (12 of 13) of administrators responded the meetings are beneficial for BTs.

Qualitative data collected indicate a range of suggestions to improve the district's induction program. One BT remarked that she would like to see small group meetings to address individual (grade-level) needs rather than generalized meetings. Another BT requested the topics for district meetings to be based on reported needs from BTs rather than selected by district HR personnel. Suggestions from mentors included pairing BTs with mentors in their same subject (high school situations) when possible. Another mentor stated a need for more opportunities for new teachers to observe other teachers in classroom situations, which is supported by Wong's (2004) research as well.

Research Question 3

What is the relationship of the perceptions of the BT, mentor, and administrator in relation to the BT's needs and areas of weakness? According to the data, there is discrepancy between the perceptions of administrators, mentoring teachers, and BTs regarding the needs of BTs. Based on survey data, 47.6% (30 of 62) of mentoring teachers and 63.7% (7 of 11) of school-based administrators responded that classroom management was an area of need for BTs, compared to 35.5% (16 of 45) of BTs themselves: 66.7% of BTs responded on the survey that they struggle with differentiation of instruction for students who master content quickly; and 48.8% responded they have difficulty in differentiating instruction for students who struggle with the content and need remediation and/or intervention.

Based on responses from open-ended interview questions, four of six BTs interviewed reported needing clarification of expectations. One BT stated, "knowing what I am supposed to be doing" as a top need. Four of five school-based administrators used the term "planning" in their response to the question asking for the top two areas of need for BTs. One elementary administrator used the term in conjunction with

assessment, clarifying that new teachers need support and exemplars in “planning for formative assessment and data-driven instruction.” A high school principal responded that new teachers need guidance and support in planning effectively for 90-minute classes and using formative assessment to plan instruction. None of the eight mentors interviewed used the term “plan” or “planning” as an area of need. However, three of them used the term “time management,” and three of them reported “classroom management” as a top area of need for BTs. One mentor who worked with a BT assigned to a middle school EC position stated that this special group of new EC teachers needs a reduced caseload and a better understanding of EC paperwork. This mentor also suggested the BTs in EC positions need more communication with other EC teachers and time for this collaboration. This is supported in research which states administrators who provide time for common planning and facilitate a collaborative culture “enhance teachers’ pedagogy and students’ education” (Bieler, 2012, p. 47).

Both qualitative and quantitative data collected during this study indicate a number of BTs, mentors, and administrators in the focus district want an increase in time for BTs to communicate, collaborate, plan, observe, and meet with other teachers.

Research Question 4

How is the job satisfaction of BTs affected by the factors of district induction, mentoring, and administrative support? Data collected from BTs through survey responses show 93.4% (43 of 46) are happy in their current teaching assignments. However, 24.5% (11 of 45) would like to move to another school district and continue teaching. This question could be explained by the low 20.4% (9 of 44) who responded they were satisfied with their current income from teaching (75% reported they were unsatisfied with their income). It is important to note that five bordering school districts

have a higher local supplement for teachers than the focus district provides. Related to the support from school administration, 90.9% (40 of 44) of BTs and 96.8% (60 of 62) of mentoring teachers responded that school administrators support BTs. However, when asked if the administrators understand the weaknesses of BTs and make efforts to help them, 61.3% of BTs and 66.1% of mentors report they agreed.

Qualitative data from six BTs interviewed suggest an overall satisfaction with their current situation/teaching assignment. One new teacher stated, “I love my school . . . can’t imagine being anywhere else.” Another stated, “I love teaching . . . I believe the pay should be higher . . . everyone thinks this is an easy job.” The lowest score on the Likert scale (1 represents very unsatisfied and 5 represents very satisfied) was a 2.5 from a high school BT moving in from another state who stated, “considerable frustration moving into this district” and “better grip on licensure procedures from the start,” referring to the district human resources department. However, when asked about the impact of a mentoring teacher, the same BT stated, “my relationship with my mentor is the best part of the program.” The majority of new teachers interviewed had positive interactions with their mentors and responded with affirming statements that their mentors are helpful, supportive, and provide guidance. One BT made a negative statement regarding her mentoring teacher, saying, “We disagree on teaching strategies, and when I turn down her suggestions to try my own ideas, it is not appreciated.” However, the same BT also stated, “she answers my questions and helps me when I need it.” The positive impact of quality mentoring teachers in this district was vocalized by several BTs as well as administrators. Administrators voiced a need for BTs to have more time to plan, meet, and peer observe with their mentoring teachers, while repeating the positive impact of effective mentors not only on the BT but in creating teacher leaders

and curriculum coaches within their schools, which is echoed in the research of Hanson and Moir (2008).

Limitations

This study included some limitations. The first is the length of time taken between the administration of the surveys which began in August 2014, the interviews which took place between September and December 2014, and the completion of data analysis between January 2015 and October 2015. The 2014-2015 school year ended, and a new set of BTs started in August 2015 who were not part of this study. Only 14 school-based administrators completed the online survey, even after reminder emails were sent, which limited the information gathered from this important group of stakeholders.

Another limitation of the study was the interviews conducted both face-to-face and by phone during the first months of school. This is often a busy time for school employees; and the interviews were often short and hurried due to pending activities, sports events, or other district meetings that are necessary in the first weeks of school.

Additionally, the survey given online was a Likert-scale survey where the response options were strongly agree, somewhat agree, neutral, somewhat disagree, and strongly disagree. In determining the needs of new teachers, it would have been helpful for the needs to be ranked from high priority to low priority by BTs, mentors, and administrators. Administrators ranked all areas as areas of need for BTs, and it left the researcher to wonder which was their first priority for professional development to address those skills/areas.

A final limitation of the study was a significant change in staffing during the duration of the study. A new superintendent was hired; many changes to district office

personnel were made; and over 24 changes in school-level leadership were implemented during the course of the research, survey administration, and interviews for this study. The BT, mentor, and administrator list that was given at the start of this study by human resources changed drastically over the course of 2 years; this study was based on that original listing of staff and their locations in the district at that time.

Conclusions

Based on both qualitative and quantitative data collected through surveys and interview questions within the focus district, the majority of new teachers in the BT induction program, along with most mentoring teachers and site-based administrators, reported that the district's induction program for BTs is effective and beneficial to the novice teachers involved. Moir (2009) stated that effective induction programs are supported through policy, resource allocation, and an element of accountability. One area of this district's induction program that may require further clarification and development is the communication of policy, procedures, and expectations. Throughout the study, many statements from new teachers as well as mentors and administrators suggested the district needed to be more clear with the expectations for BTs in their induction program.

Qualitative data collected suggest that all three groups interviewed (BTs, mentors, and administrators) have different opinions as to the needs of BTs. One female elementary administrator in her first year of the principalship stated that the district expectations needed to be clarified for new teachers. She felt that BTs need to know guidelines and expected outcomes for PLCs. She remarked that new teachers often do not understand what data are common practice to bring to a grade-level meeting and that they depend on their teams to help analyze their data until they have acquired this skill.

She further stated that to improve the district induction program, professional development needed to be provided by district lead teachers to assist and support both new teachers and their mentors in planning with district-mandated pacing guides; and while she tries to match BTs with a mentor on the same grade level, she felt this was difficult for small schools and would like to see more mentors trained and better incentives offered to mentoring teachers. She advocated, “I can only do so much with what and who I have in the building.” One suggestion for incentives was release time during the day (elementary) or an extra planning period at other levels (high school).

Mentoring teachers, based on qualitative data, voiced a different priority of need for new teachers. High school mentors (all three interviewed) stated their BT’s top area of need was classroom management. All three of these secondary mentors were female. One had 26 years of experience, the second had 34 years of experience, and the third had 35 years of teaching experience. Of the same three mentors, the only suggestion for improvement to the district induction program was to make every effort to match BTs with mentors in the same subject area. One stated, “it is easier to spend quality time with your BT during common planning, which we have for subject areas.” Both middle school mentors who were interviewed were female. One had 17 years of experience, and the other had 9 years of experience in teaching. During their response to the question asking, “what are the 2 top areas of need for your BT,” they mentioned EC paperwork or caseload. One mentor felt caseloads for new teachers assigned to EC positions should be reduced, while the other mentor remarked that BTs need a better understanding of EC paperwork and their role during an Individual Education Plan (IEP) meeting.

BTs reported during qualitative interviews that they wanted more time to meet with their mentors and clarification of expectations. One elementary teacher in her first

year of teaching stated that she needed some guidance in understanding district policies such as tardies, truancy, make-up work, goals for growth data (EVAAS), and grading policy requirements. The same elementary teacher voiced a need for additional resources to support the social studies curriculum for her grade level. She remarked that she had worked in other school districts, all of which had an abundance of materials. The materials, as she went on to say, were costly and difficult for new teachers to purchase on their own. She had started her own classroom library with history-related titles; however, she felt that this was an area that the district should consider. “These resources are vital to the planning and preparation of both our staff and the success of our students,” she stressed.

Based on collective data from this study, BTs reported their biggest instructional area of need is differentiation of instruction for both accelerated students as well as students who struggle to master new content. The research of Wong (2004) supported that school districts that align professional development to student needs, district goals, and teacher growth are effective in impacting student achievement. Given the data regarding the reported needs of BTs, districts can better plan effective professional development.

Through data collected in this study, mentoring teachers reported BTs demonstrated an area of need in classroom management. Given the research of Wong (2004), a critical element of a successful induction program includes opportunities for new teachers to visit demonstration classrooms and observe other teachers. Those opportunities, according to the Standard 2 of the North Carolina Mentor Standards, should include supporting BTs to “establish a respectful environment for a diverse population of students” (NCSBOE, 2010, p. 6). Both observation of other teachers and

classroom management support/supervision by administrators and master teachers are further supported by the research of Holdaway et al. (1994).

Site-based administrators involved in this study responded that all areas offered in the survey were areas of need for new teachers. The research of Tillman (2005) supports that the role of administrators in assigning, matching, and ensuring the proper training of mentoring teachers to first-year teachers is crucial to the success and retention of this group of novice educators. Pairing BTs with mentoring teachers in the same subject/grade, according to Ingersoll and Smith's (2004) research, creates a culture which will more likely result in new teacher retention. Bieler's (2012) research confirmed the importance of active leadership in the growth of new teachers by reporting that administrators who support and nurture BTs through creating common planning with mentoring teachers and cultivating a culture of learning increase the benefit of a collective professional community to all involved.

Implications for Practice

Program evaluation and teacher retention are active on the minds of any school superintendent. Teacher retention and increased student achievement go hand-in-hand, according to research (Ronfeldt et al., 2013). Several suggestions for the district's induction program from all individuals surveyed and interviewed could be helpful in refining the procedures and supports of the program during ongoing improvement of district program effectiveness. Improving support to new teachers can lead to higher retention percentages which have been shown to improve student achievement (Ronfeldt et al., 2013).

According to data collected in this study, there is some disparity between what a BT with 0-3 years of experience perceives as an area of need and growth and what their

mentoring teacher as well as their administrator perceive as areas of need. New teachers reported a need for professional development in differentiation of instruction for varied learning levels, while mentors saw a need to address weaknesses in classroom management. Administrators, given their holistic view of school needs, reported new teachers need development in a host of areas.

Recommendations for Further Research

Consistent with research by Billingsley (1993, 2002, 2005), more specific data could be collected from the BTs, both lateral entry and traditional, who are assigned to teaching positions within the EC division of this district. Billingsley (2002) explained that this group of novice teachers comes to education with a unique set of needs given that their instructional day looks very different than a traditional classroom teacher. They work with other teachers in a myriad of methods and must tailor instruction to each student on their caseload while constantly collecting data to demonstrate progress toward IEP goals. They work more closely with parents as IEP meetings are a requirement for providing services and meeting state and federal requirements for proper funding. Documentation is crucial, and knowledge of mandates and policy are imperative for this group of teachers. Their knowledge of local, state, and federal laws is essential in the completion of legal forms and documents required for working with this population of students (Billingsley, 2002). The support provided to new EC teachers may need to look and sound differently than the support and professional development for traditional classroom teachers, based on Billingsley's (2002) research. Data collected in this area could prove helpful in reducing the turnover of EC teachers in any school district.

During the interviews and analysis of survey data, "time" was referenced on a myriad of occasions; many times this was in regard to mentoring teachers having more

time with their mentee and BTs having more time to observe other teachers. As supported by Wong (2004) and Lehman (2003), successful mentor programs provide release time for mentors to observe, collaborate, and co-teach with their mentees. Research and study of the impact of an additional planning period or release time for mentors in meeting the needs and supporting the first year of a new teacher's career could prove beneficial in retaining new teachers as well as encouraging teacher leadership (Wong, 2004).

Finally, given the data collected in this study from new teachers, there is a need for professional development in the area of differentiation of instruction. Guskey (2000, 2003) outlined necessary standards for professional development and explained the necessary standards for professional learning addressed by effective professional development. By using the research of Guskey (2000, 2003), the professional development provided by the district could be evaluated. If research-based professional development is provided to BTs to address differentiation for accelerated learners as well as differentiation for struggling learners, data could be collected after the sessions to determine the effectiveness of the professional development. Research and study of this data could also redetermine the top areas of need as perceived by BTs, now that their primary areas of weakness (according to this study) have been addressed. This information could provide the district with a plan for future professional development during district sessions with new teachers, and new areas of need may then align with the perceptions of mentors and administrators.

Summation of Study

In this study in a rural school district in central North Carolina, the data support current research that mentoring is a beneficial and essential component to new teacher

induction programs. This particular district was complimented many times by new teachers who receive the support; mentoring teachers who provide guidance and multiple levels of support; and the administrators who hire, evaluate, and also provide support and resources for this group of novice educators. “Our district does a really good job.” “Our BT program is well structured.” “My relationship with my mentor is the best part of the program.” These are quotes from those involved in this study and serve as a testament that this district has a program in place that addresses the needs experienced by most new teachers. However, there is room for improvement; and a resounding call for better communication of expectations was heard from many new teachers starting their educational careers in this district. Research supports the importance of good quality teachers in impacting student learning. The goal of retention is to build experience and maintain quality teachers in order to improve the quality of education for all students. The lessons learned from the data collected in this study can prove valuable and helpful as this district strives to improve teacher retention and cultivate an experienced and highly qualified body of educators to address the needs of an ever-changing student population demanding 21st century skills and academic competencies. Middle ground between BTs, mentors, administrators, and district induction leaders must be found to better meet the needs of new teachers and ultimately improve student learning.

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Appendix A
Beginning Teacher Survey

Beginning Teacher Survey

1. What is your gender?

☐ Female

☐ Male

2. How many years have you been teaching?

☐ Less than one year

☐ One year

☐ Two years

☐ Three years

☐ Four years

☐ More than four years

3. What is your current teaching assignment?

☐ Elementary grades

☐ Middle grades

☐ High school

☐ I serve multiple levels

4. Are you a lateral entry teacher or did you graduate from a traditional teacher education program?

☐ Lateral entry

☐ Traditional teacher education program

5. Choose a statement that best describes your residency in North Carolina.

☐ I am brand new to North Carolina and have lived here a year or less.

☐ I am new to North Carolina, I moved here within the last three years.

☐ I have resided in North Carolina for over three years.

☐ I am established in North Carolina and have lived here most or all of my life.

Beginning Teacher Survey

6. The following questions relate to: Mentors

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
The time spent with my mentor is beneficial for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meetings with my mentor are planned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a say in what we will discuss during the meetings with my mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have a problem, my mentor is available to help me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I pose a problem to my mentor, he/she gives me advice or answers that are helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor and I have trouble communicating at times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor is aware of my strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor is aware of my weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have struggled without the assistance of my mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change mentors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The following questions relate to: Self Assessment/Needs

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
I sometimes have trouble with assessing student knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes have trouble with classroom management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes have trouble communicating with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes have trouble differentiating instruction to address the needs of students who struggle with the content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes have trouble differentiating instruction to challenge students who master content quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes have trouble integrating or using technology effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The following questions relate to: Administration

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
My school site administrators support me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school site administrators understand my weaknesses and make efforts to get me help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school site administrators are aware of my strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable approaching my school site administrators with questions and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that my school site administrators want me to succeed as an educator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The following questions relate to: School Site BT Meetings

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
The school site monthly BT meetings are helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the topics addressed at the school site monthly BT meetings are of interest to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have input into the topics covered at our monthly school site BT meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change the way that our school site monthly BT meetings are conducted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. The following questions relate to: District Level BT Meetings

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
The district BT orientation at the start of the school year was helpful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district BT meetings are at locations easily accessible to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district BT meetings are well planned and organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the topics addressed at the district BT meetings are of interest to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to have input into the topics covered at our district BT meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received support and guidance through the BT induction program provided by our school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. The following questions relate to: Teacher Job Satisfaction

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
I am happy in my current teaching assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to continue teaching, but would be interested in moving to another school (same grade level)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to continue teaching, but would be interested in moving to another grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to continue teaching, but would be interested in moving to another school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am actively seeking other careers outside education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
I am satisfied with my current income from teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have concerns about the overall culture and climate of my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have concerns about the overall culture and climate of our school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like a contributing member of my school faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my thoughts and ideas are welcome at school and district PLC meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to observe other teachers (not just my mentor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to observe my mentor teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to observe other teachers (any teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Is there anything else you would like to share about BT induction and new teacher support?					

Appendix B
Mentor Survey

Mentor Survey

1. What is your gender?

☐ Female

☐ Male

2. How many years have you been teaching?

☐ 5 or less years

☐ 6-10 years

☐ 11-15 years

☐ 16-20 years

☐ 21-25 years

☐ 26-30 years

☐ Over 30 years

3. What is your current teaching assignment?

☐ Elementary grades

☐ Middle grades

☐ High school

☐ I serve multiple levels

4. Are you a lateral entry teacher or did you graduate from a traditional teacher education program?

☐ Lateral entry

☐ Traditional teacher education program

Mentor Survey

5. The following questions relate to: Mentees

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
The time spent with my mentee is beneficial for my own professional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The meetings with my mentee are planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am available to help my mentee when he/she has a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my mentee has a problem, I give him/her the information or support to address the issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee and I have trouble communicating at times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my mentee's strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of my mentee's weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel my mentee would be successful without the guidance and support of a mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change mentees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The following questions relate to: Administration

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
My school site administrators support my mentee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school site administrators understand my mentee's weaknesses and make efforts to get him/her help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school site administrators are aware of my mentee's strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee is comfortable approaching our school site administrators with questions and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that the school site administrators want my mentee to succeed as an educator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The following questions relate to: School Site BT Meetings

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
The school site monthly BT meetings are beneficial to my mentee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the topics addressed at the school site monthly BT meetings are applicable to my mentee and his/her needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have input into the topics covered at our monthly school site BT meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change the way that our school site monthly BT meetings are conducted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. The following questions relate to: Assessment of Mentee's Needs

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
My mentee sometimes has trouble with assessing student knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee sometimes has trouble with classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee sometimes has trouble communicating with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee sometimes has trouble creating engaging activities and/or lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee sometimes has trouble differentiating instruction to address the needs of students who struggle with the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentee sometimes has trouble differentiating instruction to challenge students who master content quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The following questions relate to: District Level Mentor Training & Program Effectiveness

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
I received training to be a mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on the mentor training I received, I feel capable of guiding and supporting my mentee effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to have more training to be a better mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in helping my mentee with the implementation and use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school district's BT induction program (including mentoring) is effective in supporting new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Is there anything else you would like to share about BT induction, mentoring or new teacher support?

Appendix C
Administrator Survey

Administrator Survey

1. What is your gender?

- ☐ Female
☐ Male

2. How many years experience do you have in education?

- ☐ 5 or less years
☐ 6-10 years
☐ 11-15 years
☐ 16-20 years
☐ 21-25 years
☐ 26-30 years
☐ Over 30 years

3. Of your years in education, how many have been in administration?

- ☐ 0-5 years
☐ 6-10 years
☐ 11-15 years
☐ 16-20 years
☐ Over 20 years

4. What is your current administrative assignment?

- ☐ Elementary school
☐ Middle school
☐ High school
☐ I serve multiple levels or a non-traditional school

Administrator Survey

5. The following questions relate to: Matching BTs and Mentors

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
I have input when matching our newly hired BTs with a mentor from our school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to match BTs and mentors based on their teaching assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to match BTs and mentors based on their personalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to match BTs and mentors based on their location in the building (classrooms are close in proximity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When there is a problem with a BT, the Mentor should discuss the issue with the Lead Mentor first, before asking me to intervene	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The relationship between a BT and his/her mentor is critical to the success of the BT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentors grow as educators and as educational leaders when effective mentoring occurs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Without careful matching of BTs and mentors, the BTs early teaching experience can suffer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust our school's lead mentor to match BTs and mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
At my school site, I do not have enough highly qualified mentors to properly match BTs with mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The following questions relate to: Assessment of Mentee's Needs					
	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
BTs sometimes have trouble with assessing student knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bits sometimes have trouble with classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bits sometimes have trouble communicating with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bits sometimes have trouble creating engaging activities and/or lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BTs sometimes have trouble differentiating instruction to address the needs of students who struggle with the content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BTs sometimes have trouble differentiating instruction to challenge students who master content quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The following questions relate to: Administrative Support

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
I feel that the administrative team at my school adequately supports new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school site administrators understand the weaknesses of BTs and make efforts to get them help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school site administrators are aware of BT strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BTs are comfortable approaching our school site administrators with questions and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try not to assign any additional duties or responsibilities to BTs during the first year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The following questions relate to: School Site BT Meetings

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
The school site monthly BT meetings are beneficial to our BTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the topics addressed at the school site monthly BT meetings are applicable to our BTs and their needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have input into the topics covered at our monthly school site BT meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to change the way that our school site monthly BT meetings are conducted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The following questions relate to: District Level Training & Program Effectiveness

	Strongly Agree	Somewhat Agree	Neutral/No Opinion	Somewhat Disagree	Strongly Disagree
I received training to support BTs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel capable of guiding and supporting beginning teachers effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to have more training to better support beginning teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in helping new teachers with the implementation and use of technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school district's BT induction program (including mentoring) is effective in supporting new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Is there anything else you would like to share about BT induction, mentoring or new teacher support?

Appendix D

Beginning Teacher Interview Questions

Circle appropriate demographics: *HS MS Elem Multi-Level* * *Yrs at current position* _____ * *Male Female*

BT Interview Questions:

1. What are the top 2 needs you have as a BT? Explain.

2. Explain how the BT Induction Program of this district could better meet your needs.

3. What have you found to be your greatest area of strength as a new teacher?

4. How would you rate your job satisfaction on a scale from 1-5 with 1 being “not satisfied at all” and 5 being “completely satisfied?”

5. Tell me about your mentor and that relationship.

*Is there anything else you would like to share with me?

Appendix E

Mentor Interview Questions

Circle appropriate demographics: *HS MS Elem Multi-Level* * *Yrs at current position* _____ * *Male Female*

Mentor Interview Questions:

1. What are the top 2 areas of need for your BT?

2. Explain how the BT Induction Program of this district could better meet the needs of BTs. Of mentors?

3. What is the greatest area of strength for the BT(s) that you mentor?

4. Would you say that being a mentor is rewarding? Explain.

5. Tell me about your relationship with the BT(s) you work with.

- *Is there anything else you would like to share with me?

Appendix F

Administrator Interview Questions

Circle appropriate demographics: *HS MS Elem Multi-Level* * *Yrs at current position* _____ * *Male Female*

Administrator Interview Questions:

1. What are the top 2 areas of need for the BTs at your school?

2. Explain how the BT Induction Program of this district could better meet the needs of BTs. Of mentors? Of administrators working with BTs?

3. What is the greatest area of strength for the BTs at your school?

4. Do you feel you are prepared and supported to work with BTs at your school? Explain.

5. Tell me about how you match BTs and mentors at your school site.

*Is there anything else you would like to share with me?

Appendix G

Letter to Participants Included with Email for Survey

Introduction Letter/Email - Survey

Dear Administrator, Mentor, or Beginning Teacher,

I am currently working on my doctorate in education at Gardner-Webb University. My dissertation is a study of the Beginning Teacher Induction Program in your district. My study involves the perceptions of school-based administrators, mentoring teachers, and beginning teachers.

I am collecting data from these groups in your district to determine if the needs of beginning teachers are being met, and to what extent, by the induction program in your district. I am also interested in whether the perceptions of beginning teachers, mentors, and administrators are congruent regarding the needs of beginning teachers.

The data collected through my study will be analyzed using descriptive statistics and the analysis will be shared with your district superintendent. You are asked to be honest in your responses to questions so that this information could benefit the continuous improvement of the district's induction program and ultimately help to retain quality teachers.

The surveys are anonymous and will not contain names or specific identifying information.

I appreciate your time and willingness to help me. Thank you again for your support of my research and for providing data to determine the effectiveness of your district's induction program.

Sincerely,

Lori Powell
Graduate Student
Gardner-Webb University

Appendix H

Introduction Letter/Email – Interviews

Introductory Letter/Email - Interview

Dear Administrator, Mentor, or Beginning Teacher,

I am currently working on my doctoral studies at Gardner-Webb University. You recently received a survey regarding the study I am conducting in your district to evaluate the effectiveness of the beginning teacher induction program.

I would like to interview you personally to gather more information about the needs of beginning teachers and the induction program. There are only five questions in my interview and would take fifteen minutes or less of your time. I will meet you at your school or at another location at a time that is convenient for you.

Your responses to the five questions will be confidential and for the purposes of data collection. Your name will not be used or tied to the interview in any way. The information gathered from my interviews will be analyzed for themes, trends, and common terms/language.

The results from my study (both surveys and interviews) will be reported in my final dissertation and shared with your district's superintendent. Hopefully the data collected through this study will assist your district in its continuous improvement of programs and ultimately help to support and retain teachers and reduce turnover.

Please respond to this email if you would be willing to participate in an interview. I appreciate your time and your help with my research. Thank you!

Sincerely,

Lori Powell
Graduate Student
Gardner-Webb University

Appendix I

Typed Responses to Interview Questions

QUALITATIVE DATA: FACE-TO-FACE INTERVIEWS									
Int #	Demographics			Q1	Q2	Q3	Q4	Q5	Open-Ended Q
School Administrator Interviews									
	Level	Sex	Yrs Exp	Q1: What are the top 2 areas of need for the BTs at your school?	Q2: Explain how the induction program in this district could better meet the needs of BTs. Of Mentors? Of administrators working with BTs?	Q3: What is the greatest area of strength for the BTs at your school?	Q4: Do you feel you are prepared and supported to work with BTs at your school? Explain.	Q5: Tell me about how you match BTs and mentors at your school site.	Is there anything else you would like to share with me?
A1	Element	F	1	District expectations & planning (formative assessment and data-driven)	More work with initiatives lead by district leaders and concrete expectations such as in the areas of PLCs and pacing guides	Student relationships and effective/engaging classroom environments	Yes	By grade level, if possible.	
A5	Multi	M	3	Time and resources	More workdays that might allow for more collaboration opportunities. Training for mentors	Their eagerness and willingness to complete tasks. They have new and fresh ideas.	Yes. We are aware of who to contact with problems/concerns; BT coordinator and HR are good at	Available personnel-have a very small staff, but I attempt to match as close to grade level as possible.	

					(throughout the year). Less paperwork.		monitoring BT's in our district.		
A6	Mid	F	9	More time for planning and less paperwork.	BT's- less paperwork requirements and more time to meet with mentors. Mentors-time allotted during the year to meet and truly help the BT. Admins-time to meet with BT's	They are doing a great job managing the little bit of time they do have and continuing to do good lessons. All EC paperwork is up to date and discipline is well managed.	I was a mentor and the lead mentor before I became an administrator. I do feel that I can assist them. I try to help with discipline and EC issues as well as conferences with parents. The mentors help with lesson plans and the subject areas.	We try to match the same subject as well as the same grade level in order to be able to plan together. If they are a singleton, then we try to match another Encore person with them so the planning will be the same. We feel the subject area is the greatest importance then the planning time together to meet will be the second priority.	We have some great BT's, but they try to do a lot and sometimes I am concerned that they do not know how to say "no." They are still so motivated and wanted to change the world. I would love more BT's like the ones we have now.
A11	Hi	M	3	Lesson planning and classroom management	BTs- I think their needs are being met for the most part. Mentors- Need more time in BT's classrooms. However, this may	Our lead mentor does a great job of organizing and working with BT's and mentors.	Yes – Our BT program is well structured.	When possible, we try to match them up with someone in the same teaching area.	

					require them missing some of their own class time. (subs and coverage would be needed). As for administrators, I think the BT program is working well.				
A1 2	Hi	F	1	Lesson planning effectively for 90 minutes and using formative assessment to plan for instruction.	BT's – work on lesson planning with them during induction days, have them work with peers in the same area (both BTs and Experienced) to lesson plan. Mentors – teach them to be better questioners to encourage BTs to reflect. Admin – no suggestions.	Commitment, willing to try and reflect and get better.	Yes – not necessarily from anything that has been provided through the district. More from my own experiences as a BT and former lead mentor.	Mentor strengths with BT weaknesses – subject matter is not always as important, but being able to find someone who can help grow the BT. If I feel from interview of experience that they are weak on classroom management, I try to pair them with that.	

Mentoring Teacher Interviews									
Int. #	Level	Sex	Yrs Exp	Q1: What are the top 2 areas of need for your BT?	Q2: Explain how the induction program in this district could better meet the needs of BTs. Of Mentors?	Q3: What is the greatest area of strength for the BT that you mentor?	Q4: Would you say that being a mentor is rewarding? Explain.	Q5: Tell me about your relationship with the BT(s) you work with.	Is there anything else you would like to share with me?
M1	Elementary	F	10	More resources for individual student needs. Explanation of school policies and procedures.	Opportunities to observe other teachers in their grade level.	Classroom management and communication (parent contacts, explaining student weakness and strength to student and parents, and communication of needs to other staff and admin.)	Yes – I enjoy bouncing ideas around with mentees in my grade level and other grade levels.	We are a team! We share ideas and teaching techniques on a daily basis.	
M2	Elementary	F	9	Implementing the workshop model and keeping/analyzing data.	Maybe the mentees could observe experienced teacher in all areas on their grade levels around the county.	Both of my mentees do a great job with discipline and having control.	Yes- I think being a mentor is rewarding, because I am able to see the growth and progress made by the end of their 3 years in the program.	We have a positive working relationship. My mentees feel comfortable coming to me with questions, and I try to give them the best answer I can.	

M3	Elem	F		Time management and stress relief	I feel the needs are being met for BT's and mentors at my school	Lesson planning and adapting the lesson to meet all needs of the different children in her class	Yes- it feels good to know you are helping someone in your same field to increase their skills and to see how they bring good ideas for the mentors also.	We have a good relationship. She knows she can come to talk to me about anything- and she has.	
M6	Mid	F	9	Communication with other teachers and knowledge of EC paperwork	I think they do a good job with supporting both BT's and mentors	Organization	Yes- I enjoy helping others, as well as new teachers. I remember how overwhelmed I felt as a new teacher and how beneficial it was to have a mentor.	I enjoy working with my BT – unfortunately, I don't get to talk to her as much as I would like to.	
M7	Mid	F	17	Reduced EC caseload and trying to learn/ when to say NO	Maybe with fewer requirements and less paperwork	Managing the paperwork and requirements of teaching and keeping paperwork up to date.	Yes- to see the growth in a new teacher because they truly grow, just like students.	We talk frequently. She tells me the good and the bad. We become friends – most of the time, it is difficult to bond given the lack of	

								time together	
M1 1	Hi	F	2 6	Classroom management and time management (using 90 minutes effectively)	I feel our district does a good job with this.	Strong technology skills.	Yes- getting to know the new teacher and I can learn new ideas from my BT.	My relationship with my BT is great. He is a very likeable person and easy to get along with.	The mentor/ BT program is good because I did not have one when I started. I know what it is like to be without that support and connection.
M1 2	Hi	F	3 4	Classroom management and time management for 90 minute lessons	I feel our county is stronger than most.	Strong technology skills and a vast array of activities to engage students.	Yes- I usually learn from my BT's	Presently, good. Most situations have been positive. Some have been a challenge due to personalities and willingness to learn from veteran teachers.	I definitely think the mentor program is beneficial for new teachers as well as mentors.
M1 3	Hi	F	3 5	Discipline/ classroom management and young BTs may be too "friendly" with their students	I think our district does a good job in the induction program. Pairing the mentor and BT in the same subject would be	Planning and organizing	Yes- They bring a young, fresh perspective to teaching.	We share ideas and lessons. Friends/equals/ colleagues – it's not intimidating for either of us.	

					highly beneficial for both.				
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