

Running head: A FISH IN WATER: IMPLEMENTING AN INDUCTION AND MENTORING
PROGRAM FOR NOVICE TEACHERS AND MENTORS AT A HIGH SCHOOL

A FISH IN WATER: IMPLEMENTING AN INDUCTION AND MENTORING PROGRAM
FOR NOVICE TEACHERS AND MENTORS AT A HIGH SCHOOL

BY

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ABSTRACT OF THE DISSERTATION

Problem: Novice high school teachers have to navigate a minefield of new challenges including classroom management, school politics, and implementation of pedagogy, all too often without the support of school administrators or more experienced fellow teachers. This difficult situation is often systemic. One approach for retaining teachers is to improve the quality of teacher induction and mentoring programs. High quality mentoring interactions are characterized by purposeful, guided, and sustained collaboration between novice teachers and the veteran staff, is ongoing and features support from administration and supervisors, as well as professional development. This study explored the experiences of those involved in an induction and mentoring program and focused on these questions: How is a research-based new teacher induction and mentoring program implemented at Linwood High School? Sub questions included: How do mentors, novice teachers, and administrators feel about the induction and mentoring process at Linwood High School at the beginning of the study? What implementation challenges does a research-based new teacher induction and mentoring program encounter in Linwood High School? How do mentors and novices differ in their perceptions of induction and mentoring at Linwood High School? What challenges do new teachers face, and how can induction and mentoring support them?

A FISH IN WATER: IMPLEMENTING AN INDUCTION AND MENTORING PROGRAM FOR NOVICE TEACHERS AND MENTORS AT A HIGH SCHOOL

Method: This research was viewed through the theories of transformational, socio-cultural, and adult cognitive/development learning theory. Samples of administrators, mentors, and novice teachers were identified using purposeful and convenience samples, where participation is based on particular criteria. Qualitative data collection procedures included interviews of administrators, mentors and novice teachers. Professional development was also held at Linwood High School, for approximately one hour, once a month, over a five-month period.

Findings: This research demonstrated several technical and contextual challenges in building an induction and mentoring program. There was a disconnect between what mentors assumed novices needed and what the novices assumed the mentors would provide. The results of this study have implications for the Linwood district, and for other districts wishing to build a research-based induction and mentoring program.

A FISH IN WATER: IMPLEMENTING AN INDUCTION AND MENTORING PROGRAM FOR NOVICE TEACHERS AND MENTORS AT A HIGH SCHOOL

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A FISH IN WATER: IMPLEMENTING AN INDUCTION AND MENTORING PROGRAM FOR NOVICE TEACHERS AND MENTORS AT A HIGH SCHOOL

TABLE OF CONTENTS

Chapter 1: A Fish In Water.....	1
Induction and Mentoring.....	2
Pre-service Expectations v. Reality.....	8
Statement of the Problem.....	10
Purpose of the Study.....	13
Chapter 2: Theoretical Framework and Relevant Research Literature on Novices, Retention Mentors, and Induction.....	16
The Challenges of New Teacher Retention.....	20
Benefits of Successful Induction and Mentoring.....	23
Elements of Effective Induction and Mentoring Programs.....	27
Definition of the Mentor.....	32
Challenges To Implementing Induction and Mentoring Programs.....	37
Discussion of Literature.....	40
Chapter 3: Methodology.....	44
Overview of the Study.....	44
Site Of Research.....	48
School Organization and Physical Plant.....	48
Research Participants.....	49
Mentors.....	50
Novices.....	51
Researcher Role.....	55
Data Collection Procedures.....	56
Data Analysis Procedures.....	63
Chapter 4: Findings.....	67
The State of Induction at Linwood High School: Perceptions of Stakeholders Before Implementation.....	68
Being A New Teacher At Linwood.....	72
What Novices Feel They Need From Induction.....	76
The Intervention: New Teacher Induction At Linwood High School.....	82
Perception of the Meetings: Novice v. Mentor.....	88
Support For The Induction Program.....	89
Impediments To Implementing An Induction Program at LHS.....	90
Chapter 5: Discussions and Implications.....	97
The Research Study.....	97

A FISH IN WATER: IMPLEMENTING AN INDUCTION AND MENTORING PROGRAM FOR NOVICE TEACHERS AND MENTORS AT A HIGH SCHOOL

Summary of Findings.....	99
Outcomes of the Study.....	102
Recommendations for Research-based Induction at Linwood High School: Logistical Necessities of A Research Based Induction Program.....	106
For Further Research.....	112
Appendix A.....	120
Appendix B.....	137
Appendix C.....	138
Appendix D.....	139
Appendix E.....	140
Appendix F.....	141
Appendix G.....	143
References.....	115

A FISH IN WATER: IMPLEMENTING AN INDUCTION AND MENTORING PROGRAM FOR
NOVICE TEACHERS AND MENTORS AT A HIGH SCHOOL

LIST OF TABLES

Table 1: Study Participants.....	53
Table 2: Level of Participation.....	54

A FISH IN WATER: IMPLEMENTING AN INDUCTION AND MENTORING PROGRAM FOR
NOVICE TEACHERS AND MENTORS AT A HIGH SCHOOL

LIST OF FIGURES

Figure 1: Novice Teachers At The Center of Professional Development.....5

Chapter 1: A Fish In Water

There is an old African proverb, which states, “A fish in water doesn’t know it’s in water”. This proverb, and its inverse, “a fish out of water”, aptly describes the mentoring and novice teacher experience. Experienced teachers often don’t think about the everyday challenges of teaching that they have come to take in stride, like gathering supplies, talking with administrators and parents, and navigating the bureaucracy of the school environment. They swim along, flowing with the current of changing administrators, challenging students, and disappearing supplies. Novice teachers, on the other hand, may feel like fish out of water. They are looking in from the outside. As one novice teacher described, they are afraid to ask questions that they feel may make them look incompetent. Instead, they struggle in silence until they find out, often months later, how the school’s inner workings operate. My study is based on this experience, since I remember all too clearly my first year as a novice teacher. With no active mentor, and the expectation, common in the teaching profession, that new teachers must “sink or swim”, my first year was spent wondering how to learn not only the basics of teaching, but the complexities, both political and social, of a large, urban high school. Now, as a veteran teacher with 20 years of experience in the same high school, I watch novice teachers as they struggle with finding their way, just as I did. I came to realize that although research support the idea that some anxiety is unavoidable, and even normal, much of the anxiety new teachers experience could be relieved through the effective implementation of a research-based induction and mentoring program.

Induction and Mentoring

Novice high school teachers have to navigate a minefield of new challenges including classroom management, school politics, and implementation of curriculum, all too often without the support of school administrators or more experienced fellow teachers. This is not necessarily because of uncaring or difficult faculty, but because those who are already integrated in the hectic, day-to-day experience of teaching do not necessarily see or think about the struggles of the novice teacher. Moreover, this difficult situation is often amplified by systemic challenges. For example, ineffective or rudimentary induction methods and traditional “doors closed” school culture, tend to isolate teachers. Making the situation even more difficult, novice teachers are often placed in the most challenging classroom situations (Cochran-Smith, 2004; Ingersoll & Strong, 2011). These conditions have been associated with many new teachers leaving the profession soon after they begin (Cochran-Smith, 2004, Lumdsen, 1998). Low rates of new teacher retention continually fill the teacher ranks with novices. Yet, experienced teachers are often higher quality teachers, and are linked to improved student achievement (Darling-Hammond, 2000). This makes teacher retention critically important.

Novice teachers have been leaving the profession at an alarming rate: In some districts, up to 40% of new teachers resign before their tenure year (Weiss, 1999). Teacher retention is low (Cochran-Smith, 2004, Darling-Hammond, 1996, Ingersoll, 2011), with many teachers changing professions early in their careers. Although there has been an overall increase in those entering the teaching profession, a significant number of these teachers do not stay in the classroom (Cochran-Smith, 2004, Ingersoll, 2011). The rate of attrition calls attention to the fact

that teachers may be affected by workplace conditions (Lumdsen, 1998, Weiss, 1999) such as insufficient training, low morale, and top down and heavy-handed leadership. Many teachers leave the profession because of a lack of support (Cochran-Smith, 2004). Until recently, the education profession has largely ignored the needs of its new recruits, allowing them to struggle on their own, leaving many of them feeling lost (Ingersoll R. S., 2004, Kelley, 2004). Retaining teachers in urban districts, especially, has been a challenge (Quartz, Karen Hunter, and the TEP Research Group, 2003). Over the past decade, however, efforts to retain qualified teachers have intensified. Mentoring and professional development have been shown to contribute to teacher retention, (Darling-Hammond, 2010), and beginning teachers are increasingly offered or required to participate in induction programs (Darling-Hammond, 2010). One approach for retaining teachers is to improve the quality of new teacher induction and mentoring programs (Ingersoll and Strong, 2011). However, Smith and Ingersoll (2004) argue that until recently, the type of induction for new employees commonly used in other white-collar professions did not exist in the teaching profession.

Induction is defined as a comprehensive process of staff development, which takes place during the first five years of a novice teacher's career (Wong H. K., 2005). It is "a distinct phase in learning to teach" (Feiman-Nemser, S. , 2001, pg. 1027). Here, the novice is introduced not only to his or her classroom, but also to the building, administration, and community in which s/he will be working. Not surprisingly, the quality of interactions between novice teachers and veterans contributes to the success of the induction process (Stanulis & Floden, 2009). High quality mentoring interactions, an important element in many induction programs, are

characterized by purposeful, guided, and sustained collaboration between novice teachers and veteran staff that is ongoing and supported by administrators and supervisors, as well as professional development. Induction may include orientation, professional development (Stanulis & Floden, 2009), or seminars to help novice teachers assimilate into their new environment. Induction also includes such seemingly mundane tasks as showing novices around the building, instructing them in how to get supplies, call security if needed, and complete the forms specific to administrative and office tasks. It is these activities, among others and often overlooked by many mentoring programs, which can cause anxiety among novice teachers (Kelley, 2004).

Mentoring is a common component of induction programs. It is most frequently a one-year process, generally carried out during the first year of teaching, which assists novice teachers' transition into their careers by matching them with expert veterans who provide on-the-job training and support, as well as develop a professional relationship with them (Ingersoll & Smith, 2003; Wong, 2005). Mentoring can help novice teachers develop their strengths, give them opportunities to observe experienced teachers, and give novices an on-the-spot problem solver, active listener, and model for reflective thinking (Furlong, 1995). Effective mentoring ensures that professional knowledge and experience is passed from the veterans to the next generation of incoming teachers, who can then build on that existing knowledge and add their own. Mentoring is not just a one-way street, however. Mentor teachers also benefit from this process because it gives them opportunities to reflect on their own teaching, attend ongoing professional development, and develop leadership skills (Boree, Johnson, Niday, & Potts, 2009). In addition, the mentor may learn new or innovative methods of teaching from novices fresh out

of teacher education programs, armed with the latest theories and practices (Kelley, 2004).

Mentoring, therefore, is a valuable component of induction, which in turn, is a type of professional development (Wong H. K., 2005).

Figure 1. Novice teachers at the center of professional development.



Figure 1 shows novice teachers at the center of the professional development that includes mentoring and induction, formalizes what is often an informal, and therefore haphazard, process. Informal mentoring may be effective, but with no way to evaluate its implementation, it cannot be refined improved. This contradicts the idea of professional development as part of a community of learners. Most studies on mentoring place a high value on the school as a professional community (Coburn, 2008). However, not all schools, Linwood included, function as a cohesive community. This has an impact on the induction and mentoring process there. Although an informal mentoring process is alive and well at Linwood, it is dependent on the goodwill of a few generous, experienced teachers and the initiative of novice teachers to seek out

those who are able and willing to help. Thus, the informal system was actually functioning as the only system new teachers could count on. This seemed to be because of a lack of leadership in the area of teacher mentoring, as well as logistics and time constraints. To illustrate with one example, the formal matching of mentors to novices required by the state was often a challenge due to lack of common planning time for mentors and novices to meet. In Linwood, there is no built-in common planning time for mentors and mentees, and administration often matches mentors with mentees in different departments, and even different buildings.

Despite a somewhat haphazard program in Linwood, all school districts in the state are required to have a mentoring program in place. The New Jersey Department of Education requires that mentors undergo training, but leaves the planning and development of training up to district professional development committees (New Jersey Department of Education, 1996-2010). As of February 2013, the New Jersey Department of Education, in preparation for the implementation of new teacher evaluation systems, implemented the ScIP (School Improvement Panel) program. This panel supports mentoring at the school level (New Jersey Department of Education, 2013). Guidance on the mentoring and induction section of the ScIP program states, in part, that district mentoring plans should address the needs of novice teachers in accordance with current regulations, and that mentoring plans must be approved by the local district board of education and executive county superintendent (New Jersey Department of Education, 2013). In addition, the ScIP program requires districts to fully align mentoring programs with TEACH NJ requirements for extending support to experienced, non-tenured teachers new to the district, and that all new teachers receive orientation to district policies (New Jersey Department of

Education, 2013). However, local regulation of induction and mentoring means there is wide variation in the preparation and professional development of mentors and the services and support that novices receive, since each district varies in its approach to induction for novice teachers.

With regard to induction and mentoring, the State of New Jersey cites The National Foundation for the Improvement of Education, which lists several component skills that should be included as part of effective mentor preparation, including understanding state guidelines, the district's mentoring plan, adult learning theory, and communication and listening skills (National Foundation for the Improvement of Education, 1999). The state suggests that mentors be trained by the district to guide novice teachers (New Jersey Department of Education, 1996-2010). In addition to stipulating that mentor training be provided, New Jersey guidelines state that all novice teachers are required to participate in a one-year mentoring program under the direction of the mentor teacher appointed by the school principal (New Jersey Department of Education, 2011). A professional development committee in each school is required to have a local mentoring plan in place (New Jersey Department of Education, 2011). The state also suggests using The National Foundation for the Improvement of Education (NIFE) as a model for induction and mentoring programs. This model, rooted in research-based professional development strategies, can be used to help districts like Linwood create effective mentoring programs (National Foundation for the Improvement of Education, 1999). These guidelines include expectations that districts will match mentors with novices, and will provide mentor training and professional development for both novice and mentor. All novice teachers, whether

they enter the field through a traditional or alternate route, must be mentored (Higgins, 2012).

The state of New Jersey requires that novice teachers have four weeks of intense mentoring, followed by 30 weeks of less intense support by district personnel. It does not, however, define what these levels of support actually mean, other than to specify that each new hire must have a mentor for his/her first year of teaching in the district, according to the New Jersey Professional Standards for Teachers, and that mentors must be actively teaching in the district and have no supervisory or evaluative role (New Jersey Department of Education, 2011).

Pre-service Expectations v. Reality

There are several challenges to implementing an effective mentoring and induction program. One begins before a novice teacher enters the classroom. Often, novice teachers are not effectively prepared for the realities of teaching (Feiman-Nemser, 2001). Frequently, pre-service programs at universities focus on pedagogy, without making connections to the practical applications of teaching (Feiman-Nemser S., 2001). Novice teachers have reported feeling that their college coursework was too theoretical (Feiman-Nemser, 2001), and conflicted with real classroom situations. No matter how comprehensive a pre-service program might be, Feiman-Nemser reports, there are some aspects of teaching that can only be learned on the job (2001). When novice teachers enter the classroom, they are faced with the realities of actual teaching and forced to learn as they go, (Cochran-Smith, 2004). This creates added and unnecessary anxiety for new teachers, who may lack key skills necessary to succeed in the classroom. The typical pre-service teaching experience is not enough, when compared with on the job experiences of the first year teacher (Feiman-Nemser, 2001).

In addition to depending on inadequate pre-service training, it has recently been argued that the new generation of teachers expects the support of colleagues and school organizations to help them address the challenges of their first year on the job (Cochran-Smith, 2004). Were this expectation to be met, it would help novice teachers because collegial environments that encourage collaboration foster a supportive environment for them (Weiss, 1999). However, many novice teachers do not find this kind of environment in the school contexts in which they enter. A lack of coordination among the many persons and roles in a particular school such as literacy coaches, supervisors, principals, and others, can result in conflicting messages about who is supposed to support novices, and this can overwhelm beginning teachers (Barlin, 2010). This may also explain why there is no coordinated effort for novice teachers in Linwood--each department thinks it is being handled by another area.

In an attempt to standardize expectations for teachers and students across the country, new standards for student learning such as the Common Core have been introduced. As a result, greater attention has been given to the role that teacher quality plays in student achievement (National Commission on Teaching and America's Future, 1996; National Education Goals Panel, 1998). Linda Darling-Hammond suggests there is some evidence that better qualified teachers may make a difference for student learning (Darling-Hammond, 2000). Additionally, studies have shown that teachers who are experienced are generally perceived as being of higher quality (Ingersoll & Smith, 2003). A school culture that supports collaboration and teacher participation in decision-making is correlated to higher teacher retention rates and therefore more experienced teachers (Cochran-Smith, 2004). After basic needs like safety are met, feelings of

belonging and collaboration are vital factors in creating a workplace conducive to a sense of well being and commitment (Mazlow, 1970), making them places where new teachers might be more likely to want to stay. However, in many schools, these needs are not met. Instead of collaboration and collegiality, teachers often practice in isolation, which can lead to severe strain (Lumdsen, 1998). In other words, a school's culture can build commitment to and identification with core values (Peterson & Deal, 2002). Presumably most novice teachers want to share these values with their more experienced colleagues and want to be seen as members of that culture, but may be treated as outsiders. Despite often not being treated as equals socially and professionally, novice teachers are expected to perform their duties and educational responsibilities at the same level as experienced teachers, or in other words, like those who have already assimilated into the culture, and have developed and honed their skills as teachers. Because of this, novice teachers need and often look for support to develop their capacity to be effective (Wong, 2005).

Although both induction and mentoring require collaboration, many school cultures do not always encourage teachers to work with one another. This can create significant challenges to the effective implementation of induction and mentoring programs. Mentoring and induction often remain largely unguided by administration. New teachers, who need guidance, are therefore at a disadvantage.

Induction and mentoring can help novice teachers reduce feelings of isolation, as well as the stresses of teaching, including learning the curriculum, classroom management, and administrative processes. Part of what makes induction and mentoring effective in helping new

teachers integrate into the profession includes creating a sense of belonging to a professional community and being accepted and supported by both peers and administration, and providing structure for novices to obtain help in a wide range of areas.

Statement of the Problem

A large, urban, comprehensive high school, Linwood has struggled in past years with meeting state standards, discipline problems, and rapidly changing student demographics and is therefore no exception in its neglect of new teachers.

Despite these challenges, Linwood is moving forward in many areas. An increase in Language Arts HSPA scores of over 12% in 2012 signals the dedication and commitment of its staff. Still, with focuses on test scores and administrative issues, teacher induction and mentoring have not been systematically implemented, in spite of the fact that the New Jersey Department of Education has set guidelines for new teacher induction. However, the state has not required any detailed evidence that an induction and mentoring program is being implemented and has not held districts to any firm quality standards.

Although the State of New Jersey's research-based mentor guidelines require matching new teachers with mentors and suggest placing a mentor with a mentee in the same subject area where possible (New Jersey Department of Education, 2011), Linwood's lack of qualified and willing mentors often makes this impossible to implement. At Linwood High School willing teacher mentors are few and unwilling or unable to fully participate in the process of induction, since time and scheduling make the process difficult and unrewarding for both veteran teacher and mentee. In an effort to address this issue by increasing the number of mentors across

departments, this year Linwood offered a one-day training for potential mentors. However, this effort was problematic. Unfortunately, only two teachers from the high school were invited to attend this training session. In addition, this three-hour session was focused on the teacher/mentor relationship. While this is an important topic, it did not help develop leadership skills in potential mentors. These leadership skills, including communication, observation, and the ability to articulate problems of pedagogy, (Boree, Johnson, Niday, & Potts, 2009) are vitally important to a successful mentoring program. Additionally, mentors must have at their disposal a repertoire of clear and usable mentoring strategies (Carver, 2004, Ingersoll, 2001) which are adjusted for the individual novice teacher and the specific situation.

In Linwood, the idea of induction and mentoring as an integral part of the teaching community is often lost in the administrative shuffle, leaving the letter of the law attended to, but not the spirit. Mentors are matched with mentees, but no further professional development is provided. Time constraints, a lack of clear leadership in the area of induction and mentoring for novice teachers, and a focus on other concerns in the district have left the mentoring program in a state of neglect. The state's teacher induction requirements for mentors and mentees are apparently being met, but no formal program exists. Mentors do not receive ongoing written or in-person guidance or training in the Linwood district. There has been only one day of professional development given to mentors since 2004. This does not seem to be a purposeful omission; there is just a lack of leadership focus in the area of teacher induction and mentoring. With the many competing demands that the leadership faces, there is no reason to assume the district is purposefully failing to implement an induction and mentoring program. There simply

is no one office or person designated to oversee its implementation, and so it goes unattended. Given the long list of needs and demands in the district, it is easy to understand why, as one former assistant superintendent observed about the Districts induction strategy, “It slipped through the cracks. We dropped the ball.” Compounding the problem, Linwood may unintentionally create barriers to success for novice teachers (The National Commission on Teaching and America's Future, 2002) by leaving them to learn on their own, even though mentoring and induction have become integral parts of both state and national standards for quality teaching (The National Foundation for the Improvement of Education, 1999). The letter of the law, in other words, means following the state guidelines issued by the Department of Education regarding induction, but the spirit of the law would mean implementing the suggestions by the state and following the example of successful mentoring and induction programs.

Teacher attrition statistics in Linwood are not available; however, it is reasonable to assume, given that it does not have a systematic induction and mentoring program in place, that it does no better, and perhaps worse, than the national average when it comes to teacher retention. In some schools, induction and mentoring serve to help lower the attrition rate, but many other schools strive to find a place in an already overcrowded staff schedule for a comprehensive induction and mentoring program (Cochran-Smith, 2004) as school staff struggle to raise state test scores, increase graduation rates, and deal with a host of contextual challenges. It is no wonder, then, that mentoring frequently takes a back seat to what may seem like more pressing and immediate demands

Not providing a systematically implemented induction and mentoring program may have led to teachers being let go, reassigned, or even resigning due to lack of support. There is no doubt that new teachers in the district do struggle and may often fail to get the support they need. In fact, it is not unusual for them to have to fend for themselves under difficult conditions. For example, in 2011 a novice teacher was given five senior low-level classes, and traveled from room to room each period. When shown the novice teacher's schedule, a veteran teacher responded with resignation, "That's what new teachers get." Therefore, new teachers, both those who are novices and those who are new to the district, who often work in isolation with the most difficult classes and worst duties, might benefit significantly from the support of an induction and mentoring program.

Purpose of the Study

The purpose of this process-focused evaluation study is to explore what happens when a revitalized and revised teacher induction program, including mentoring, is implemented in the context of Linwood High School. By creating and implementing a mentoring pilot program and then studying its implementation, I documented its strengths and challenges, including how the induction and mentoring process is perceived by stakeholders: novices, mentors, and building leaders. This is an important area of study because creating a program that has realistic reinforcement and expectations may lead to improved new teacher support and retention. Mentor teachers need guidance and professional development to help them support novice teachers more effectively. The implementation of a research-based induction and mentoring program may give novice teachers the ability to succeed and thrive in their first years of

teaching, through professional development, peer observation, and administrative support.

Studying how novice teachers and mentors perceive the implementation of the program itself may also lead to improvements in the program for the future. This may set a precedent for a district-wide discussion of support for novice teachers and mentors, as well as contribute to the larger discussion of teacher leaders in schools and districts across the state of New Jersey. An induction and mentoring program may be a leading factor of increased retention and job satisfaction as well as improved professional practice for mentors and novices, teacher quality, and ultimately student outcomes. The research question for this study was:

How is a research-based new teacher induction and mentoring program implemented at Linwood High School?

Sub questions included:

- What challenges do new teachers face, and how can induction and mentoring support them?
- How do mentors, novice teachers, and administrators feel about the induction and mentoring process at Linwood High School at the beginning of the study?
- What implementation challenges does a research-based new teacher induction and mentoring program encounter in Linwood High School?

The revised induction and mentoring program included monthly professional development for mentors and novices. This professional development gave novices and mentors the opportunity to come together on a regular basis to discuss relevant issues in areas of

pedagogy, classroom management, and logistics. Additionally, using input from interviews, surveys, and the professional development sessions, an induction manual was created and approved by the Linwood Board of Education for use in September of 2013. This manual provides guidance for both novices and mentors, and directly addresses some of the needs that emerged from analysis of the data collected.

In the following chapters the theoretical framework and relevant research, methodology and research design, and findings of this study are detailed. The second chapter is a review of the literature on teacher induction and mentoring, including the benefits of mentoring and the challenges of implementing an induction and mentoring program. The third chapter documents the methodology that was used to address the research questions. The findings of the study are explained in the fourth chapter as I examine the mentor and novice perceptions of the professional development sessions, and describe the novice, teacher, and administrator reaction to interview questions focused on both mentor and novice perceptions of administrative support, time for mentor and novice, and perceptions of mentoring at the high school. In the fifth chapter, the implications of the study are discussed, as well as an overview of future research that is needed.

Chapter 2: Theoretical Framework and Relevant Research Literature on Novices, Retention, Mentors, and Induction

In this chapter, the relevant research on induction and mentoring is reviewed, after a discussion of the theoretical frameworks that undergird my design. Much of the discussion in the literature about mentoring and induction focuses on how novices view mentors, and how novices are viewed by both mentors and the rest of the school faculty and administration. This discussion can be understood in terms of three major theories: situated learning, sociocultural learning, and cognitive developmental learning. Situational learning emphasizes the context and application of knowledge rather than memorization of facts (Heeter, 2005). Lave and Wenger (1991) argue that learning is situated; that is, as it normally occurs, learning is embedded within activity, context and culture. Novice teachers, therefore, are learning as they teach, in their particular schools and districts. Situational learning, Lave argues, is also usually unintentional rather than deliberate. We learn without even knowing that we are learning, as we participate in the activity. Lave and Wenger (1991) call this a process of “legitimate peripheral participation.” Here, knowledge is presented in authentic contexts — settings and situations in which participants normally varying levels of knowledge of how to do and be in that context. During this process, individuals ask, “What do you expect of yourself? What do others expect of you?” This “two-way” interpretation process may be an apt description of how novices and mentors are viewed by one another generally. Novices may wonder when they will become part of the larger community, viewed as an equal. One study used the theory of learning promotion potential in a mentor/novice relationship. In this study, funded by the U.S. Department of Education,

Peterson, Valk, Baker, Brugger, and Hightower, (2010), worked with 25 mentors and 200 caregivers/early childhood educators in a community-wide professional development enterprise. Adult learning, they assert, can be defined as “changing participation in cultural activities” (Peterson, Valk, Baker, Brugger, & Hightower, 2010; Lave & Wenger, 1998; Rogoff, 2004). Because of this, they state that learning should not simply be a passive exercise, or an individual’s process of simply “taking in information”. They argue that learners are involved in active participation in systems of cultural practices (Peterson, Valk, Baker, Brugger, & Hightower, 2010; Vygotsky, 1978). To relate this to new teacher induction, they might suggest that a novice must not only learn how to assimilate by watching what veteran teachers do, but by participating in activities which help them to become an integral part of the school culture and community. Then, they must reflect on these experiences, to learn from them (Kolb, 1984). Part of this process must include professional development for new teachers--the induction and mentoring process. Professional development could be the structure that supports participation and reflection when integrating into the culture of teaching. As described by Lave and Wenger (1991), this theory incorporates the concepts of situational and peripheral participation in learning. Situated learning occurs through active participation in a “real” or authentic setting. So, a novice would have to have a “real” classroom and be an authentic member of the teaching staff, not a “student teacher” or observer. This theory is founded on the belief that engagement in an authentic context of practice fosters relevant, transferable learning much more than traditional, top-down learning methods, where one person demonstrates and the other passively receives the knowledge (Lave and Wegner, 1991). An approach to mentoring using cognitive

development/learning theory allows the effective mentor to more effectively assist the novice (Williams, 2001). Mentors allow novices to move forward at their own pace, encourage dialogue with the novice, and allow the novice to reflect and learn from his or her real life challenges. Mentors need similar learning situations to become mentors.

Additionally, Peterson et al. (2010) explain that, as with any type of learning, educators' professional learning is a process that takes place within a social, historical, and cultural context (Rogoff, 2004). Professional development experiences, such as induction and mentoring programs may be a reflection of these contextual factors in a school (Peterson, Valk, Baker, Brugger, & Hightower, 2010; Cole & Engeström, 1993). Rather than focusing narrowly on the transmission of knowledge and skills (Peterson, Valk, Baker, Brugger, & Hightower, 2010), as many professional development sessions do, Webster-Wright suggests that professional development should be designed as true professional and adult learning, defined as "the lived experience of continuing to learn as a professional" (p. 715). This view, as described by Peterson et al., frames educators holistically, recognizing the centrality of their social, emotional, and cultural—as well as cognitive—experiences in their professional learning (Peterson, Valk, Baker, Brugger, & Hightower, 2010).

Professional development programs, such as comprehensive induction and mentoring, provide experiences which draw on transformational learning, sociocultural and cognitive development learning theories. These create opportunities for learning from colleagues in a specific context, such as a school, and over an extended period of time. In addition, reflecting on assumptions, and working toward change cooperatively are more likely to succeed in engaging

educators and ultimately effecting change (Peterson, Valk, Baker, Brugger, & Hightower, 2010) than those who do not regularly reflect on practice. These educators include both novice teachers and mentors, who can all become change agents in a school community. However, the typical single, one-shot sessions of professional development are not likely to produce changes in teachers or school culture. A large body of research has demonstrated that teachers are more likely to change their beliefs and practices when professional development activities are sustained, intensive, content-focused, engage them in active learning experiences, and integrated into the community and daily life of the school (Peterson, Valk, Baker, Brugger, & Hightower, 2010; Feiman-Nemser, 2001; Garet et al., 2001; Lyons, 2002; Wood & McQuarrie, 1999). Positive change is most likely when learning occurs within the context of practice (Ball & Cohen, 1999), where teachers can try out new practices and observe their effects (Peterson, Valk, Baker, Brugger, & Hightower, 2010). In addition, Peterson et al. explain that changes in teacher practices are most likely to be sustained when teachers experience feelings of autonomy, competence, and collegiality in a professional development program, such as induction and mentoring, as well as in their work environment (Peterson, Valk, Baker, Brugger, & Hightower, 2010; Clement & Vandenberghe, 2000; Deci, Spiegel, Ryan, Koestner, & Kauffman, 1982).

Creating an induction and mentoring program based on sociocultural learning cognitive development means, in part, that both mentors and novices learn together. Mentors participate in professional development activities designed to help them become more effective mentors, novices participate in professional development to support their first years on the job, and both parties continue to meet formally to discuss what they are learning, what challenges them, try out

new ideas, and observe one another in collegial context. This approach to professional development undergirds the design of the induction and mentoring program at Linwood High School. It was designed to facilitate teachers learning from one another, in a sustained, communal, active experience. In order to learn from an experience we must understand what we have actually done, and be able to reflect on that experience. Thus, novice teachers should be able to speak to both veteran teachers, and one another, about their first teaching experiences. In this way, they can learn from the experience. Without those components, novice teachers may not wish to stay in the profession, or may not be retained, since they may not be able to grow and develop as teachers without the components of learning and reflection.

All together, these theories show that for the novice, and the mentor, learning from an experience (Kolb, 1984), from challenges and reflection, and from one another in an active experience is the best way to foster growth for both the novice and the mentor. An induction and mentoring program that fosters this communal learning is the key to a positive experience for both mentor and novice.

The Challenges Of Novice Teacher Retention

The retention of highly qualified, competent teachers is viewed as a significant challenge (Kelley, 2004; Darling-Hammond, 2000; Ingersoll & Kralik, 2004). In 2004, it was estimated that the United States would require 2.5 million new teachers by 2014 to keep up with increases in the student population (Kelley, 2004). Yet, statistics show that many new teachers will leave the profession after the first year (Carver, 2004; Darling-Hammond, 1996; Kelley, 2004; Ingersoll R., 2011). Common reasons that have been found to explain why novice teachers leave

the profession include lack of instructional support, lack of emotional support, feeling isolated from colleagues, unrealistic expectations of what teaching will be like, inadequate and poorly timed professional development, no support or induction program, no formative observations and feedback, non-supportive school climate, and a school culture which leads to animosity among faculty members (Cochran-Smith, 2004; Joiner & Edwards, 2008). Induction programs, including everything from new teacher workshops, collaborations, support systems (Smith and Ingersoll, 2004), and mentoring and personal guidance by an experienced teacher (Smith and Ingersoll, 2004) have been mandated in many places to help address some of these issues, but teacher attrition continues to be a serious problem.

Teaching, at its core, is a moral profession (Fullan, 1993). Many teachers in urban environments, in particular, stay because they feel a moral obligation to do so and have a love for the students they work with (Neito, 2003). Yet often school culture and organization work against these feelings. Large class sizes, student disciplinary challenges, and lack of teacher influence over decision making often lead to teacher dissatisfaction (Darling-Hammond, 2000; Ingersoll & Smith, 2003). When a school environment is healthy, teacher morale is more likely to be high and to contribute to retention (Lumdsen, 1998). When it is not, even those with a clear sense of moral purpose can become disheartened (Fullan, 1993). Adverse working conditions may not only discourage new teachers from staying, but may also have an effect on the overall quality of teachers in the profession (Weiss, 1999) because those who remain may quickly become burned out and discouraged. Contributing to this problem, induction support tends to be less available to teachers in high-need schools (Darling-Hammond, 2010). This can

leave novice teachers in those settings, who are working in the most challenging situations and need the most support in critical areas like community relations and classroom management, to fend for themselves. Although the last ten years have seen a dramatic increase in the formation of teacher professional learning communities (Coburn, 2008) in an attempt to create a more supportive work environment for teachers, there has been little increase in teacher retention because novice teachers require a support system designed to meet their specific needs.

After an overview of the problems of retaining new teachers, this review of the research begins with a focus on the school culture, of which induction and mentoring may be a part, and its link to new teacher retention. After this, the mentoring process and its benefits are discussed, including the benefits for both novice teachers and mentors. Next, I discuss the research on effective induction and mentoring programs, including where the research shows variations in these programs. The mentor is of critical importance to the success of these induction programs, and therefore the function and role of an effective mentor is discussed. Finally, challenges to effective induction and mentoring are described, as I link the research to my own design for an induction and mentoring program.

In 2003, Smith and Ingersoll examined data from the nationally representative Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-up Survey (TFS), conducted by the National Center for Education Statistics (Ingersoll R. , 1999, 2001, 2002; Smith & Ingersoll, 2003), which surveyed novice teachers who were leaving the profession. They discovered that around 39 percent of novice teachers surveyed said that they left to pursue a better job or another career, and about 29 percent said that dissatisfaction with teaching as a

career or with their specific job was a main reason (Smith and Ingersoll, 2003). These two reasons—pursuit of another job and dissatisfaction— together play a major role in about two-thirds of all beginning teacher attrition (Smith and Ingersoll, 2003). Additionally, school environment, and its culture, often have a direct effect on new teacher retention (Ingersoll & Kralik, 2004). One study, which focused on a national representative sample of first year teachers (K-12), found that first year teachers felt the social organization of their school was closely associated with morale and their plans to stay in the field (Weiss, 1999). This study stated that new teachers, who are still developing their skills, tend to be placed in the most challenging classroom situations (Weiss, 1999) and need the most support. This support can allow novice teachers to become more experienced, better teachers.

Although Weiss' (1999) study stressed that research on new teachers has not fully explored the role of the school as a social organization on teachers' willingness to stay, for new teachers to be successful, some effort must be made to create an environment that is responsive to the needs of novice teachers (Weiss, 1999). These needs include adjusting to an established system, which moves along at a rapid pace and with little time to stop to explain details to new hires. The induction literature reflects a strong emphasis on the challenges of adjustment (Griffin, 1987). Frequently used phrases like “learning the ropes” and “eased entry”, suggest that induction is about helping new teachers fit into the existing system (Feiman-Nemser S., 2003). All too often, however, the school environment has been set up to work against novice teachers (Kim & Roth, 2011), who are swimming in sensory overload with new co-workers, a new physical environment, new curriculum, and new students (Kim & Roth, 2011). Therefore, a

supportive environment can help ease this overload. This environment may include having a mentor in the same field (Smith and Ingersoll, 2004), being involved in a community of support (Weiss, 1999), and being part of an organized induction program (Smith and Ingersoll, 2004), which have all been shown as ways to keep teachers in district. One study, however, found that some low income, urban area districts could not retain new teachers, even with a comprehensive induction program (Ingersoll R., 2011). But even in this case, significant positive results in student achievement were reported as a result of the support provided to new teachers. In other words, they were not retained at a higher rate, but they were more effective while they were there (Ingersoll & Strong, 2011). These challenges, although complex, can be met and mitigated, at least in part, with successful induction and mentoring of new teachers.

Benefits of Successful Induction and Mentoring

Educational research has long documented that a sense of community among adults in a building is important for the success of schools (Smith and Ingersoll, 2004). When a formal, new teacher induction program is included as part of these professional communities, some research shows that retention of new teachers is higher (Kelley, 2004, Ingersoll & Strong, 2011), and adults in the school feel an increased sense of community (Barlin, 2010). A collaborative school community is defined by types of colleague support that encompass a set of overlapping knowledge and skills relevant to all players in the educational enterprise (Carr & Harris, 2005), one in which staff consider themselves a team. Yet it is almost impossible to generalize what collaborative school community is. Each school community differs, and what creates collaboration in one community may not work in another. A study, which focused on teacher

induction programs in Palo Alto, California and Boulder, Colorado, found that induction programs must be tailored to address the specific needs of the teachers within an individual school (Joiner & Edwards, 2008). This study stated that induction programs should include components that will address the individual needs of the new teachers and be a natural fit for each school building. Simply replicating a new teacher induction model without careful consideration as to the needs of the teachers and school division will not provide a solution to the attrition rate.

The factors that had the most significant impact on teacher retention included having a mentor from the same subject area, as well as collaborative planning time with teachers on the same grade level and teaching the same subject. For example, a tenth grade Language Arts general education novice teacher should be matched with another Language Arts general education teacher, preferably also from the tenth grade. Other factors that influenced novice teacher retention included having common and consistent planning time with other teachers, and participating in networking activities with other beginning teachers (Ingersoll & Smith, 2004). The more intensive the induction and mentoring process, the more likely it is that the school will see positive results on teacher retention (Stanulis & Floden, 2009).

Working collaboratively with colleagues to build networks (Fullan, *Why teachers must become change agents*, 1993) was seen by novice teachers as a way to improve their morale, and thus potentially, retention (Lumdsen, 1998). Here, too, the mentoring and induction process can be useful because it can help build collegial networks that foster a sense of professionalism, help teachers feel they are part of a team and valued as a member of the staff. (Lumdsen, 1998)]. For

example, a nationally representative sample of first-year teachers (K-12) which was extracted from the United States Department of Education's Schools and Staffing Surveys database for 1987–88 and 1993–94 showed that those first year teachers who had the support of school leaders, as part of a professional community felt a stronger commitment to staying in the profession (Weiss, 1999). This study underscores the idea that teachers in schools with strong professional communities are more likely not only to stay in the profession, but to make positive changes in their own instructional practice (Coburn, 2008). Therefore, district leaders need to focus on making the school environment more collaborative as a means to support new teachers (Weiss, 1999), so that teachers can in turn energize and improve the profession.

Induction programs are designed, in part, to foster a sense of engagement with colleagues. However, the quality, intensity, and format of induction and mentoring programs vary widely, therefore potentially limiting the benefits. For example, some programs require as little as a single meeting between a mentor and mentee at the beginning of the school year (Ingersoll R., 2011), while other programs expect frequent meetings between mentors and novices over the course of two (or more) years, with both teachers provided release time from their normal teaching load in order to facilitate meeting this expectation. Of the varied induction and mentoring programs, this more frequent and long term approach has a twofold benefit: while improving teachers' working conditions by giving them time to collaborate and reflect is obviously important, supporting novices as they struggle to become part of their school's professional community may also contribute to a lower rate of teacher turnover, thus leading to more experienced, higher-quality teachers in the classroom (Ingersoll & Smith, 2003).

Novice teachers and schools are not the only beneficiaries of new teacher induction programs. Experienced teachers also experience several benefits as a result of stepping into the role of mentor. Mentoring can be a stimulating and invigorating role for teachers who are at the point in their career where they are experiencing boredom and burnout. Mentoring another teacher in a formal relationship has been shown to improve the morale and preparedness of the mentor teacher (U.S. Department of Education, National Center for Education Statistics, 2001). Mentor teachers reported in a 2002 survey that as mentors they felt they were contributing to the learning and growth of other adults and that this was meaningful to them (Quartz, Karen Hunter, 2003). Mentors also have the ability to encourage best practices, and can demonstrate the ideals on which the teaching profession was built (Carver, 2004). One benefit of this is that mentors then become reacquainted with the reasons why they became teachers in the first place. Feiman-Nemser and Buchmann, (1987) state that mentors must learn to introduce the novice to the practical and intellectual work of teaching. To do this, mentors need to share and think out loud with novice teachers to help them move out of the first year survival mode (Mutchler, 2011). This is a mutually beneficial process, because both novice and veteran teachers may experience enhanced confidence and self-esteem through the support offered by one another (Lieberman & Miller, 2004).

Another long term benefit of mentoring novice teachers is that mentoring may also help mentors transition into other leadership roles, and may facilitate promotion and recognition (Mutchler, 2011), which may lead to a salary increase or an additional stipend. However, money is not necessarily a major motivating factor for mentors. Many mentors receive the gratitude of

their protégés and other peers; but few receive more than a modest monetary stipend (Mutchler, 2011). Overall, it seems that teachers mentor for the opportunity both to lead and to help their fellow teachers. Although in one study Little (1990) argues that some teachers may feel pressured to mentor, since mentoring “obligates teachers...to contribute to the improvement of schools and the quality of the teacher work force” (Little, 1990, pg. 297), most research indicates that mentors are generally willing participants in the induction and mentoring process. In addition, mentors who are recognized for their contributions to their colleagues are sought out for school and district leadership roles (Mutchler, 2011, and Huling, 2001). Mentors are likely to move into these leadership roles as more effective facilitators because of their mentoring experience (Huling, 2001). Finally, districts benefit in a broader sense from an effective mentoring program. When mentoring programs thrive, school systems are more likely to develop a culture of collaboration between teachers, leaders, and administration; these are important elements for assessing and supporting instructional excellence (Barlin, 2010; Darling-Hammond, 2000).

Elements of Effective Induction and Mentoring Programs

Mentoring programs, which have been implemented in United States schools for about twenty years in one form or another (The National Foundation for the Improvement of Education, 1999), are seen as key to new teacher retention (Ingersoll & Strong, 2011; Furlong, 1995). However, differences in state standards for teaching and professional development (of which mentoring is a part) and the extent to which districts are held accountable for enacting them (Darling-Hammond, 2000), have made it difficult for districts to identify best practices for

induction and mentoring programs. The research on induction and mentoring is unsatisfactory because, although there are many studies on the topic, they are varied in terms of study sample size, types of schools, teachers, novices, and length and duration of induction and mentoring programs (Ingersoll & Kralik, 2004). However, regardless of this variation, the preponderance of evidence points to the finding that intensive mentoring and induction does positively affect teacher retention (Ingersoll & Kralik, 2004; Feiman-Nemser, 1996). Induction researchers have identified several program components that seem correlated with this outcome (Ingersoll & Strong, 2011). Their findings are based on research which shows that teaching is difficult and complex work, and that a significant portion of what teachers need to learn in order to be effective can only be acquired on the job, not in pre-service or student teaching contexts (Ingersoll & Strong, 2011). This explains why so many novice teachers leave their jobs after a short time; they are not given support to help them address their learning needs and do not begin their careers with fully developed competencies (Cochran-Smith, 2004; Darling-Hammond, 1996; Kelley, 2004). Research on effective mentoring as a key strategy to retain novice teachers has focused on the importance of mentor professional development, function and role of a mentor, and what makes a successful match with a mentee. The elements of induction and mentoring associated with the strongest effect on teacher retention were having a mentor teacher from one's subject area and having common planning or collaboration time with the mentor and/or other teachers in one's subject area (Ingersoll, R., 2012). The most common effective induction and mentoring program consisted of just two basic components: working with a

mentor and having regular supportive communication with one's principal, another administrator, or one's department chair (Ingersoll R. , 2012).

Professional development is an integral part of the induction and mentoring process. To establish a comprehensive induction and mentoring program, economic, human, and social capital must be utilized (Fullan, 2001). Mentoring programs need to use this capital when creating professional development for mentors and novices. When mentoring and induction programs include extensive cooperation and professional development, which includes administrators, especially principals, these programs provide an entry point for addressing problems common to novice teachers (Barlin, 2010). The principal, as leader, can organize the environment of the school to support and alleviate some of the challenges that novice teachers face (Johnson, 2004). In addition, the perception of the school's leadership is one of the strongest variables associated with new teacher commitment (Weiss, 1999). This leadership is demonstrated through ongoing, effective professional development.

However, the overall picture regarding professional development in induction and mentoring is uneven. Most policy mandates fail to take into account the learning needs of beginning teachers and of the resources required to create effective programs. Too often, induction programs offer only short-term professional development and support to help new teachers survive their first year on the job (Feiman-Nemser S., 2003). But novice teachers need continuous professional development to help them become effective leaders in their own right. To that end, teacher leadership education and professional development may make an important difference in the qualifications and capacities teacher leaders bring to work (Darling-Hammond,

2000). Yet, the existence and implementation of these components of induction and mentoring vary from state to state, and even district to district. Similarly, some districts may have comprehensive professional development activities for mentors and novices in the area of induction and mentoring, while others have very little. (Honawar, 2008). Not only do states and local districts vary in the types of PD they require and/or provide, they also differ greatly in the levels of funding they allocate to pre-service and in-service teacher education, in the standards they apply to teacher education institutions and to schools with regard to pre-service training, in the types and extent of professional learning opportunities and the incentives for professional study they make available to educators, and the extent to which they require or fund induction supports for beginning teachers (Darling-Hammond, 2000). Although as of 2008, 78 percent of beginning teachers nationwide reported having had a mentor, though not always in the teacher's content area, up from 62 percent in 2000 (Honawar, 2008), some states do not require mentoring at all, while others leave mentoring and induction specifics for the districts to determine. Although this increases autonomy, it also means that having a mentor can mean different things in different districts, and therefore may mean very little when it comes to retention or other positive benefits. Districts know their schools and community cultures best, but there is unevenness in the creation and implementation of induction and mentoring programs.

The preparation of mentors plays a significant role in the success of the induction process (Barlin, 2010). Studies show that districts have paid insufficient attention to the mentoring and induction process, including payment and training of mentors, in part for financial reasons (Kelley, 2004). However, investing in mentoring and induction programs has lasting effects on

teacher quality and retention (Kelley, 2004), making it well worth the investment. Feiman-Nemser and Buchmann, (1987) state that mentors must learn how to introduce the novice to the practical and intellectual work of teaching. Mentors need to share and think out loud with novice teachers to help them move out of the first year survival mode (Mutchler, 2011). Kardos et al. (2001) found that effective mentors were teachers who were always learners themselves, steadily improving their practice and then sharing that learning with novice teachers (Kardos, Johnson, Peske, Kaufman, & Liu, 2001).

Learning to mentor, however, is not necessarily a natural extension of the work of veteran educators who are accustomed to teaching children, not adults (Stanulis & Ames, 2009). In actuality, mentors themselves need substantial and targeted preparation (Stanulis & Ames, 2009) in order to help novices develop into successful practitioner. There are many areas of professional development from which mentors could benefit. While many skills, such as dealing with parents, classroom management, and implementing pedagogy, may become first nature for experienced teachers, they can be further developed and refined through professional development. Additionally, professional development for mentors allows them to understand the theories undergirding mentoring. Not surprisingly, then, a study that investigated the mentors' professional development needs found that mentors see professional development as essential to understanding how to have effective and constructive conversations with their novice teachers (Wang, Odell, & Strong, 2006).

Districts may vary in the extent to which they provide induction and mentoring for new teachers, but research clearly indicates that there are best practices for induction and mentoring.

Several states have specific induction and mentoring guidelines, including Arizona, Illinois, Pennsylvania, Texas, and Michigan and New Jersey. Standards for induction and mentoring in these states cover many of the same topics, including induction program leadership, administrative support (Wong H. K., 2002), program goals and design, resources, the importance of a site administrator with specified roles and responsibilities, careful mentor selection and assignment, (Illinois State Teacher Certification Board, 2008), including pairing mentors and novices from the same content area, (Pennsylvania State Education Association, 2010) professional development for mentors and beginning teachers, formative assessment of both novice teacher and mentor, and evaluation of the program (Illinois State Teacher Certification Board, 2008). Illinois and Pennsylvania also suggest a partnership with a university to help develop program leadership (Illinois State Teacher Certification Board, 2008), funding to pay mentors as well as release time for them, and financial incentives for districts to design innovative programs (Pennsylvania State Education Association, 2010).

Some states have enacted many of the principals of an effective induction and mentoring program. In Arizona, the Flowing Wells School District has an induction and mentoring program that is so successful that educators from around the country come to the district to attend an annual workshop on best practices in induction and mentoring (Wong H. K., 2002). This professional development program for mentors and novices includes a tour of the district, demonstration classrooms, and team-building exercises for mentors and novices (Wong H. K., 2002). This seems to send a message to novices: they are an integral part of a team, and are treated as such from the beginning-welcomed into the district or school. Induction and

mentoring programs around the country attempt to send a similar message to new teachers:

“they are important, they are valued, and the district hopes they will stay” (Wong H. K., 2002).

When a new teacher perceives that they are an integral part of a team, they begin to assimilate and thrive in what was once a strange, and sometimes even uncomfortable environment. A part of this assimilation is participating in professional development, including induction and mentoring.

Definition of the Mentor

A mentors’ effectiveness may ultimately determine the extent to which programs can effectively support new teachers (Barlin, 2010). This would suggest that the characteristics of individuals chosen to mentor novice teachers are a very important component of success. A deep understanding of the needs of the school and district (Feiman-Nemser, 2001), as well as the capacity to provide psychological and instructional support for novice teachers has been identified as key (Feiman-Nemser S. 2001, Mutchler, 2011). Additionally, successful mentors have been found to have several personality traits in common including a commitment to mentoring, interpersonal skills, and the ability to accept the novice teacher for who s/he is (Rowley, 1999). Additional qualities of effective mentors which the State of New Jersey, as well as the National Foundation for the Improvement of Education have identified include effective listening skills, a strong commitment to the teaching profession, and an excellent knowledge of pedagogy and subject matter content (New Jersey Department of Education, 1996-2010; National Foundation for the Improvement of Education, 1999).

Effective teacher mentoring programs pair new teachers with those who can help them navigate the difficult early years of teaching, and continue to try to improve their own teaching skills (The National Commission on Teaching and America's Future, 2002). Mentors can help foster new teacher development (Carver, 2004) by co-planning, providing feedback, and helping novice teachers access resources (Stanulis & Floden, 2009).

As states have implemented induction and mentoring programs, the role of the teacher mentor has become more clearly defined by both states and districts over the past ten years (Barlin, 2010). In the past, one problem with induction and mentoring programs was that mentoring was not well defined and duties were often performed in a perfunctory way at best, with few opportunities for collaboration or mutual support. Today, however, the role is much more fully elaborated in the literature, and teacher mentors are generally understood to function appropriately as coaches, guides, cheerleaders, and model teachers (Carver, 2004). Although the role of the mentor has not become completely standardized from state to state, there are certain aspects of mentoring that seem to be expected by novice teachers. In at least one study, novice teachers reported that they expect mentors to go beyond being a “buddy” to provide substantive feedback based on observation of their performance in the classroom (Rowley J. B., 1999). This is key to mentoring because when given the opportunity to observe and be observed, beginning teachers develop teaching expertise quickly and are more likely to be “socialized to the norms of collegiality and continuous improvement” (Mutchler, 2011, pg. 57). Educational improvement at the instructional level involves leadership by teachers with peers (York-Barr, 2004). In other words, teachers play a critical role in helping their colleagues become more effective. But good

classroom teachers may not have the skills to do this. For example, they may not know how to make their thinking clear to novices, to explain the principles behind their practice, or break down complex teaching moves into components understandable to a beginner. (Feiman-Nemser S., 2003). Additionally, many mentor teachers have little experience with the core activities of mentoring--observing and teaching with colleagues (Feiman-Nemser S. , 1996).

With regard to observing colleagues, Susan Kardos, the Director of Strategy and Education Planning at the AVI CHI Foundation, stated, “we surveyed 110 new teachers in New Jersey. While 97% said they had a mentor, only 17% of the new teachers said that their mentors ever actually watched them teach in the classroom” (Drummond, 2002, Profession section, pg.3). Kardos (2003), with her colleague, Edward Liu (2003), expanded the survey to 486 teachers in four states—California, Florida, Massachusetts, and Michigan—and learned “that 56% of new teachers report that no extra assistance is available to them as new teachers and 43% of new teachers go through their entire first year of teaching without being observed by a mentor or a more experienced teacher” (Wong, 2004, pg. 46). In the Massachusetts study, some novices reported meeting with their assigned mentors only once at the beginning of the year. In a number of instances, assigned mentors did not work in same school as the novice they were assigned to support and were not accessible, or they taught different subjects or grade levels and were uninformed about the instructional issues that new teachers most wanted to discuss (Kardos, Johnson, Peske, Kaufman, & Liu, 2001). Although circumstances may have changed since this research was completed, surveys of new teachers in 1990 found that they were "more likely to credit mentors with providing moral support or enlarging a pool of material resources than with

exerting direct influence on their curriculum priorities or instructional methods" (Little, 1990, p. 342). This lack of willingness or ability to observe and provide feedback to peers is one reason that novices may feel unsupported in areas of classroom management and implementation of a particular pedagogical approach.

It seems that mentors are not observing novices and are sometimes not in a good position to do so. This underscores the idea that observation, while valued by the novices, is not a common practice in induction programs. This may be in part because mentors do not feel comfortable or are not familiar with how to observe peers. Therefore, mentor teachers may also need ongoing professional development to help develop and refine their observational skills.

Mentoring should involve a shared vision among mentors, novices, and administration of what good teaching is; this should guide the work of the mentor. This shared vision may be based on state professional standards, performance or evaluation standards, consensus in the district (or building), or some combination of the above. This vision may include an image of how beginning teachers learn to teach, a repertoire of mentoring strategies and skills, and a learning stance (Feiman-Nemser, 2001). This means that both mentors and novices need to see and discuss what good teaching is, as well as what it is not. Observing one another may be a strategy to developing this shared vision.

Apart from the need for training, observation can also be used as a way to develop shared understandings. Because mentoring involves understanding the novice teachers' pedagogy and classroom experience, according to Stanulis and Ames (2009), the mentor must also learn to observe teachers, and then be able to have a conversation with those teachers concerning the data

gathered during the observations. Mentors can then share similar experiences in areas like classroom management, parental communications, and pedagogical implementations, which relate to the shared vision of the faculty and school. This data may also open doors for discussion of challenges in the classroom. Even experienced mentor teachers occasionally confront difficult situations, and the opportunity to observe novices allows veterans to be reflective about their own practice as both teachers and mentors (Stanulis & Ames, 2009; Boree, Johnson, Niday, & Potts, 2009).

Even with the support and guidance of mentor teachers, who include them in the shared vision of the school, novice teachers may often feel like outsiders for an extended period of time after they begin teaching. Peterson and Deal (2002) contextualize this need by describing new teachers in one school who felt affirmed as members of a professional community because they were assimilated into the culture of the school. The school staff, as a whole, made a formal and concerted effort to welcome and guide new teachers for the first two years. Teachers had formal mentoring sessions, a mentoring coordinator, and a system of support. Here, the mentor can be a key element contributing to this feeling of assimilation, by showing a new teacher not only how to teach, but how the social and political structure of the school operates. Novice teacher perceptions of mentors seem to be rooted in the desire to be accepted into the school culture-in effect, to become a “fish in water”, the way they perceive the rest of the faculty. They look to mentors to help them make this transition smoothly and effectively.

As part of assimilating into a school, a novice should know what the length of the mentoring process is. Unfortunately, the length of the mentoring process is also not clearly and

uniformly defined. Although the state of New Jersey currently requires one year of mentoring, with twenty hours of mentor/novice meetings, some researchers have argued that mentors should be willing to guide novice teachers for longer (Cochran-Smith, 2004, Ingersoll R., 2011). Mentors therefore should perhaps commit to creating a true collegial relationship that will last well past the formal mentoring stage. This ongoing relationship between experienced teachers and novices may contribute to a collaborative community (Feiman-Nemser S., 1996).

Challenges to Implementing Induction and Mentoring Programs

An effective induction and mentoring program faces several challenges, however. Many schools struggle with attempting to either “re-create the wheel” by developing a program from scratch, or by doing the exact opposite-attempting to make a school or district follow a “one size fits all” policy that may not work for the school or district in question. Individual school challenges, time, and the continued ambiguity of the mentoring role are some of the obstacles schools face when implementing a new induction and mentoring program.

Individual school challenges. Although mentoring has been shown to improve new teacher retention and morale, implementation of induction, mechanisms needed to sustain this type of effort, and the creation of an environment in which mutual support can flourish may present challenges within some schools (Rhodes & Beneicke, 2002). Elliott and Calderhead (1994) described strategies used in several districts to help overcome some of these obstacles. Some hired retired teachers to act as mentors. Others release mentor teachers from some or all of their classroom responsibilities. However, many expect mentors to add mentoring to their regular, full-time teaching load (Elliott & Calderhead, 1994). Besides sending different

messages about the purposes of mentoring, these arrangements create different situations in which mentors can learn and apply their skills, and radically alter the ways in which they can help novices. To address several of these challenges of mentoring, some mentoring programs provide orientation or training for mentors. This is often done to provide time for mentors to meet with novices. Meetings may allow time for mentor/novice interaction that is almost impossible during the school day. Common topics include clinical supervision, research on effective teaching, beginning teacher concerns, and theories of adult learning (Feiman-Nemser, 1996; Feiman-Nemser, Carver, Schwille, & Ysko, 1999). But many include only some of these topics.

Time. A pressing challenge to implementing effective induction and mentoring programs is a lack of time to learn to mentor and time to actually be a mentor (Feiman-Nemser S., 1996). A lack of time is often cited as a reason why teachers are not given sufficient training to be mentors (Feiman-Nemser, 2001). Time allows mentors the opportunity to analyze beliefs about learning to teach, to articulate their practical knowledge of teaching, and to reflect with other mentors about these experiences. (Carver, 2004). This is important not only for the mentor as a teacher leader, but as an educator. Mentors may use these reflections to improve their own classroom practice, as well as improve their mentoring skills. While training may occur before mentors take up their new responsibilities, mentors are more likely to develop their practice as mentors if they also have opportunities to discuss questions and problems that arise in the course of their work with novices (Carver, 2004). Yet, often there is not time made for mentors to attend professional development, speak with other mentors, or reflect with novices.

Although release time for observing experienced teachers is also seen as a key element in effective induction and mentoring (Joiner & Edwards, 2008), many mentors are not given the time to observe in the novice teacher's classroom. On a related topic, mentors are often not given common time to share, plan, and develop problem-solving strategies with their assigned novice teachers (Joiner & Edwards, 2008). They have to make time before or after school, and therefore these meetings may be hurried, short, and focused on immediate problems rather than the long term challenges of pedagogy; they do not encourage reflection.

Continued ambiguity of mentoring role. Although the definition and role of mentor has been addressed by researchers and several states over the past decade, there remains a lack of consistency from state to state, district to district, and even school to school on specifically what the role of the mentor is. Some schools, even within districts, have formal, effective, research-based mentoring programs, while others do not. Despite logical presumptions and research evidence that student learning depends substantially on what teachers know and can do, states and districts differ greatly in the extent to which they invest in teacher learning (Darling-Hammond, 2000), including training and professional development for mentors. This means that the definition of and expectations for a mentor is not standardized and may vary significantly from district to district and even from school to school within one district. Mentors themselves have diverse perceptions of their roles. These roles have been variously identified as guide and leader, good friend, and listener to the novice teacher (Barlin, 2010; Elliott & Calderhead, 1994); of counselor, coach, supporter, supervisor, problem solver and networker (Feiman-Nemser S., 1996). This wide range of possibilities suggests that the role of mentor is often ambiguous

(Barlin, 2010, and York-Barr, 2004). This may be one variable which effects why some mentors are effective facilitators for a novice teacher's first year, while others may not be. The education community understands that mentors have a positive effect on teacher retention (Feiman-Nemser S. , 1996), but remains unclear about how to formalize the role.

Discussion of Literature

Research in the area of formalized new teacher induction has largely been focused on how it generally, and mentoring programs more specifically, can improve new teacher attrition and performance. This research has found a link between effective mentoring and teachers who remain in the classroom and become effective practitioners. For example, one key study documented that novice teachers with mentors were 30% less likely to leave the classroom at the end of their first year than those without one (Smith and Ingersoll, 2004). Although many other factors contribute to teacher retention, participation in a comprehensive induction and mentoring program can lead to higher novice teacher satisfaction (Cochran-Smith, 2004).

Leaders in education know that induction programs can help address the significant problem of new teacher retention, but in many districts, like Linwood, there is no formal, systematic, supported, research-based induction program implemented. Mentoring pairs in Linwood adhere only minimally to the state requirements, making it unlikely that new teachers can fully benefit. For example, the district does not have any professional development for either mentors or novice teachers on mentoring. Research suggests that an intensive induction and mentoring program for at least a year is beneficial for new teacher retention and morale, can help mentors become teacher leaders, and may even impact student achievement. Linwood

matches mentors and novices, but has no induction program for novice teachers, who must then rely on the kindness of others in the department, or learn by trial and error how to perform such necessary tasks as navigating administrative and parental demands, managing a classroom, and getting supplies, as well as how to effectively cover the curriculum and meet the needs of diverse learners. In addition, Linwood's matching of mentors to novices does not employ research-based practices, but is based simply on who is available to mentor. Linwood does not offer mentor/novice professional development or formally support collaboration between novices and mentors by giving release time to mentors to observe novices and novices to observe mentors, for example, or even by formalizing a time and place for mentors and novices to meet for the first time. The meetings, observations (if they happen), and effectiveness of the mentor-novice relationship is therefore left to chance, with some mentors and novices working well together, and others hardly meeting at all. Relationships are important, including those of the mentor/novice, but only if they contribute to the overall success of the program (Fullan, 2001).

Although it has requirements in place, the state does not offer or recommend a specific induction program, leaving implementation of the policy up to the individual districts; accountability requirements are minimal. This is appropriate, since the needs of one district's teachers may vary widely from those of another. However, there should be research-based qualities that all induction and mentoring programs, regardless of district, share and incorporate, but this is not the case. At a minimum, some districts may employ one or two best practices, while others have very intense and effective mentoring programs in place. Teachers are therefore subject to the "luck of the draw," with some teachers hired in supportive environments

designed to enhance professional growth (New Jersey Department of Education, 2013, Pennsylvania State Education Association, 2010), while other novice teachers are left to fend for themselves during the most stressful year of their teaching career, and one which often determines whether they will remain in the profession at all (Cochran-Smith, 2004).

Additionally, it seems that even in districts with induction and mentoring programs in place, the expectations of mentors and those of novice teachers do not always align. Novices may look to mentors for support that is similar to what veteran teachers expect in areas of curriculum and classroom management. Novices seem to need mentors to help them make adjustment to a new job environment (Feiman-Nemser S., 2003). Novices expect clear direction, guidance in assimilating into the specific school culture, and hands-on attention to both the mundane details of teaching and the significant challenges of becoming an expert practitioner that come naturally to those who have been a part of a specific school culture for many years. Mentors, on the other hand, often see their role as to be supportive, to suggest and to sympathize, but not to be a “tour guide” or to observe and give feedback to novices, all of which may fall outside the area where a mentor feels comfortable. Because of this perception, new teachers are often left without the help they need (Elliott & Calderhead, 1994; Carver, 2004).

Induction programs must be tailored to address the true needs of the teachers within an individual school division, and each program should include components that will address their context and needs as well as being a natural fit for each school building (Joiner & Edwards, 2008). Simply replicating a new teacher induction model without careful consideration as to the

needs of the teachers and school division will not provide a solution to the attrition rate. (Joiner & Edwards, 2008).

In summary, the impact of induction and mentoring on teacher retention and morale is demonstrated to be generally positive, but fluctuations in outcomes are in part due to differing levels of involvement among states and local districts in the area of mentor teacher professional development, novice support, and the overall structure of induction programs. However, most studies show that induction and mentoring have a positive impact on teacher retention and morale, and that induction programs, when implemented well, can meet the reported needs of novice teachers. Consequently, for this study interview data and the research literature informed the creation of professional development for both novices and mentors as key element of an induction program, which attempted to be tailored to the needs of a large, urban high school. Although there are many elements to a successful, research based induction and mentoring program, I focused on the implications from the research literature, which documented the importance of professional development for mentors and novices. Contextual factors such as lack of time, and scheduling conflicts made one-on-one meetings between the matched pairs challenging. However, by providing ongoing professional development throughout the year, and encouraging mentors and novices to reflect through interviews and surveys on their work together, an induction and mentoring program was created that incorporated some elements of “best practice”. In the following chapter, I describe the design I implemented in more detail and the research design I employed to study it.

Chapter 3: Methodology

This chapter describes the sample selection, data collection, and analysis of the data used for this study. Methods for each were chosen based upon the stated research questions:

How is a research-based new teacher induction and mentoring program implemented at Linwood High School?

Sub questions included:

- What challenges do new teachers face, and how can induction and mentoring support them?
- How do mentors, novice teachers, and administrators feel about the induction and mentoring process at Linwood High School at the beginning of the study?
- What implementation challenges does a research-based new teacher induction and mentoring program encounter in Linwood High School?

Overview of the Study

This qualitative, process-focused evaluation involved both semi-structured and structured interviews, as well as surveys, artifact creation and collection, and observations. Since a gap has been identified between the state standards, the research base, and a comprehensive induction and mentoring program at Linwood High School, I designed and piloted a research-based induction program with a mentoring component at Linwood, and both mentor teachers and novice teachers were asked to participate in the pilot induction and mentoring program and participate in the research study.

As a process, this involved the idea of applied research undertaken to improve the quality of mentoring and induction in the Linwood district (Merriam, 2009). Strauss and Corbin (2008) describe applied research as multiple stages of collecting, refining, and categorizing the data to be analyzed. These stages, as done throughout the course of the research project (Strauss & Corbin, 2008), allowed me to make changes as the project developed. I was able to interview participants at the beginning stage of the mentoring and induction process, facilitate professional development throughout the process, and survey the participants at the beginning and the end of the process. This was important, since my study was contextualized at a certain moment in time- Linwood High School during the 2012-13 academic year. This further links my study to grounded theory, which also includes the idea that knowledge is closely linked with time and place (Strauss & Corbin, 2008).

The culture of the “program” (in this case LHS) was also studied (Gall, Gall, & Borg, 2010), including how mentor and novice teachers intersected with the school culture. Surveys allowed for increased confidentiality for respondents and helped to triangulate data gathered from interviews and observations.

Because the purpose of the evaluation was, in part, to see how the pilot mentoring and induction program was implemented, and how this information can be used to improve it in the future, I employed a process-focused evaluation design (Patton, 2008; Gall, Gall, and Borg, 2010). The process-focused evaluation is based on fostering improvement during the course of program implementation (Patton, 2008). In this case it could help identify both supports and obstacles in the creation of a mentoring and induction process. A process-focused evaluation

also focuses on progress: Are the users progressing toward the desired outcomes (Patton, 2008)? Are the users even aware of the desired outcomes? This part of the process-focused evaluation made it necessary to engage the key stakeholders in the research process (Patton, 2008). The design of the evaluation, which included the participants--the mentors, novices, and administrators--made the evaluation useful for improving the mentoring and induction program. Linwood administrators would like to adopt an effective induction program for mentors and novice teachers at the high school. Therefore, they have committed to possibly adopting some or all of the suggestions which the evaluation yields as they move into the next academic year. The program's original design included three phases: surveys at the beginning and end of the program, professional development, including opportunities for observation, discussion, and group meetings, and interviews with participants. The proposed timeline for data collection was as follows:

October and November 2013

I planned to spend October facilitating meetings after school to give teachers information about the district, the community, and administrative information. At this meeting, I also planned a "meet and greet" with the mentors and novices, again after school. The first of the professional development meetings were to take place at the end of November.

November to April

Then, from November to April, I arranged times for mentors and novices to meet one-on-one. The mentor/novice meetings were in accordance with the state guidelines for mentoring. I coordinated the time and the place by requesting of my principal that my room be used after

school. I was told to ask the superintendent for permission. I did so and was granted permission for the room to be used on the dates and at the times requested.

In addition, I provided professional development activities in support of induction at each of these meetings. Mentors had last been offered training in 2003 regarding support for novice teachers. Before the study began meetings between novices and mentors were held primarily to satisfy the state requirements. To create a more formal, structured environment, from November to April, I ran after school professional development for both mentors and novice teachers, once every four weeks. Participation was voluntary. During these meetings, I focused on the needs and interests of the participants, (ascertained through surveys, exit tickets, and debriefing sessions at the end of the meetings). I also included topics identified through the literature as key elements of success. These included classroom observation skills, effective communication, advice and coaching skills, and problem solving. I also wanted to give mentors and novices time to collaborate on specific lessons if they wished to. Each meeting was focused on one of these specific areas, and allowed the participants time for questions and discussion. This plan was very different from what had been done previously at Linwood. In addition to the professional development, during this time I also researched, designed, and created the handbook for novices and mentors that was approved by the Linwood Board of Education for mentors and novices.

April

In April I finished the interview process, ran the last of the professional development meetings, and distributed exit surveys.

Site of Research

Linwood High school is a large, urban, comprehensive high school located in north-central New Jersey. Linwood is the academic home to approximately 2,000 students and 160 teachers. More than forty percent of students qualify for free or reduced lunch. Although some improvement in state testing results has occurred, Linwood has not made AYP for the past eight years. The student population of the high school is comprised of 40% Black students (Haitian and African American), 30% Hispanic, 25% White, and 5% other. The high school campus consists of two buildings: the main high school, and the Linwood Academy of Science and Technology, located across a four-lane highway from the main building. Students and teachers must cross the street often to get from one classroom to the next, with only four minutes to travel across the highway between classes.

School Organization and Physical Plant

Each day, Linwood teachers teach either five or six classes of 43 minutes each. Teachers who have five classes also have a mandatory “duty” period. A “duty” period requires teachers to work in a non-academic capacity. For example, a teacher may work as an assistant to a vice-principal, in the office assisting the secretarial staff, or in the cafeteria supervising the student lunches. Teachers who teach six classes are exempt from “duty”. Classes generally have 25 to 30 students in them, but can be as large as 32. Teachers and students alike are allotted 22 minutes for lunch. Linwood has one principal, four vice principals, and a director of the Academy. Each vice principal is assigned to a grade level, and is responsible for disciplining students as well as observing teachers, checking lesson plans, and communicating with parents. The Linwood district also has supervisors for academic disciplines, although some supervisors

now have responsibility for more than one discipline as the district has attempted to streamline its administration over the past several years. Each supervisor has, at minimum, responsibility for his/her content area across the entire K-12 district. The Linwood Language Arts supervisor, for example, oversees the fourteen Language Arts teachers at the high school, the entire Social Studies department, the twenty-four Language Arts teachers located at two middle schools, and Language Arts instruction at the eight elementary schools in the district. Supervisors are not housed in the school buildings and are not always readily available as support for struggling teachers. Teachers are not given supplies at the beginning of the year at the high school. Supplies are ordered through the main office, and a requisition form must be filled out to obtain them. The district struggles with the upkeep of the one-hundred-year old high school building; the physical plant is old and in need of repair.

Research Participants

There were 12 new teachers in the building and ten mentors during the school year in which the study was completed. Some new teachers did not get a mentor because although they were new to the building, they were not new to teaching, and so the state does not require them to be mentored. To begin the process of recruiting research participants, as soon as possible I introduced myself to the Language Arts teacher who was new to the building. I was the department chair and would be the one she came to with any questions about the department or the building in the absence of a formal mentoring program. I informed her that I was a doctoral student doing research on mentoring, and asked if she would mind if I asked her questions throughout the year. She was very willing and cooperative. I then sent an introductory email to

all additional potential participants, who were identified as either new to teaching, new to the district or school (these new teachers are not assigned a formal mentor), and all mentor teachers. I included a welcome to the school, along with a request that they participate in both the study and the professional development offerings I implemented. I hoped to have at least four pairs of mentors and novices participate in the study, although everyone was welcome to participate in the professional development. I planned to interview both mentors and novice teachers. I then sent an additional email which asked for volunteers from among all novice teachers and mentors in the building. Of the six new teachers, three novice teachers offered to participate, as did all of their mentors. Two other teachers who were new to the district, but not assigned a mentor, also agreed to participate. One administrator also volunteered to participate in the interview process.

Volunteers for this study emerged from my written requests to both administration and teaching staff. Although not a large group of people, even the small number of participants I recruited allowed me to learn much about the induction and mentoring program. In the following thumb nail sketches, I introduce each of the participants. To increase their anonymity, I used pseudonyms and changed their ages, and in some cases, their departments. I too was a part of the study, in the role of facilitator for all the professional development , but have not changed my name or demographic characteristics. A summary of the thumb nails sketches is provided in Table 1.

Mentors

Pat. Pat is a 45-year-old white male who is a member of the World Language Department. Pat has been a member of the Linwood community for over fifteen years. He has

been a mentor for the past four years, but has often informally mentored to others outside his department. This year, Pat mentored a member of his department who was a provisional teacher holding a certificate of eligibility with advanced standing.

Ameera. Ameera is a 55-year-old Asian woman in the Science Department who has been teaching at Linwood for ten years. Ameera is often asked to mentor members of her department, and has mentored more than one novice at a time. This year, Ameera mentored an Alternate Route novice teacher who entered the classroom after many years of working in the private sector.

Rose. Rose is a 62-year-old white female member of the History Department who has been a teacher in Linwood for almost thirty years. Rose was the only person in the History Department who was trained as a mentor, and consequently has mentored every novice teacher in that Department since 2003. Her novice this year was a provisional teacher holding a certificate of eligibility with advanced standing.

Novices

Caren. Caren is a 23-year-old Hispanic graduate of Kean University who was hired as a provisional teacher holding a certificate of eligibility in the History department. Mentored by Rose, Caren was located across the street in the Academy Building, while Rose was in the main high school building.

Jorge. Jorge is a 27-year-old male Hispanic graduate of Rutgers University holding a provisional teacher certificate of eligibility with advanced standing in the area of Spanish. Jorge

was mentored by Pat this year, and had a schedule that allowed for common planning time with his mentor.

Nazimi. Nazimi is a 61-year-old, male, Middle-Eastern, Alternate Route teacher entering the profession from a career in engineering. Mentored by Ameera, Nazimi was the only teacher to be observed by his mentor and the only novice to ask not to be interviewed, as he was nervous about whether he would be re-hired. He was afraid that someone would find out he was participating in a study, and that this would be viewed unfavorably. I understood this, and encouraged him to come to the professional development activities. He agreed, and his mentor also encouraged him to attend.

Grace. Grace is a 45-year-old white female who entered the school after teaching in another district. She is a member of the Technology Department. Grace has been an educator for two years. Although not required to have a mentor, Grace came to all the professional development activities and completed the surveys.

John. John is a 40-year-old Asian male, and a member of the World Language Department. Hired to replace the Russian teacher, who left in the middle of the previous year, John did not require a mentor, but participated in all of the professional development offerings. John has been teaching for eight years.

Donna. Donna is a 64-year-old white female principal and a former teacher in the district. She has been an administrator for over 20 years, much of that time at the high school. Donna volunteered to be interviewed, but did not complete the surveys or participate in the professional development meetings.

Trish. As the Language Arts Department Chair and a member of the department for twenty years, I have informally mentored several teachers. I facilitated all of the professional development activities, administered the surveys, and conducted all of the interviews for each participant in the study.

Table 1: Study Participants

Mentor/Age	Department	Years Teaching	Novice/Age
Pat/45	World Languages	15+	Jorge/23
Ameera/55	Science	10	Nazimi/61
Rose/62	History	20+	Caren/23
Donna/64	Vice Principal	20+	No novice
No mentor	Technology	1 year (outside district)	Grace/45
No mentor	World Languages	3 years (outside district)	John/40
Trish/45	Language Arts	20+	No novice

Everyone but the novice teachers were key informants (Gall, Gall, and Borg, 2010) who have specialized knowledge in the area of teacher mentoring, expectations of administration, expectations of novices, and support for novice teachers. Therefore, they have special value (Gall, Gall and Borg, 2010) since they ultimately help to guide a novice teacher's future. These participants were recruited from a voluntary sample within the pool of mentors, mentees, building administrators, and supervisors. There were also two other participants in the professional development activities who came on an as-needed basis; a union representative and the principal, who came to speak to the participants to answer specific questions that arose during the professional development activities.

Table 2: Level of Participation

Name and position	Survey	Professional Development	Interviews	Observations
Pat: Mentor teacher	*	*	*	
Ameera: Mentor teacher	*	*	*	*
Rose: Mentor teacher	*	*	*	
Caren: Novice teacher	*	*	*	
Jorge: Novice teacher	*	*	*	
Nazimi: Novice Teacher	*	*		*
Grace: New to district	*	*		
John: New to district		*		
Donna: Admin			*	

As Table Two shows, each of these individuals participated in some aspect of the study, but only Ameera did everything. Most teachers were unable to observe each other due to

scheduling difficulties--there were no coinciding free periods for them to sit in on one another's classes. One novice was uncomfortable being interviewed; he was concerned about being rehired and did not want anything to affect his chances of teaching at Linwood in the next year. Although I met with him to explain that the interviews would be anonymous, I could not change his mind. He was, however, willing to participate in the surveys and in induction related professional development. The administrator gave of her time to be interviewed, but did not participate in the surveys or the professional development. Originally, I had not intended to include new teachers who did not have a mentor, (those who transfer from one district or school to another are not required to have a mentor). However, two non-mentored first year teachers came to all the professional development meetings and participated in the surveys.

Researcher Role

As the current department head of Language Arts at Linwood high school, I am a colleague of both mentors and novice teachers in my own academic department and across the school. I made clear to all the participants that I play no administrative or supervisory role; my role is simply to serve as support and liaison between the department and administration. I also coordinate professional development for the department. However, I in no way report on or evaluate teacher attendance or performance, either in the professional development I provided or in any other area, nor am I involved in teacher-administration issues. I did my best to assure them that I am in no way responsible for evaluations or determinations concerning employment. I hoped that there would be some advantages for conducting the research in my role since I was in the building and available at the convenience of novice and mentor teachers for observations,

either to cover classes or to contribute to discussions after observations, and interviews. I also have detailed knowledge of the workings of the building and administration, which I hoped would aid me in my data collection procedures, and in my understanding of the data I collected.

However, my role as colleague and chair may have impacted my data collection simply because of misperceptions about my title. The role of department chair was recently created. Therefore despite my efforts to make my job description clear to all participants, there may have been misperceptions. I also know that although I was not serving as a mentor myself, the fact that I am the designer and initiator of the induction program may have meant that some people would be hesitant to offer critique.. I attempted to minimize this by making clear the importance of constructive feedback to improve the program, assuring confidentiality, demonstrating willingness to listen, and by adjusting aspects of the program based on their feedback. I engaged in meetings, short interviews in the form of member checking, and made sure that each participant had copies of the transcripts of the audiotaped interviews, if they desired them. In this way I tried to alleviate many of participants' reservations about openly talking about their experiences in the induction program. I think that this did relieve much of their reservations, as they not only came to all the professional development activities that were offered, but these teachers also recruited two teachers who did not have formal mentors and therefore did not know about the induction and mentoring program.

Data Collection Procedures

Data collection began as soon as IRB approval was obtained, in October of 2012. Data collect strategies included surveys, interviews, observations, a focus group, and field notes of the

professional development meeting. When conducting the interviews, I asked people what their position was in the school. To increase anonymity, I gave them very general categories from which to choose to describe themselves: mentor, novice, or administrator. All data were kept on a password-protected computer until the research was complete, when it was destroyed. The field journal was kept in my home in my desk.

Surveys. I surveyed mentors and novice teachers at the beginning and end of the data collection process. The purpose of the surveys was to get a sense of participants' overall impressions of the induction and mentoring procedures. I used the survey to organize the mentoring program, and to use the survey for planning and probing in subsequent interviews. The first survey was given as soon as IRB and proposal approval was attained in October of 2012. At that time the mentors and novices had been matched by the principal and had presumably met one another. There were five statements in the survey: I meet regularly and frequently with my novice teacher or mentor; I have observed my mentor teacher or novice; I receive support from administration to become an effective mentor or member of the instructional team; Adequate time is provided for mentors and novices to meet; My building administrators and supervisors completely understand and support the mentoring process. Participants were asked to record the degree of agreement by circling the numbers 1 through 5 for each question, with 1 to represent total disagreement and the number 5 to represent complete agreement.

These anonymous surveys informed my research, as I used them to guide my line of questioning during subsequent interviews. By looking at the surveys, I was able to adjust my

questions regarding frequency of meetings with novice teachers and mentors, questions about time for mentors and novice teachers to meet, and questions regarding administrative support of the mentoring process, as things changed through the course of the year, so I could better understand the teachers' perceptions of these changes.

The paper and pencil surveys were distributed by placing them in the mailbox of each of the participants. I asked that each participant return the completed survey in a manila envelope provided by me and then place the manila envelope in my mailbox. The novices and mentors were given a week to complete the surveys, which everyone completed.

In April, when all other data collection was complete and the implementation of the professional development was also complete, I again surveyed all mentors and novice teachers to confirm what I had learned from the interviews and professional development. The second survey asked the same questions as the first survey. I hoped to see a difference in level of agreement in the five key areas. I also hoped that the anonymity of the survey encouraged any participant who was hesitant about answering questions face- to- face to feel more comfortable about responding honestly. A sample of this survey can be found in Appendix A.

Professional development sessions. Research tells us that both novices and mentors need sustained, targeted professional development, focusing on both pedagogy and on classroom management (Elliott & Calderhead, 1994, Ingersoll & Strong, 2011). Beginning in November, and ending in April, I ran monthly professional development meetings. The meeting times were after school, usually on Wednesdays, but occasionally on Thursdays if a significant number of

participants were unavailable. This flexibility gave us the means to meet without having to cancel.

All professional development meetings were held in my classroom at Linwood High School, began at 3pm, and were planned to last for one hour. Each participant was notified by email about each meeting, and responded whether they could make it. Coffee and refreshments were served. These meetings were voluntary and open to all new teachers, both mentored and non-mentored, as well as mentors. Potential participants were reminded by email about all meetings, two weeks in advance, with a reminder two days before the meeting. Participants spent the first five minutes or so of each meeting chatting with one another, and then we sat in a circle to begin the meeting. With the exception of the first meeting, each meeting built off of the previous one. The topic was selected based on suggestions taken at each meeting for the direction of the next one.

These sessions were the heart of the induction and mentoring program. My goal was to design a comprehensive program, using research-guided professional development activities each month, as well as making sure the needs of the participants were being given priority. The program was focused not just on mentors and novices meeting one another, but also on learning from and with one another about best teaching practices, problem-solving, and other aspects of effective teaching. The program is based on both effective induction programs in other districts, and the needs of the participants as determined by the surveys and questions that emerged from each professional development session. I also gave mentors and novices time to talk to one another using a guided format, so that meetings would be driven by the needs of the participants,

and not devolve into a “gripe session” or emergency triage-where a novice only asks for help if they are in trouble or feeling overwhelmed. The purpose of these sessions was to address problems and answer questions common to all mentors and novices. However, Hurricane Sandy caused delays in the beginning of the program, which meant that for an extra month, novice teachers had no formal professional development opportunities with their mentors. Overall, the meetings served three purposes; to partially answer the research questions, to facilitate the induction of the new teachers, and to inform the creation of a novice/ mentoring manual.

Individual interviews. Since qualitative research involves understanding and explaining what participants experience, perceive, and understand, interviewing is a powerful way to gain insight on the topic of study (Seidman, 1998, Merriam, 2009). The overall purpose of my interviews was to gather opinions and perceptions about both the current informal induction and mentoring in Linwood, and the more formal program I was implementing, including the monthly professional development sessions. Interviews took place at times and places convenient to the participants involved. Participants included novice teachers, mentors, the principal or vice principals, and the supervisors of the departments that have novice teachers. I interviewed each participant starting in January and finishing by the end of April. This timing was appropriate in the context of my research questions, since this gave participants time to mull over their thoughts about the induction and mentoring program, and they had participated in the professional development component. Each interview lasted between fifteen and thirty minutes, and was transcribed by Rev, a professional transcription company. I also did some member checking, sharing with the participants what was completed so far in the study, and to see if the participants

had any questions about the study so far. I did this by emails and face-to-face meetings, where I asked if there was anything we should touch on at the next meeting and if there were any questions that needed immediate answers. I used my field notes to help me recall details of the member checking, and to adjust any professional development accordingly.

Participants signed a consent form that stated that these interviews were solely for use in the study and participating in the study did not involve any more risk than their job usually entails. I used an audio recording device during these interview sessions, from which a transcription was then made. I also made notes in my field journal, to help me recall details, which may not have been available from the audiotapes. Interviews were semi-structured and consisted, in part, of ideal positioning questions. I used ideal positioning questions (Merriam, 2009) which are a typical interview strategy in qualitative research. They are used to garner opinions, in this case about the induction and mentoring program. The interview questions were in no particular order (Merriam, 2009). I asked questions about what the participants feel an ideal mentoring program would entail, what it is like to be a mentor, what support from administration is like for novices, and what challenges administrators face when dealing with novice teachers. I also asked what the mentors and administrators perceived their role to be where novice teachers are concerned, and what novices perceived the role of the mentor and administrator to be. The interview questions can be found in Appendix B. These questions were used to help me determine which areas to focus on during the professional development meetings.

Focus group interview. I asked the participants to meet for a focus group interview in January. I chose the mid-point in the professional development program, after members had

completed the first survey and participated in two professional development sessions.

Participating in the focus group was voluntary; four novice teachers and two mentors participated. We met after school for one hour. In this format, I asked how the program was going, if any problems had arisen, if there were any suggestions for the second half of the induction program, and if there were any suggestions for the creation of the manual. In addition to oral suggestions, I collected their feedback through an anonymous “suggestion box” type of response from the participants, where each participant placed anonymous suggestions on an index card at the end of the meeting. I did this in case someone had a suggestion they were not comfortable voicing in front of the group. The suggestions were collected and used to help formulate both the remaining professional development and complete the manual for mentors and novices.

After the program ran from October through April, I completed the evaluation of its implementation. I attempted to see if the original design was feasible (Patton, 2008), if the program had been implemented as planned, what obstacles were encountered, and what improvements should be made for the following year. To accomplish this, I used confidential exit surveys, and final informal interviews that could help determine if the program was being carried out as I designed it (Patton, 2008).

Observation. In lieu of my observing mentors and novices, I asked them to audio record their mentoring meetings once in the beginning of the year, once mid-year, and once before the end of the study in April. I thought that if they recorded the meetings, and I was not present, the meetings would be more authentic representations of the novice/mentor interaction. Although I

did make time at the professional development sessions for the mentors and novices to meet, I knew that the state required at least twenty hours of mentor and novice meetings and that they would need to hold additional meetings to be in compliance. I could not coordinate these during school, since only one mentor and novice had schedules that allowed for common planning and observation. These were to take place at a time and location determined by the mentor and novice teacher. The purpose of recording the meetings was to learn how mentors and novices used the meetings-were they discussing pedagogy? Classroom management? Administrative issues? What part of this could be included in the induction and mentoring manual, and what needed to be discussed face-to face? However, recording the meetings proved very difficult. The mentoring pairs had formal, planned meetings infrequently. They more frequently met informally and “on the fly”. Their meetings took place in hallways, in between classes, and through emails and texts. Mentors and novices did not have formal agendas for their meetings. The only pair to actually observe one another was the Science department mentor and novice, and the novice did not want his observations or mentor/novice meetings recorded, even by his mentor without me present. Therefore, I recorded one session of mentor/novice discussion to get a basic understanding of what the sessions were like. This was very short, about ten minutes.

Field journal. I kept a field journal, which I used for taking notes after each professional development session, and after each interview. I used the journal as both a reflection tool and to inform the data I collected. I wrote down what my impressions were after each professional development session, and used the notes to help me make decisions about the next session. I also wrote down questions that were not answered in the meetings, so that when I reviewed my

notes, I could ask the appropriate person for an answer to the questions, and email the group with the answer if necessary.

Data Analysis Procedures

Coding. As I gathered data, I devised codes to analyze data, and coded them using a qualitative analysis program called Dedoose. As recommended by Creswell (1998), the first phase of my data analysis began with my re-reading the transcripts of my interviews, and my field notes and agendas from the professional development sessions and focus group. As I worked through all the data, I took notes on key concepts and ideas that I felt were emerging from the data. These notes then became themes, which I then developed into both deductive and inductive codes. I created deductive codes, based on the research literature regarding teacher induction and mentoring. Deductive coding refers to data analysis that sets out to test whether data are consistent with prior assumptions, theories, or hypotheses identified or constructed by an investigator (Thomas, 2006), and often based on the research literature. In my research, these codes were derived from research on the elements of effective induction and mentoring, roles of the mentor, feelings about the program, challenges to mentoring, and support from administration.

I also have some data that was not described by these codes, such as novice perceptions of students, and I coded this data inductively. Inductive analysis refers to approaches that primarily use detailed readings of raw data to derive concepts, themes, or a model through interpretations made from the raw data by an evaluator or researcher (Thomas, 2006). Here again I used the interviews, and codes and sub-codes I created in Dedoose. I found that one

theme, that there is a disconnect between what mentors perceive as their job, and what novices expect from mentors, was consistently and frequently expressed and not thoroughly described in the research.

After coding, I began to outline the story that the data illustrated. The idea of a disconnect between the mentors and novices, not just in the mechanics of the mentoring program, but in the actual ideas of what it means to mentor a novice and what was expected by the novice, became the story. Two of the three novices mentioned that they felt like “fish out of water”, while the mentors seemed oblivious to the novices’ day-to-day struggles. This reminded me of the African saying, “A fish in water doesn’t know it’s in water”, and the tale of mentoring and novices at Linwood began.

Limitations. There were several limitations to my design. The first was considerable variation in support of a new mentoring program. Although the district approved my plan to improve induction and mentoring, they did not allocate any resources or financial support for me to implement the program. This meant that the professional development sessions I organized, particularly, were developed and implemented on my own time. I was given permission to use the building; but all activities were conducted after school since I was not given release time to work on induction and mentoring. This created a limitation, since I had to use my own time to work on the professional development, contact the teachers, and find an acceptable after school time that worked for everyone.

Another limitation was the failure of mentoring pairs to use a key resource that I made available to them. As department chair, I had a free period devoted to professional development.

I offered this time as a substitute teacher so that the mentors and novices could observe each other. However, no one took advantage of this offer. I feel that I could have learned something about how mentors help novices with elements of teaching like classroom management and pedagogy through this resource. I surmised that they did not take advantage of this offer because of their own busy schedules, the material we had to make up due to Superstorm Sandy closing school for two weeks, and the “fish in water” syndrome, that may have caused mentors forget the challenges of first year teachers unless directly confronted with a question or problem. In addition, there is no formal expectation that mentors observe novices and vice versa; it can only be suggested, not mandated. I had hoped to collect data in the form of audiotaped dialogue between mentor and novice regarding the observations, but could not, since no observations took place. This greatly limited my ability to focus on mentoring in my analysis of the data and meant the focus of my study was largely induction more generally.

Trustworthiness and credibility. I used methodological triangulation (Creswell & Miller, 2000) which uses multiple methods to study a common phenomenon. Kopinak defined methodological triangulation as “gathering information pertaining to the same phenomenon through more than one method, primarily in order to determine if there is a convergence and hence, increased validity in research findings” (Kopinak, 1999: pg. 171). My methodological triangulation was in the form of interviews, observations, and surveys. I looked for information that could be triangulated across the different data sources: the interviews, field notes from the professional development, and the surveys. The interviews were conducted from January to April, and were recorded and

transcribed. Looking across the differing forms of data sources helped me to identify emerging themes, to find similarities, and to locate any inconsistencies. For instance, two of the mentor teachers felt that there was little to no training available in the Linwood district for mentors, while one felt she had been trained adequately. If the results of two of the methods were contradictory, I asked more probing questions to understand these differences. I also looked for disconfirming evidence; for any data that does not confirm my findings. Additionally, I kept a research journal with field notes. This allowed me to both reflect on what was learned and check that my dates, times, and other information was accurate long after the interview or meeting was completed. Along with the journal, I routinely used member checking with all the participants throughout the study. This allowed me to address any emerging concerns during the professional development meetings. In addition, I provided the participants with transcripts of their interviews and rough drafts of the findings. During this process, I asked them whether my interpretations accurately represented their experiences (Creswell & Miller, 2000). I also encouraged participants to feel free to voice reservations regarding confidentiality if they had them, and attempted to reassure them regarding any negative impacts that they felt may occur. For example, one participant was happy to come to all the professional development meetings, and take the surveys, but did not want to be interviewed. His reservations were respected, and he did not participate in the interview process. Finally, I kept an audit trail (Creswell & Miller, 2000), which is a step-by-step, chronological process of what data I collected, when and where the data were collected, and the participants involved. This audit trail ensured I could

demonstrate what I have observed, when it was observed, and my research design can be both easily understood and repeated, if necessary.

The next chapter describes my findings, from the professional development sessions and from the interviews with novice teachers, mentors, and an administrator. A survey, administered once in the beginning of the study and again at the end, was used to guide my interview questions, and to see if perceptions of induction and mentoring at Linwood changed after the professional development sessions were completed.

Chapter 4: Findings

To assimilate into the workplace, novice teachers must become “a fish in water”; they must truly learn to know the culture of the school in which they are teaching. The purpose of this study was to find out what would happen if I implemented a research-based induction and mentoring program, based on best practices, at the high school level. The following chapter presents findings from the analysis of data designed to address questions about how a new, research-based teacher induction and mentoring program is implemented at Linwood High School, and how participants describe it. Implementation supports and challenges for a research-based new teacher induction and mentoring program are also discussed.

Research into best practices shows that sustained professional development, administrative support, and similar schedules for mentors and novices which allow time for observation and time for mentors and novices to meet, are all integral parts of effective induction and mentoring (Cochran-Smith, 2004). In the following sections, I draw from the interviews,

focus group, and professional development meetings to discuss the major themes that developed as I sought to implement an induction program based on these practices. First, I discuss the perceptions of the stakeholders regarding the state of the induction program before my implementation of the intervention. Then, I discuss the perceptions of what it is like to be a new teacher at Linwood High School, including the challenges new teachers face, where they feel they need assistance, and what they are looking for in an induction program. Concerns over the new evaluation system, which affected both mentors and novices, are part of this section. I also discuss what impedes the implementation of a research based induction program. I present findings on what new teachers gained from my induction program, and factors that either supported or impeded the implementation of my plan.

The State of Induction at Linwood High School: Perceptions of Stakeholders Before Implementation

Because positive change is most likely when learning occurs within the context of practice (Ball & Cohen, 1999), and because learning occurs in the context of a structure of personal assumptions within which new experience is assimilated and transformed, I asked participants to complete a survey before the intervention, and in interviews I asked about their views on the mentoring program as it existed in the school before my project was put in place. I wanted to know what the participants understood induction and mentoring were, so I could see if their perceptions were aligned with research and best practices. Before my research began, there was no formal induction program available at the high school, although mentoring, both formally and informally, was occurring. However, because I could not get started on my project until then, the novices spent the first ten weeks of school without professional development on very

important topics, such as understanding building procedures, and had not formally met their mentors or had the chance to ask questions of them before the school year began.

As I conducted the interviews at the beginning of the study, I was struck by the lack of consistency among mentors regarding exactly what their role was. Because it is unreasonable to expect a teacher to commit to a role that has not been clearly defined, the best mentoring programs provide specific descriptions of the roles and responsibilities of mentor teachers (Rowley J. , 1999). Only one mentor indicated that they had attended professional development in the area of teacher mentoring or novice/mentor professional development. In addition, 5 of 6 respondents indicated they did not observe their mentor or novice teacher. The novices, however, had clearly defined and very specific expectations of mentors, and seemed disappointed that their expectations weren't being met. Jorge seemed to see novice teaching as a lonely position. As Jorge put it, "you stand on that island ... that people say ... that (novice) teachers say they sometimes feel like their classroom's an island and they're alone". This loneliness would be alleviated, in part, by more clearly defined roles for both mentor and novice.

Not only had the district failed to articulate the mentor roles and responsibilities, both mentors and novices seemed uncertain of their exact role as defined by the state policies. This disparity between what the novices perceive as good induction and mentoring and what the mentors and the district had formalized is evident when both mentors and novices were asked about the program in the beginning of the study. Jorge stated, "[There] doesn't seem like there's a set process of what to do or how to do it". Pat echoed this assessment when he called the induction and mentoring program "haphazard, possibly even erratic. It seems like there might be

a vision in place. However, I'm not sure that the follow through is in there. I believe that the system in place is confusing and I'm not sure that that is to anybody's benefit." Pat explained that he came to understand this when he realized that mentors and novices were not necessarily even located in the same building. He stated, "I know that we have had in the past...mentors that were not working in the same building as the novice teachers. I don't know if that's still happening but that, to me, seems totally impractical."

Indicating that it is not very well articulated or communicated, Caren's explanation of the mentoring and induction process was nebulous at best. This was evident when Caren replied to a question about the specifications set forth by the state regarding induction and mentoring.

I understand that we need to have a mentor teacher, and that we need to meet with them either formally, or, like, after school informally on our own time, or through email, that's also informal, and we're supposed to do a certain amount of hours, I think it's thirty, or twenty, one of those...

Here, Caren indicates uncertainty about the program, even to the number of hours required for mentors and novices to satisfy the state requirements. Also demonstrating confusion about the difference between mentoring and supervision, she added to her description of the program by saying, "I get observed, I think, three times by administration and I think that's pretty much it." This confusion about the amount of times a novice is observed by an administrator could stem from the fact that the three observations are related to supervision, not to mentoring requirements. This may also be due, in part, to a lack of information about how new teachers are formally observed and evaluated.

Administrators are responsible for observing and evaluating novice teachers. Yet Donna, an administrator at the Academy building, also demonstrated some uncertainty about

administrative roles when discussing induction and mentoring at Linwood. I was referred to Donna because she is known by teachers as the unofficial “go-to” administrator for new teachers at the high school. The principal and other administrators say that she is very helpful when new teachers do not know which administrator to talk to about student discipline. This meant that the building principal and other administrators feel that Donna is the point person for new teacher questions. Yet, when asked about the current induction and mentoring system at the high school, Donna said, “I’m not aware. I’m not aware of any specific program. I do know that we do mentor, but I don’t know the guidelines that have been set forth.” Donna did know there was some orientation provided for new teachers before the school year began and believed it to be relatively effective. Attending this half-day orientation provided by the district before school began was mandatory for novices, but not mentors or administrators. This may have been the reason why some mentors and administrators thought more was being done to help the novices than was actually happening. Pat said of this half-day, “Isn’t there a new teacher thing that they give them?” What he knew about this “thing” seemed to be very little. Donna went on to say of that one-day meeting for novices, “I think that’s a great way to start, with just the basics, the rules and the regulations and all the things that you need to accomplish before the wheels get set in motion”. However, novices themselves had a generally negative view of this half-day session in terms of usefulness. For example, Caren said,

There was something like the first week, I mean before the first week of school. They had something for new teachers, but I didn’t think it was very helpful. I can’t even remember [much about it] because I felt like I didn’t get anything out of it. I just remember that they gave us things about our health benefits.

Caren also stated that this orientation for new teachers did not help her assimilate into the culture of Linwood, “We got to know people from like the board office, just payroll kind of things, but as far as like, learning the culture of the school, and I don’t know, learning to navigate your way around here...that wasn’t part of it”.

Before the intervention, it seems that mentors at Linwood did not generally see their role as guides and leaders. Rather, they saw themselves as “go-to” people who can answer novices’ questions, but are not necessarily responsible for their induction. Some novices were comfortable approaching mentors, while others were not. Generally, however, the novices were less concerned with pedagogy and more concerned with the day-to-day challenges of teaching. They wanted to know how to function in the building as part of the teaching community. This disconnect between what mentors see as their role and what novices feel they would like to get from mentors, and what research suggests is of critical importance, is evident when Rose called the current system “A really effective program”, and stated that “It’s really helpful to the new teachers.” Rose also thought that the half-day all teachers have before students report was a good time to talk to the novices. She stated, “I think we help them through it because we have that day before the students come in, so we can spend time with them. The whole flow into the first day’s teaching is a lot easier.”

Rose perceived the time for mentors and novices to meet as ample, but the novices did not necessarily see this the same way. Caren said, “There’s no time to meet (with mentors); you’re pretty much sink or swim, I think, here.” Along the same lines, when asked if novice teachers were shown the procedures used in the building at the beginning of the year, Donna was

uncertain. She stated that getting supplies, formal introduction of mentors to novices, and sign-in procedures, were done “by the building principal, I believe”. But Mrs. M, the principal, stated that those procedures were handled by department chairs at their first meetings. This means that once again some information was not being disseminated, not because of any negligence or ill intent, but simply because there was no formalized structure in place outlining who was responsible for what aspects of orienting teachers new to the building. Consequently, everyone seemed to feel that someone else would take care of meeting the novices’ multiple and sometimes complex needs. A formal induction and mentoring plan would eliminate these uncertainties. As novice teacher Jorge stated, “I think you need to have a system in place to help novice teachers be guided through, or people might not make it”.

Being a New Teacher at Linwood

The many challenges new teachers face can cause new teachers to feel overwhelmed, especially in the beginning of the year. Through my interviews and surveys, I identified several challenges to being a new teacher at Linwood, including classroom management, understanding building procedures like duty periods, getting supplies, and accessing resources.

Classroom management. One significant challenge to new teachers was in the area of classroom management (Cochran-Smith, 2004; Joiner & Edwards, 2008). Because new teachers tend to be placed in the most challenging classroom situations (Weiss, 1999) and because lack of satisfaction with their job is cited as a major factor for teachers leaving the profession (Cochran-Smith, 2004), this situation is common not just in Linwood but is a typical scenario for many new teachers. Two novices, Caren and Nazimi, expressed frustration at the lack of control they

had in the classroom, stating classroom management was a significant impediment to their being able to teach effectively. They also expressed fear that they would not be rehired if they could not control their classes. Mentors, too, when asked about classroom management in interviews, seemed to see this skill as very important for both re-hire and for “success” as a teacher. Ameera said, “A lot-of the mentees that we got here know their material so it’s not a content issue, it’s a classroom management issue....” She also felt that in some cases the deck was stacked against the novice teacher from the beginning because they are often given the hardest students to manage:

If I was doing the scheduling, I wouldn’t throw a new, novice teacher in the worst classes. I would mix their schedules so they’d have at least some of the good kids- Honors, Generals, and see how that goes. But to bring somebody who’s new to teaching, and an older person, and we had several of those in the department, with the lowest functioning groups, is very challenging. Even the most experienced teachers will have some kind of trouble managing and settling the classes that they have, and with some (classes) it’s very frustrating.

Administrators also see the challenges new teachers face in the area of classroom management. I asked Donna, an administrator, about her perceptions of novice teacher challenges, and she identified classroom management as primary, explaining:

Probably the most difficult part of being a new teacher, as I see it now in my own past, is establishing who you are in the classroom with your students. Developing that classroom management style where you’re conveying to not only your administration but to the students that you’d like to command respect and also give respect in exchange for everyone’s participation and support.

It is clear that in her own early days of teaching Donna felt the same uncertainty that she sees other novice teachers struggling with regarding fear of incompetence in the area of classroom management. When I asked Donna whether classroom management skills or pedagogy was

more important in re-hire decisions, she answered, “Good classroom management because I think that, as time goes on, if they’re dedicated professionals, I think that area will just grow—and because of their ability to manage the classroom, everything else [pedagogical skills] will grow with it.” Donna here affirms the concerns of the novice teachers, who understand that they need to have good classroom management skills, even above knowledge in the content area. Jorge expressed this concern by explaining his fear of getting a “basic” [the second lowest level of observation] in the area of classroom management, “If you get an observation about basic (classroom management), like... To me, that seems like your head’s getting chopped off.”

This fear, lack of classroom control, was cited by novices more often than ability to cover curriculum effectively or concern over test scores. It appears that the novices want to learn good management strategies, but may not be utilizing the mentors as “critical friends” (Senge, 1990) who could observe and help them improve their management and instructional skills. Caren said she often hesitated to ask for help from her mentor in the area of classroom management because “I felt uncomfortable almost, sometimes, asking.” This one case does not indicate whether this discomfort was specific to Caren, or more generally shared by the novice teachers. But clearly, this is an issue that Caren spends a lot of time worrying about. She went on to discuss the difficulty of being a first year teacher, as opposed to a student teacher, who no longer has the continuous help in gaining classroom control of the cooperating teacher:

I think it’s harder getting the respect as a novice teacher because when you’re a student teacher there’s always your mentor teacher there to tell them, you know, everyone pay attention, or give her your full attention, or give her your respect. As a novice teacher, it’s hard. For example, my third period class, I still can’t get to them for some reason. They just won’t stop talking...If I say these are your assigned seats, they say, “but Miss, you don’t care where we sit.” Yes I do, don’t tell me how it is, I’ve been running this show.

It's like a power struggle with classes, especially as a young teacher. They're like, "whatever, she won't care, she's cool with it." And, I am cool with it sometimes, but sometimes I'm not, you know what I mean?

Duty periods. An additional challenge which the novice teachers identified are assuming responsibilities outside the classroom: the duty period. At Linwood, the duty period is an assigned period where teachers either help in the office, assist the vice principal, or supervise the hallways or cafeteria. John spoke about his duty, the cafeteria, and the challenges of disciplining students when teachers do not know their names. Jorge pointed out that no teacher knows every student's name, so cafeteria duty is a challenge for most teachers, not just novices. Jorge also discussed the challenges of cafeteria duty, although he said it was mostly a positive experience. He said he enjoyed speaking with the students and "getting to know other kids" in addition to those that he has in class, as well as the chance to speak to other teachers, including those who were not in his department.

Caren, the novice in the History Department, stated that her duty, working in the office, was a challenge because when she was required to be in the office, all the secretaries and vice principals were at lunch leaving her to manage a great deal with very limited knowledge. She also had to deal with students fighting, something she had no training for. At the Academy building, where Caren is located, there are fewer supports for teachers, including vice principals and crisis interventionists in the hall to help teachers if students need to be removed from class. Caren stated that, as a result, several times during her office duty, she was asked to help break up physical fights between students, but she refused. She reported that she "felt bad saying no, but did not want to, nor did [she] think it was her job."

Expressing their concern regarding the scope of their responsibility during duty periods during a professional development meeting segued into questions about teacher rights. Both Caren and Jorge stated they were unfamiliar with these rights, including expectations for duty periods, and said it would be helpful to speak with a union representative about how to address the question of teachers in the role of referee when it comes to breaking up fights. Because Caren was unsure about how and when to approach a union representative, she spent much of the first part of the year feeling anxious about her role during student altercations. Because two of three novices expressed uncertainty over what their duties entailed, I chose to address this concern at a later professional development meeting.

What Novices Feel They Need From Induction

Because being a new teacher at Linwood can be a lonely position. Some novices were comfortable approaching mentors, while others were not. Generally, however, the novices were less concerned with pedagogy and more concerned with the day-to-day challenges of teaching. They wanted to know how to function in the building as part of the teaching community. As Lave and Wenger state (1991), this is part of situated learning- in the context of the community in which the activity takes place. Jorge perceived a mentor as someone who “can teach you basic things like lesson plans, where do you go to pick up your check, who do you talk to...” Jorge stated in an interview that during his first weeks at Linwood he felt like “a fish without water”. Equating the experience with the struggle fish must feel gasping for air, he engaged in dialogue with me.

Jorge: Knowing exactly where to go, where things are located that’s a big issue, your first ever big problem...I came over this summer to pick up textbooks, and get ready. They

told me that no one's around, but don't worry, because there's a curriculum and you will be able to pick it up quickly.

Me: There's no one here to help you?

Jorge: No, no, not during the summer. Maybe I don't know who to reach out to per se, because at that time I don't have a mentor.

Me: When were you assigned a mentor?

Jorge: About the second week of September. Yes, second week of September if I remember correctly.

Me: By then you already needed your supplies, your books?

Jorge: Right. It was already a little late for that stuff. I was running around without help...I felt like a fish without water.

Here, Jorge showed that he hoped his mentor would tell him about the logistics of being a teacher in the school. But Jorge also indicated that a mentor could be an ally when it comes to social and political immersion in school culture. He stated that a mentor might "give [a novice teacher] a general guide on the personalities of maybe the administrators...". This is not just where to find the chalk, it's how to "get along" in the school by knowing what the veteran teachers know. It's learning to be "a fish in water".

Caren also stated that she hoped a mentor would show her, "Where things are, where to get supplies today..." She explained that the first weeks of school, when she did not know the building procedures, were a challenge. As department chair, I was getting ready for the school year and ran into Caren as she was setting up her classroom. She asked me for a quick tour of the building, and had many procedural questions, one of which was what to do in case of an emergency such as a fight in the classroom or a student who was defiant. I showed her how to call a crisis interventionist by pushing a button on the wall of the classroom, and told her to locate the button in each classroom she taught in. Of that chance meeting, Caren said in an interview,

... when you showed me about the whole button with the hall walker thing, that was like a big piece of advice I really needed to know...[Without that sort of help,] a novice teacher wouldn't know when to push that, or if it's like really... something I'm supposed to do.

Caren's uncertainty about building procedures underscored the idea that showing novices how to negotiate, as she put it, "the lay of the land" was extremely important. Jorge echoed this sentiment when he stated that mentoring should include "just basically guiding you every step of the way, because being thrown in a ... especially in a giant urban system, in a giant high school ... you can very easily not know [how to do many necessary tasks]."

The absence of mentor help in these areas may be due to a lack of clear expectations and training. Along with the novices, mentors also indicated that professional development would be helpful for them to better define and understand their roles. Pat pointed out that mentoring without formal guidelines can be discouraging, and that "there has to be [a formal program in place] that doesn't burn mentors out." Pat felt that there was no time "built in" for mentors to learn strategies that might improve their mentoring skills. "If I wanted [professional development to improve my mentoring skills,] I would have to do it myself. Trying to find the time to do it is difficult", he said. Pat also stated that mentors' ability to keep up with professional development opportunities on their own is often eroded by other demands which take precedence:

I tried to keep up on it [professional development for mentors] myself when I was on the mentoring committee for a while. I tried to keep abreast of what was going on, what was happening, but I kind of fell into other things five or six years ago...

As Pat stated, attempting to "go it alone" in the area of professional development, without administrative support or a formal program, resulted in his eventually dropping out of participating in PD for mentors that was offered outside of Linwood High School, like seminars

or online webinars. This may be a reason why one of the needs of novices is not being met by the mentors: the need to observe and be observed.

Observation. As a novice teacher, Jorge saw a value in being observed. He felt that having a mentor come in to observe a class was beneficial "...because they're not observing you ... they're not formally observing you, evaluating you. They're there to help you." Caren agreed that

...there should be more observation. For me observing other teachers, being a student teacher [in the past], I was able to, during my mentor's prep period, I was able to go and observe other teachers, and I really, really think that helps. I observed (another LA teacher) one day, and it just opened my eyes. Seeing other LA teachers would be so helpful, seeing other teachers and seeing their style.

However, Nazimi felt very different from Caren and Jorge. He said he declined to observe other teachers, saying, "I don't have time to do that." Nazimi's mentor, Ameera, offered to watch his class while he observed another teacher, but even with this logistical support, he again declined. I believe that this was related to his fear of being perceived as ineffective, because he said he "did not want other teachers to see him in the back of a classroom and think [he] could not do the job". It was clear here that Nazimi was fearful of being viewed as incompetent.

The other novices were looking for more than advice on classroom management when they are being observed. Jorge said mentors as observers are, "there to basically orient you, teach you. Almost like you're the student, they're the teacher, but not in an authoritative, way just in a more collaborative way". But Caren stated that having an experienced teacher observe her more challenging class might also be helpful because:

There's like a line, that I don't know, where to draw yet, and... 'cause I am a pretty relaxed teacher, and I don't want this to be, everyone sits in rows and everyone does this, I'm not that kind of teacher either. But... I don't know, I really don't know, I think with age I think maybe I'll learn, with experience, but, it's weird and it's really hard...

In other words, Caren could have used a “critical friend” (Senge, 1990), in this case to help her to “draw the line”, as she put it, between friendly and familiar. But the mentors were reluctant to observe the novices.

The role of critical friend, an observer who is present not as an evaluator, but to help the teacher reflect on his or her own lessons, has been introduced in many school systems that see themselves as learning organizations and know that learning requires feedback (Senge, 1990). A critical friend, as the name suggests, is a trusted person who asks thought provoking questions, provides data to be examined through another lens, and offers friendly critique of a person's work (Senge, 1990). Being observed by someone in a critical friend type role is seen by Rowley (1999) and Mutchler (2011) as critical for the professional growth of novices. Yet this role is one that, in Linwood at least, has not been clearly articulated for mentors. Therefore, they may be reluctant to observe despite the fact that novices want them to. In addition to mentors not having observation clearly spelled out as part of their mentor role, they may also shy away from it because they lack training. For example, Pat made clear that his training as a mentor has been very limited:

It was many years ago, maybe 12 years ago. I think it might have even been done through the state of New Jersey. I'm not sure if it was the state or the state working with the university at the time, but we went down to Trenton to do mentor training. It was a couple days' worth of training.

Me: Have you had any ongoing professional development for mentors since then?

Pat: No, not really.

Just as Nazimi had concerns about observing other teachers, so too did some of the mentors. For example, one mentor feared overstepping his bounds, because observation is typically viewed as an administrative evaluation task. Because of this, the mentors were concerned about being seen as overbearing or “butting in” either by fellow veteran teachers or by the novices themselves. Pat clearly expressed this concern when he said:

My concern with doing that [observations] in the position that we’re in, we’re treading a line between teaching and administration, and we have to be very careful when doing that, in going into classrooms, to conduct observations on teachers even on a mentor/novice teacher level.

In contrast, however, Ameera sees observation as part of the duties of the mentor. She saw the value of the novice observing her, if not the value in observing the novice. She said:

Some teachers are willing to learn from me...I start out by giving suggestions, lesson plans. I say use it, tweak it, whatever you like, and if that doesn’t work I tell them they can observe my classes and see if these strategies and techniques work for them. They are welcome to use any.

Although Ameera seems to indicate here that observation is a part of the mentoring process, she does not seem to use it in the way research suggest is most helpful to mentors--as a critical friend (Stanulis and Ames, 2009). This was borne out when I asked Ameera whether she had had any training in the area of peer observation. She said that although she had attended mentor training several years ago, peer observation was not a part of that training. Although this does not mean that she cannot be a critical friend in the area of observation, it does mean she has had no formal, research-based professional development in this area.

Perhaps because observation is not a formal part of the mentoring program, it is not being utilized as often or as effectively as it could be. An additional challenge is that what is expected of a mentor in the area of observation is not stated at Linwood. This leaves it up to the mentor whether observation will happen, and if so, how it will be implemented. Pat indicated that that logistics also make it difficult to observe novices, even if he did perceive this as part of his role: “We have in my department, we have teachers who travel among different schools. So if a novice teacher has a mentor in one school, there’s only a certain amount of things that I could observe.” Presumably logistical obstacles of other kinds exist for other teachers as well. For example, Caren and Rose do not work in the same building or have common prep periods. This was a significant impediment to part of my design for induction and mentoring.

The Intervention: New Teacher Induction at Linwood High School

The induction and mentoring program at Linwood that was initiated in November of 2012 included five professional development meetings, a meeting with union representatives and the principal, and the opportunity to observe one another. As the creator of a new induction and mentoring program at Linwood, I tried to create a program that was both research-based and sensitive to its culture. Because one of the ways in which adults learn is through active participation in the learning process (Knowles, 1978) the professional development activities were designed to be both relevant and rooted in the context of my school and the mentor and novice teachers’ needs. These professional development activities were sustained, intensive, content-focused, active learning experiences, which were integrated into the community and daily life of the school (Peterson, Valk, Baker, Brugger, & Hightower, 2010; Feiman-Nemser,

2001; Garet et al., 2001; Lyons, 2002; Wood & McQuarrie, 1999). Research shows that although there is no “cookie cutter” template for good induction and mentoring, effective programs share several traits. They include an enactment of adult learning theory (Peterson, Valk, Baker, Brugger, & Hightower, 2010), ongoing professional development activities for both mentors and novices (Feiman-Nemser, 2001), and a school-specific needs-based program (Peterson & Deal, 2002). It was based also, in part, on what participants felt an induction system should include, and how their actual experiences with mentoring and induction differed from expectations. Participants identified the following as important aspects of induction and mentoring: time to meet with mentors and novices, professional development with a focus on classroom management, understanding of the administrative aspects of Linwood High School, and (for novices) observing other teachers. Because at Linwood there was no set time for mentors and novices to meet after school, no professional development for either novices or mentors, and no schedule coordination for mentors and novices, observation remained a matter of chance at best, and was commonly non-existent. I tried to reduce these discrepancies by offering my time for mentors and novices to observe one another, and inviting administrators to attend the professional development meetings.

Mentors and novices determined the flow and content of the meetings. I engaged them in this process by having them write down on index cards “Cheers and Fears” to begin each meeting, so both mentors and novices could reflect on the teaching process of the past month. These often became the topic of discussion. In addition, at the end of each meeting I had the participants write down questions or concerns they had, and tried to address each one at

subsequent meetings. This meant that the meetings were more likely to be valuable to them because they came at the right time based on “demand,” rather than before novices were really ready for the material. This is the opposite of being presented with a jumble of rules and regulations with no follow up as they were at the orientation in September. Because the cognitive/development learning theory states that one way in which adults learn is by living through an experience, discussing the experience, and reflecting on it with others (Lave and Wagner, 1991), it is more effective to schedule professional development that addresses as many of these issues as possible in a timely manner, when they are needed, and not all at once. Regularly scheduled, ongoing, mentor-novice meetings allow for responsive, just in time help. This means that novices can ask for and get help specific to their needs when they need it, and both novice and mentor have the time for reflection. This has an added benefit in that the mentor can then take part in the learning process (Peterson, et al., 2010). In addition, the professional development meetings I initiated allowed for a fluid choice of topics. As indicated by Caren, this was viewed as helpful. She said, “I like the idea of doing the monthly after school things that you have been running, I think that’s good.” She elaborated that the topics of the meetings, as determined by the participants, was an important element. She liked determining the course of the meetings as a group. “It’s like having a cohort of mentor teachers that meet and do workshops together (with the novices).”

The first topic that was addressed at the meetings was classroom management. At the first professional development meeting, Pat and Ameera, both veteran teachers, reassured the novices that they would eventually learn the best techniques for each class and student, and that

there was no “magic button” that could be pushed to control a class. At the next meeting, the same nine participants attended and the same topic came up again. We began with “cheers and fears”, a written and verbal exercise, which invites each participant to write down and then discuss one thing that is going well, and one thing that is causing anxiety. This exercise was chosen as a way to begin on a positive note, and more specifically, for the novices to share some successes they had in the classroom since our first meeting. Nazimi, the novice teacher who had been having a discipline problem with a student, reported that things were better after he had a meeting with the student and the vice principal. This news was given a round of applause by the rest of the mentors and novices.

However, Nazimi also reported that he was still struggling with classroom management, and was given a U (unsatisfactory) in that area on his first evaluation. Caren said that she was enjoying her classes, and had a positive first evaluation, which gave her confidence, although she still struggled with control, and she feared that she was not seen as consistent in this area. It is interesting to note that not one “cheer” was in the area of pedagogy. Rather, the novices all related their successes gaining control of their classes. As the meeting proceeded, the mentors and novices continued to discuss the importance of classroom management. One mentor said that an administrator, in talking about a previous novice, had declared, “I care about classroom management. I don’t care if he can teach”. The mentor said, “Well, I care if he can teach. Classroom management is not the only thing a novice needs to learn”. Several then voiced their opinion that classroom management was seen as a determining factor for re-hire. This led to our focus for the day, an ASCD Smart Brief from November 2012, titled, “Defusing Power

Struggles: It's Not About Getting the Last Word" (Mendler, 2012). Mentors and novices read this short brief and then wrote their answer to the question: "How do you resolve conflicts with your students?" Then, we went around the circle and discussed ways in which we resolve conflicts in the classroom. These included speaking one-on-one to the student, asking other teachers who also have the student for strategies they have successfully employed with him or her, discussing the student with a guidance counselor, and meeting with parents. Participants became so involved in discussion of conflict resolution that this meeting went over the allotted one-hour time period, and both Jorge and Caren stayed behind to talk even more to me after the other participants left. Jorge said of this meeting:

Everyone (at the meeting) could share their experiences and be really candid about it, because sometimes I feel like people aren't candid when they are in (a large) group setting. Everyone's like, "Well, I do this in my classroom and it works out fine." Then when you go to the cafeteria, you hear that, "This went crazy." No, we've all been there I feel. Even the experienced teachers. We deal with a certain [challenging] student population.

Here he is indicating that although most teachers are reluctant to admit that classroom management is a challenge, he was relieved that it was openly discussed in the meetings. Jorge added, "I think [talking about classroom management is] the political minefield that all teachers walk." Jorge said that speaking in a group and discussing classroom management with both mentors and novices felt very authentic:

Just knowing and acknowledging what issues we have, and actually talking about the real issues that we have, I think is helpful. I think Danielson's [evaluation framework] is great and all, but it ignores what our main problem is....Which is classroom management.

As a mentor, Ameera also saw the value of professional development that addresses classroom management because her novice made the need clear. She said, "I care how much he knows, and

I can see he is getting very frustrated because we always give the new teachers the most challenging classes.” Working in the professional development meetings gave Nazimi time to discuss strategy not only with his mentor, but the other novices and mentors as well. Since working collaboratively and learning from one another are aspects of both transformational learning and socio-cultural learning theory (Peterson, et al., 2010; Feiman-Nemser, 2009), the value of these professional development sessions goes beyond Nazimi and Ameera. The entire group benefitted from the discussion because they got to hear and participate in the possible solutions to Nazimi’s issue.

Because the duty period including when to intervene in student altercations, was seen as a concern of novice teachers, our next meeting focused on the scope and limits of the duty period. For this meeting, I asked Bob, a representative of the teacher’s union, to join us. Participants brainstormed questions for the union representative. It was clear that there were two major wonderings: Can I or should I address issues of administrative conflict with my union representative? And, when should I request union representation?

Bob addressed both questions by speaking of the political and legal ramifications of asking for union representation when dealing with administration. Bob confirmed Ameera’s citing of professional rights during a student altercation, saying that a teacher does not have to put him or herself in harm’s way. He said that the administration can discipline a teacher for not doing so?, but that the teacher had the right to union representation under this circumstance. Bob asked if the novices were familiar with the Weingarten Rights, the rights of a teacher to have union representation. None were. Bob said that they should have gotten a Weingarten

Rights card on their first day of school, at the orientation for new teachers. Jorge said he only remembered getting his insurance card at that meeting. Caren said she remembered the union representative being at the meeting, but not what was said because there was so much information given out that she was simply overwhelmed. Bob had Weingarten Rights cards with him, and handed them to the novices, telling them they should keep them on their person at all times. The card has language on each side that is to be used when requesting union representation. The back of the card lists the professional rights of teachers. Caren reported that this discussion made her feel much better, and that she now more clearly understood when and how to call a union representative.

The next area of concern, as indicated by the exit tickets from the December meeting, was teacher evaluation. This was of concern to both novices and mentors. At the end of the December meeting, Pat stressed that the evaluations at this point in the year were formative, and that they should be used as tools for discussion between supervisors and teachers to determine how to improve in any areas indicated by the evaluation, but both Jorge and Ameera said they were still not sure how these new evaluations would affect them. A suggestion was made that the principal might be able to answer specific questions about the evaluation, and the participants agreed to write down their questions. I said I would ask the principal to attend the first ten minutes of the next meeting.

At the next meeting, in January, Mrs. M [the principal] spent several minutes discussing the idea behind the new evaluation system. The novices expressed their concern that as new teachers they had no experience with formal evaluation, and thus were nervous about the effect

the evaluations had on their retention. The mentors questioned the role that evaluations play in the pay raise increment schedule and retention. Mrs. M explained that the evaluations for teachers and administrators are linked, so it is in the administrator's best interest to conduct a fair evaluation. Caren asked how important classroom management is when evaluating a novice teacher, and Mrs. M responded, "It's important, but not the only thing we look for when we are evaluating". Novices seemed to feel reassured by this statement and by Mrs. M's supportive manner and her reassurance that each evaluation is formative, and a summative evaluation is not done until the end of the school year. Mentors were also able to ask questions about the new evaluation process. This meeting allowed both mentors and novices to learn together, to feel that they were in the same boat. The results of this meeting underscore what Peterson et al. (2010) indicate: that working on change cooperatively is an important part of adult learning.

Perception of the Meetings: Novice v. Mentor

This year's professional development activities were voluntary, so I asked whether the professional development should be mandatory next year. All the novices said, "yes", but only one mentor agreed. When I saw this split, I decided to probe a little further by asking if making the meetings mandatory would feel forced, and perhaps change the dynamic. Caren felt that the topics were so important that she would even like to come back and speak next year to the novices, from the point of view of a teacher who "survived" her novice year. However, several mentors identified lack of time as a significant challenge to mentoring, with many trying to fit mentoring duties into the day's schedule, then trying to meet again after school between running clubs, sports, and department meetings. This may explain the reluctance of the mentors to

commit to one more mandatory after school meeting a month. On the one hand, I surmised that mentors may have been less affirming about the value of the meetings because they viewed them as just another demand on their time added to an already long list of things they have to do. On the other hand, Ameera did state that “there is no PD here at Linwood, other than your initiative, at least I haven’t seen any”, and “I would like to see more training [like this] or at least an introductory workshop for mentors.”

In their entirety, the interviews and professional development helped me to understand how a research-based induction and mentoring program would be implemented at Linwood High School. I was able to identify the perceptions of the current induction and mentoring program, the challenges new teachers face at Linwood, and the different perceptions novices and mentors have of mentoring and induction. The professional development meetings and interviews also served as a means to inform the creation of the mentor/novice manual, which will be used to help future novices in the Linwood district.

Support For the Induction Program

For any new initiative to succeed, it needs support. When leaders and other participants have opportunities to learn more deeply, they have a chance of transforming the contexts that constrain them (Fullan, 2005). If the leaders want change, then change is more likely to occur. Fullan also states that support for change involves developing new competencies, access to new ideas, and more time for learning and collaboration (2005). For Linwood, this means that the leadership at the high school and at the district need to take a more active role in the induction and mentoring process. The Linwood High School administration and the district were

supportive of my attempt to enact this initiative. I was given permission to offer the professional development, which meant I had the support of administration to run the after school sessions. Both the principal, Mrs. M, and Donna, the vice principal, were available to speak to the novices and mentors at the professional development meetings. I was also supported by the Linwood Education Association, which sent a volunteer to speak to mentors and novices about concerns regarding teacher rights and the rehire process.

However, there was no attempt to change the culture of the building, to match novices with mentors, or to send mentors to professional development. This was due in part to the lateness of the start of my study. The year was already well underway, and to change schedules and build in professional development proved impossible. Although understandable, this meant that the induction program I envisioned did not happen, and everything but my own professional development sessions took a back seat to more pressing matters, like implementing the Danielson teacher evaluation framework.

Impediments to Implementing an Induction Program at LHS

There were obstacles, but because the administration was supportive of my induction and mentoring initiative generally, I was able to offer monthly professional development meetings that seemed to fill an important gap for novices and brought novices and mentors together in a formalized context that had many elements of best practice as indicated by the research. However, there were many contextual factors that took away from being able to launch a comprehensive induction plan that included formal, scheduled, one-on-one meeting time and peer observation for mentors and novices. Some parts of the plan had to be modified to adapt to

the school's current schedule, which could not be changed, outside forces like Hurricane Sandy, and the cultural and logistical challenges of the school. The first impediment was the schedule for novices and mentors. I had hoped that novices and mentor teachers' schedules would coincide, to also give them time to meet during the day. However, they were neither matched based on schedules nor were schedules modified to accommodate the matches so that meetings could occur during the school day. Therefore, one-on-one meetings proved impossible for the pairs who did not have some other easily available way to meet. Because the schedules were created for novices and mentors before they were matched with one another, and thus without regard for common times to observe and meet, it became evident that this element of effective induction was going to be impossible to implement. Mentors and novices alike identified this as a significant barrier to induction throughout the year. The program was also challenged by factors identified in the research: limited time for mentors and novices to meet and observe each other and a lack of proximity of mentor and novice classrooms (Smith and Ingersoll, 2004).

Additionally, a significant challenge was the lack of training in the area of observation for mentors, and because of this, the uncertainty they had about the mentoring role when observing colleagues. Pat seemed to think that the role of observing novices needed to be clear from the outset. Pat explained that

I think if something like that (observation of novices by mentors) is established from the outset, that, look, you're going to have the novice teachers know that the mentors are going to come in and they're going to observe a couple times a year and that this is the way things are done here in our district, I think that would be something that would be good. Then it wouldn't feel like a personal imposition on my part on a novice teacher.

In addition to the uncertainty over how to conduct observations, the norms of Linwood proved difficult to overcome. Not one teacher took advantage of my offer to provide coverage to make observations possible. Teacher feedback indicated this was, in part, because the Linwood veteran teachers are not used to or comfortable with peer observation. It is rare to have teachers entering one another's classrooms for any reason; there have even been cases of teachers complaining to administration if a colleague comes into the class in which a teacher is teaching. Thus for both logistical and cultural reasons, the observation component of effective induction and mentoring happened only rarely.

An additional impediment is the lack of a specific person to address about induction and mentoring at Linwood. Because no one person is in charge, aspects of induction and mentoring that need to come from administration, like professional development opportunities, slip through the cracks. For example, I discovered that the professional development I offered was the only PD offered to novice teachers as a group. Although some resources, like workshops on the grading system, are available for novices online, they indicated that they were not generally aware of them. This may be due, in part, to the fact that no one person is responsible for consistently and dependably drawing their attention to their availability and importance. For example, some mentors informed novices about the workshops on the grading system, and some did not. Some novices asked about available professional development opportunities, and some did not. Although emails were often sent out district-wide to encourage participation in these programs, many novice teachers stated they either did not receive the emails, or, more likely, did not get a chance to read them. Therefore, they missed out on valuable PD that was available to

them. It seems likely that given how busy and overwhelmed they are just keeping up with the demands of their new jobs, they need someone specifically pointing them to these important kinds of learning opportunities.

Whether pairs found time to meet on a regular basis really depended on circumstances. Only Nazimi and Ameera had significant time to speak about any problems or concerns. They lived in the same town and commuted together to school, so they had the time every day to talk in the car on their way to and from school. Although Nazimi declined to be interviewed, my field notes from one professional development meeting show that Ameera and Nazimi discussed how helpful it was to commute together each morning, since it gave them a scheduled time to discuss any issues Nazimi was having with his classes.

In contrast, a lack of time to meet was seen as a major challenge to the induction process for Caren and Rose. Caren felt strongly that there was simply not enough time during the day to meet with her mentor. In describing how little leeway she feels she has, she said, “I get here really early in the morning; then I turn around, it is 7:45 already. I don’t know where the time goes. I don’t know.” Caren’s mentor, Rose, expressed similar frustration about the difficulty of finding meeting times. Rose implied that the difficulty of meeting is further exacerbated by the fact that they were located in different buildings. Rose explained that, “In the past with having somebody on this side [in the same building], I always had the time in the morning, but this year she [Caren] has prep first period”. Because Caren was across the street from Rose, it was especially difficult for them to meet at this time, because first period was the only time Caren had to prepare for her day and grade her papers. With no other break in her schedule, Caren

found it hard to travel across the street to meet with her mentor. Although Rose explained that she tried to meet with Caren during first period, which was a preparatory period for her novice and a duty period for her, she said it was not always possible. Rose said that they also occasionally met after school, and “when she needs some extra help”. Although Rose said that trying to meet first period was difficult, due to Rose’s duty, after school also presented challenges. She said, “If you can’t meet in person, I mean, we e-mail. That’s constantly going on.” Email can help with immediate questions about logistics. However, research supports the idea that teachers need time to meet with one another face to face, including needing time for observing each other, which is seen as a key element in effective induction and mentoring (Joiner & Edwards, 2008).

Jorge and Pat did not experience the same kinds of challenges with time because their department is self-contained in one part of the building. Additionally, they have common planning time, a set time when all the teachers can meet. This creates a time for mentors and novices to meet that was already built into the schedule. Pat’s department is the only one with such a time. However, the mentor and the novice don’t see this opportunity in the same way. The common planning time is not specifically for mentor/novice meetings, and was not used in that way. Simply being in the same room at the same time, Jorge said, is not meeting with your mentor. He stated, “If you don’t have that (schedule where both mentor and novice have the same preparatory periods), then there’s no set time where you could go meet with this person”. However, Jorge reported that topics discussed and activities completed during preparatory periods such as preparing for class, discussing immediate concerns, and handling administrative

duties like calling parents or tracking down students, often took precedence over formal mentoring. In contrast, Pat seemed to think that this “time in the schedule” was adequate for mentoring. Yet, both Jorge and Pat said that time to meet outside of the school day was hard to come by. For example, when asked what is most challenging about the mentoring process, Pat discussed the time demands that novice teachers can place on mentors:

Time, just time. There have been days when I’ve been with my novice teacher here until six o’clock at night, just talking about the culture of the school, paperwork that has to be done. We just sit and talk ... The novice teachers also have less time, especially if they’re going through alternate route. They’ve got huge demands on their time as well. I don’t know, the logistics of working that in, well when can you stay? I can stay this day[but] I have my own life, my own things that I need to do outside of school. Novice teachers do as well. Finding the time can be difficult... There’s (sic) only so many hours in the day.

Even though he pointed to the common planning time as adequate for mentoring, Pat’s comments indicate that there is a need for additional meetings, yet there was a lack of designated time to meet outside of my professional development sessions. Despite the fact that novice and mentors in Pat’s department see one another during common planning, it seems that that they do not use this for mentoring and feel the need for more.

Despite the time commitment, the participants stated that the professional development meetings I facilitated were valuable and effective. However, I was unable to compensate for the lack of an observation component. Only one novice teacher observed a mentor, and only one mentor formally observed a novice, without my help. In the other cases, the reasons may have been due to novice perceptions about observing other teachers, mentors, who didn’t feel it was their job, and logistical challenges. This may have been exacerbated by the district wide implementation of the Danielson approach to teacher evaluation, since most mentors had been

observed several times during the year and were leery of more. Yet novices stated they felt participating in observations would have been helpful.

Based on feedback, I discovered that more induction occurred through the professional development meetings that I organized (and more mentoring that was similar to what research suggests is effective, that occurred during the professional development) than outside of it. Knowing the logistics of the school, how to communicate with parents, and how to succeed in areas outside of the classroom, for example, were seen as vital for new teacher induction by the mentors and novices. Yet offering this kind of help has generally been overlooked by the school administration. Novices clearly perceived themselves as in need of ongoing induction. However, mentors and administrators did not realize that they were not getting the induction they felt they needed, because they were under the impression that induction was happening elsewhere, and that needs had been addressed in the orientation. The absence of a mentoring coordinator, or an administrator who has formally been given this role, explains the gap. In addition, ambiguity about the importance and logistics of induction has left communicating the day-to-day “nitty-gritty” of teaching in the hands of the mentors, who did not realize the novices were not getting the support they needed.

The final section of this paper is an overview of the entire project, including a discussion of the findings and implication for future mentors and novices, as well as for the school and district as it seeks to improve the induction and mentoring process in Linwood.

Chapter 5: Discussions and Implications

In this chapter, I review and summarize the research, identify the main methods used to compile and analyze the data, and discuss their implications for the school and the district. I then discuss areas where future research is indicated.

Novice teachers often enter their first days of school with high ideals and a dream of becoming both friend and bestower of wisdom to their students. They come unprepared for the hectic, often breakneck speed of the first days, weeks, and months of school. Soon, they are fighting for survival, trying to learn what everyone around them seems to know without thinking about: where the supplies are, how to talk to parents, how to communicate effectively with administration. They look to mentors to guide them through this process. As situated learners (Lave and Wenger, 1991), they are both teacher and student-and are learning every day about how to become more integrated into the school and community. But mentors, wrapped up in the beginning of the school year, the day-to-day challenges of teaching, and without a clear understanding of their role, may have little time for novices, leaving them feeling like “a fish without water”, as one novice put it. The problems at Linwood were not only novices feeling overwhelmed, but also that there was no formal induction program in place, no place for mentors and novices to meet, no real understanding of how induction differs from mentoring, and no “go-to” person to coordinate and formalize the induction and mentoring program. In addition, mentors were not being provided professional development opportunities to help them hone their skills as mentors.

The Research Study

The overall purpose of this study was to examine what happens when a research-based induction and mentoring program is implemented at the high school level. My overarching research question was:

How is a research-based new teacher induction and mentoring program implemented at Linwood High School?

Sub questions included:

- What challenges do new teachers face, and how can induction and mentoring support them?
- How do mentors, novice teachers, and administrators feel about the induction and mentoring process at Linwood High School at the beginning of the study?
- What implementation challenges does a research-based new teacher induction and mentoring program encounter in Linwood High School?

My goal was to research best practices on induction and mentoring, ask novice teachers, mentors, and administrators about the induction and mentoring process at Linwood, and implement and study an induction program for mentors and novices there that was research-based. Additionally, I planned to create an induction and mentoring manual based on what I learned from this effort, and have it be district-approved, a living document to be improved upon year after year.

Situated learning, adult and socio-cultural learning theory framed my research, since effective induction and mentoring programs create opportunities for mentors and novices to create knowledge about teaching practice through interaction, experience, and reflection (Peterson, Valk, Baker, Brugger, & Hightower, 2010; Clement & Vandenberghe, 2000; Deci, Spiegel, Ryan, Koestner, & Kauffman, 1982). Situated learning (Lave and Wenger, 1991), implies that social interaction and collaboration are essential for learning. In the context of novice and mentor teachers, this means that they must have time to meet, discuss, and reflect in order for transfer of knowledge to take place. Socio-cultural learning theory points to the importance of social interaction in learning. Therefore having novices and mentors participate in interactive professional development together was an appropriate activity to enact this theory. Webster-Wright suggests a redesign of professional development as true professional learning, defined as “the lived experience of continuing to learn as a professional” (p. 715). This idea of mentors and novices using professional development to continue to learn how to be more effective as both teachers of adults (in the case of the mentor) or as teachers of children (in the case of the novice) is further contextualized by Peterson et al., (2010) who frame educators holistically, recognizing the centrality of their social, emotional, and cultural—as well as cognitive—experiences in their professional learning. This framework is different from what is traditionally taught in the college setting and is most effective in the context of the individual schools. Because the traditional model of student teaching has not changed significantly since the 1920’s (Guyton and McIntyre, 1990), it can be difficult to link what is taught in the college classroom to what happens when a novice enters his or her own classroom for the first time.

Novice teachers need to understand the nuances of the school they are teaching in. In this way, novices can be helped to become “fish in water”-truly assimilated into the school and community. This can only be taught within the school context.

Summary of Findings

In the beginning of my intervention, I found, as expected, that participants did not see a clearly defined program of induction and mentoring at Linwood High School. The problems with induction truly matter because new teachers clearly identified several challenges for which they needed assistance. These included managing their classrooms, understanding building procedures, and accessing resources. They were looking for guidance, for mentors to observe them and to help them assimilate into the day-to-day workings of the school. Several factors impeded this from happening. A lack of time was considered by both novices and mentors to be a significant challenge to effective mentor/novice interaction. I found that, as expected, participants, especially novices, welcomed the professional development meetings that I facilitated and both novices and mentors were eager and willing to discuss teaching issues.

In addition, novices and mentors had different expectations about the mentoring process and this created a further barrier to effective induction. There was disconnect between what mentors assumed novices needed and what the novices wanted the mentors to provide. The novices expected their mentors to help induct them into teaching and the school culture. They wanted to know how the building was run, who to go to for copies, where to get supplies, and how to manage a classroom. The novices wanted to know how to be accomplished teachers within the context of the school they were in. The mentors saw themselves as responsive “go-to”

people, or “safety nets” but not necessarily as proactive initiators of help and support. They saw their role as immediate problem solver, not as the overall guide to the school and its culture, or to teaching more generally. The mentors were swimming along, immersed in the water, and the novices were outside the fishbowl, looking in. An additional finding was that administration generally thought “others” took care of induction-and were unaware of gaps in the process. This was discovered when interviewing both the vice principal and the principal, each of whom had different beliefs about how information was being disseminated to the novices. The vice principal thought the principal was disseminating administrative information; the principal thought that department heads were handling this. I discovered no one was. All mentors and administrators considered themselves available for novices to come to in case of questions or problems. The difficulty was, however, novices were often unwilling to ask for help, especially from vice principals in the area of classroom management, lest they be labeled incompetent and risk not being re-hired. Although the vice principals are there to support teachers in this area, new teachers were reluctant to approach them. In some cases, this led to anxiety about classroom management that remained throughout the year. When asked, mentors and administration were happy to help, and novices reported that they were supportive. However, the attitude of “I’m here if you need me” isn’t induction. Because novices did not want to appear incompetent, even if they needed help they were often reluctant to ask for it, and thus, mentors and administrators remained unaware that they needed help. An effective induction and mentoring program, with clearly outlined expectations for all involved would help to eliminate this ambiguity, and would help relieve much of the anxiety novice teachers have. If they know

to first approach their mentor with problems, and that if they need classroom management support, the vice principals are their resource, they may be less likely to struggle on their own, and will feel supported.

There were similar understandings that created barriers to classroom observation. Although novices wanted to participate in observations with their mentors, this occurred very little. Building observation in to the induction program at Linwood would present a logistical challenge, but more importantly it seemingly would require a culture change. There are many obstacles. First, mentors not only do not see this as part of their job, some are uncomfortable at the thought of doing it. Currently, there is no culture of support for peer observation at Linwood High School. Nor are there logistics in place for mentors and novices to be able to observe one another. Additionally, there is no training in for observation as a component of induction. All these challenges aside, there is a real discomfort about peer observation at LHS. For example, Pat felt that observing without clear expectations could be perceived as overstepping collegial boundaries, and two novices said they did not feel they should ask their mentors to observe, again fearing the perception of incompetence. Yet, observation is seen as a key component to helping novices grow as teachers, and so should be included in any comprehensive induction and mentoring program. Novices need opportunities to talk about their teaching, analyze their students' work, examine any problems that may arise, and consider alternatives to their actions (Feman-Nemser, 2001). Observation by a peer and trusted colleague which includes reflection on the process allows for this opportunity. Changing the culture of the school is a difficult process, but one that warrants effort by administration and mentors themselves. If Linwood can

become a school that is logistically set up for and encourages peer observation and feedback, novices, mentors, and the entire school would benefit from the change.

Outcomes of the Study

This study had an impact on the way mentoring and induction are approached in the Linwood district. As a result of the study, I created a mentoring manual which was adopted by the board for use in subsequent years, the district instituted ongoing professional development for mentors and novices in the middle and grammar schools and will continue in the high school, and the one-day professional development for new teachers was expanded.

The creation of the mentoring manual was an ongoing component of the professional development. Using the data from each of the meetings, as well as asking about what should be part of a mentoring and induction manual during interviews, the manual for new teachers and mentors is informed by both the research literature and data collected and analyzed for this study. In the year subsequent to data collection, the manual was given to novices before the start of the school year this year at the professional development session for new teachers.

The manual is based on both research and my data from the study. My goal was to create a new teacher induction and mentoring manual based on what we discovered through the various activities. I hoped the manual would be useful for new teachers entering the building in September of the following year, and that the professional development meetings could expand to include the middle and elementary schools. The manual, (See appendix), is the product of data analysis related to the perceived benefits of induction and mentoring, defined roles and responsibilities of the mentor and novice teacher, tips for a successful first year of teaching, and

classroom management strategies, many of which emerged during the course of our professional development meetings. The manual also includes a formal meeting log so teachers have a standardized and accessible way to record the dates, times, and topics of their mentor/novice meetings. Finally, the manual offers resources from the New Jersey Department of Education, current educational research, and local resources such as the Linwood Education Association. The manual was given to novices at the first expanded professional development session.

The expanded professional development session for new teachers, held on August 30, was voluntary for new teachers in the Linwood district. I was asked to run the PD along with a colleague from the elementary school. Together, we created relevant PD activities focused on alleviating some of the anxiety related to the first days of school. The topics we covered were informed by the findings of this study. Using the data I gathered from my study, we began by talking together about topics like classroom management, setting up the room, and travelling between classes. I also arranged a tour of the Academy and main building for novice teachers. Because this was voluntary, no mentors were there, and there was no tour of the middle schools because there was no middle school mentoring coordinator. However, this orientation provided information to novices that had previously been available only on a hit or miss basis.

Monthly professional development meetings for mentors and novices are again offered this year. Participation has been expanded to include mentors and novices from both the high school and the middle schools. I am running these meetings, with the support of the assistant superintendent. I learned that this area of induction and mentoring can be improved by simply having someone oversee the process, to make sure nothing “slips through the cracks”, or count

mistakenly on someone else doing it. I am not compensated, but I do receive professional development hours. This is a step toward institutionalization. I was given the go-ahead before school started and was able to meet with all the novices beforehand to address any immediate concerns. The topics covered at the meetings are planned by survey and by discussion, as the previous ones were, and like last year, are the only professional development available for novices and mentors. The learner-centered approach allows the novices and mentors to suggest areas for professional development that are specific to their needs. In addition to topics emerging organically through participant feedback, one day was set aside for the principal to discuss formal evaluation. Once again, attendance is voluntary, so not everyone is participating, but there are between 18-22 people, both novices and mentors, at each meeting.. Although some important components of induction seem to have become institutionalized at LHS, it is not a comprehensive program. It is worth noting that the elements I initiated have been sustained in the subsequent year, but elements that require logistical and administrative change and that I was not able to address last year have not been instituted. These include formal support from administration in the areas of professional development for mentors and novices, like a formally designated administrator for mentors, or at least a common and consistent handling of novice concerns by all administrators. As of now, some administrators are more “hands on” and sympathetic to new teacher issues, and some are of the “sink or swim” mentality that accompanies an isolationist school culture. Scheduling common preps for mentors and novices that enable them to meet during the school day, proximity for mentor and novice classrooms, and adoption of a peer observation plan that would include a clear expectation that this is a part of

induction, training, and classroom coverage for the observer to be able to leave the classroom to observe.

Recommendations for Research-based Induction at Linwood High School: Logistical necessities of a research-based induction program

Logistical needs of a research-based induction program are those elements that are necessary for the program's institutionalization. An induction and mentoring program should have early matching of novice to mentor, relevant professional development before the school year begins, systematic, context-based, and ongoing professional development activities for mentors and novices throughout the year, and peer observation, where the mentors observe the novices, and novices in turn, observe the mentors. The groundwork for effective induction and mentoring in Linwood has been laid. The district has approved an extra day of professional development that is school based, and includes team building as well as practical elements. But more needs to be done to ensure the institutionalization of effective induction and mentoring.

Planning for a research-based induction and mentoring has to start before the school year. At the earliest possible opportunity, mentors and novices need to be matched. Although most novices are hired at the end of the school year for the next September, matching with a mentor does not take place until the middle of August at the earliest. Data suggest that mentors and novices should be matched if possible, in the summer, so novices have time to contact mentors and discuss the all-important first days of school.

Every year, the district hires new teachers in each of the eight elementary schools, two middle schools, and the high school. Novices need more early induction than is possible a one-

day workshop offered before the school year is underway. The district should run at least two days of research-based professional development before the school year begins for novices-and one day should include the mentors. New teachers reported that the current half-day session they attend before the start of the school year was overwhelming (and yet incomplete), and they did not retain much of the information that was presented. It is probably that because so much information was given out in such a short time, that not much information actually sank in from their half-day orientation. A longer orientation period, in which information necessary for the first days of school is disseminated, will give mentors and novices timely, useful information. In this way, the novices can begin to assimilate in to the culture of the school by speaking and working with veteran teachers, and mentors can assess the needs and concerns of the novice teachers from the very first day.

Early induction should include not only the basic information about health benefits and the rules and regulations of teaching in the district, but should also provide the metaphorical “keys to the classroom”. This professional development should be geared specifically toward entering the classroom for the first time, and should be interactive, allowing mentors and novices time to speak on the issues relevant to the first days of school. PD can include team-building exercises, administrative procedures, models of classroom management, and break-out sessions for each level: elementary, middle, and high school. Veteran teachers can be paid or earn professional development hours to speak during these sessions. Mentors and novices can use this opportunity to meet for the first time, to individualize support and preparation for the very first day of school.

Mentors may not wish to participate in PD before school begins, but incentives can be put in place to encourage them to do so. These hours could count toward the state required 20 hours of mentor-novice meetings for which they are paid. Breakout sessions for mentors in areas like how to help novice teachers through the first days of school, how to observe in the role of critical friend, and how to help new teachers acclimate to Linwood may also prove helpful, and mentors can receive professional development hours for these sessions.

One way to change the norms currently in place regarding induction at Linwood is to institutionalize formal, sustained professional development activities after school, twice monthly. The data show that novices and mentors need ongoing professional development in several areas, including classroom management. In addition to an agenda format that can be responsive to participant needs and interests, this professional development should cover topics tied to the cycle of the year. For example, September could be classroom management and building procedures (such as the grading system and getting acclimated to the building), October could be the evaluation framework and teacher rights. November's PD can be on parental communication, in time for the end of the first marking period. This professional development should count as hours toward meeting the state requirement, be based on the needs of the participants as identified through surveys or short interviews, and timed to coincide with the academic and administrative duties of the teachers. As the year progresses, topics can be identified, returned to, or modified to fit the needs of both the novices and the mentors. These meetings could be facilitated by a mentoring coordinator, and can be after school. Using research-based discussion and reflection protocols, promoting reflection on the part of both novices and mentors, and

offering opportunities to construct knowledge cooperatively will also make these sessions truly based on the research into effective induction and mentoring.

The professional development meetings should have a formal agenda and defined number and frequency of sessions. Mentors should be in attendance for each of these meetings, because their expertise in their respective fields are of value to the novices. In addition, the research makes clear that an important aspect of mentoring is fulfilling the need novices have to share their experiences, and to think and plan with veteran teachers (Mutchler, 2011). This also benefits the mentors, however, because both novice and veteran teachers may experience enhanced confidence and self-esteem-one through getting support and the other through giving it (Lieberman & Miller, 2004).

Requiring that mentors and novices attend mandatory PD might address the issue of participation (not all mentors and novices at the high school participated in this study, because it was voluntary). Given that mentors are paid for the time they spend meeting with novices outside of school, it is a reasonable expectation that they come. One drawback may be that participants will feel forced to attend, but that might be considered an acceptable risk when other factors are taken into consideration, such as the need for scheduled time, and the obvious desire of novices to speak to colleagues in a safe space, with time set aside for them, to feel that they are a valued part of the instructional staff.

The second kind of meeting that should be formalized as part of the induction program is one on one meeting time. The expectation should be that mentors and novices will meet either after or before school, or during the common prep that could be provided. Training mentors on how

to mentor novices will help ensure that this expectation is met, since they will then understand the importance of formal meetings. Mentors may also realize the value meeting with novices will have on their own teaching. This in turn, will encourage meetings with a purpose-not simply an SOS to an immediate problem.

Along with early matching and professional development, the literature suggests that it is important that mentors and novices continue, as much as is feasible, to teach in the same content area, have time built into the schedule for novices and mentors to meet, and teach in the same area of the building (Ingersoll, 2012). The school has a Language Arts wing, a Math wing, and Social Sciences and Special Education wing in the main building. This can allow for most novices and mentors teaching the same content to be working in the same area of the building. The Academy is not laid out this way, but making sure the novice is in the same building, and on the same floor as his or her mentor would help. For the novices and mentors to meet during preparatory periods, schedules would need to be tweaked. This is not always possible, because schedules are made in March or April, and the novices may not even be hired at that time. However, if the schedules were done by department, with all Language Arts teachers having a common preparatory period and lunch, for example, this would be allow time for the mentors and novices to meet regularly.

In addition a comprehensive induction program would give mentors and novices release time to observe the each other. This is only consistently possible if substitutes can be requested. The mentor can thus have first hand experience in both the pedagogy of the novice, and the ways in which the novice imparts the pedagogy to the student. The novice, by observing the mentor, can

learn not only about pedagogy, but classroom management and administrative skills as well.

Once again, it is not always possible to do this, particularly in specialized areas of teaching, like wood shop or television production, where there is only one teacher in the building (and sometimes even the entire district) so a mentor with experience in this particular area may not be available. In this case, special care should be taken in selecting a mentor who has the ability to learn something about teaching this particular subject, and who is able to get the answers a novice may need in regard to pedagogy, classroom management, and administrative concerns.

Putting these logistical supports in place will ensure a more responsive, proactive induction program before the school year begins. Although cultural challenges exist, especially in the area of teacher-to-teacher observation, formal support will help to encourage a shift in thinking from reactive help for a novice's immediate problems, to dedicated, thoughtful support from the beginning of the year.

Definition and expectations of mentors at Linwood. Being a good mentor does not necessarily come naturally and is not the same as being a good classroom teacher. Mentoring is a learned, professional practice that involves knowing how teachers learn, having tools for engaging one another in continued learning to teach, observation skills, and the ability to reflect and analyze what is being learned (Stanulis and Ames, 2009). To that end, a clear definition of what mentors should be responsible for is necessary to clear up ambiguity about the mentoring role. Mentors should have specific, measurable guidelines, and be responsible for adhering to these guidelines throughout the mentoring process. Although the guidelines for mentors may change as the context of the school changes, in general, mentors should be trained in areas like

peer observation, teacher leadership, and classroom strategies. Professional development is generally necessary for mentors to be effective as teachers of colleagues. In the Linwood district, this ongoing professional development would give mentors a clear sense of their role as teacher leaders. It would also allow them to become more confident in the role of a critical friend. Knowing exactly what is expected of a mentor, and training in how to carry out these duties, will lead to a more cohesive and comprehensive induction program, with all mentors having the same goals, assistance, and resources to help them be effective school leaders.

Mentor training in Linwood could take place throughout the year. New mentors should be trained before the school year begins, perhaps in the late summer when schedules are assigned and the mentor is assigned a novice teacher. Then, ongoing training can take place after school at the board office, and be run by the mentoring coordinator. Mentors should be able to receive professional development hours for participating in the professional development. This may ensure more mentor participation.

Administrative support. In general, it seems that Linwood High School's administration has supported new teachers when approached by novices. However, there is a need for an administrator to be designated as responsible for induction. The data suggest that the novices were uncomfortable asking for support; if they not only knew administrators were supportive, but were told which administrator to go to, and that administrator knew part of his or her duty was specifically to support the novices, it might relieve a lot of anxiety. An administrator who is available to take part in the professional development, who knows the state requirements for mentoring, and who has a dedicated time for both novices and mentors to come

and speak to them would be ideal. A novice who knows a specific administrator is there to support them is more likely to approach the administrator with a problem, and this may reduce both anxiety and classroom management issues. This administrative support will help to clarify the roles of each participant, so no one assumes someone else is doing a component of the induction. In this way, there is one administrator in each building whose job description includes oversight of the induction and mentoring program.

Creation of district mentoring coordinator. A district wide, full-time mentoring coordinator is needed to support the implementation of research-based induction for the district. This person could forward these aims by matching mentors to novices in all schools as early as possible, creating and running research-based professional development, observing both mentors and novices in the classroom and during mentor novice meetings, in the role of “critical friend”. This could help the mentors and novices to make the most of the mentoring experience. Additionally, this person could coordinate with the designated administrator for mentoring in each building, assume responsibility for training and professional development of mentors, and could compile suggestions for updating and improving the mentoring manual. This would help create a more cohesive and effective induction and mentoring process, and hopefully increase the novices’ confidence in approaching administration. If the position of mentoring coordinator is district wide, this person could take charge of streamlining the induction and mentoring process, and relieve the various persons who take on these roles informally. In addition, such a person can cull and collate records of mentor and mentee meetings and professional development for the district and the state. Although this would entail the hiring of a mentoring coordinator, this

position could also be linked to professional development throughout the district, and might also be linked to continuing education for all tenured teachers. An effective induction program can help the district retain and support the development of expert, experienced teachers, which in turn lowers cost. Research also demonstrates that expert teachers contribute to higher student achievement (Cochran-Smith, 2004; Joiner-Edwards, 2008). Better retention also decreases the cost of hiring new teachers.

Continuation and distribution of mentor/novice handbook. The Linwood district staff should plan to add to and revise the mentor/novice handbook on a yearly basis, which should be distributed to all mentors and novices at the professional development meetings before school begins. The handbook should be a living document, that reflects changing expectations and context-specific demands in the school along with best practices of induction and mentoring. Each year, the mentoring coordinator should use data from the mentor/novice professional development, observation, and feedback to add and refine the existing handbook. The handbook could be on a flash drive and thus could be updated and distributed fairly easily. As the years progress, succeeding mentors and novices can add their wisdom and suggestions. In this way, as the context of induction and mentoring in Linwood changes, so will the handbook.

For Further Research

If my recommendations on research-based induction and mentoring are put into place, I wonder what the effects of some of the suggestions would be. For example, would formalizing the role of mentor as observer and critical friend affect the culture of the school? Would mentors and novices perceive the observation component as key to successful induction and mentoring?

How would mentors view their role after the professional development sessions? Would they feel more proactive, and less reactive?

If mentoring is to function as a strategy of reform, it must be linked to a vision of good teaching, guided by an understanding of teacher learning, and supported by a “professional culture that favors collaboration and inquiry” (Feiman-Nemser, 1996, p. 1). Yet, districts often assign mentors on the basis of convenience, or through volunteers, rather than based on ability or competence. Mentoring is often seen as separate from teaching, so research into how the Linwood district chooses, and trains, mentors is both necessary and valuable. This might allow for research into how good teaching in Linwood includes being a teacher leader in the area of mentoring, collegiality, and cooperation.

One of the challenges of implementing a successful induction and mentoring program is time. Research into how Linwood might allocate time for novices and their mentors is needed. Time to meet with novices and mentors is a key element to the success of any mentoring and induction program, and research into how time is used in Linwood can help create a clearer understanding of the success of any induction and mentoring program.

The novices and mentors who participated in this study were clear that induction and mentoring impacted their lives as educators. At the last professional development meeting, Caren offered to come back to speak to this year’s novices and mentors because, she said, “It’s so important to let new teachers know that someone is there, and that it’s going to be all right.” Rose echoed her sentiment when she said, “It’s so important that [the novice] teacher feels so secure in the classroom that they want to say and they don’t say at the end of the year, I never

want to teach again. That's what we're here for. That's why we're mentoring." All three of the novice teachers who participated in this study were re-hired at the end of last year, and all are on their way to being "fish in water"-assimilating into the Linwood system, and completing the transition from outsider to member of the Linwood team.

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Appendix A

LINWOOD HIGH SCHOOL

Novice/Mentor Handbook
2013-2014



Teachers
Helping
Teachers

The Linwood district is committed to providing novice teachers and their mentors the support they deserve. We believe that a structured mentoring program will facilitate the development of a collaborative and reflective relationship between the novice teacher and the mentor that will encourage content mastery and deepen the understanding of pedagogical skills. This handbook will serve as one of the many resources available to guide our novice teachers, our mentors, and our administrators through the mentoring process.

A good teacher can inspire hope, ignite the imagination, and instill a love of learning. -[Brad Henry](#)

Linwood High School Mentoring Support Team

Superintendent of Schools

Assistant Superintendent

Of Curriculum and Instruction

Principal, High School

Vice Principal

Vice Principal

Vice Principal

Vice Principal

Important Phone Numbers

NJEA 1(609) 599-4561

Superintendent's Office

Linwood High School

Linwood Academy

Guidance Office

My Mentor _____

My Supervisor _____

Map of High School

Map of Academy

The Mentoring Process

Mentoring is not a new concept, nor is it the newest fad in education. The success of most veteran teachers is due at least in part to having been “shown the ropes” by other veteran teachers during the first few years of teaching. Mentoring can be a buddy system, but it can also be much more than that. Mentors can help decrease the anxiety level of novice teachers during their first few months in the classroom. Mentors can help novices find missing resources, guide them through the maze of paperwork and planning, and give them the all-important “pep talk” when needed. Mentors help novices keep moving in the right direction.

New teachers deserve a guide and an advisor, someone who is trained and prepared to help new teachers succeed. The State of New Jersey, and the district of Linwood, have committed to this process and realize that a structured and formalized mentoring program invests in the retention of our new teachers and to the achievement of all of our students.

WHAT CAN YOU EXPECT OF A MENTOR?

A mentor teacher will be

- Skilled in the delivery and instruction of content
- Enthusiastic about the profession
- A confidant who listens and guides
- Willing to take risks and look for new approaches
- Respected and trusted by colleagues
- A team player
- Available for help and support
- A leader and a coach

DEFINITIONS AND TERMS TO KNOW

Novice teacher- any teacher with less than two years’ experience within the profession.

Mentor teacher- a tenured, veteran teacher who willingly models and supports strategies and techniques that encourage new teachers to develop successful classroom practices and techniques that will enhance the learning of students.

Induction- those practices used to help new and beginning teachers become competent and effective professionals in the classroom. Induction programs also help develop an understanding of the local school, community and cultures.

Provisional Teacher holding a Certificate of Eligibility with Advanced Standing- a new teacher who has completed a state approved teacher training program and who has been hired to work within the classroom.

Provisional Teacher holding a Certificate of Eligibility (Alternate Route)- a new teacher who has not completed a state approved college teacher training program and who must undergo

formal instruction that consists of approximately 200 clock hours of study in essential areas of professional knowledge and skills at a district-operated or state-operated level.

Mentoring Program- a formal and structured state-funded program regulated by the state to ensure the proper support and guidance of new teachers.

WHO BENEFITS FROM FORMAL INDUCTION AND MENTORING?

The Novice Teacher

- Gains knowledge about the district policies, school culture, community, job responsibilities
- Gains emotional support that eases concerns and anxieties
- Engages in professional growth activities designed to enhance knowledge of effective teaching strategies
- Improves teaching performance and promotes student learning
- Builds on successful classroom practice
- Chooses to remain in the teaching profession and retains initial enthusiasm

The Mentor Teacher

- Becomes a more reflective practitioner
- Is more open to the challenges of systemic change
- Is able to transfer knowledge effectively
- Retains enthusiasm for teaching
- Becomes a teacher leader
- Is recognized for contributing to the professional growth of themselves and others

The Administrator

- Is supported in efforts to improve teacher quality and effectiveness
- Has developed a team of teacher leaders
- Retains the “best and brightest” for the school
- Builds a feeling of collaboration within the school
- Promotes collegial problem-solving
- Is the staff leader in promoting positive professional growth
- Identifies and resolves problems faced by new teachers

The School District

- Retains quality teachers who understand the district and culture
- Creates cohesive schools that promote teacher professionalism and learning communities
- Becomes known for their support of the professional staff and the achievement of their students

ROLES AND RESPONSIBILITIES

Principal/Assistant Principal/Supervisor

- Selects a mentor from the applicants for each novice teacher as soon as they begin their assignment
- Provides a list of all induction pairs to the mentoring coordinator
- Serves as a facilitator for mentoring activities that can include meetings, observation and conferencing, and trainings
- Observes and evaluates new teachers according to state and district guidelines
- Participates in and supports mentor and novice teacher trainings
- Monitors ongoing activities of the mentoring pair

Mentor Teacher

- Serves as a role model in both professional and classroom practice
- Fosters a trusting, confidential relationship
- Serves as a critical friend
- Meets with the novice teacher according to state and district guidelines, as well as when the need arises
- May provide feedback after NON-EVALUATIVE observations
- May model effective instructional techniques for the novice teacher
- Orients the novice teacher to district and school policies, including first and last day procedures
- Provides a variety of resources to help the novice develop a repertoire of effective techniques and strategies
- Participates in professional development that will assist the mentoring process
- Encourages the novice teacher to record needs, questions, and descriptions, to be used for discussion purposes
- Helps the novice teacher identify best practices for portfolios
- Maintains involvement in professional growth opportunities

ROLES AND RESPONSIBILITIES: CONTINUED

Novice Teacher:

- Develops the knowledge, skills, and attitudes necessary for optimal student learning
- Accepts and implements appropriate suggestions in a professional manner
- Asks questions
- Meets with mentor on a regular basis and documents the meeting times
- Observes mentors (and other teachers) in several teaching situations and discusses these observations
- Allows mentor to observe in a NON-EVALUATIVE manner to provide feedback and support
- Keep a journal of experiences to share at meetings with mentor
- Develops a portfolio of best practices to share with other new teachers
- Demonstrates enthusiasm for and a commitment to the district and to the profession of teaching

A teacher who loves learning earns the right and the ability to help others learn. –Ruth Beechek

OBSERVATIONS

Observations by mentors are both **non-evaluative** and non-judgmental. The purpose of mentor observation is to help the participants view and react to the learning and teaching that goes on in the instructional setting.

The following procedures have been designed to make the observation meaningful and relevant.

- A request must be made to an administrator of your intent to participate in an observation if release time is needed. They will set up the observation based on funding, substitute availability, and the specific needs of the participants.
- Upon completion of the observation, the participants must conference. It is suggested that the novice teacher record the goals of the lesson, the results of the discussion, and possible implementation plans.

OBSERVATION PROMPTS

There are many useful questions to help teachers reflect on their lessons after an observation has been completed. Here are several sample questions to help foster meaningful, non-judgmental discussion and reflection.

- How do you think the class went, in light of the objectives you set?
- Do you feel your students grasped the concepts? Can you give examples that speak to that point?
- Did you need to alter your lesson plans at any point during the lesson? Why? How did you accomplish that?
- Was there any one part of the lesson you would like to teach differently? How would you change it?
- Can you describe a strength of this lesson?
- Can you describe a concern of this lesson? What could be done to change the outcome?
- How did you vary teaching techniques to address the needs of all the students?
- How will you follow up the lesson?

READY, SET, GO!
The first week of school

If possible, before the school year begins, a novice teacher should:

- Learn the context of the school and district.
- Learn the name of your mentor teacher.
- Find out the daily logistics: How to sign in and out, how to write passes, how to call the office from the classroom.
- Learn the layout of the school-the office, the nurse's office, the bathrooms, the cafeteria, the gym and the faculty room. Know how to get from your classroom to wherever you are going.
- If you are a traveling teacher, find out how you will get from floor to floor with resources – will you need an elevator key?
- Get to know the principal, vice principals and supervisors. They will guide you through your first days at school. Meet with your administrative supervisor to make sure the expectations of classroom practice are clearly defined.
- Get to know the secretaries and custodial staff.
- Know the school dress code for teachers **and** students.
- Check supplies and make sure you know how to get things you need for your classroom.
- Familiarize yourself with the clerical aspects of the job such as the grading system, attendance, and copy room procedures.
- Write lesson plans for the first week of school.
- Establish routines for classroom procedures, attendance, homework.
- Write class rules and a positive introductory letter home to parents.
- **ASK QUESTIONS!**
- Take time for yourself. Stay excited! Teaching is an adventure!

AM I READY? A CHECKLIST FOR NOVICE TEACHERS

- I have prepared my letter to parents.
- I have prepared a course syllabus that includes:
 - Course title and number
 - Classroom number
 - Information on how to get in touch with me via school email and/or phone
 - Titles of textbook, workbook, and supplementary readings
 - Materials needed, such as notebooks and dictionaries
 - Course description, with goals and objectives
 - Content to be covered
 - Policies and/or rules governing classroom behavior, tardies, attendance, cheating, grading, class participation, and missed assignments
- I have explained the following points of my GRADING POLICY to parents and students in writing:
 - How I (or my department) calculates percentages for each grade
 - That I will/will not round up grades
 - How each marking period and final year grade will be calculated
 - How much weight each category will have
 - The school/district's policy for what constitutes A, B, C, D, and F.
- The following have been completed:
- **Positive** classroom rules, limited to essentials and aligned with school policies
- Well-developed lessons that will keep my students engaged for the entire period.
- Lesson plans are paced appropriately and have a back-up plan for any remaining time, to minimize classroom management issues.
- A SEATING ARRANGEMENT that will encourage collaboration and communication.
- If I am not in one classroom for all my classes, I have developed a system to help me stay organized while I travel:
 - I have worked out a system with the teacher who also uses the classroom
 - I have a bookcase or file cabinet, section of the board and/or bulletin board, and/or place to store my materials
 - I have a traveling cart with all my materials for each class
 - I know how to contact the office from each classroom
- I have decorated my bulletin board(s) so that students will feel welcome and enthusiastic about learning.
- I have checked all equipment to make sure everything is operational.
- I have developed THREE DAYS of emergency lesson plans and:
 - My lessons can either be used for any class or are marked for the specific grade/level
 - My lessons are written so that a substitute can follow them
 - I have provided materials and copies of handouts
 - My lessons allow students to continue to learn in my absence.

- I have a copy of emergency procedures, including lockdown and natural disaster procedures, with me at all times.
- I have collaborated with my mentor and with colleagues and feel I have my immediate questions answered.
- I have selected clothing that is appropriate for my professional position.

IS MY NOVICE READY? A CHECKLIST FOR MENTORS

- I know who my novice teacher is, and have contacted them on the first day back to introduce myself.
- I have welcomed the novice teacher to Linden High School.
- I have given my novice teacher my contact information, including best times to reach me.
- I have made sure my novice teacher knows the layout of the school, including the bathrooms, teachers' cafeteria, and teachers' lounge.
- I have shown the novice teacher their classroom (s), and introduced them to any teachers with whom they may be sharing a room.
- I have shown the novice teaches how to communicate with the office in each classroom where they are teaching.
- I have showed the novice teacher the sign in procedures, introduced them to office staff, and showed them how to get supplies for the first day of school.
- I have made sure my novice teacher knows first day procedures, including attendance taking, homeroom procedures, and dress code expectations.
- I have assured the novice teacher that I am an available and willing source of support, including NON-EVALUATIVE observations, if desired.
- I have set up a schedule to meet with the novice teacher on a regular basis, according to state guidelines.
- I have offered to look at their classroom procedures, letter to parents, and any materials they will be distributing, and will give suggestions and "critical friend" advice, where needed

CLASSROOM MANAGEMENT

Classroom management is an important and complex area of a novice teacher's first days. Even experienced teachers can struggle with new classes, as they develop an atmosphere of respect and learning. Although situations vary and there is no one "tried and true" method of classroom management, certain criteria can be followed to minimize problems in the classroom, including:

- Having clear expectations from the first day
- Making sure there is no "down time" for students to move off-task
- Creating interesting and relevant lessons
- Changing activities to keep students engaged
- Avoiding "busy work"
- Following through with consequences from the first day
- Treating all students equally
- Communicating with parents
- Following my own rules
- Making sure I am the authority figure in the classroom, and not a friend
- Responding calmly and immediately to discipline infractions
- Avoiding conflict with students
- Closing each lesson on a positive note
- Never using sarcasm
- Not responding verbally while I am angry
- Displaying a sense of concern for students and offering to help, if needed
- Rewarding positive behavior

COMMUNICATING BEYOND THE CLASSROOM

It is important to communicate with parents and administrators and to keep relevant parties informed about developing classroom situations. Of course, it would be wonderful if all such interactions were positive, but this is not always the case. Here are a few tips for communicating with others outside your classroom. If you are writing, emailing, or calling a parent, guardian, or administrator regarding a disciplinary issue:

- Make sure you know to whom you are responding
- Do not wait until the second or third disciplinary issue to contact parents. Be proactive and introduce yourself to all parents via email or phone call in the first weeks of school.
- Take into account the addressee's apparent knowledge of the issue at hand.
- If the correspondence is in letter or email, it is especially important to respond in a professional manner. Treat your correspondent with respect no matter what the issue.
- Be firm, but professional.
- Consult your mentor and ask for advice from colleagues.
- Do not call parents from your home or a cell phone. Use the school phones.
- Be clear and concise as to the nature of the incident. Do not use emotionally charged language.
- In the case of a disciplinary infraction, follow-up to make sure the appropriate action has been taken with a vice principal, guidance counselor, or student assistance counselor.

If you are attending a **parent conference**:

- Make sure a guidance counselor or administrator is also present.
- Be calm and professional, and do not belittle the student in front of their parent(s) or guardian(s). Where possible, begin on a positive note.
- Emphasize the importance of the academic success of the student.
- Display a true sense of concern, and offer help.
- Close on a positive note, thanking the parent(s) or guardian(s) for their time and input.

CHEERS AND FEARS

Please use this document as a resource to guide your mentor/novice meetings.

Mentor: _____ *Novice:* _____ *Date:* _____



Cheers: (things that went well, areas improved, or any positive experiences to share)



Fears: (things making you nervous, concerns, areas you may perceive as weak)

Anything else you may want to share at this upcoming meeting:



No-Fault Exit Process

The mentor teacher/novice teacher partnership can be dissolved by either party or principal, without prejudice, if this is in the best interest of either of the parties. A new mentor must be selected.

Linwood Public Schools
Linwood High School
Phone:
Fax:

Superintendent

Assistant Superintendent of
Curriculum and Instruction

Principal

Mentoring Tracking Log

Mentor:

Novice Teacher:

[illegible]

FOR FURTHER READING

New Jersey Department of Education. *New Jersey Professional Standards for Teachers and School Leaders*. www.njdoe.com

Patrick, Paula (2007). *The Keys to the Classroom*. Alexandria: The American Council on The Teaching of Foreign Languages.

Wong, Harry, and Rosemary T. Wong (2009). *The First Days of School*. Harry Wong Publications, Inc.

www.effectiveteaching.com

Appendix B

Sample Interview Questions
Novice Teachers

1. Could you describe the induction and mentoring program at Linwood high school?
2. Suppose it were my first day as a novice teacher here at Linwood. What would it be like?
3. Are you finding being a novice teacher a different experience than what you expected?
4. Would you describe what you think the ideal induction and mentoring program would be like?
5. Can you describe your experience with the induction and mentoring manual?
6. Can you describe the support for novice teachers from administration?
7. What kinds of challenges do you experience as a novice teacher?
8. What else would you like to share about the induction and mentoring program at Linwood high school?

Appendix C
Sample Interview Questions
Mentors

1. Could you please describe the induction and mentoring program at Linwood high school?
2. What motivated you to become a mentor?
3. What is it like to be a mentor?
4. Are you finding being a mentor a different experience than what you expected?
5. Would you describe what you think the ideal induction and mentoring program would be like?
6. Can you describe your experience with the induction and mentoring manual?
7. Can you describe the support for mentors from administration?
8. What kinds of challenges do you experience when mentoring novice teachers?
9. What else would you like to share about the induction and mentoring program at Linwood high school?

Appendix D
Sample Interview Questions
Administration

1. Could you please describe the induction and mentoring program at Linwood high school?
2. Could you describe the role administration plays in the first days of school for novice teachers?
3. Would you describe what you think the ideal induction and mentoring program would be like?
4. Can you describe your experience with the induction and mentoring manual?
5. Can you describe the support for novice teachers from administration?
6. As an administrator, what kinds of challenges do you experience with novice teachers?
7. What else would you like to share about the induction and mentoring program here at Linwood High School?

Appendix E
Sample Mentoring Survey New Teachers

Please record the degree of your agreement to each of the following statements by circling one number on the scale below allowing 1 to represent total disagreement and 5 to represent complete agreement.

- | | |
|---|-----------|
| 1. Having a mentor was a positive experience for me. | 1 2 3 4 5 |
| 2. I have grown professionally as I interacted with my mentor and completed the recommended activities. | 1 2 3 4 5 |
| 3. I met regularly and frequently with my mentor as we completed formal activities as well as informally discussing my concerns. | 1 2 3 4 5 |
| 4. I have observed my mentor applying best practices as a model for my instruction. | 1 2 3 4 5 |
| 5. I received the assistance and support I needed to become an effective teacher and part of the instructional team. | 1 2 3 4 5 |
| 6. I had many questions that were not answered as I participated in mentoring activities this year. | 1 2 3 4 5 |
| 7. Adequate time was provided to complete suggested mentoring activities and effectively address the problems we encountered this year. | 1 2 3 4 5 |
| 8. The evaluating administrator respected the confidentiality of the mentoring relationship. | 1 2 3 4 5 |
| 9. My building administrator encouraged collaboration to provide adequate time for mentoring activities. | 1 2 3 4 5 |
| 10. Support for mentoring is shown at the district level in multiple ways. | 1 2 3 4 5 |
| 11. Training and support has been provided to enable me to apply the practices that will assure all my students are successful. | 1 2 3 4 5 |
| 12. My building administrator and district administrators completely understand and support the induction/mentoring process. | 1 2 3 4 5 |

Appendix F
Sample Survey of School-Based Mentors

Please record the degree of your agreement to each of the following statements by circling one number on the scale below allowing 1 to represent total disagreement and 5 to represent complete agreement.

- | | |
|---|-----------|
| 1. I was well prepared to be an effective school-based mentor. | 1 2 3 4 5 |
| 2. I have grown professionally as I provided mentoring for new teachers in my building. | 1 2 3 4 5 |
| 3. New teachers in my building and their mentors completed all of the activities recommended by the induction/mentoring programs. | 1 2 3 4 5 |
| 4. I have observed new teachers in my building applying best practices more consistently as the year progressed. | 1 2 3 4 5 |
| 5. I received the assistance and support I needed to effectively guide the mentoring program in my building. | 1 2 3 4 5 |
| 6. I had many questions that were not answered as I participated in mentoring activities this year. | 1 2 3 4 5 |
| 7. Adequate time was provided to complete suggested mentoring activities and effectively address the problems we encountered this year. | 1 2 3 4 5 |
| 8. I honored the confidentiality policy of the mentoring program in all instances. | 1 2 3 4 5 |
| 9. My building administrator encouraged collaboration to provide adequate time for mentoring activities. | 1 2 3 4 5 |
| 10. Support for mentoring is shown at the district level in multiple ways. | 1 2 3 4 5 |
| 11. Training and support has been provided to enable me to model and facilitate the most effective teaching practices. | 1 2 3 4 5 |
| 12. My building administrator and district administrators completely understand and support the induction/mentoring process at Linwood High School. | 1 2 3 4 5 |

Appendix G
Brief for Linwood Board of Education

Every year, the district hires new teachers in each of the eight elementary schools, two middle schools, and the high school. Novices need more early induction than is possible a one-day workshop offered before the school year is underway. A mentoring coordinator should be appointed to oversee the matching of mentors to novice, professional development, and all other aspects of induction and mentoring. The district should run at least two days of research-based professional development before the school year begins for novices-and one day should include the mentors. After this, the district should run monthly professional development sessions that are geared toward mentors and novices, and address their individual needs.

Professional development sessions, especially the early induction sessions, should include not only the basic information about health benefits and the rules and regulations of teaching in the district, but should also provide the metaphorical “keys to the classroom”. This professional development should be geared specifically toward entering the classroom for the first time, and should be interactive, allowing mentors and novices time to speak on the issues relevant to the first days of school. Later PD can include team-building exercises, administrative procedures, models of classroom management, and break-out sessions for each level: elementary, middle, and high school. Veteran teachers can be paid or earn professional development hours to speak during these sessions. Mentors and novices can use this opportunity to meet for the first time, to individualize support and preparation for the very first day of school.

Finally, a mentor/novice handbook should be given to each of the participants. The Linwood district staff should plan to add to and revise the mentor/novice handbook on a yearly basis, which should be distributed to all mentors and novices at the professional development meetings before school begins. The handbook should be a living document, that reflects changing expectations and context-specific demands in the school along with best practices of induction and mentoring. Each year, the mentoring coordinator should use data from the mentor/novice professional development, observation, and feedback to add and refine the existing handbook. The handbook could be on a flash drive and thus could be updated and distributed fairly easily. As the years progress, succeeding mentors and novices can add their wisdom and suggestions. In this way, as the context of induction and mentoring in Linwood changes, so will the handbook.