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Mentee and mentor teacher perspectives on the effectiveness of school-based mentorship in high-poverty, low-performing schools.

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MENTEE AND MENTOR TEACHER PERSPECTIVES ON THE EFFECTIVENESS

OF SCHOOL-BASED MENTORSHIP IN HIGH-POVERTY, LOW-PERFORMING

SCHOOLS

By

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A Capstone Approved on

October 30, 2018

by the following Capstone Committee:

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DEDICATIONS

Carlisha (Carla) Kent

This dissertation is dedicated to my wonderful, dedicated, and hard-working husband Dwain, my kids, Dominique, Desiree, Kahlil, Matthew, Christian, and my two adorable grandchildren Aniya and Aria.

Amanda Leigh Santos-Colón

This dissertation is dedicated to my family who supported me throughout the entire process. To my husband, Milton Santos, who was and is my rock. Building me up each day with positivity and love. To my children, Lydia and Zeke, who sacrificed time with me, yet understood how important this was to me. They cheered me on to finish this race and I prayed I would never let them down.

"Let us run with endurance the race that is set before us, fixing our eyes on Jesus, the author and finisher of our faith." Hebrews 12:1-2

ACKNOWLEDGEMENTS

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Amanda Leigh Santos-Colón

First and foremost, I would like to acknowledge God, my father in heaven, and the plan he has for my life. Knowing his hand is on my life and on this process helped me push on when I wanted to give up. He is my strength, he is my confidence and he is my Savior. Without him none of this is possible. I praise you and I love you. The purpose you have for my life is fulfilled each time I say yes to your will. I am moved beyond words as you have guided me throughout this entire journey.

Next, I want to thank my supportive husband, Milton Santos. He took on all the roles needed in the household for the past 3-½ years. He continued to encourage me and motivate me to work toward my goals. When I approached him about beginning this journey, he was fully supportive of my dream even when he knew it would be tough. He would cook supper on many nights while I was reading and writing. He was the one who took the kids everywhere they needed to go so that I could focus on my writing. The one thing I will be forever grateful for is his understanding throughout this entire process and never once complaining. He is definitely my rock and without him this would not be possible.

I may cry as I write this acknowledgement to my children, Lydia and Zeke. For the past 3 ½ years I have spent numerous evenings away from them so that I could focus on my research…yet they said, "It is ok mommy." Numerous times I could not attend their activities so that I could focus on my writing…yet they said, "It is ok mommy." So many times I spent apologizing to them for missing important events for them ….yet they said, "It is ok mommy." When they asked me why I wanted to keep going I simply handed them a mirror and asked them to look in it. They are why I pushed through to the end. I wanted to show them that dreams are hard to reach but the journey, when we choose to stick with it, builds character and perseverance.

I want to take this time to acknowledge my parents and siblings. My mom and dad always say, "I am proud of you". Even at the age of 37 that means so much to me. My brother and sister supported me throughout by asking me how school was going. They had no idea that when they asked me "how much longer" it energized me to continue. My sister on so many occasions said, "I am proud of you and praying for you". Prayers were something I coveted and am forever thankful for them. She is definitely one of my biggest cheerleaders!

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I would like to thank my dissertation chair, Dr. Mary Brydon-Miller for her enthusiasm for my research. I am so grateful she introduced me to action research! I

have absolutely loved experiencing action research and having her here to guide me the entire time. My dissertation committee, Dr. Buecker, Dr. Johnson and Dr. Munoz, have been amazing contributors of support and guidance and I am indebted to them as well. The love you all have for your work and us as students to succeed was evident the entire length of our program. Thank you.

Lastly, I cannot end this acknowledgment section without thanking Panera Bread for the space to write, the caffeine to keep me awake and the amazing food! You assisted me throughout this process by giving me a place to escape the dishes and laundry in my home so that I could truly focus on writing. For that I am thankful.

There are so many people in my life that I could add to this list that sent up prayers and support during this process. I am forever grateful for everyone that loved me through the frustration, the late evenings, lack of sleep and time spent working towards this goal and dream. Thank you from the bottom of my heart.

ABSTRACT

MENTEE AND MENTOR TEACHER PERSPECTIVES ON THE

EFFECTIVENESS OF SCHOOL-BASED MENTORSHIP IN HIGH-

POVERTY, LOW-PERFORMING SCHOOLS

Carla Kent

Amanda Leigh Santos-Colón

October 30, 2018

This capstone intends to seek a teacher's perspective on the effectiveness of school-based mentorship in a high-poverty, low-performing school setting. The first study investigates the perspectives of new teachers, while the second study focuses on the perspectives of the mentor teachers. When new teachers complete the undergraduate program, they become certified teachers but have never actually had the opportunity to be alone in a classroom with up to thirty students. New teachers are often prepared to teach the curriculum but unprepared for the student behavior and classroom management. Furthermore, teachers may be assigned a mentor, but the mentor may lack the skills to offer quality mentorship catered to the teacher's needs.

Five mentor teachers and six new teachers from two high poverty high schools located in an urban school district participated in this action research study. The new teachers have been employed less than five years and the mentor teachers have been employed 5 or more years. This study incorporates the Critical Utopian Action Research

and Future Creating Workshop method with the intent of improving educational outcomes and inequality for students, while increasing accountability to the schools and district through the request of a school-based mentorship program. The participants determined that teaching in a high poverty school is challenging work. New teachers need a school-based mentoring program with activities that support teachers who teach students in poverty. As part of this research, a school-based mentoring program was written to include the themes identified by participants. Mentoring is a partnership that could benefit the mentee, mentor, school, and district while supporting a new teacher in the early years of teaching when they need it most.

TABLE OF CONTENTS

PREFACE FOR CAPSTONE PROJECTS

The University of Louisville's Doctor of Education (Ed.D.) program is designed for educational practitioners who seek to be competent in identifying and solving complex problems of practice in education, emphasizing the development of thoughtfulness and reflection. The Ed.D. program seeks to develop and apply knowledge for practice by addressing pressing social justice issues and problems of practice in schools and districts. Through course work and original empirical research, theory and extant research are integrated with practice with an emphasis on application of the research that is produced. All Ed.D. students at the University of Louisville have two options for the production of their research studies: 1.) a standard dissertation authored by a single doctoral student; and 2.) a capstone project that will consist of two or three doctoral students answering distinct research question(s) around a theme or topic. The capstone project, such as the one you are reading, consists of a jointly authored introduction, which introduces the broad theme that ties the subsequent two or three individually authored studies together. Each individually authored study consists of its own introduction, literature review, methods, analysis, and discussion. The capstone project concludes with jointly authored implications for practice, policy, and future research.

JOINT INTRODUCTION

Statement of the Problem

The 2010 research by Darling-Hammond showed concern surrounding the

shortages of highly qualified educators within hard to staff schools, particularly those

located in urban districts. According to Ingersoll & Strong (2011) new educators are

leaving the field of education between the three to five year mark in hopes of finding

something better, whether it is within a different school or out of education entirely. This

trend in data began long before 2010 and has continued into the current education trends.

The issue of teacher attrition spills over heavily into high poverty, low achieving schools

according to Darling-Hammond (2003). New teachers are struggling to remain in high

poverty, low achieving schools which is evident by the amount of continued turnover in

these schools. This leads to the question of whether these teachers are ready for the

classroom, are they struggling with the issues that high poverty, low achievement brings

to the classroom, or are new teachers just needing more support as they enter our

schools?

Research by Vaughn (2016) finds that when people, in this case educators, are

involved in supportive and trusting relationships, it leads to success within their career;

they are more motivated and their quality of life is positive. New teachers and mentors

need support in order to be successful as educators and there is an even stronger urge for

this support in urban, high poverty schools. A possible solution that will be focused on

during this research study is implementation of a school based mentorship program created by mentors and mentees.

Purpose of the Study

The purpose of this action research study is to gain both mentor and new teachers' perspectives on the effectiveness of a school-based mentorship program, the beneficial mentorship activities, and support from leadership. This study seeks out the specific needs of new educators and mentors, in order to create a mentorship plan that meets the needs of new teachers in a high poverty, low performing school. This capstone will be used to gain a teacher's perspectives to create a mentorship program that meets the needs of teachers in a high poverty low-performing school setting. This study will both create a mentorship program that supports new teachers in a urban school setting and add to the body of literature concerning a teacher's perspective on mentorship. Study one seeks perspectives from new teachers on the effectiveness of the level of mentorship received. A new teacher is defined as having less than 5 years of experience teaching in a high poverty, low performing school setting. Study two seeks the perspectives from mentor teachers. A mentor teacher is a teacher who has five years or more teaching experience in a high poverty, low performing school setting. This action research study will add to the corpus body of research to inform policy and practice in high poverty, low performing high schools.

3

Methodology

Study One and Two: Mentee and Mentor Teacher Perspectives on the Effectiveness of School Based Mentorship in a High Poverty, Low Achieving High School

In the studies above, Kent and Santos utilized the Critical Utopian Action Research Theory (Tofteng & Husted, 2014) incorporating the voices of the new teachers and mentors during the Future Creating Workshop (FCW). Kent sought out the perspectives of the new teachers for determining the components of a successful mentoring program. Engaging the new teachers in this process allowed for the perspectives of new teachers to be acknowledged. Santos engaged in discussion with the mentors to hear their perspectives on what components were needed within a successful mentoring program. The participants were involved during the Future Creating Workshop phases consisting of the Critique Phase, the Utopian Phase and the Realization Phase. Surveys prior to the workshop, along with the data from this workshop, were transcribed and coded based on themes that the participants created. This data lead the mentors and mentees to create a school based mentoring program. This mentoring program was then revised and edited to insure that the themes and voices of all participants were included.

Significance of the study

This action research study seeks to address the gap in literature related to the effectiveness of school-based mentorship in a high poverty, low performing school setting. This study will also add to the bodies of literature concerning mentorship, teacher induction, and its effects on teacher retention. This research will inform policymakers, educators, and lawmakers on teachers' perspectives concerning school-

based mentorship. The previous research on induction and mentoring is mostly

qualitative, quantitative, or mixed-methods; there is a lack of action research on

mentoring.

The Governor of the state where Jamestown School district is located has

suspended the state teacher internship program due to lack of funding. In effect, there is

no state-mandated mentorship for new teachers in this state.

Summary and Organization of the Capstone

The purpose of this capstone was to provide educators and leaders with sound

data from invested participants to guide the future of mentorship within their buildings.

We organized each study in the following manner: each researcher provides an overview

of the purpose and significance of the study, a review of the related literature, the

methodological design used, the results of the study and a discussion on the key finding

and implications for future research.

The first study investigated the perspectives of the new teachers to guide the

components needed in a mentoring program. This study answers the following research

questions: (1) How do new teachers perceive school-based mentoring programs and their

role in teacher retention in a high poverty, low performing school setting? (2) What do

new teachers perceive as important components of a mentoring program for new teachers

in a high poverty, low performing school setting? and (3) What are mentees' perceptions

on the role of leadership in a mentorship experience?

The second study sought to understand the perspectives of the mentors who work

in high poverty, low achieving schools. Gaining insights from the mentors on the

necessary components for a mentoring program was the intention of this research. This

study sought to answer the following research questions: (1) How do mentor teachers perceive school-based mentoring programs and their role in teacher retention in a high poverty, low performing school setting? (2) What do mentors perceive as important components of a mentoring program for new teachers in a high poverty low performing school setting? (3)What are mentors' perceptions on the role of leadership in a mentorship experience?

To conclude this capstone, we collectively analyzed both studies and provided a summary of the thematic results along with the implications for the future of mentorship within high poverty, low achieving schools.

STUDY ONE: A NEW TEACHER'S PERSPECTIVE ON THE EFFECTIVENESS OF

SCHOOL-BASED MENTORSHIP IN HIGH-POVERTY, LOW-PERFORMING

SCHOOLS

Introduction

This study seeks to determine whether school-based mentorship is a need for

teachers in a high-poverty, low-performing school setting and define the role of school

leaders in the mentoring process. Teaching is a multifaceted and thought-provoking

occupation where the stresses can be overpowering, mainly for novice educators. New

teachers face countless immediate challenges, such as developing year-long curricula,

organizing classrooms, implementing effective classroom management, learning the

organizational structure of the school, meshing with colleagues, and working with diverse

students and parents (Kent, 2000). My belief is every child deserves to have a well-

equipped educator, a supportive learning environment, and the best resources the school

and school system can provide. The job of teacher leaders is to prepare teachers to be

superheroes and teach our most precious individuals, our children. Research has shown

that through the development and implementation of a faculty mentoring program, new

teachers have been able to get themselves well established in their new positions

(Ingersoll & Strong, 2011). Well prepared teachers are more likely to remain in the

teaching field longer and produce higher student achievement. Student achievement is

directly impacted by the number of effective teachers who remain in the profession (Darling-Hammond, 2003).

A school-based mentoring program is a program for a mentee teacher held at the school the mentee is assigned to. This mentoring program is inclusive of professional development with a mentor to get acclimated to the school and district. The mentoring program would ideally last at least one school-year and would include an action plan with progress checks throughout the mentoring progression. The purpose of a teacher support program is to be able to motivate and inspire students to learn. All education stakeholders need to support committed teachers who want to make a difference in the lives of students.

There are several factors that influence the need for a school-based mentoring program. Hughes (2012) determined that teacher mentoring programs play a major role in the retention of teachers. Feiman-Nemser (2003) stated that there was a lack of support for teacher development through mentoring and determined that further research was needed into mentoring.

My research study will work towards a teacher-created systematic approach to a school-based mentorship program that supports new educators in high-poverty, low-performing schools. Regardless of the quality or source of their initial preparation, beginning teachers encounter a steady stream of distinct challenges in their initial years in the classroom.

Mentoring new teachers is important to pass on information from veteran teachers to new teachers. Research indicates that mentoring new teachers for at least two years can positively affect student academic gains (Glazerman et al., 2010 Strong, 2006). Boyd,

8

Grossman, Lankford, Loeb and Wyckoff, (2009) determined that inexperienced teachers, in general, are less effective than veteran teachers which proves the need for collaboration between veteran teachers and new teachers. Howe (2006) discussed the need for increased collaboration time between new teachers and veteran teachers which can happen through a mentoring relationship.

Several researchers have discussed the factors that are present in high-poverty, low-performing schools where mentoring support would be needed. Howe (2006) specified that new teachers need time for partnership and reflection. Moir (2007) determined that there was the lack of support from leadership in schools for ongoing mentoring/professional development, especially in low income high poverty schools. Ingersoll and Strong (2011) stated that there was a lack of support for new teachers in high-poverty, low-performing schools. Gray and Taie (2015) determined there is a lack of mentorship for new teachers which may affect the rate at which teachers are leaving the teaching profession.

The teaching field needs a school-based mentoring program that is intense, helpful, supportive, informative, and accommodating to ease the transition that new teachers experience as they move into a new career and work with our most precious individuals, our children. Portner (2005) noted one proven way to improve teacher retention is through induction and mentoring programs, a professional development process that supports new staff. This research will seek to examine the teacher perspective and offer possible solutions to increase mentoring activities in response to the issues of declining teacher morale and decreased teacher effectiveness, coupled with eroding public confidence. Fletcher & Barrett (2004) researched the need for school-

based mentoring and established that there needs to be an increased importance on mentoring. Several studies conducted by Richard Ingersoll (2012) have calculated that between 40 and 50% of new teachers leave within the first five years of entry into teaching. After spending years in college, the high percentage of teachers leaving the profession within the first five years of a new career is cause for apprehension, unease, and distress.

Ingersoll (2012) indicated that beginning teachers tend to end up in the most challenging and difficult classroom and school assignments, akin to a "trial by fire" and an occupation that 'cannibalizes its young". Teaching is complex work (Ingersoll, 2012) and pre-employment teacher preparation is insufficient in providing all the knowledge and skills necessary for successful teaching. A significant portion of training can only be acquired on the job. However, professionals, such as lawyers, engineers, architects, professors, pharmacists, and nurses have an induction/mentoring program that introduces them to the career (Ingersoll & Strong, 2011). The teaching profession is one of the few vocations that requires novice teachers to meet the same standard and demands as their experienced colleagues (Hill & Barth, 2004). This demand to meet the ideals and principles of teaching increase the need for mentoring, modelling, and professional development to assist new teachers.

Research indicates that teachers significantly influence student achievement (Aaronson, Barrow & Sander, 2003; Rockoff, 2004; Rivkin, Hanushek & Kain, 2005; Kane, Rockoff, & Staiger, 2006). With high school schedules in which students have between six and seven classes, an effective or ineffective teacher can make huge gains or significant losses in academic outcomes for a student. Kane, Rockoff and Staiger (2006)

estimate that the difference in effectiveness between the top and bottom quartile of teachers results in a .33 standard deviation difference in student gains over the course of a school year. For these reasons, this research study seeks to determine through a teacher's perspective various methods aimed at improving teacher effectiveness, including the need for a school-based mentoring program and various activities, which may include orientations, mentoring, and coaching opportunities. Overall, a mentoring program may be effective, but this research study seeks to delve deeper and examine the teacher's perspective of the mentoring activities as well.

Administrative support is vital to the success of teachers and students. If teachers feel empowered and supported by administration and/or colleagues, they are more likely to stay in the position or school. Sparks (2002) believes teachers, even those in the most demanding settings, are far more likely to remain in their positions when they feel support from administrators, maintain strong bonds with colleagues, and aggressively pursue a collective vision for student learning with which they feel passion and commitment. A lack of support from the administration leads to teachers feeling that they do not belong to the learning community, which is the foundation of a strong school (Sparks, 2002). This sense of belonging is especially important for teachers who work mostly in insolation.

Teachers who work in high-poverty schools have an increased number of concerns. Teachers often leave high-poverty schools for low-poverty schools because of the frustrations associated with the working conditions of such schools (Moore-Johnson & Birkeland, 2003a; 2003b). Teacher attrition in general may be a positive or negative occurrence for a school, depending on who leaves and for what reasons. However, high

turnover rates that undermine continuity in instruction and reflect difficulty in securing or maintaining competent teachers are problematic for school operations and for student achievement. Teacher retention is one of the most significant problems in education, according to McLaurin, Smith and Smillie (2009). If teachers flee low-performing schools, teacher quality is likely to be lowest for those students most in need (Hanushek, Kain, & Rivkin, 2004). High turnover makes it challenging for schools to entice and foster effective teachers, and, as a result, low-income and minority students who attend so-called "hard-to-staff schools" are routinely taught by the least experienced, least effective teachers (Borman & Dowling, 2008). Low-income and minority students are the pupils who need excellent teachers the most.

Loeb, Darling-Hammond, and Luczak (2005) identified several studies that determined that teachers are predisposed to leave schools serving high proportions of low-achieving, low-income, and minority students for more economically and educationally advantaged schools. In schools with high turnover rates, this can pose several challenges, including: lack of continuousness in instruction, lack of adequate teaching expertise for creation of curriculum decisions and providing support and mentoring, and lost time and resources for replacement and training. Some research tracking patterns of teacher transfers find that teachers transfer out of high-minority schools into schools with fewer minority students (Carroll, Reichardt, Guarino, & Mejia, 2000) and out of low-performing schools into better performing ones (Hanushek, Kain, & Rivkin, 2004). Schools serving high numbers of minorities and students of poverty are often considered to be low-performing schools and teacher turnover is higher at such schools. Teacher retention is especially a problem in high poverty schools or urban

schools where teacher retention is often lower due to student behavior and barriers to student success; student behavior is one of the leading issues.

Most states mandate that new teachers participate in an induction program where mentoring can range from a one-day workshop to a variety of professional development activities. Through various programs, teachers are assigned a mentor; however, the mentor may lack the skills to offer quality mentorship catered to the teacher's needs. Importantly, the data also indicates that induction and mentoring programs can help retain teachers and improve their instruction as well as their students' achievement. The high attrition rate of new teachers—most of whom tend to leave within a few years (Darling-Hammond, 2003)—means that schools staffed primarily by such teachers must continually allocate funds for recruitment efforts and professional development. Teacher attrition, i.e., teachers leaving the field, is especially high in the first years on the job. New teachers are often prepared to teach the curriculum but unprepared for the student behavior and classroom management issues that are associated with being a new teacher.

There are several issues and problems that effective induction programs, mentoring, orientation, and support programs seek to address. Teachers should have input on the types of professional development they need most and be a part of the conversation to chart their individual success. Ingersoll (2012) states that schools must provide an environment where novices can learn how to teach, survive, and succeed as teachers. These programs aim to improve the performance and retention of new hires and to enhance the skills and prevent the loss of new teachers with the goal of improving student growth and learning. Beginning teachers in schools with mostly students of color also have lower levels of job satisfaction and report higher levels of complexity in the

school environment. Because of discipline problems, these teachers express difficulties forming positive relationships with students (Freeman, Brookhart, & Loadman, 1999; Irvine & Armento, 2001). Teachers leaving the field has been a problem for many years. New teachers often enter teaching unprepared or with unrealistic goals of what teaching should be.

Teacher retention cost schools, districts, and states money. Teachers move on because of job displeasure, including insufficient administrative support, isolated work settings, meager student discipline, inferior salaries, and a lack of shared responsibility over school resolutions. A school system with approximately 10,000 teachers and an annual teacher turnover rate of 20% would stand to save approximately $500,000 a year by reducing turnover by just one percentage point. Sparks (2000) indicated that the high demand for teachers is not driven by a shortage of entering teachers, but by an excessive demand for teacher replacements that is driven by staggering teacher turnover. Nationally, schools lose between $1 billion and $2.2 billion in attrition costs each year through teachers moving or leaving the profession, according to new research from the Alliance for Excellent Education (2015).

The lack of current supports in place for new teachers and the teacher turnover and retention rate in schools of poverty leads to conversations focused on a need for change or solutions-based discussions regarding support for new teachers, which includes increased mentorship. It is for these reasons that I have chosen to research the need for a school-based mentorship with passion. In the previous section, I addressed the goal of the study and reasons why the research is vital and much needed. In the next section I will discuss the purpose of the study and why the research is significant and needed at this

time. This lack of support for new teachers and teacher turnover, coupled with the

retention rate in high poverty, low achieving schools is driving the need for change.

There are conversations centered on a need for solutions-based discussion, with the goal

or garnering support for new teachers through increased mentorship.

Rationale

Past research on new teacher induction has focused on changes in teacher

retention. (Fletcher & Barrett, 2004). To enhance the democratic learning for teachers,

the teachers need be involved in the process. The use of Critical Utopian Action

Research through the Future Workshop method, allows me to engage teachers in the

creation of the ideal mentoring program. To engage in the action needed to mentor new

teachers in a high-poverty, low-performing school setting, it is imperative that new

teachers voice what they perceive as positives and negatives surrounding mentorship.

The diverse feature of action research is its use of approaches that promote and develop

change based on people's visions and experiences (Anderson & Bilfeldt, 2016). Giving

those who are serving as teachers the opportunity to create and design a mentorship

program that would best suit their needs gives credibility to the ideas and process.

The Purpose of the Study

This research topic is undertaken to study local practices and new teacher's

perceptions of school-based mentoring. This research will address the need for school-

based mentorship in a priority school setting, what new teachers perceive as beneficial

mentoring activities for new teachers in a priority school setting, and new teacher's

perceptions on the role of school leadership in a mentorship experience. Ingersoll (2012)

stated while most beginning teachers now participate in a formal induction program, the

15

kinds of support that schools provide to them vary. This study will inform policymakers of the effectiveness and types of mentoring opportunities that are supportive and effective with new teachers. At the end of the study a policy will be submitted to the school and district which includes an in-school mentoring program and action plan aimed at supporting new teachers in a high-poverty, low-performing school setting.

Research Questions

This action research study seeks to answer the following questions:

- How do new teachers perceive school-based mentoring as a need for teachers in a high-poverty, low-performing school setting?

- What do new teachers perceive as important components of the mentoring program?

- What are new teacher's perceptions on the role of leadership in a mentorship experience?

Scope of the Study

The scope of the study will focus on the key mentoring activities that play a role in supporting new teachers who work at a high poverty, low-performing school and how to better support new teachers in the future. This research study will utilize an action research Future Creating Workshop design and a transformation theory framework to determine the mentoring activities that new teachers feel are helpful, the characteristics of how school leadership members support specific mentoring activities at a high-poverty, low-performing high school, while describing the mentoring activities that are helpful. Twelve teachers (6 mentees and 6 mentors) will be invited to be a part of the day long workshop aimed at gaining a teacher's perspectives on what is need for a school-based

mentorship program which is aimed at increasing teacher retention. My study will primarily focus on the perspective of new teachers to ascertain their perceptions of which mentoring activities were helpful as I explore the need for mentorship for new teachers. This is especially pertinent, since research shows that new teachers are more likely to transfer to other schools than older teachers (National Center for Education Statistics, 1998).

The setting for this research will be in Kentos High School, a high-poverty, low-performing high school located in a large midwest public school system. New teachers who have between one and four years of teaching experience in a high poverty low performing school setting will be invited to participate in the study.

Definition of Terms

Attrition: The number of employees leaving a profession.

Mentee teacher: Any new teacher with fewer than three years of successful teaching experience.

Induction: The action or process of introducing someone to an organization.

Teacher turnover: The rate at which personnel whose primary function is classroom teaching leave or separate from the district or change from their classroom teaching to another position from one school year to another. The rate is determined by comparing the classroom teachers reported in the current year against those reported in the previous year.

Kentucky Teacher Internship Program (KTIP): This is an internship program designed to aid new teachers. Its main goal is to help new teachers experience a successful first year in the classroom.

Mentoring: For purposes of this study, mentoring refers to the nurturing process in which a more skilled or experienced person serves as a role model. The teacher sponsors, encourages, counsels, and befriends a less skilled experienced person for promoting the mentee's professional and/or personal development.

High poverty schools: High-poverty schools are defined as public schools where more than 75 percent of the students are eligible for free or reduced-price lunch (FRPL), and low-poverty schools are defined as public schools where 25 percent or less of the students are eligible for FRPL.

Teacher retention: For purposes of this research, teacher retention is defined as the number of teachers who remain at a school or within a district.

Teacher attrition: This is lower in schools of poverty and in high need subjects, such as math, science, and special education. More recent evidence suggests that school culture and leadership have the most significant effect on teacher's decisions to stay or leave.

Priority school: A priority school is one that has been identified as among the lowest-performing five percent of Title I schools in the state over the past three years, or any non-Title I school that would otherwise have met the same criteria.

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Limitations of the Study

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One limitation of the study may include the sample size. All six of the teachers teach at one of two high-poverty, low-performing schools within three miles of each other. Future research may include elementary and middle schools with teachers at multiple levels to gain an input from a more diverse group of teachers. All the teachers who are part of study, including the researchers, have worked together during the school

year will need to ensure that confidentiality is established so teachers will be able to talk freely concerning the issues surrounding effective mentorship.

Organization of the Study

This study is organized as follows: Chapter 1 includes the introduction, background, the purpose of the study, definition of terms, limitations of the study, and organization of the study. Chapter 2 reviews teacher attrition and addresses urban issues, teacher attrition, leadership support and issues, and mentoring needs for new teachers. Chapter 2 also discusses the policies and practices that mitigate teacher attrition while reflecting on teacher induction programs, professional development, mentoring, and the importance of supportive school leader. Chapter 3 is an explanation of the research methodology used, data collection, and procedures of this study. Chapter 4 addresses the descriptive narrative of the study's results and an analysis of the data. Finally, Chapter 5 summarizes this study's major findings and includes recommendations for future research and policy implications.

STUDY ONE NEW TEACHER PERSPECTIVE: LITERATURE REVIEW

Overview

Gray &Taie (2015) determined a lack of mentorship contributes to teachers leaving the teaching field. The guiding, counseling, and coaching of a beginning teacher is a model of mentoring that many reformers have credited to increased teacher retention rates (Black, 2001; Holloway, 2001; Moir & Barron, 2002). Typically, teachers who take part in formal mentoring programs find the support offered to be insufficient (Gray & Taie; Kardos & Johnson, 2008). Mentorship is shared work, not just by one person and is needed to help teachers stick with teaching and develop expertise. Research has shown that a beginning teacher who had access to intensive mentoring by colleagues are much more likely to remain in the teaching profession in the early years (Darling-Hammond, 1994).

This research study seeks to determine whether new teachers perceive a school-based mentoring program as a need for new teachers in a high-poverty, low-performing school setting, what new teachers perceive as beneficial school-based mentoring activities for new teachers in a priority school setting, and new teacher's perceptions on the role of school leadership members in a school-based mentorship experience. This literature review is divided into three major sections: teacher retention, urban issues, and mentoring. The literature review provides the basis to schools, school districts, and all education stakeholders of why there is a need for teacher designed school-based

mentorship in high-poverty, low-performing schools, the role of leadership in a mentoring program, and a teacher's perspective of whether a school-based mentorship program is needed.

Urban Issues

Urban schools tend to have an increased need for mentorship for new teachers. Earlier studies show urban schools have lesser qualified teachers (Lankford, Loeb, & Wyckoff, 2002).   Urban issues include a higher percentage of minorities, a higher percentage of students who receive free of reduced lunch, a higher percentage of students who are in the special education program, a higher percentage of students who are English language learners, and a higher percentage of new teachers.   The concentration of poverty and racial isolation matters in that it is directly related to school processes that significantly influence student achievement trends (Rumberger & Palardy, 2005). When teachers are being hired by various schools, urban schools are less glamorous options due to the added stress to increase test scores and bring students up to grade level. McLaurin (2009) noted that many teachers often leave high poverty schools for better-paying jobs because of the frustrations associated with the working conditions.

Donaldson and Johnson (2011) learned other reasons teachers leave high poverty schools are due to poor administrative leadership, poor working circumstances, a lack of teamwork, and an insufficient amount of discipline. Principals often push teachers to increase test scores as mandated by the department of education. According to Smethen (2007), a factor contributing to teacher turnover in high poverty schools is an increased work load that stems from bridging the academic gap of low-achieving students. Scaffolding and interventions to bridge the gap take extra planning on the part of the

21

teacher. Inman and Marlow (2004) reported teachers in high poverty schools often leave because they do not feel as though they are treated like professionals.

Ingersoll, Merrill, & Stuckey (2014) stated there is a need for research leading to plausible answers as to why teaching is not a sustainable career. This statement leads to the reason for more research of school-based mentorship as a viable option to increase the level of support for new teachers. Through this research, we offer school-based mentorship as a possible solution to support new teachers. The next section explores the factors associated with teacher attrition.

Teacher Retention-The Nature of the Problem

Attrition leading to stress arise when educators have a lack of support (Geiving, 2007; Blasé, Blasé, & Du, 2008; Lambert et al., 2006; Brown, 2005).

Previous research (Ingersoll, Merrill, & Stuckey, 2014) deemed the education field as unstable. Headden (2014) found the high rate of teacher turnover is responsible for a saturation of beginner teachers in the field. According to the report, during the 2007-2008 school year the average teacher had one year of experience. The report further states between 1988 and 2008, annual teacher attrition increased to 41 percent and nearly one third of teachers exit the field within the first three years—a fraction that is even larger in urban school systems, where more than two thirds of teachers in those schools leave within 5 years. The attrition rate in high poverty schools is 50 percent greater than it is in other schools while teachers of color leave at much higher rates than white teachers. The attrition rate, according to Headden (2014) is challenging as schools fight to recruit more minority teachers. These fluctuations are difficult when coupled with a change in a teacher's frame of mind on teaching as a long-term occupation.

The increase of educators exiting the field of education has steadily increased since the early 1980s with teachers in search of better career opportunities and a heightened level of fulfillment (Ingersoll, Merrill, & Stuckey, 2014). Linda Darling-Hammond (2004) has concluded that 40%-50% of teachers in high poverty schools leave their school within the first 5 years. These statistics show that there has been an increase in teacher retention that warrants an examination of the specific reasons as to why teachers are leaving the teaching field. A 1997 study by Henke (as cited by in Reynolds &Wang, 2015) found that among the ranks of novice teachers (defined as those with less than four years of experience), the average turnover rate was nine percent annually (p.212).

School Climate

School climate is important to the instructional performance of a school and has an impact on teacher retention, The school climate is known as the school's personality (Eller, Eller 1982,p.6). The overall climate of a school and teaching conditions can either support or serve as a hindrance for teacher retention (Ingersoll, 2001) A school's climate provides necessary environments that allow instructional practices to flourish (Tableman & Herron, 2004). According to Vail (2005) and Weiss (2005), teachers expressed that comfortable working conditions are paramount to success more than leadership and is directly correlated with school climate. McLoyd, 1990, McLoyd& Wilson, 1991). Allensworth et al., 2009; Johnson, Kraft & Papay, 2012 reframed the study of turnover by exploring whether the notoriously poor working conditions that prevail in low-income schools might be a more powerful driver of teacher turnover than student demographics. The set of studies suggest that on average, when teachers leave schools serving low-

income, minority students, they are not fleeing their students. When teachers leave, it is frequently because the working conditions in their schools impede their chance to teach and their students' chance to learn. (Moore-Johnson & Birkeland, 2003a).

Cost of losing teachers

A report by Barnes, Crowe, and Shaeffer (2007) estimates the turnover cost per teacher leaving the district was $15,325 in the Milwaukee Public Schools and $17,872 in the Chicago Public Schools, with an annual turnover cost of $76–$128 million in Chicago. With growing rates of teacher turnover in U.S. public schools, districts have begun filling vacant positions with less qualified teachers (Ingersoll & Merrill, 2012). Teacher attrition has many costs: financial costs for schools and districts, emotional and psychological costs to teachers and students, and achievement costs for students, especially those in low-income and low performing schools as well as students at risk (Watlington, Shockley, Gugliemino and Felsher, 2010). Schools must invest large sums of money to replace teachers; in Texas alone, that amount is estimated to be at least $329 million annually (Texas State Board for Educator Certification, 2000).

The History of the Teacher Shortage

The passage of the No Child Left behind Act (NCLB) Act of 2001 and its definition and standards for teachers has added to the teacher shortage. Every Student Succeeds Act (ESSA) was signed by President Obama to emphasize the need to improve equitable access to "effective" teachers, which may have implications for the role of educator evaluation systems in defining an effective teacher. ESSA replaces No Child Left behind (NCLB). The state and school districts are tasked with setting up the systematic approach which could include mentoring and mentoring activities that support

teachers in a high poverty, low income school setting. Additionally, ESSA cites a

multitier system of supports (MTSS), or a "comprehensive range of evidence-based,

systemic practices to support a rapid response to students' needs, with regular

observation to facilitate data-based instructional decision making" as a critical model to

prevent and address learning and behavior problems (Every student succeeds act, 2016,

Title IX, Sec. 8002(33)). For example, ESSA calls for states to implement initiatives to

entice effective educators to low- income schools, with a goal "to develop within- district

equity in the distribution of teachers" (ESSA, 2015). NCLB requires all districts to notify

the parents of any students in Title I schools who are assigned for four or more

consecutive weeks to a teacher who is not highly qualified. The requirement to meet

provisions under NCLB has put pressure on states and districts to focus on teacher

recruitment and retention issues because NCLB prevents the state from designating

emergency-permit teachers as "highly qualified".

While the framers of the NCLB legislation worked to pass laws that would

support students of poverty, it is important for school districts and schools to retain

experienced/quality teachers who have so much to offer, especially the teachers who

teach in high-poverty schools. Simpson and Rosenholtz (1986) established that

inexperienced teachers are typically less effective than more senior teachers which would

increase the need for mentorship and support from veteran teachers. This reinforces the

need for a school-based model where veteran mentors support new teachers. Simpson and

Roseholtz (1986) further noted that with experience teachers tend to be more effective.

As teachers are hired in high poverty schools, they need to stay to support the students

who need help the most. With the changes in federal, state, and district guidelines, which

added workload to the teachers especially at high poverty schools, teachers are often tasked with increasing student achievement in reading and math. With the passage of the federal and state mandates for new teachers, a mentor is needed to help teachers navigate through the various laws and expectations for new teachers.

New Teacher Needs/Challenges in High Poverty Schools

Some research has suggested that "schools bring little influence to bear upon a child's achievement that is independent of his background and general social context" (Coleman et al., 1966, p. 325; see also Jencks et al., 1972), which could lead one to believe that a student's achievement is largely based upon his background and upbringing instead of the school setting. Other evidence suggests that factors like class size (Glass et al., 1982; Mosteller, 1995), teacher qualifications (Ferguson, 1991), school size (Haller, 1993), and other school variables may play an important role in what students learn. The Project on the Next Generation of Teachers found that a lack of administrative support is amongst reasons cited for new teachers leaving the profession (Johnson, 2006).

New teachers need mentors, according to Abell, Dillon, Hopkins, McInerney, and Obrien (1995). The researchers conducted a study on mentor and intern relationship in a state mandated beginning teacher program by analyzing 29 mentors and interns. The nature of the study focused how mentors and interns adapted to their roles. Findings of the study indicate that mentors and interns jointly construct their relationships which included respect and trust that they have for each other. Interns need their mentors to be a support system for them. Interns also needed mentors to be flexible and who could adapt to mentee's needs.

New Teacher Challenges

Challenging working environments, the nonexistence of a supportive professional culture, and an overwhelming workload also contribute to high teacher attrition (Goldring et al., 2014; Ingersoll, 2001). These issues are most seen and inherent in high poverty schools. Richard Ingersoll, a professor at the University of Pennsylvania, who has been researching the changes in the education profession for 20 years, says the main source of teacher shortages lies not just within the pipeline but with the high turnover taking place once the teachers are hired. Due to the barriers prevalent in high poverty schools, poverty is a factor contributing to teacher turnover in high poverty schools, according to Smethen (2007). The increased work load that stems from bridging the academic gap of low-achieving students often take a toll on teachers as well. Additionally, teachers are often tasked with interventions at high poverty schools which take extra planning time. Many low-socioeconomic status (SES) students begin school already behind academically and have less developed cognitive skills compared to students from upper and middle-class homes (Aber, Gershoff, & Raver, 2007; Barker & Coley, 2007; Crosnoe, 2010; Votruba-Drzal, 2003). These children are also enrolled in lower level course work on average and ultimately fewer of them are involved in higher education classes and receive fewer degrees (Aber, Gershoff, & Raver, 2007; Barker & Coley, 2007; Crosnoe, 2010). Votruba-Drzal (2003) conducted research and discovered families of low-income students tend to lack the necessities needed to be a successful student leading to deep negative consequences for the child's academic development. On average, low-income students have lower scores in receptive language and reading aptitude (Bradley & Corwyn, 2003; Duncan & Magnuson, 2003: Hoff et al., 2002).

27

New teachers who work in high poverty schools need someone to help them navigate through the process of teaching students in a high poverty setting, breaking down the barriers and meeting their students' needs. New teachers who can collaborate with veteran teachers or have those crucial conversations about the support needed for students of poverty is needed. A school-based mentorship program where a new teacher has opportunities to meet with a mentor is an invaluable asset at a high-poverty, low-performing school because this program allows new teachers to get support through modelling efforts of veteran teachers, professional development, and/or crucial conversations with a mentor.

Ingersoll (2011) found that student-discipline problems were a significant cause of teacher turnover. Data collected by Smith and Smith (2006) revealed that amongst reasons cited for teacher flight, fear of violence and stress from behavior management issues were at the top. Poverty has been found to have a substantial effect on students' achievement due to issues with classroom management (Jones, Ellistitle, Okpala, & Smith, 2012). New teachers struggle with many things, but, most commonly, they wrestle with classroom management, student behavior, and teaching a prescribed curriculum without adequate guidance (Headden, 2014). To better understand why new teachers have challenges it may be wise to determine the demographics of the teaching force which is mostly made up of Caucasian women.

Principals and School Leaders

Moir (2007) found that principals who value adult learning support a commitment to on-going professional development. She indicated that those principals find time to get into classrooms and are skilled at observing and providing feedback. Principals serve

as an essential support for new teachers and the school-based mentoring programs success. School leaders and policymakers must understand the reasons for teacher attrition and develop effective strategies for keeping their best teachers (Darling-Hammond, 2010).

Demographics of teachers in urban setting-Who is teaching/Staffing?

A century ago, the teaching force was transformed into a mass occupation that was relatively low-paying, temporary, and designed predominantly for young, inexperienced women, prior to starting their "real" career of child rearing (e.g., Lortie, 1975; Tyack, 1974). Although the teaching field has become more diverse, women are more likely than men to enter teaching (Henke, Peter, Li, Geis, & Griffith, 2005). Some of the practices and policies that were used one hundred years ago are still in place. More than 100 years later teachers have more education but still lack the real-life teaching experience coming out of teacher preparation programs and need mentoring opportunities to support students in an urban school setting. What may have functioned for students one hundred years ago may not work today. Today the teaching profession is comprised of educators who are degreed individuals and in high school are specialists in their fields, but the demographics of the teaching force do not mirror the demographics of the students they are teaching. Teachers are the ones who are preparing the next generation of students and need mentoring to ensure the next generation of citizens are successful. As a society, we need to rethink the support, professional development, and practices for teachers in a way that may include more time and compensation for teachers to better support a more diverse student body.

There is a sharp contrast between the demographics of the teaching force and the student population which can add to the lack of unpreparedness for most educators. US Department of Education data (2011) shows that since the early 1980s there has been a steady increase in the proportion of teachers who are female, from 67 percent in 1980-81 to over 76 percent in 2011-12. The number of males entering teaching has also grown, by 22 percent, which is also faster than the rate of increase of the student population. They further reported "although the population of students have become progressively more diverse in the last 25 years, elementary and secondary teachers are, and have been for some time, mainly white females". The diversity of the students leads to the need for teachers to be prepared to teach in a diverse setting. A school-based mentoring program with mentoring activities is needed to give current teachers the tools needed to be prepared to teach an ever-evolving and diverse student population.

The standards for middle class and families of poverty are dissimilar. Knowing the differences can be the first step that could lead to success in teaching students of poverty, which may in turn increase teacher retention in high poverty schools (Payne, 1996). Studies have found that teachers are more likely to leave schools that serve high percentages of low-income, non-White, and/or low-achieving students (Lankford, Loeb, & Wyckoff, 2002; Scafidi, Sjoquist, & Stinebricker, 2006). Problematic teacher turnover persists in public schools that serve low-income communities, making sustained improvement an extraordinary challenge (Allensworth et al., 2009; (Ingersoll, 2001). Students at high-poverty schools are more likely than their peers in wealthier schools to experience inconsistent staffing from one year to the next and to be taught by teachers who are new to their school and, often, new to the profession (Hanushek & Rivkin, Why

public schools lose teachers, 2004); Hemphill & Nauer, 2009; Johnson et al., 2005).

Boyd, Lankford, Loeb, and Wyckoff (2005) show that teacher labor markets tend to be extremely localized, which complicates recruitment efforts in both urban centers and rural areas. Teachers also appear to prefer schools with higher achieving, higher income students, in addition to higher salaries (Lankford, Loeb, and Wyckoff (2002); Hanushek, Kain, and Rivkin (2004); Scafidi, Sjoquist, & Stinebricker, (2006). Lankford, Loeb, and Wyckoff (2002) conducted a study that showed teacher qualifications are substantially worse in low-performing schools that have large populations of poor to minority students. The results showed that poor and high minority schools have on average teachers with fewer years of experience, lower overall GPAs, and lower math content GPAs than their counterpart. Poor and high minority schools also have teachers who have taken more math education.

Staffing hard to staff schools and attaining stability in staffing is especially important for low-income students who, research suggests, are especially dependent upon their teachers (Downey, Von Hippel, & Hughes, 2008). Due to high turnover, students of poverty are most likely to be taught by inexperienced teachers who, on average, are less effective than their more experienced colleagues (Clotfelter, Ladd, & Vigdor, 2005; Grissom, 2011; Ost, forthcoming; Rivkin, Hanushek, & Kain, 2005). High rates of turnover make it difficult for schools to attract and develop effective teachers and, as a result, low-income and minority students who attend and so-called "hard-to-staff schools" are routinely taught by the least experienced, least effective teachers (Borman & Dowling, 2008; Carroll, Richardt, Guarino, & Mejia, 2000; Clotfelter, Ladd, Vigdor, &Wheeler, 2007; Hanushek et al., 2004; Ingersoll, 2001; Sanders& Rivers, 1996

31

The Support Gap

There is a difference in the level of support needed for high poverty and high-income students whereby the need for a school-based mentoring program geared at supporting teachers in a high-poverty, low-performing setting is essential for student success. In 2004 Johnson, Kardos, Kauffman, Lieu and Donaldson conducted a comparative study of the early experience of new teachers at both high and low-income schools. The researchers conducted a study investigating whether a support gap exists between new teachers in high-income schools versus new teachers in low-income schools. Data was collected as part of two surveys conducted during this research. All teachers felt that there was a lack of support with curriculum in their first year of teaching. These studies demonstrated that low-income schools failed to provide support to new teachers in the same manner as high-income schools. This article concluded that low-income schools provided fewer personal interactions with mentors, less informative sessions about professional development, and support occurred later for new teachers in low income schools than for those in high income schools. Hiring was less personal, less informative, and occurred later for new teachers in low-income schools. Teachers in low income schools have mentors for a shorter time than their counterparts in the high-income schools. The authors determined that new teachers in low-income schools experience less support in hiring, mentoring, and curriculum than those who teach in high-income schools. The findings show that if teachers are supported during their first year of employment there will be a positive effect on teacher attrition. The authors consider three sources of support for new teachers – hiring practices, relationships with

colleagues, and curriculum—all of which were found within earlier research to influence new teacher satisfaction with their work and their sense of success with their students.

There is a gap of learning that takes place between the teacher graduating from college and the start of employment.

Testing and Accountability Support

A common theme in teaching high school is testing and accountability. Accountability is a district/state/federal issue which seems to plague low performing schools the most due to the pressure to teach students who are already below grade level and move them from novice to proficient in a short period of time. The issue exists in high performing schools, as well, who are pressured with maintaining their high ratings and are held accountable for doing so. (Goldhaber & Hannaway, 2004). Passage of "No Child Left Behind" derived a system that pointed to high levels of accountability for student achievement, such as classifying low-performing schools, providing merit pay for teachers based upon student performance on state mandated test (Loeb & Cunha, 2007). The demands of the accountability system can overwhelm teachers, but a supportive work environment can aid in providing the encouragement and acknowledgement of efforts promoting academic achievement. (Birkeland&Johnson2002; Luna & 2001; Heneman,1998). New teachers are tasked with a professional climate much different from that of a generation ago— one of stricter accountability, a related focus on standardized testing and, in the wake of the recent recession, severe budget cuts. According to the Hadden (2014), all these factors combine to make a teaching career less secure than it once was, and some teachers wear down under a system with extensive external accountability driven by standardized tests.

Glover (2013) examined how problems posed by the push for increasing test scores and running a school like a factory are intensified in high poverty schools. He said that schools serving large numbers of high poverty students tend to exhibit lower overall achievement levels and have greater academic gaps than students from low poverty schools. Consequently, the frustrations felt by students who are behind academically can lead to behavioral issues.

Teacher Induction Program

Professions such as lawyers, engineers, architects, professors, pharmacists and nurses do not have an induction program than introduces them to the career (Ingersoll & Strong, 2011). The most critical stage in the process of beginning for a teacher occurs during the first year (Peterson, Williams, Dick, & Dunham, 1998). Often the success or failure of the first year determines the likelihood of the beginner choosing to remain in the teaching profession. Helping new teachers become veteran teachers is an important step in addressing teacher shortages (Bolich, 2001; Feiman-Nemser, 2003). New teachers must assume all the duties of the veteran teacher from the first day (Clement, 1995). According to Peterson et al. (1998), many individuals offer support and encouragement to the new teacher during their first years; however, these relationships often are not defined well enough to provide the structure that new teachers need. Numerous conference papers and journal articles in the United States over the past two decades attest to the rise in importance of teacher induction and mentoring within the educational research community (Andrews & Martin, 2003; Halford, 1998; Huling, Resta, & Rainwater, 2001).

Labaree (2004) researched the measures of the teacher induction program that attributed to a teacher's future job satisfaction. The purpose of the research was to look at the induction process for a novice teacher and determine if the induction process had a positive impact of whether the novice teacher would stay in a school, district, or in the teaching profession. The quantitative study addressed whether there were aspects of the teacher induction program that increased job satisfaction and whether the induction program had a positive impact on the teacher's intentions to stay in the teaching profession. Sixty teachers were selected and 40 agreed to be part of the study. The study found a correlation between certain variables of induction activities, such as mentoring and professional development, to increase job satisfaction but indicated further research is needed.

Glassford & Santini (2007) examined the evolution of a teacher induction policy in Ontario, Canada. The researchers looked at the system change from a mandatory paper and pencil qualifying test for graduating teacher candidates, to an induction program for newly hired teachers. It assessed programmatic strengths and weaknesses using both theoretical and practical templates (Glassford & Salinitri, 2007). The authors conclude that the new program combines professional orientation with school-based assessment, while falling short in the crucial area of mentoring. The study was conducted in 1991 and found that 81 percent of the school systems were providing at least some formal induction, and that 62 percent went beyond initial orientation to include some combination of mentoring with an experienced partner, or workshop activities specifically geared to teachers in their first or second year. The researchers did not find success in mentoring due to the lack of documented mentoring activities for teachers;

therefore, some schools provided mentoring activities for teachers, while others failed to provide mentoring activities for teachers.

Over two decades of experience, the New Teacher Center learned many lessons about the efficacy of new teacher induction and mentoring (Moir, 2009). Ellen Moir, the founder of the New Teacher Center, shared the most valuable lessons learned from the Center's extensive experience. The study concluded that new teacher induction programs require a system wide commitment to teacher development. Teacher induction and mentoring programs are most effective when all stakeholder groups are represented in the program design and when new teacher induction is part of a districtwide initiative to improve teaching and learning. The study further stated that induction programs accelerate the effectiveness of new teachers, fast-tracking their progress to exemplary teachers who have the ability to positively impact student achievement. Economists have reported that investing in comprehensive induction inclusive of mentoring activities can create a payoff of $1.37 for every $1.00 invested (Villar, 2004).

Previous research identified the five basic goals that have typically been included in the many teacher induction programs springing up across America (Glassford & Salinitri, 2007). These basic goals were: (1) to improve teaching performance; (2) to increase the retention of promising beginning teachers; (3) to promote the personal and professional well-being of beginning teachers; (4) to satisfy mandated state or district requirements; and (5) to transmit the culture of the educational system to beginning teachers (Glassford & Salinitri, 2007).

There is a gap of learning that needs to take place between the teacher graduating from college and the start of employment. Ingersoll and Smith (2003) focused on the

effects of new teacher participation in various mentorship and induction activities on the turnover rate of first year teachers in their analysis of the data from the 1999-2000 Schools and Staffing Survey. The findings showed that having a mentor in the same field reduced the risk of leaving the field at the end of the first year by approximately 30% while having a mentor outside the teacher's field did not lower the likelihood of leaving significantly. They also indicated that few of the induction related activities and practices operated in isolation.

Researchers suggested that schools work with teacher unions and in partnership with teacher preparation programs to streamline the hiring process to competitively post and fill their positions, and to tailor compensation packages to applicant credentials (Levin & Quinn, 2003). There must be policies in place that fund mandates for mentored induction so that program quality and intention are strong enough to have an impact. A state-level infrastructure, including well-designed programs and teacher performance standards, and a system of communication and support are necessary (Levin & Quinn, 2003).

Student Achievement

To promote student achievement, schools need to make mentoring a priority whereby teachers are provided time in the school day to meet. Chenoweth (2009) revealed that some low performing schools who have effectively achieved an academic increase have done so by providing supplementary resources to teachers, such as mock lesson plans as a skeletal guide to teaching. Chenoweth conducted research in one of the poorest sections of Baltimore and found teachers and students working collaboratively to support mostly minority students. She also noted that although the work was apparently

37

tough, the teachers and principals seemed to enjoy the work which changed her

perception of individuals who work in schools. To reach the goals for student

achievement the school involved in the study had high expectations for all of their

students, while using data to drive the day to day decisions for the schools. The school

further embraced accountability and worked together solve issues collaboratively.

Teachers in the school were allotted school time to meet, to observe, and to learn from

mentor teachers.

When teachers transfer out of these high poverty schools, they typically move to

schools with students of high income homes (Hanushek & Rivkin, Why public schools

lose teachers, 2004). This turnover in high poverty schools interrupts the schools 'efforts

to increase rigor in the curriculum, track students' progress from grade to grade, as well

as promote healthy relationships with the community. (Donaldson & Johnson, 2011).

As a response to supporting new teachers who teach in an urban setting, I suggest

a mentorship program. According to Ingersoll, Merrill, and May (2014), new teachers with

limited teaching practice observation of other teaching, and feedback on teaching during

initial preparation are more likely to leave within their first three years. In 2012, Ronfeldt,

Loeb, &Wycoff conducted a longitudinal study that showed that students impacted by high

teacher turnover score lower in ELA and math and that more experienced teachers have

better classroom management, differentiation strategies, and are better able to increase

student self-esteem (Ingersoll, Merrill, & Stuckey, 2014).

Mentoring

Teacher induction and mentoring are important components of the teaching

profession, although there isn't a one size fits all with mentorship and teachers in a high

poverty school setting have unique challenges that teachers in suburban schools do not face. Numerous mentorship programs adapt the apprenticeship model (Hargraves, 1998) where a skilled teacher passes on knowledge to a new teacher. Anderson and Shannon (1988) suggested an alternative model of educational mentorship which was grounded on the premise that mentoring in education was "fundamentally" a nurturing process" (p.40) and defined the function of mentoring as teaching, sponsoring, encouraging, counseling, and befriending. Feiman-Nemser (2001) proposed education mentoring which consists of emotional and professional support based on understanding of how educators learn.

Numerous conference papers and journal articles in the United States over the past two decades attest to the rise in importance of teacher induction and mentoring within the educational research community (Halford, 1998). Glassford and Saltini (2007) conducted research on a new induction and mentoring program in Ontario. The authors concluded that, although the new program combined professional orientation with school-based assessment, it fell short in the crucial area of mentoring new teachers. Everson and Smithey's (2000) research indicated that students learn best from highly qualified teachers who not only know their subject matter, but also know how to deliver instruction.

Many mentoring programs lack key pedagogical content and the structural characteristics of effective professional development that are needed to produce effective teachers. If there is little coordination or communication between the various mentors, it may create gaps and redundancies that prevent new teachers from having the ability to assess their professional needs or development.

Extensive research has been conducted on the following factors that have an impact on the value and importance of a mentoring relationship, which include whether mentors are chosen or assigned (Arends & Rigazio-DiGilio 2000). The degree to which mentors are trained and supported, mentors' subject matter or grade level expertise, their accessibility to novices, and frequency of contact with their mentees are all factors that impact the mentoring relationship (Arends &Rigazio-DiGilio 2000); (Serpell 2000). Mentoring alone does not ensure that novice teachers will enact strong instruction. Research indicates that teachers have a stronger influence on student achievement than any other school-based factor (Chetty, Friedman, & Rockoff, 2011; Nye, Konstantopoulos, & Hedges, 2004; Rivkin, Hanushek, & Kain, 2005), which emphasizes the need for a school-based mentoring program that includes mentoring activities to support teachers in a high-poverty, low-performing school.

Recruiting the best teachers to serve as mentors is only the first step. The teacher-leaders who serve as mentors can be experienced or inexperienced and therefore may provide a difference in services offered to the new teacher. Mentors need job-embedded professional development tailored to meet the needs of new teachers. The teachers who serve as mentors need to be trained in coaching to provide the support new teachers need. Mentors can provide the crucial conversations and modeling techniques new teachers need and provide a foundation for what has worked and what didn't work, thereby saving the new teachers time and energy. All mentors in a school-based mentorship group need to ensure that the same resources—time, and energy—are being delivered to all new teachers. If there is little coordination or communication between the various mentors, gaps and redundancies are created that prevent new teachers from having the ability to

assess their professional needs or development. The goals of the support programs are to improve the performance and retention of beginning teachers. To both enhance and prevent the loss of the teacher's human capital with the ultimate aim of improving the growth and learning of students (Ingersoll & Strong, 2011).

Mentoring Components and Activities

Research supports two-year induction programs inclusive of mentoring, professional development, and support to curb teacher attrition within schools for new teachers. Kapadia, Coca & Easton (2007) determined that the effects of induction cannot fully be understood in isolation from context, particularly when that context is a challenging urban school setting. Many gaps appear in the research on teacher induction. Most states have an induction/mentoring program that can range from a 10-day workshop in some states to a 3-year program in other states. The teacher-leaders who serve as mentors can be experienced or inexperienced and, therefore, may provide a difference in services offered to the new teacher. Kapadia, Coca & Easton (2007) conducted research in Chicago Public School and combined the teacher's responses about the quantity and quality of mentoring activities in order to derive a measure of their collective influence on novice teachers.

The data suggest that out of teachers who were formally assigned a mentor, only about one-fifth of high school novice teachers and about one-quarter of elementary novices received strong levels of mentorship, and the majority of novice teachers are getting average or weak levels of mentorship. Teachers receiving strong levels of mentorship received all of the mentoring activities and found them very helpful. The activities that the new teachers perceived to be helpful through the mentoring program

included: going over rules policies and procedures for the school and system, observing a veteran teacher, discussing teaching classroom management strategies, developing various teaching strategies, discussing ways to assess student learning, working on parent communication, and analyzing student work.

Reports about the quality and perceived helpfulness of various induction activities, such as mentoring and supports, are highly predictive of novice teachers reporting a good teaching experience and planning to continue teaching. Many individual, classroom, and school factors, most particularly the number of students with behavioral problems, are strongly associated with novices' plans to continue teaching. A welcoming faculty that assists new teachers and the strength of school leadership are the two school-level factors that have the greatest influence on novices' reports of good teaching experiences and intentions to continue teaching.

Chicago public school system has instituted a Golden program, which is a mentoring for first and second year teachers. This research was led by Kapadia, Coca, and Easton (2007) about the effectiveness of the Golden program for new teachers and the key findings determined that novice teachers were positive about their first year teaching/mentoring experience. A welcoming faculty that assists new teachers and strength in the school leadership are the two school level factors that have the greatest influence on the teachers deciding to stay at their respective schools. Some of the other factors that were of importance based on the feedback given by the teachers were of the various induction activities such as mentoring.

During the past two decades, teacher mentoring programs have become the dominant form of teacher induction (Fiedler & Haselkorn, 1999); indeed, today the two

terms are often used interchangeably. Policymakers, schools, school districts, school

leaders, and new teachers tend to promote mentoring programs, although there is little

research to document what new teachers experience in these programs (Kardos &

Johnson, 2010). A number of studies have found that well-designed mentoring programs

raise retention rates for new teachers by improving their attitudes, feelings of efficacy,

and instructional skills (Darling-Hammond, 2003). The ultimate goal of support programs

is to improve the growth and learning of the student (Ingersoll &Strong, 2011).

Principals have the responsibility of creating a supportive environment that is

positive and encourages growth (Clement, 2000). The presence of support from

administration—having a voice, receiving recognition, respect, and access to resources—

is vital to teachers (Clement, 2000; Darling-Hammond, 1997). "Emotionally taxing and

potentially frustrating" are terms that have been used to describe teaching (Lamber,

O'Donnell, Kusherman, & McCarthy, 2006, p 105).

While some researchers have pointed out the mitigating influence of working

conditions on recruitment and retention (Murnane, Singer, Willett, Kemple, & Olsen,

1991), others have demonstrated how teacher commitment (and attrition) is moderated by

powerful intervening variables related to working conditions, such as collegiality,

involvement in decision-making, and opportunities for professional development

(Rosenholtz, 1989).

An important component of a school-based mentoring program is the inclusion of

teacher voice to make the best teacher mentorship program possible. It is important for

school leaders to encourage teacher voice. Gyurko (2012) conducted a quantitative study

which discussed a remedy to teacher retention by encouraging teacher voice. The author

discussed the lack of focus on teacher voice in regards to education policy and how education policy needs to include the teacher's perspective when education decisions are made. During the analysis of teacher policy, the author discussed the three domains that were important to teacher retention and induction programs: employment, policy, and education. Historically teacher voice has decreased with a decrease in teacher retention.

Jones and Lenique (2001) conducted a study in South Carolina of 400 beginning teachers and found that over 90% of those who receive mentoring for at least one year plan to remain in the profession. Walla Walla Washington found that the program had boosted the new teachers retention rate to 93%. The literature on the effects of mentoring on first-year teaching is replete with examples of success, and the benefits of mentoring partnerships have been validated in numerous studies (Blacks, 2001; Holloway, 2001; Jones, 1997; Lenic, 2001). The research on the success of mentoring and the longevity of beginning teachers have been documented in studies that follow beginnings from 1 to 3 years and most of the research finds that a lack of mentorship in the beginning years has an effect on teacher attrition.

Professional Development as a part of the school-based mentorship program

Part of the school-based mentoring and policy plan being introduced through this research includes professional development which is needed in a high-poverty, low-performing school. (Darling-Hammond & Wei, 2009, p. 631) noted that it is critically important that we develop much more effective policies to attract, retain, and support the continued learning of prepared and committed teachers. Sargent (2003) researched a way to promote nurturing collegial relationships that educational reformers affirm would support professional development models. These professional development models, in

44

which experienced teachers share their expertise with novice teachers, are described as the idea of an experienced teacher guiding and supporting a beginning teacher as a popular professional development model (Sargent, 2003). Professional development is an important piece to any school-based mentorship program. Feiman-Nemser (2003) contends that new teachers need 3 to 4 years to become skilled in their field and even more to reach proficiency. To become an effective teacher, teachers must collaborate with colleagues and personally reflect on their own teaching (Howe, 2006). To achieve this, beginning teachers need a professional culture that supports and encourages teacher learning and development (Feiman-Nemser, 2003). Developing a mentoring program based on the needs of the new teacher in a high poverty school setting is important. The mentoring program should identify the teachers' background and needs in order to cater to the success of the teacher and increase student achievement.

When teachers have assembled the kind of training and experience that allows them to be successful with students, they constitute a valuable human resource for schools—one that needs to be treasured and supported if schools are to become and remain effective (Darling-Hammond & Wei, 2009, p. 631). The teacher induction program is a great start, but teacher induction programs can range from a (1) day workshop in some states to a 3-year program. Teachers need a mentoring program that fully supports them into the field of teaching. Many mentoring programs lack key pedagogical content; furthermore, the structural characteristics of effective professional development are needed to produce effective teachers.

Historically, the teaching occupation has not had the kind of structured induction and initiation processes common to many white collar occupations and characteristic of

the many traditional professions (Waller 1932; Lortie 1975; Tack, 1974; Isenberg, 2009). Wallace (2012) proposed ways of making a good teacher that states: "find new teachers who are so wanting to prove themselves and train them the right way the first time" (p.88).

The new teacher centers conducted research around teachers' perceptions of the impact of mentoring received through induction. Beginning teachers in the treatment schools receive comprehensive induction for either 1 to 2 years through programs offered by either Educational Test Service or The New Teacher Center-Santa Cruz. The program included weekly meetings with a full-time mentor who receive ongoing training, materials, monthly professional development sessions, opportunities to observe veteran teachers, and continuing evaluation of the teacher's practices. The research design sought to ensure that the two groups were balanced by race, gender, age, training, grade level, and certification. Research found that there was no difference in the achievement of the students from teachers who had one to two years of induction. The third year students showed a gain of between 50 to 54 % percentile in reading and the 58th% percentile in math. The study focused on larger urban public school districts that had 50% more students enrolled in the free or reduced lunch program for students from low-income families (Ingersoll &Strong 2011).

A well-researched approach—comprehensive induction—is a combination of mentoring, professional development, support, and formal assessments for new teachers during at least their first two years of teaching. Studies show that comprehensive induction programs cut teacher attrition rates in half and, even more importantly, help to

develop novice teachers into high-quality professionals who really impact student achievement (Brill & McCartney, 2008).

Chapman (1984, 1993) conducted two qualitative studies and proposed a social learning model on the influences of teacher retention. He found that the expectation for long-term teacher retention can be improved through opportunities in which beginning teachers were provided a consistent and supportive induction period.

Induction and mentoring are important themes regarding teacher attrition. There is much evidence that well-operated induction and mentoring programs are the best method for increasing teacher retention. In California, high quality induction and mentoring programs reduced attrition by 26 percent in just two years (Brill & McCartney, 2008).

Collaborative teamwork through mentoring--mentor/mentee

Collaborative teamwork through mentoring between mentors and mentees is the key ingredient to a successful mentoring program. Rosenholtz (1989) determined that a lack of shared common goals amongst colleagues will make them less likely to have collaborative efforts. Positive relationships with coworkers and supervisors within the workplace show a negative correlation with turnover (Barton et al., 2001). Open communication between coworkers and their supervisors decreases the desire of workers to leave (Connaughton et al., 1999). Pitts et al. (2011) also found a positive correlation between relationship factors and job retention. He found that positive relationships with employers have a greater positive impact on retention than relationships with co-workers.

Kane, Rockoff, Steiger (2007) conducted research using six years of data on students and teachers to assess the efficacy of recently hired teachers in the New York

City public schools. On average, the initial certification status of a teacher has small

impacts on student test performance. However, among those with the same experience

and certification status, there are large and persistent differences in teacher effectiveness.

Such evidence suggests that classroom performance during the first two years is a more

consistent gauge of a teacher's future effectiveness. The researchers also evaluated

turnover among teachers by initial certification status and the indirect impact on student

achievement of hiring teachers with predictably high turnover. Given modest estimates of

the payoff to experience, even high turnover groups (such as Teach for America

participants) would have to be only slightly more effective in each year to offset the

negative effects of their high exit rates.

Charlotte Danielson (1999) found that mentoring helps novice teachers face their

new challenges. Through reflective activities and professional conversations, novice

teachers improve their teaching practices as they assume full responsibility for a class.

Danielson also concluded that mentoring fosters the professional development of both

new teachers and their mentors. The teaching profession is one of the few vocations that

require novice teachers to meet the same standards and demands as their experienced

colleagues; Therefore, mentors serve as an important role for new teachers, especially in

a poverty school setting (Hill & Barth, 2004). The guiding, counseling, and coaching of

a beginning teacher is a model of mentoring that many researchers have attributed to

increased retention rates (Black, 2001; Holloway; Moir& Barron, 2002). Darling-

Hammond (1996) found that districts in Ohio and New York reduced teacher attrition

rates by more than two-thirds by providing mentors: "beginning teachers who have

access to intensive mentoring by expert colleagues are much less likely to leave teaching

in the early years" (p.22). According to Greiman, Walker, & Birkenholtz (2002),

mentoring can serve as a connecting link between the teacher preparation phase and the

induction phase as a first year teacher. The reseachers further stated that the experiences

assocaited with the transition will influence their effectiveness and longevity in the

profession (Greiman, Walker, & Birkenholtz, 2002).

Mentoring and Teacher Retention

Effective mentoring can reduce teacher stress, improve teacher retention, and

increase student achievement. A. Kaiser & F. Cross (2011) indicated that comprehensive

induction programs, which include mentoring activities, can cut the new teacher turnover

rate in half. National studies indicate that mentoring may be an effective intervention for

improving teacher retention and performance (Gray et al., 2015 Ingersoll & Strong, 2011;

Smith & Ingersoll, 2004), however, a lack of mentorship contributes to teachers leaving

the teaching field (Gray &Taie, 2015).

Research suggests that teachers assigned to mentors who had training or

experience in supporting beginning teachers could more effectively manage and organize

instruction than teachers whose mentor had no such training (Evertson & Smithey, 2000).

High-quality mentoring programs can increase teacher retention and increase student

achievement. Evertson and Smithey's (2000) conducted research which found evidence

that preparing mentors for their task does enable them to be more successful in

supporting protégés' success. This study found that protégés of trained mentors showed

increased evidence of developing and sustaining more workable classroom routines,

managed. Several studies have found that well-designed mentoring programs raise

retention rates by improving teacher attitudes, feeling of efficacy, and instructional skills

(Darling-Hammond, 2003). The goal for these support programs is to improve the growth and learning of teachers.

Rockoff (2008) studied beginning teachers in New York City and focused on the impact of mentoring on teacher retention and student achievement. His findings were that retention within a school was higher when a mentor had previous experience working in that school. He also found evidence of student achievement in reading and math was higher among teachers receiving hours of monitoring which substantiates the assumption that more time with a mentor improves teacher skills and teacher retention.

Mentorship Support from Administrative team

Over two decades of experience, the New Teacher Center learned many lessons about the efficacy of new teacher induction and mentoring (Moir, 2009). Moir revealed that principals are the critical component of any mentoring program when they have an unswerving commitment to ongoing professional development. The principal must fully understand and endorse teacher/ mentor and collaborative grade-level meetings to cultivate a thriving learning community.

In 2008 Carlos and Johnson conducted a study using beginning teachers in New York City focusing on the impact of mentoring on both teacher retention and student achievement. His most consistent finding was that retention within a school was higher when a mentor had previous experience in that school. He also found evidence that student achievement in both reading and math was higher among teachers receiving more hours of mentoring. This research lends credit to the assumption that more time with the mentor improves teacher skills and teacher retention. Education stakeholders tend to promote mentoring programs; nonetheless, there is little research to document what new

teachers experience in these programs (Carlos and Johnson 2010). Several studies have found that well-designed mentoring programs raise retention rates for new teachers by improving their attitudes, feelings of efficacy, and instructional skills (Darling-Hammond, 2003). It has also been found that the ultimate goal for the support programs is to improve the growth and learning of students. (Ingersoll and Strong 2011) stated in high turnover school students maybe more likely to have an experienced teacher who know are less effective on average.

According to research by Luneberg (2010), "Culture is a conscious endeavor, and principals must be proactive as they go about creating a culture" (p. 129). The principal has an important role in the school to build culture while being able to lead the school with a child-centered focus. The overall school climate of a school, coupled with other conditions, can either serve as a support or disincentive for retention (Ingersoll, 2001). A school's climate provides necessary conditions that allow instructional practices to thrive (Tableman & Herron, 2004). The probability of educators remaining in the field is increased if the school climate is supportive with collaboration amongst faculty (Berry, Hopkins-Thompson, & Hoke, 2002; Birkeland & Johnson, 2002; Kardos, Johnson, Peske, Kauffman, & Liu, 2001).

A study conducted within Chicago Public Schools revealed that school working conditions inclusive of administrative support and feedback plays a role in a teacher's decision to leave or stay (Allensworth, Ponisciak, & Mazzeo, 2009). Research conducted by Blasé' and Blasé' (2004) revealed that a teacher's decision to stay or take flight is sometimes influenced by principals. Garnering support from administration in areas such as interaction with parents and students while also having a voice in school wide

decision-making allows teachers to feel that they are receiving adequate support (Blasé & Blasé, 2004). Principals have the responsibility of creating a supportive environment that is positive and encourages growth (Clement, 2000). The Project on the Next Generation of Teachers found that a lack of administrative support is amongst reasons cited for new teachers leaving the profession (Johnson, 2006). The presence of support from administration, having a voice, receiving recognition respect, and access to resources are vital to teachers (Clement, 2000; Darling-Hammond, 1997).

Stability rates were higher in schools where teachers reported having high levels of influence over school decisions, trust in their principals, "a strong instructional leader" as principal, and coherent instructional programming (Allensworth, et al., 2009, p.26). The author suggest that "these are the schools where the principal and teachers work together to coordinate instruction and programs in a coherent and sustained way" (p.26). Further, they found that, although some of the relationship between school leadership and teacher stability was explained by other school-level working conditions, "principal leadership remain(ed) a strong, significant predictor of teacher stability on its own" (p. 26).

Marinell and Coac (2002), using regression analysis to determine working conditions, predicted turnover and found that teachers were more likely to remain at schools where they considered the principal "trusting and supportive of the teaching staff, a knowledgeable instructional leader, an efficient manager, and adept at forming partnerships with external organizations". Principals can set a positive, professional tone by building trust (Bryk & Schneider, 2001).

Literature Review Summary

Many gaps appear in the research concerning mentoring, but the message from this literature review clearly points to the need for more mentorship opportunities that can be afforded through a school-based mentorship program. Many issues affect teaching in a high poverty, low performing setting and these issues can increase the need for mentorship in these schools. The urban issues highlighted in the beginning of the literature review focused on why teachers need the mentoring support in a high poverty school setting. The new teacher challenges discuss the historical uphill battle new teachers have in supporting the most important people, our students. Gulamhussein (2013) stated that school districts should develop new approaches to learning, approaches that create real changes in teacher practice and improve student achievement. Research consistently indicates that low performing and high-poverty urban schools are staffed at higher rates than their high-performing, low-poverty counterparts with teachers who are inexperienced, underqualified, less effective, and less likely to stay at the particular school.

This research emphasizes the need for new approaches to the support for new teachers through increased mentorship opportunities and an investigation into the specific mentoring activities new teachers need. Mentoring new teachers directly affects their ability to improve student learning, close achievement gaps, and create educational opportunities for all young people. Hobson (2009) identified several issues concerning teacher attrition and mentorship recognizing; specifically, the evidence base of mentoring is lacking and indicated more research needed. Teachers need a school-based mentorship program, supported by leadership, which includes professional development, coaching,

mentoring, and support due to the barriers of success students of poverty bring.

Mentoring is a needed strategy to support teachers; this mentoring needs to be led by

veteran mentor/teacher-leaders who understand the needs of a new teacher.

STUDY ONE NEW TEACHER PERSPECTIVE: METHODOLOGY

Overview

This chapter reviews the research questions, context of the study, discusses the participants, methodology, data collection, data analysis, and ethical considerations for this study. I chose an action research design to ensure the stories of the teachers were told and to further enable myself, as the researcher, to capture and understand the perceptions that identify the mentoring and support needs of a new teacher in their first year of teaching at a high-poverty, low-performing school. The action research design will answer the following questions:

What are new teachers' perceptions of a school-based mentoring program; do they see it as a need for teaching in a high-poverty, low-performing school setting?

What do new teachers perceive as beneficial mentoring activities for new teachers in a priority school setting?

 What are new teacher's perceptions of the role of leadership in a mentorship experience?

A qualitative action research study will be conducted to investigate the effectiveness of mentoring programs for new teachers in a high-poverty, low-performing school. The study will be conducted at Kentos High School, a high school located in Jamestown Public School system. Jamestown Public Schools is an urban school district located in the Midwest United States that operates 150 schools with more than 101,000

students. In 2014-15 Jamestown Public School system had a $1.1 billion budget and more than 18,000 employees. Kentos High School has a teacher retention rate of 84% and has been identified by the state as a persistently high-poverty, low-performing school with a high number of students who participate in free or reduced lunch, high number of students who have truancy issues, and students lacking parental support.

Participant Selection

Although there are no precise guidelines when determining an appropriate sample size for this qualitative action research study, sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990). Between six and eight new teachers will be selected to be a part of the study to get a small, nonetheless, purposeful sample. Currently there are 25 new teachers employed at Kentos High School. Consequently, I will send invitations to ten teachers with the hopes of having 6-8 teachers as part of my study. Invitations will be sent to a larger number of participants than are desired to attend understanding that all participants may not be available throughout the workshop day. The teachers who are invited to participate in this research study will have less than 5 years employed at a persistently low-achieving high school. It will be explained to participants that the research goals for this study includes gaining their commitment to the goal of improving mentorship in high-poverty, low achieving schools.

The participants selected are teachers who have been employed less than 5 years at a high-poverty, low-performing high school. The number of participants will be small enough to draw on the practices of teachers to support the discussions in crafting a successful school-based mentoring program. Participants first criticize the actual school-

based mentoring program, then dream about a preferable future situation, and finally find ways to move from the actual situation to a preferable situation.

I further analyzed the data by watching the videos and reviewing the themes by phases. We analyzed the themes from the workshop by closely examining the tapes and written transcripts from the four phases. I color coded the themes with the matching statements which fall under that specific theme.

Action Research

Kurt Lewin (1946) adopted the use of social science as an avenue to solve social conflicts and considered it to be fundamental to all social science research which included action research. In this action research study, the process for inquiry and the method of inquiry is conducted by and for those taking the action, according to Kurt Lewin (1946). Lewin (1946) added that the practice of collective self-reflective inquiry undertaken by contributors in shared circumstances done to solve problems creates a change. In real-world experiments, Lewin (1940) wanted to mix research and education to enable growth. He further argued why there is a growing need for a combination of practical and theoretical knowledge to solve complicated problems and to develop technological innovations. Lewin (1946) further explained that the general idea of strengthening democratic values and the critique of social structures is outside of the agenda. Lewin (1946) posed the idea of a closer relation between theory and practice but also the development of democratic forms of knowledge and critique of authoritarian structures and culture. Lewin (1946) described the impact of democracy on social science and action research in connection with Critical Theory. Democratic change: people try to change reality. Doing so they gain experience and knowledge, not as a reflection of data

but as a reflection and development of the social culture itself. Peter Reason (2002) researched participant research as a concept of action research which included an idea of participatory research.

I chose action research as the method for this research due to the interest in teacher action research and the focus on changes within schools while empowering individuals through collaboration, exchanging of ideas, reflection, and thought-provoking methods of developing new ideas. Stephen Corey (1953) determined that action research is the practice by which practitioners attempt to investigate their problems scientifically to guide, correct, and assess their choices and actions. Corey (1953) describes action research as a fancy way of saying "let's study what's happening in our school and decide how to make it a better place." Mills (2003) Determined that action research involved teachers identifying a school-based topic or problem to study, or helping teachers understand aspects of their practice. An action research design will enable me to use current teachers in the field to improve the mentoring activities through offering school-based mentorship as a possible solution and providing the community, state, and district officials with an understanding of the practice. Through this research, I will identify the mentoring support activities that are beneficial for new teachers while encompassing the Critical Utopian Action Research method.

Research Design

A qualitative research design will be used to enable the story to be told from those that experience the issues surrounding the lack of mentorship for new teachers in a high-poverty, low-performing school. Qualitative research can be described as an effective model that happens in a normal setting and enables the researcher to develop detail from

being highly involved in the actual experiences (Creswell, 2003). Employing a qualitative research design will enable the story to be told by the new teachers who are stakeholders and working in the field of education.

<p style="text-align:center">Critical Utopian Action Research</p>

This research approach will follow the Critical Utopian Action Research methodology. Critical Utopian Action Research (CUAR) is a practice within the action research family that has developed to be strong in Denmark over the last 20 years (Nielsen and Nielsen 2006). Critical Utopian Action Research (CUAR), inspired by critical theory, integrates the critical role of the researcher to create change and build community. Bronner (2011) determined that critical theory has always been concerned not simply with how things are but how they might be and must be. This methodological approach enables the participants (teachers) to use problem solving in order to create a mentorship program that fosters teacher growth and improves teacher efficacy. This approach questions assumptions and existing forms of practice, along with every day conditions in a radical way (Bladt & Nielsen, 2013). Critical theory action researchers, along with the participants in the study within the CUAR method, become the facilitators and creators of the ideas that emerge. There are four sources of inspiration for CUAR. These sources are: critical theory, participatory action research, socio-technical action research and future research. This type of research involves the participants and researcher in active roles whereby their influence in change will be greater.

CUAR focuses on research which allows participants to initiate change through an exchange of ideas while using the Future Creating Workshop model and the role of the researcher as a facilitator. The format that CUAR operates within allows for collaboration

to focus on not only the problem but moving the focus to the fantasy of what could be and exploring all possibilities.

Future Creating Workshop

Austrian futurist Robert Jungk (1987) developed the Future Creating Workshop to enhance democratic municipal decision making in Austrian towns. The idea was to give citizens an opportunity to impact the future of their neighborhood. Futures workshops are a tool for collaborative problem solving and tackling complex problems. In addition to gathering and creating information, futures workshops act as a mechanism of social learning whereas the people taking part in the workshop are also responsible in bringing about the desired change.

The idea behind using a Future Creating Workshop for this research study is to allow new teachers, who share a common interest in improving support for new teachers, to build a mentorship program that focuses on the specific activities that are beneficial. Lauttamäki (2014) details each phase of the workshop for implementation. There are four stages to this process: the preparation phase, critique phase, utopian phase and the realization phase. The workshop goals are specific for each phase with an end goal of constructing a school-based mentoring policy which includes an action plan.

Survey

All participants who are scheduled to attend the workshop will be asked to take part in a survey as an additional source of data. The survey will take place a week prior to the workshop. The survey (Appendix K) will allow the participants in the study to confidentially answer honest and direct questions. Data from the survey will be reviewed for differences and comparisons to determine reoccurring themes, categories, patterns,

and relationships that emerge. Information collected from the survey will be used to gain insight into the new teachers' views, feelings, and behaviors of the school-based mentor experience.

Preparation Phase

The preparation phase is the initial phase which allows researchers and participants access to the topic which they will be exploring. Additionally, it provides the researchers and participants the opportunity to work together to define the focus of the Future Creating Workshop process. The workshop begins with the preparation phase (which will be held the week before the actual workshop day). The participants will be given a data folder with information from the Data books (which contains all of the data of the school district) surrounding school demographics, i.e., percentage free/reduced lunch, ECE, homeless, student demographics, and teacher retention (Appendix C-I). Survey Data will also be included that includes information from 2016-2017 with questions and answers surrounding new teacher support. During the prep phase participants will obtain a schedule for the workshop, basic information surrounding the workshop, and workshop objectives with an executive summary of the workshop details. The school data is relevant in that it allows teachers to have an understanding of the student body and look at the school demographics. As additional data for the research, the participants will be asked to participate in a survey.

Critique Phase

The next phase, the critique phase, allows the participants the opportunity to express concerns surrounding the topic. During this time the participants are permitted,

to just focus on what's wrong with the mentorship program without thinking about solutions.

The critique phase will start with an introduction of facilitators and participants and introduce the position they hold within the school. Next, the participants will receive a brief overview of the structure of the day. Facilitators will then share individual stories on why we are focusing on school-based mentoring. In the critique phase of the Future Creating Workshop new teachers will work with a facilitator and two recorders to identify the current issues with the mentorship new teachers receive. Chart paper will cover the walls of the conference room as the new teachers identify and critique the current mentoring program. Through this process new teachers will have diverse perspectives, viewpoints, and experiences on the need and support to be met through mentoring. The new teachers will shout answers out as the recorders go through the process of listing the critiques on the chart paper in no certain order. Participants begin expressing concerns, critiques, and problems of the current state of new teachers and mentoring. As much time as needed for participants will be allowed for this activity.. After all the critiques are listed on the white boards, the participants will get ten votes and will be asked to put a vote by the issues they find most important.

After the critique of the new teacher mentorship program is annotated on the white board, new teachers will be asked to each select the top five issues with the mentoring new teachers receive. After all votes are annotated on the board, themes will be created with the top ten issues for the group being identified. After themes are created, the new teachers will be asked to choose the most pressing issues. The participants will then look at the data they have generated and categorize the issues into themes. The

critique phase will produce meaningful responses as to the current state of the school-based mentoring program.

The critique phase themes are used to look at the existing issues surrounding new teacher support and school-based mentorship. The critique phase will finish with the participants having their first Break as they move into the utopian phase.

Utopian Phase

The utopian phase will use the following sequence to allow participants to delve into the fantasy mentoring activities that are effective and supportive for new teachers.

The phase will begin following the critique phase on the day of the workshop. The new teachers will be joined with a group of veteran teachers to create the perfect new teacher mentorship program. Together new teachers and mentors will list on chart paper the elements of a "fantasy" school-based mentoring program and mentoring activities with the support of a facilitator and recorders. The participants will be told to create a supportive, effective, and creative mentorship program with mentoring activities that could be considered "fantasy" without saying "that's not going to work.   The program is fantasy based since participants will not have to consider the "normal" barriers such as time or budget that most urban schools face. Participants will hear terms from facilitators like "What would it look like", and will be encouraged to, "Go all out, and be as creative as possible" with the understanding that anything is possible. The utopian phase often gives participants the ability to look into the future and goes beyond the "now" and gives a look into what "can be. Participants will be encouraged to throw wild ideas out to create a fantasy mentoring plan for new teachers. Facilitators will explain the importance of creating the fantasy where there are absolutely no limitations and anything is possible.

63

Questions such as what is the perfect location, perfect amount of time will be posed to the participants?

The utopian phase "fantasy" mentorship program will be recorded on a separate section of chart paper, resulting in viewpoints of a "perfect" mentorship program. After the fantasy plan topics are created, the participants create themes. Each participant will then receive 10 votes to identify which themes are most important. After themes are created the participants will move their thoughts to the realization phase and what mentoring activities are doable.

Realization Phase

The realization phase encompasses both the critique phase and the utopian phase into possible solutions that are truthful in nature. This time allows the researchers and participants to decide how and when they will begin implementation of the solutions. At the end of the research study, the school-based mentoring plan and policy will be submitted to the school and the district.

The realization phase is the point in the Future Creating Workshop where the mentoring activities that were created at the end of the utopian phase will be used to create the action plan, and the mentoring policy for new teachers in a high-poverty, low-performing school setting. New teachers and mentors will use the information and ideas acquired during the critique and utopian phase to identify the best mentorship program for new teachers in a high-poverty, low-performing school. The mentorship program will be one that is able to support and meet the needs of teachers from diverse backgrounds.

From this workshop, I will use the list of mentoring activities created to construct a school based mentorship program that the participants perceive will support new

educators in a high-poverty, low-performing urban school setting. An action plan and policy recommendation will be given to the participants during the realization phase for review (Appendix 1B). The action plan created will be submitted along with the school based mentorship program as a recommendation to school and district leaders. The school-based mentorship program can impact new educators' experiences and increase the desire for teachers to remain in high-poverty, low-performing schools where they are needed most. The ability for teachers to guide the process allows for their growth as leaders within the school and professional development. After the school based mentoring program is created by participants, a policy change will be submitted to school and district leaders to request a mandatory mentorship program in all high-poverty, low-performing schools in order support new teachers. At the end of the Future Creating Workshop the participants will be asked to complete a reflection. The participants will reflect on the workshop to gauge whether, based on conversations held during workshop, their perspectives have changed about mentorship and to get feedback about the Future Creating Workshop style.

Mentoring Plan

After the realization phases the policy was written by the researcher and submitted to the participants for analysis. Part of this research study included the participants reviewing the mentoring plan to ensure that the mentoring plan included the themes discovered during the workshop phases. After the conclusion of the workshop, my capstone partner, Amanda, and I wrote a new teacher mentoring plan (Appendix H). Each participant audited 15 pages each of the 80-page mentoring policy (Appendix H). The participants were asked to look at the themes from each phase and check off the

themes that they see prevalent in the mentoring policy program. The participants received a "cheat sheet" that listed all of the themes created in the workshop. If the participant saw that theme appear in the policy, they placed a check mark by the theme on the cheat sheet. After the participants indicated all the themes that were discussed during the phases of the workshop, the themes were transferred to chart paper on the wall. Each participant acknowledged the mentoring policy contained all the themes. The participants worked in groups of 2-3 which allowed for discussion of the mentoring plan.

Data Sources

Through this research the three data sources that I intend to use include: surveys, Future Creating Workshop videos, and reflection. I used three data collection tools to obtain an enhanced understanding of the contributors and to add credibility to the findings (Merriam, 1998). The data sources are listed in the chart below with their intended completion time period. As Padak and Padak (2009) observe, "Any information that can help you answer your questions is data".

Survey data

The survey (Appendix 1C) will allow participants to provide honest, candid, and confidential answers to questions. The data will be used to determine themes, categories, patterns, and relationships that may emerge. Information will be used to gain insight into a new teacher's perspective of the mentoring experience. The survey will be filled out during the preparation phase of the workshop to enable participants to take the survey and start thinking about the workshop and research goals prior to the Future Creating Workshop.

Table 1.1: Outline of Data Sources for Research Study

Time period	Data	Research Question addressed	Date of Data Collection
Prep Phase	Teachers will receive the Survey during the Prep Phase Teachers will receive a data folder which will give them information about the demographics of the school.	Beneficial Mentoring Activities Support of Leadership Is a school-based mentoring program beneficial	The survey is confidential; each teacher will print the survey and leave it in a box
Critique Phase	Listed on the whiteboard as teachers are create critiques for current mentoring program/Videotaped	Beneficial Mentoring Activities Support of Leadership Is a school-based mentoring program beneficial	April 14th-Videotapped
Utopian Phase	Listed on the whiteboard as teachers are create critiques for current mentoring program/Videotaped	Beneficial Mentoring Activities Support of Leadership Is a school-based mentoring program beneficial	April 14th-Videotapped
Realization Phase	Teachers will meet on Tuesday after the workshop to approve the Action Plan and Policy created from the critique and utopian phases	Beneficial Mentoring Activities Support of Leadership Is a school-based mentoring program beneficial	April 17th-Videotaped Action Plan and Policy Review
Reflection	Completed via email	Is a school-based mentoring program beneficial	Reflection (online) of workshop and activities

The day of the workshop will be videotaped and reviewed for clarity.

The critique, utopian, and realization phases of the workshop will be held the week following the survey to ensure participants have an adequate amount of time to reflect on both the workshop and the needs for new teachers. At the completion of the workshop, I will use the information to write the action plan and policy to submit to the participants of the workshop for review. One week after the completion of the workshop, the participants will meet to review and approve the action plan and policy for school-based mentorship.

Data Analysis

The data analysis for this research sought to validate the need for investing in mentorship support of new teachers at high poverty, low achieving schools. The data analysis of this research is inductive coding, analytic memo, video recording, and transcripts.

Strauss (1987) stated "the excellence of the research rests, in large part, on the excellence of the coding"(p.27). Inductive coding was repeated at each phase of the Future Creating Workshop, with themes emerging from the content of the raw data. This data consisted of surveys, videos, transcripts, and analytic memos. The coding process started with the comparison of survey results from each of the participants to the research questions, as they indicated which key themes might emerge. After each phase of the workshop, Future Creating Workshop participants reorganized the topics into themes and engaged in coding through evaluating topics and issues. This process, known as inductive coding, allows the theories or themes to develop based on the data. Inductive coding enabled the participants to organize and group similarly coded data into categories or "families" because they shared some characteristic. Future Creating Workshop new

teachers coded, as they created the themes, based on the topics that had the most dots at the end of each phase of the workshop.

After the completion of the workshop, I again coded the data by watching the video of the participants. As the teacher researcher, I further coded the transcript/data and themes from the Future Creating Workshop. As I watched the videos, I color coded the dialogue from the transcripts purchased from Rev.com, and matched the key data from the participants to the themes.

The Future Creating Workshop was video recorded at a high-poverty, low-performing school an additional resource and opportunity for the researcher to review and verify all data collected. The video recordings were transcribed by Rev.com. I conducted further thematic analysis after all data from the workshops were analyzed and color coded (Creswell, 2012). The video recording allowed me to revisit the process for missing information or further clarification. This also allowed for clarification of statements and ideas that were presented during the workshop. The video was used as my reflection on the workshop to ensure the accuracy of the data obtained from the day.

After the completion of the workshop, I again coded the data by watching the video of the participants. As the teacher researcher, I further coded the transcript/data and themes from the Future Creating Workshop. As I watched the videos, I color coded the dialogue from the transcripts purchased from Rev.com, and matched the key data from the participants to the themes.

I assigned an independent observer to create analytic memos during the Future Creating Workshop. The memos included human actions from the participants and interactions on the topics, which served as data for my research. By ensuring that this

person is not involved in the research, I was able to maintain the independence of their

observation.

Table 1.2: Analysis of Data Collected

Data	Method of Collection	Method Analysis
Prep Phase	None	None
Critique Phase	With chart paper, new teachers critique the current mentoring received by new teachers	Responses will be annotated on chart paper and then put into themes After the responses are put into themes they will be put in order of importance
Critique Phase	Located in separate room mentors have the "Opportunity to get it all out". Critiquing any and all issues within priority schools and induction of new teachers.	Responses will be annotated on chart paper and then put into themes After the responses are put into themes they will be put in order of importance
Utopian Phase	Groups are together. Creation of a "perfect" mentoring program with no boundaries.	Responses are creative and can be displayed in whatever format the participant chooses. i.e. call out responses, rich pictures, drawings, etc.
Realization Phase	Facilitators will use the data from the previous phases and will identify 3-4 concrete ideas that teachers desired for a mentorship program. These ideas will be submitted to participants for feedback. Input as to whether these mentoring activities are doable and would be beneficial to new teachers. Action plan	Creation of mentoring components-responses are annotated on action plan based on information from the Utopian Phase and Critique Phase. District policy of school based mentorship program will be drafted.

	and district policy will be drafted up by facilitators based on input and sent to participants for final feedback.	
Reflection	Each participant reflects on the workshop and identifies if it has changed their point of view on mentorship and/or any suggestions for future implementation.	Reflection-Using surveys from beginning of workshop-evaluate change in perceptions of mentoring and what is needed for mentorship to be successful.
Survey	Mentor survey	Survey-background on mentorship and role as mentors-data in regards to years and components of effective mentoring given will be reviewed and used as workshop continues-if same components emerge

Table 1.2, above, describes the data analysis methods used for the Future Creating Workshop.

Upon completion of the realization phase, the school-based mentoring plan that will be submitted to the Principal of the high poverty, low achieving high school will be completed. The policy will be submitted to the district for implementation of all high-poverty, low-performing schools in the Jamestown Public school system. Participants will work in groups to complete the action plan that will be submitted for approval.

Researchers' Positionality

As a mentor teacher in a high poverty, low achieving high school, I can see the benefit of a school-based mentoring program and supports for new teachers. I spent this year spearheading an in-school mentoring program to support and mentor new teachers, while offering individualized professional development. My goal for the mentoring

program is to support new teachers as they transition into a new school and a new role. As a mentor, I found it challenging to meet the needs of twenty-five new teachers. I think it would benefit new teachers to have a person dedicated to teacher mentorship in every high-poverty, low-performing school. Based on the feedback from new teachers in the school-based mentoring program at Kentos High School some activities were helpful; however, there were also those activities that were not beneficial. For example, the new teachers seemed to appreciate a town hall meeting I set up with our leadership team; but it only happened once. The teachers in the Kentos High School in-school mentoring program this year felt the professional development offered to the new teachers was helpful but was not offered often enough due to the once a month schedule. Teachers also commented that some of the activities where helpful while others were a waste of time.

I am a teacher, but more importantly a life-long resident of Jamestown County. I have lived in Jamestown County for most of my life; and attended elementary, middle, high school, and college in Jamestown County. My kids are all a product of public education here in Jamestown County. Now as a grandmother, I have a vested interest in continuing to push for change and improvement in this district. I want my granddaughters and all kids their age to see the same faces from year to year in their school, no matter which school they attend. I am currently serving in a position as a resource teacher at Kentos High School. I have noticed throughout the years that some teachers will come and go, but there is always a group that remains. Throughout my years of teaching at high poverty schools, I started to notice that good people were among the ones that were leaving in record numbers. Yes, there were people who I felt that weren't cut out for teaching, but there were also great people who left the teaching field

for various reasons. Teaching is one of those careers where you get more comfortable as the years go on. I firmly believe if we get to the core of how to retain great teachers, we will see positive effects in student achievement. Having a quality teacher can affect the educational opportunity of a child (Darling-Hammond L. , 2000). The intent of my research is to bring radical and necessary change to the teaching profession, especially for those individuals who teach the students who need teachers the most. As teachers, administrators, and education policy makers, we have a commitment to lead and stand up for those individuals who may not have a voice. As citizens, it is all of our responsibility to improve teacher retention; no student should be a victim of a system that fails to provide and retain good teachers. Research has shown teacher retention has a positive impact on student achievement. As a teacher in a high-poverty school, I know first-hand both the struggles and rewards teaching brings. I stay because I made a choice to have a supportive role in helping students succeed. I want to create a movement to encourage more teachers to stay at high poverty, low achieving schools and motivate, encourage, and inspire the children into high achieving students

Ethical Considerations

Protective confidentiality is of importance because the participants involved in the study are sharing information that tells experiences as a new teacher. Although we cannot ensure complete confidentiality for every participant due to the format of the workshop, the importance of confidentiality will be discussed. Instructions at the beginning of the session will surround the confidentiality within the group on the day of the workshop. Prior to conducting any research, I will have gained permission from the Institutional

Review Board (IRB) from the University of Louisville and the school district in which

the research is collected.

Summary

The insatiable dedication to improving mentorship and supporting new teachers

drives the methodology whereby the research is collected. The organization, synthesis,

and analysis of the data is a vital process in attaining valuable information that can be

used to help provide school and district leaders the teachers' perspective on the

mentoring activities that will support and meet the needs of new teachers. Information

gathered from surveys and the Future Creating Workshop will be used to provide

information to create an action plan and policy recommendations. In the next chapter I

will discuss the findings of the data collected.

STUDY ONE NEW TEACHER PERSPECTIVE: RESULTS AND FINDINGS

The lack of support for these new teachers in our building persists as the problem of hiring and retaining them within the professional ranks is a growing concern (Darling-Hammond, 2003 ,p.7).

Introduction

The purpose of this action research study was to explore and study local practices and new teachers' perceptions of school-based mentoring. Identifying the needs of new teachers is significant and impacts the students and student achievement. Barth (1990) and Deal (1984) studied past efforts of change in education and acknowledged top-down methods to educational reform had been ineffective in classrooms. They determined top-down methods were unsuccessful in part because of the lack of teacher voice in reform efforts. This chapter illustrates a bottom-up approach to mentoring that incorporates teacher feedback. The data gathered from the Future Creating Workshop and the survey during this action research study was qualitative in nature, with the new teachers having an important role and voice in the research. I sought to gain a greater understanding of the participants' perspectives of mentoring activities that support new educators in their first year of teaching. This teacher-led research study was deeply rooted in developing a mentoring policy tailored to meet the needs of new teachers, created by teachers, for teachers. This chapter discusses the findings, results, and data collected from the research.

Research Questions:

My research questions are as follows:

- How do new teachers perceive school-based mentoring as a need for teachers in a high-poverty, low-performing school setting?

- What do new teachers perceive as important components of the mentoring program?

- What are new teacher's perceptions on the role of leadership in a mentorship experience?

Participants Demographic Information

In seeking six participants to participate in this research study, I began by identifying (twelve) potential candidates with less than five years of teaching experience at a persistently high poverty, low-achieving high school in Jamestown County Public Schools. Six teachers agreed to participate in the research study with another five mentors participating in my capstone partner's study. All participants were employed within the same school district.

To protect the identity of the new teachers, each teacher was given a pseudonym. The pseudonyms are the names included throughout the study. Surprisingly, all of the new teachers range in age from 21-30. With regard to the level of years taught, three of the new teachers just completed their first year of teaching, two new teachers completed their second year of teaching, and one new teacher completed their fourth year of teaching. The demographic data is presented in the table below.

Table 1.3: Demographics of Participants

Participant	Content	Years of Teaching	Age
Robin	Geometry	2	21-30
Nathan	Engineering	4	21-30
Eve	Math	1	21-30
David	Special Education	1	21-30
Alex	Music/Chorus	2	21-30
Mary	Social Studies	1	21-30

Data Sources

The three data sources used were the Future Creating Workshop, survey, and video transcripts received from Rev.com. After the conclusion of the workshop, the transcripts were analyzed for coding.

Findings

Preparation Phase

This section describes the events of the first phase of the Future Creating Workshop known as the preparation phase. The beginning of the workshop commenced with each teacher providing written consent (Appendix 1A) for participation in the study. Next, the new teachers received data folders (Appendix 1E) that provided demographic information about the school.

Teachers were presented with a survey concerning mentorship to complete during this phase of the workshop. To provide the new teachers with an opportunity to

answer questions willingly and honestly surveys (Appendix1D) were completed

anonymously on paper. The survey data is described the next section.

Survey data

This section presents the results of the survey (Table 1.4). The results of this

survey include information from the participants of this research understanding that some

of the participants/teachers who were in their first year of teaching were also in the

mentorship group I led. The participants answered the questions from the survey.

Responses are in Table 1.4, listed below. Six participants turned in the survey.

Table 1.4: Survey Responses—New Teachers

Gender	• 3 Female • 2 Male Research Question Addressed	
Age	Range 21-30	
Survey Question	Survey Rating, where 1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree	Research Question Addressed
The beginning teacher mentoring program was a key factor in helping new teachers adjust to the teaching profession.	1- One Mentee 2- Two Mentees 3- One Mentee 4- One Mentee 4- One Mentee	How do new teachers perceive school-based mentoring as a need for teachers in a high-poverty, low-performing school setting?
The mentoring program helped me develop a positive attitude about teaching.	2- Two mentees 3- One mentee 4- Two Mentees 5- One mentor	What specific mentoring activities are most beneficial to a teacher during the teacher mentoring experience?
The mentoring program helped me develop a	Rate 1-5 with 1 being the lowest 1- One mentee 2- Two mentees	What specific mentoring activities are most beneficial to a teacher

sense of professionalism about teaching.	4- Two mentees 5- One mentors	during the teacher mentoring experience?

The mentoring program provided opportunities throughout the school year to discuss classroom concerns with other mentors in the district.	Rate 1-5 with 1 being the lowest
	    2- Two mentees
	    3- One mentee
	    4-One mentee
	    5-two mentees
		What specific mentoring activities are most beneficial to a teacher during the teacher mentoring experience?

The mentoring program afforded me opportunities to discuss classroom management with a mentor	Rate 1-5 with 1 being the lowest
	    2-Two mentees
	    4- Three mentees
	    5-One mentee
		What specific mentoring activities are most beneficial to a teacher during the teacher mentoring experience?

The school leadership played an active role during the mentorship process.	Rate 1-5 with 1 being the lowest
	    1-One mentee
	    2-Two mentees
	    4-Two mentees
	    5-One mentee
		What role does school leadership play in the teacher mentoring experience?

Please indicate the mentoring activity(ies) you were engaged in. Check all that apply.	Conferencing-4 mentees Classroom observation/feedback-5 mentees Modeling-1 Mentee Other-1 mentors	What specific mentoring activities are most beneficial to a teacher during the teacher mentoring experience?

Based on the feedback, none of the new teachers believed the mentoring they received was helpful to them in adjusting to the teaching profession. All of the new teachers rated the mentorship received as a one (1) – expressing strong disagreement.

The next three phases of the workshop were held on Saturday morning.

Workshop Day 1

The Critique Phase

At the start of the critique phase, I asked participants to critique the level of mentorship received by new teachers in a high-poverty, low-performing school setting.

The critique phase was the opportunity for the teachers to "get it all out" by critiquing the

mentorship for new teachers.   The themes created for this phase and votes are listed in

Table 1.5 below.

Table 1.5: Critique Phase Themes

Critique Phase Theme	Votes
Learning and growing through interactions with master teacher	9
Collaboration with education program/support for low performing schools	5
Trauma Behavior Support	6
School based teaching practices	2
Inconsistency	6
Positive Interactive Leadership	4

For this research, mentorship could include mentoring activities through the

Teacher Internship Program (TIP), mentorship through a school-based program, and/or

mentorship that an educator sought out on his or her own. At this point, the teachers

were presented with the research questions. I explained the theory behind this type of

workshop and how it allowed the participants to initiate change through collaboration and

dialogue. In defining leadership, I informed the new teachers that the term leadership

could refer to a teacher, leader, principal, or assistant principal. I further explained that

they would call-out their critiques and we would record and display them throughout the

day.

The day began with both my research group and my capstone partner's, Amanda,

group meeting together for an overview of the Future Creating Workshop. The overview

consisted of me outlining the agenda for the day for the participants. I informed the

participants that we were videotaping the entire session. The participants seemed to be

extremely attentive, passionate, and ready to engage in the workshop. After outlining the

workshop and goals, Amanda's capstone group moved to another conference room, and

the new teachers remained to work on the critique phase separately. I informed the

participants of the objective. For the critique phase, the new teachers and I engaged in

critiquing the level of mentorship for new teachers.

The central themes derived from the critique phase were: the inconsistency of the

mentoring program, the need for more learning and growing through interactions with

master teachers, the need for more collaboration with education programs to include

support for low performing schools, the need for professional development/support with

trauma behavior support, the need for more support with school-based teaching practices,

and the need for more positive interactions with leadership. The next section discussed

the theme of inconsistency surrounding mentorship for a new teacher.

Theme 1 Inconsistency

The critique under the theme of inconsistency centered around three topics: the

lack of organization, lack of help from a mentor, and lack of collaboration with a teacher

or leader. Currently the Jamestown School District does not have a district-wide policy

for school-based mentorship. Some schools in the district have elected to have a school-

based mentorship policy to support new teachers but most do not have a consistent

mentoring program. There is a benefit to all education stakeholders to have a consistent

school-based mentorship program whereby leaders can ensure that the consistent message

and training is being delivered to all new teachers.

Mary Greene described the lack of organization with the mentoring she received. She spoke of the way in which the mentorship program that she participated in had changed over the three years she had been assigned to Kentos High School.. Mary noted, "The program that they had for us was completely different than the program they had the year before. The program that they had this year is different again. So, every single year the mentorship program has changed and there is no consistent way to mentor faculty."

Participants stated that the help they received "was not helpful" or "beneficial", and training was a complete waste of time. Some of the teachers were not part of a consistent mentoring program, and, therefore, stated that they often had to find their own mentoring or support. The participants voiced their concerns on the inconsistency of getting help for a problem or finding someone to help.

The new teachers talked about the inconsistent help they received at the beginning of the school year with normal day to day activities from a veteran teacher or leader. One teacher spoke of having to look for someone every time the needed help and would have been in trouble if they were left to their "natural instincts". Another teacher remarked that they did not know who to trust. Although they were more comfortable with someone that they had something in common with, it was difficult for him to find a mentor teacher available to help him. Still, another teacher stated, "the mentorship I received through the mentorship program was not helpful at all."   Mary determined, "the problem with the mentoring program was that we all had to seek out our own help."

Previously, teachers were given a mentor through the Teacher Internship Program, but I am concerned for future teachers due the dismissal of the Teacher

Internship Program by the state. New teachers will not receive any mentorship through the state, and schools are not mandated to provide mentorship for new teachers.

Due to the lack of consistent support and help from mentors, and lack of time to routinely meet with a mentor, the current approach to mentoring new teachers is a major issue for this school district. The participants expressed concerns over having to seek out their own mentorship or not feeling prepared to teaching in an urban setting. Some teachers noted consistent feedback and/or meetings with a mentor teacher or administrator would have strongly contributed to their growth, efficacy, and professionalism as a new teacher.

Theme 2: Learning and Growing through interactions with master teacher

The second thematic category is the need for more learning and growing through interactions with master teachers. The participants in the study felt unprepared for teaching in a high poverty, low achieving school and noted that they needed more opportunities for modeling and observations with a master teacher. One of the most vital components of a teacher support program is the use of knowledgeable, skilled, qualified, and experienced teachers as mentors. The critiques for this theme centered on the lack of opportunities to meet with a master teacher and to engage in such activities as observations and beneficial feedback.

The participants appreciated getting observed by master teachers. They felt the observations helped them learn from veteran teachers. Participants also felt that a mentoring program should be like the undergraduate program, where a new teacher has consistent observation and the opportunity to observe a master teacher. Furthermore, the participants went on to state that they would also like the opportunity to observe veteran

teachers. They believed that it was important to learn from mentors who have been teaching for a longer period of time. The teachers noted that having a list of teachers that are willing to observe you and would welcome you into their classroom, especially into the first two weeks of school, would have been helpful. Unfortunately, the current mentoring program lacked these features. One teacher stated that they had to seek out someone to come observe her during a class that was misbehaving. As the teachers described, they felt the observation under the previous teacher internship program was a "hoop instead of being helpful".

Alex determined that it was beneficial to receive an observation from a master teacher with constructive feedback that would assist a new teacher with professional growth. The feedback new teachers receive on pedagogy, teaching practices, and classroom management would be helpful to support their growth and development. Receiving feedback is a great way to improve teaching practices.

Derrick talked about the importance of every teacher having an expert teacher to support the day to day activities and assist the novice teacher and students alike. Teachers need master teachers as coaches to live and grow with them. The new teachers wanted mentorship beginning from college graduation until the new teacher feels comfortable that they no longer need mentorship. A mentor teacher providing care, encouragement, support, guidance, and support plays an important role in the lives of the new teachers. Teachers are tasked with growing teachers. Hanushek, Kain and Rivkin (1000, p.1) determined "experienced teachers are on average more effective at raising performance than those in their early years of teaching". This study is consistent with the feedback from the teachers/participants in my study. Participants' stated that new

teachers want a master teacher to learn from during their mentorship experience to support student achievement.

Theme 3: Collaboration With Education Program And Low Performing Schools

The third thematic category is the need for more collaboration between low performing schools and undergraduate education programs. The participants determined that they did not have the opportunity to observe high poverty, low achieving schools while in the undergraduate program. The discussion led to the suggestion for new teachers to learn during their transition from college to their first job as a teacher. Currently student teachers in an education program must perform student teaching hours in a school setting. During a new teacher's first year of teaching they are more likely to teach in a high-poverty, low performing school for their first year of teaching; therefore, there is a need for colleges to collaborate with high poverty, low achieving schools..

Teachers felt unprepared by not having observation hours in preparation for being assigned to a high-poverty, low-performing school. They experienced a disconnect between the undergraduate teacher education program and the school at which they have been assigned. Furthermore, some of the teachers felt "dumped" at the school at which they were assigned without continued collaboration or support from the college after graduation.

Collaboration with the undergraduate education programs is an essential partnership for each new teacher entering the teaching field. Most questions for teachers are going to occur in the classroom setting which makes observations in an urban school setting important. Based on the feedback from the participants of the study, the

observations of new teachers in high poverty, low achieving schools should occur often and begin during the undergraduate program. Teachers should have to opportunity to observe master teachers in a "safe" setting.

Theme 4: Support for Students with Trauma-Related Behavior Issues

The fourth theme surrounds the critique of the current support for students with trauma-related behavior issues and the lack of professional development that new teachers receive. Teachers need to be able to understand their students' needs. It's about changing the helping paradigm from "What is wrong with you?" to "What happened to you?" (Bloom, 2007). Through epidemiological research, we now know that a plurality of children and youth experience exposure to one or more traumatic events in their lifetimes (Fairbank, 2008). Undergraduate teaching programs fail to prepare teachers to support students who have been exposed to trauma. For example, if a student is exhibiting negative behaviors because of trauma, teachers are not trained on how to help the students with the issues.

The teachers determined they needed more time to collaborate and observe master teachers to see how mentors handle students who are special needs or have experienced trauma. Furthermore, the new teachers stated that during their undergraduate program, they did not have the opportunity to observe teachers who taught special education students, or any teachers who were skilled and experienced in handling behavior problems. One teacher did share information about a program that prepared her for dealing with students with intense behavior challenge; however, she noted that ongoing professional development, even in small groups, would have been beneficial throughout the school year.

In summary, children's responses to trauma are multi-faceted and are unlike those of adults. The teachers noted they had not been trained in how to respond to the volatility of students with special needs, behavior, or trauma issues. According to participants in this study, the trauma students experience is evident in their classroom behavior. The suggestion of the participants in this study shows examples and the need for training/professional development to be better to assist new teachers in developing the proper tools to support students.

Theme 5: Support for Teaching Practices (School-Based)

The fifth theme revealed during the critique phase was the need for supporting new teachers through teaching practice. The teaching practices described by the mentees included: receiving help from someone who teaches the same content with teaching practices, pedagogy, and assessments. Veteran teachers are "golden" to a mentee because they have experience that the new teachers do not possess yet. Unfortunately, new teachers are expected to be veterans on day one of the employment

The new teachers noted and began to share how and when teachers needed the most support; additionally, they emphasized the benefit of having a mentor guide them through practices, by highlighting the impact of the absence of this support. One new teacher described her first month of school and being in "survival mode". She noted that there were things she did not feel confident trying. For example, she had learned skills in her undergraduate studies but did not know how to apply them in her classroom. Another teacher stated that he knew his content; yet, he did not know anything about classroom management, the politics or logistics of the school, or communication strategies with parents. All of the new teachers noted that in the undergraduate program, they learned

teaching pedagogy, but they failed to learn how to "live life" in the classroom. The teachers determined that they would have benefited from planned collaboration with a master teacher of the same content as the mentee.

The critique from the participants defined their need for school-based support with pedagogy, school-based practices, and assessing students. No matter the profession, everyone needs a person they can run to for support and teaching is no different. There is a need for support in school-based teaching practices, especially for new teachers to receive mentorship from teachers teaching in the same content area. For new educators, teaching can be an isolated and fearful experience.

Theme 6: Positive Interaction With Leadership

The final theme in this phase is the need for more positive interactions with leadership. As a teacher, I am respectful of school leaders—especially those who have accepted a role in a hard-to-staff school, but teachers in those same schools also need supportive leaders. Leaders have a direct impact on teachers with the knowledge and influence they possess. Critical conversations with new teachers are needed to encourage, inspire, and cheer for new teachers; conversations encouraging a successful transition to a new career and school.

One teacher noted that while he saw the need to meet with his principal to have options for his professional growth, there was a lack of opportunity to meet with the principal. Another teacher noted that the principal could have been helping to challenge him, which would make him a better teacher. The teachers further noted that they didn't think their principal was aware of everything that was going on with them or the school

building. They felt that it would be beneficial if they had a weekly time to meet with the principal.

Summary Critique Phase

The purpose of the critique phase was to allow the participants the opportunity to express their issues with the current level of mentorship for new teachers. During this time the participants were asked to focus on what's wrong with the current level of mentorship without thinking about solutions. The participants determined that they would have liked to have more discussion; however, the critique phase was still very productive, and they enjoined the free thoughts they were able to share. They indicated that no idea was bad. Another teacher indicated that every second was useful, and the time allowed for interactive open dialog was meaningful and detailed. Someone else noted that they enjoyed working from struggles and areas of improvement that lead to stronger emphasis on support for new teachers. They determined that we were all asking the right questions. All new teachers felt that it was a great brainstorming sessions, with the opportunity for collaboration, discussion, and lots of brainstorming.

The new teachers stated the following themes that were important during the critique phase: the need for more positive interaction with leadership, the need for more support for students with trauma and/or behavior issues, and the need for support with school-based teaching practices, and the need for more learning and growing through interactions with a master teacher. After the themes were chosen, the new teachers were joined by my capstone partner Amanda's group (the mentors) to share the themes the new teachers chose.

Utopian Phase

The themes for this phase were created, and votes by the participants are listed in the table below. The participants could put multiple votes on an individual theme.

Table 1.6: Utopian Phase Themes

Utopian Phase Theme	Votes
Mentor training and Accountability	4
Building School Culture	11
Training Personalization for Mentoring	15
Process for Immersion in Culture/Community School and University	33
On-going professional development on school and community	9

The Utopian phase starts with the mentor teachers joining the new teachers in the conference room. New teachers joined the mentor teachers in the conference room before the phase started to share out themes from the critique phase. Each group (new teachers and mentor teachers) listened to the themes from the other group as the Utopian phase began.

As Amanda and I started the Utopian phase, we attempted to put the teachers in the mindset of "thinking out box" which seemed difficult to them. I found that the new teachers struggled with being free with their thoughts and making decisions without regarding time or cost because as a teacher we are often told to think about all options before making a decision.   The following themes emerged from the utopian phase as teachers begin to create a mentoring that supports new teachers. The mentoring plan would include: a component to include mentoring training and accountability, a

component that builds school culture, and include activities that are personalized to support each individual new teacher.

Theme 1: Mentor Training and Accountability

The first theme that emerged from the utopian phase was the ability to create a mentoring plan that included accountability for the mentors and mentees. The new teachers felt the previous state Teacher Internship Program included accountability for the mentee but lacked accountability and on-going training and support for the mentor. After the teachers voiced their frustration, I reminded them of the utopian phase of creating the "fantasy" mentorship and they determined the need for mentor training and accountability. Their accountability would hold mentors accountable if they do not meet with a new teacher, or do not give them appropriate feedback that will help them grow. During the critique phase of the workshop, the new teachers described the inconsistency of the meeting times and opportunities through mentoring for new teachers.

After hearing the new teachers talk about the need for mentor accountability, I agreed with their concerns. However, some of the mentors felt that accountability wasn't needed because the mentor could possibly be a "volunteer" and having accountability may impede being able to recruit future mentors. The accountability the participants discussed included the mentors being held accountable for meeting with them weekly, or the mentor being trained to support the new teacher with classroom management. The new teachers noted that they were often give a mentor but the mentor sometimes had other responsibilities which limited the help they received, or the mentor did not have the capacity to help. In the end, we must provide new teachers the best possible mentor, provide training, and hold mentors accountable.

Theme 2: Building school Culture

The second theme that emerged from the Utopian phase was the addition of exercises to embrace school culture. The teachers determined that there was a need for the addition of ongoing activities to embrace school culture in all high poverty, low achieving schools; no matter of the cost or the commitment of time. I believe positive school culture could make teachers want to stay at a high poverty, low achieving school. The teachers spoke of the benefits of having a positive school culture to help teachers deal with the challenges of teaching in a high poverty, low achieving school. The topics covered were: everyone coaching a sport or club, being able to choose your own mentor, paying mentors and mentees, having events that are beneficial in welcoming teachers to a high poverty, low achieving school, possible school outings, and positive interventions and behavior supports. As new teachers become a part of a high poverty, low achieving school, there is a need for them to know their colleagues and know their students, and providing events which build culture is an important part of building culture.

"All new teachers should coach a sport or club" Exclaimed Nathan! He started the discussion by telling everyone of the importance of teachers coaching a sport or club. He then explained that if teachers coached a sport or club it would assist the new teachers in meeting students outside of the classroom which could help with some of the behaviors in the classroom. I've often found that when teachers and students share time outside of the classroom it builds a bond or connection between the student and teacher. Also the coach/teacher can even serve as an advocate to a student with another teacher, if the student has missing work or is disinterested in a class. Another goal of having new teachers coach a sport or club is that it would increase the number of students who are

involved in clubs or sports in schools and help students with behavior issues and grades. Students have to maintain a certain grade point average to be involved in most clubs or sports and have good behavior.

Being matched to a mentor was the next topic of discussion. Mary stated, "There needs to be a personality match with mentor and mentee, not just on content area". She talked about the importance of having a mentor to support a new teacher in the induction year, and how not having a mentor could be a detriment to your professional growth. Her solution was that you get to pick your own mentor. The participants determined that it would benefit new teachers in learning and growing interactions, and support for school based practices if they were able to choose their own mentor. After Mary talked about choosing your own mentor, Nathan asked "How would you chose your mentor if you are new"? Mary stated that you could choose a mentor but have the flexibility to either add an additional mentor for a specific task that you needed or if you had a "crappy" mentor you could just chose someone else. The group determined that having a supportive mentor could make or break you as a first year teacher in a high poverty, low achieving school.

The conversation then moved towards incentivizing mentors and mentees in the mentorship process. Mary stated, "In utopia, there's going to be a stipend for the mentor and the mentee. Because the mentee's doing just as much work as the mentor, and the mentee's getting a lot less pay because they got their stuff, their rank reset to zero." Mentors and Mentees in the study felt that if this was important, there needed to be compensation for the time spent working on mentoring. The mentees felt that they needed to be paid for the professional developments they attended, and the mentors felt

they needed to be paid for the hours spent mentoring the new teachers. Both groups stated the importance of paying teachers during the mentorship process as an incentive to ensure everyone was giving their best.

David offered another way to build culture in the school through scheduled events, retreats, or school outings. He talked about the importance of pre-scheduling events that were centered on "having fun". He affirmed that it doesn't have to be every Friday, but once a month would be great. The events Nathan spoke would only serve to give teachers an outlet to get to know each other and have fun. Cathy, a mentor teacher, added that it would be beneficial to get a "commitment" from the veteran teachers to show up. She felt the veteran teachers would be less likely to show up for these types of events because of family commitments. Nathan agreed that it was hard for everyone and that's why he suggested having it once a month, so if someone couldn't come one month then they could possibly make it the next month. Nathan added "These events should happen once a month". Schools currently have retreats but they are geared towards teaching you how to teach, and most of the mentees determined they were not considered "legit" retreats. Having school outings or retreats could serve as a break from the rigors of teaching in a high poverty, low achieving school, and give teachers the opportunity to build relationships with each other. The new teachers also believed the importance of getting either the department, or a group of teachers together for culture building activities. One of the critiques discussed during the workshop was the lack of positive interactions with leadership, and school retreats or outing could definitely support teachers in having more positive interactions with school leaders. This relationship building can help in informal mentoring for new teachers as well.

School culture is an important element for the staff to feel there is a sense of belonging. Eve finally said: "So, building team work and culture within your department or grade level is important".   Since this is the Utopian phase there wasn't a consideration for the cost associated with the events the participants explored, but it was enlightening from them to express the need for more togetherness.

Theme 3: Personalization for Mentoring

The third theme discussed during the utopian phase was the need for a more personalized approach to mentoring to support new teachers. The topics in this theme were: the need for a mentoring program that provides opportunities for mentor/mentee collaboration, opportunities for coaching, opportunities for observations, and the flexibility to choose a mentor. With the mentorship program it was a one-size fits all program. There were twenty-five teachers who were new to Kentos High School but only twelve were new to teaching. Some of the activities that the new teachers needed, the veteran teachers did not need. I agree that there is a need for the personalization of the mentoring experience by asking teachers for their input on what they need the most.

Eve said she would like to see more collaboration during the day between the mentor and mentee. Mentors and mentees need more times to meet during day because people have busy schedules, and, if a meeting was scheduled during the day, it would more than likely happen on a consistent basis. Alex talked about the benefit of new teachers having a period where they were able to co-teach with a mentor teacher. He described a period where the mentee could co-teach and learn from a mentor through daily observations to get instant feedback.

Robin expressed the importance of mentor teachers coaching mentee teachers. He discussed the significance of mentee teachers receiving on-going beneficial coaching from a mentor teacher who works in a high poverty, low achieving school. Other participants in the group communicated the benefit of the mentor teacher working in the same building so that the mentee teacher could have a "go-to" person during the day on a consistent basis. One of the topics brought up during the critique phase was that new teachers often felt as though they didn't have a mentor to go to when they needed support. It would also be useful to have mentors and mentees together go out and observe other teachers from time to time and reflect on the observations. David said it would be helpful to "observe different contents, different teachers and then sit together even with several mentees and mentors for a discussion".

Mary described the need for new teachers to have several opportunities to observe mentor teachers. Some participants felt it was necessary to observe teachers during the first month of school to help with the overall management of the class. Teachers stated that this was one thing that the undergraduate program did not prepare new teachers for, which was a critique communicated during the critique phase. Mary detailed an example of teacher observations that may prove to be helpful for new teachers where teachers can choose five teachers and have the ability to observe those five teachers. Derrick said he needed to observe teachers who had special education students and students with behaviors issues. Derrick determined that it would be beneficial to observe teachers at different levels (elementary and middle school) because they may be dealing with some of the same behaviors from students and have "tricks" they can share. After the observations teachers would talk to a mentor for reflection. She further stated it would be

beneficial if the teachers were able to get professional development hours for the observation.

The topics soon turned towards the flexibility of mentoring activities, and the time the teacher is in the mentoring program. Cecil, a mentor teacher, talked about being able to have flexibility in the mentoring program so that a new teacher would receive mentoring until the data states that the new teacher no longer needs mentoring or the teacher elects not to have mentoring. Laura, another mentor teacher, stated that it was "bothersome" as a new teacher to have someone spend hours with her to "mentor" her when it wasn't needed. She felt having flexibility in the mentoring program would allow her to meet with a mentor when the mentee needed to meet with the mentee. Lane, a mentor, stated "Some people need support longer, so mentees need a personalized plan". Robin stated "I think that people come in with different levels of experience and people need different amounts of help. And so, if you force people to have help that don't necessarily want it, problems may arise". Colleen, another mentor teacher, determined that it would be helpful to give new teachers a list of topics and ask which ones would be helpful, and their individual mentoring plan is catered towards the activities that the new teacher choses. She talked about the importance of getting the new teachers feedback on the activities they need most would be beneficial. The flexibility in the mentoring program would be beneficial in that more mentees may want to participate in the mentoring program, and it would support a new teacher's individual growth and professional development by being catered to their individual needs.

The comments during the utopian phase turned towards being able to have the flexibility to choose a mentor that will able to meet the needs of the individual mentee,

or have different mentors for different needs. All participants who participated in the state Teacher Internship Program spoke of the differences in the mentor. Nick discussed the importance of being able to choose a mentor who make you feel more comfortable or who will meet your individual needs as a new teacher. He also spoke of the need to have a mentor who teaches the same content or has similar teaching style. During the critique phase, the new teachers spoke of the issue of having a mentor who has a different teaching style or teaches a different content. They shared of the need to have a mentor teacher who has the ability to understand the needs of the mentee teacher and can help. It would also be beneficial to have mentor who is supportive of a new teacher supporting teachers wanting to implement changes in your classroom.

In summary, this theme of personalization for mentoring included a program that caters specifically towards each new teacher. Mary added "It's important to create learning opportunities for teachers". The individualism and professionalism components discussed during this theme emphasize the need for teachers to work towards goals that would support building individual teacher efficacy and include components to support the professional teacher's growth.

Theme 4: Process for Immersion in culture/community school and university

The fourth theme in the utopian phase was the need for a process for immersion into the school and community culture. The teachers expressed the need for a process to help/support new teachers as they attempted to navigate the process of starting a new job, and the culture that is prevalent in the school. The new teachers talked about the need for a more interactive cultural competency training and professional development and having interactive and supportive training for new teachers.

Nathan determined that there was a need for more interactive cultural competency for new teachers seeking support with teaching students of poverty. The teachers all stated there was a need for on-going professional development which specifically includes lesson planning that urban students could relate to. The training should be interactive and include components that are specifically designed to give students real world learning including project-based learning.

This theme brought forward the discussion of having interactive, supportive training for new teachers. Robin expressed her desire to have training that is engaging, on-going but meaningful to the needs of urban school teachers. The training and/or professional development the teachers spoke of will support the transition for a new teacher to the school, community, and their classroom.

Theme 5: On-going Professional Development for School and community

The fifth theme is the need for on-going professional development regarding the school and community. In Jamestown Public School District, there are people who can conduct professional development classes free of charge for the school. During the utopian phase the participants stated the importance of professional development opportunities that help in the growth of a new teacher.

Lindsey, a mentor teacher, stated the importance of on-going professional development and indicated the need for several professional development options or a follow-up professional development on a specific topic. Also, she discussed the need for a way to evaluate the professional development to gauge the future needs of the new teacher. Cathy stated, "The professional development should be offered until the teacher showed improvement through data in that specific area". Mary determined that there was

a need for weekly professional development during the school day and then new teachers would have the opportunity to observe the mentor teacher putting the topic into practice and get paid for it. Laura talked about the need for ongoing professional development, including surveys throughout the year and means for improvement.

According to the transcripts, the teachers spent the most time talking about the themes of building school culture and mentor training and accountability, but the teachers were more interested in the need to have a mentoring plan inclusive of a process for immersion into the culture/community of school starting at the university level.

Realization Phase

The themes created and votes are listed in the table below.

Table 1.7: Realization Phase Themes

Realization Phase Themes	Votes
Time	7
Relationships	10
Incentives	8
Systems and Processes	32

After taking a short break, the participants were ready to start the realization phase to determine the components that could realistically be a part of the mentoring program. I asked participants to think realistically about the mentoring program with the current state of the district and schools in mind. The recurring themes were: the need for incentives for mentors, the need for systems and processes in the mentoring program, the

need to include adequate time for a viable mentorship program, and the importance of the

mentee/mentor/administrator relationship in a mentorship program.

Theme 1: Systems and Processes

The first theme that falls under the realization phase is the need for systems and

processes as an important component of the school-based mentoring program for new

teachers. The teachers felt that systems and processes with checks and balances will

ensure the fidelity of the mentoring program while including the accountability the

mentors discussed during the utopian phase. Throughout the previous phases the teachers

mentioned the lack of systems and processes in the current way the teachers were being

mentored.   The ideal mentoring program will include consistency, professional

development through interactions with a master teacher while inclusive of trauma

support, and collaboration with the undergraduate education program. The teachers spent

most of the time talking about the need for progress checks and adjustment to make the

mentorship program successful and inclusive of feedback from new teachers. The

mentees express the need for a process whereby new teachers check-in with a mentor on

a regular basis. Colleen noted "Teachers need a check-in with a mentor and

administrator at least every six weeks". This check-in needs to happen at the school level

to allow for changes or personalization for the mentorship program while inclusive of an

action plan. While discussing the personalized mentoring plan words such as "authentic"

"self-directed", "data-based" were announced. Teacher indicated that a mentoring plan

needed to include "actionable skills", and a "menu or buffet with a survey". The teachers

believed if the policy included an action plan and check-in's that there would be an

opportunity to discuss "what's working and what's not working" ,according to Eve. If

teachers have input on the school-based mentoring program and it is "beneficial", the mentoring program may change the culture and "build a system where teachers want to have a mentoring plan inclusive of personalized professional development", according to Robin.

While articulating the process of mentoring activities that need to be included in a mentoring plan, the teachers note that professional development components were important and needed to be catered towards issues that teachers in a high poverty, low achieving school often must deal with. During the critique phase the teachers stated that parts of the mentoring they received was a waste of time, and during the utopian phase they determined the need for a mentoring program that would be personalized for each teacher. The professional development could include activities personalized for the new teacher's needs. This professional development needs to start at the college level and. according to Robin, "need[s] to include hours in trauma informed care, behavior management, or cultural competency". Teachers touch on the need for a collaborative effort between the university undergraduate programs and high poverty, low achieving performing schools to better prepare teachers for the classroom.

Finally, participants discussed the need for a professional learning community or collaborative group for mentors to exchange ideas and work toward supporting new teachers. Colleen (mentor) states "There needs to be a mentor professional learning community (PLC) which includes professional development for new mentors".   The professional learning community would be supportive in nature for new teachers while allowing the mentors to exchange ideas to better support the teachers and students in a priority school setting.

During the critique phase the teachers vocalized the need for a consistent mentoring program inclusive of systems and processes. The teachers further noted the importance of allowing new mentees to have a personalized mentoring program as discussed in the utopian phase while including a "backpack" of skills each teacher should possess. In any career field systems and processes guide the direction of the program or plan.

Theme 2: Time

The second theme mentioned during the realization phase is the need to allot time for mentoring to occur. During the realization phase, as attention turned towards time, the teachers indicated that there needed to be a set time and day for mentoring during the day. As we had conversations about how to include time in the mentoring program, the teachers described the release time that a mentee spends with a mentee is "invaluable" , according to the new teachers. Time for mentors to meet would be more beneficial if it occurred during the school's day. During the Utopian Phase the new teachers emphasized the need to have mentoring occur the day and wanted the new teachers and mentors to be paid for their mentoring time. During my first year of teaching, I can remember going home exhausted from teaching students; therefore, I can see the benefit of meeting during the school day. Some teachers in their first year of teaching are in school or must get another job to pay back student loans; therefore, new teachers may not have lots of time for afterschool meetings or mentoring. Colleen emphasized the need to meet for mentoring during the school day. In a mentoring plan, there needs to be a shared commitment from the mentors and mentees and support for implementing mentoring activities that is included as part of the mentor's job duties.

Theme 3: Relationships

The third theme mentioned during the realization phase is the importance of relationships and relationship building activities in the mentoring program. During the critique phase the teachers noted the importance of the mentor/mentee relationship and talked about the inclusion of opportunities to build culture many times in the previous phases. The participants discussed the need for activities that encouraged relationship building between new teachers, veteran teachers, and administrators. Nathan felt that including activities that encouraged developing relationship and building activities that build community within the school and support school culture would attract teachers or encourage teachers to stay through word of mouth. He further noted that those activities were needed in the school mentoring program to engage mentors into supporting new teachers with the school culture and community of the school.   Items suggested by Colleen were a kick-off party, a block party, doing something in the community, or meet the teacher days.

Mentors have distinct knowledge and skill sets that are beneficial to new educators. Those tools can only be obtained by mentorship. Relationships are a key ingredient to a successful mentoring program where new and veteran teachers can build trust. There are several challenges that new teachers encounter where mentors are available to encourage, inspire, teach, cheer, and reassure mentees. Data from the National Center for Education Statistics (2004) advocates that the mentor/mentee relationship benefits from the amount of time that a mentor and beginning teacher spend together. The National Education Association (1999) determined 36 percent of beginning

teachers who work with their mentor "a few times a year" report considerable improvements in their teaching skills.

Theme 4: Incentives

The final realization phase theme centered on the need for incentives for mentors. The group offered several options for incentives for teachers while realizing the importance of barriers, such as time and money. Mentor teachers need incentives to entice them to want to be a mentor and support new teachers. Nathan talked about the importance of having incentives that are broad enough to fit a variety of schools and do not cost money, such as an additional planning period. Eve determined that there is a need to include a provision to pay mentors but was willing to talk about incentivizing mentors through a possible free course at U of L. Although I felt the pay and free class at U of L were not things that we could do, it was definitely something that I would like to propose in the future. Eve also mentioned the possibility of an extra planning period for teachers who mentor new teachers. The group determined that there was a need to incentivize mentors to give their best while mentoring new teachers.

Realization Phase Summary

This final phase of the workshop used the critique and utopian phases to develop possible solutions that are truthful in nature. This time allowed the researchers and participants to decide how and when they will begin the implementation of the solutions.

During this phase the teachers spent the most time voicing the need for systems and processes to be included in a school-based mentoring plan. The need for systems and processes also earned the most votes during this phase of the workshop.

Analytic Memo

During the workshop, we were able to have a colleague take notes on the participants' thoughts and feelings. The participants shared their experiences during the workshop. They felt there were a lot of free thoughts. Another participant stated ,"every second I felt was useful". One more stated, "The workshop allowed for interactive open dialogue allowed for meaningful and detailed questions and thought that working from struggles and areas for improvement ultimately led to strong points of emphasis". The participants seemed engaged and ready to support future teachers with their important feedback in this process and very willing to intellectually contribute to the mentoring process.

Summary

This section summarizes the workshop feedback and the results of the data analysis by re-visiting each research question. The majority of beginning teachers agree that support at the school level is needed for new teachers in a high poverty, low-performing school. The new teachers further come to an agreement that they need time with a mentor for various activities that support teacher growth and development. They (new teachers) would like more individualized time with the school leader.

How do new teachers perceive school-based mentoring programs as a need for teachers' retention in a high-poverty low performing school setting?

Based on the responses from the participants during the critique and Utopian phases, new teachers perceive a school-based mentoring program to be an essential component of the complete induction process for new teachers. During the critique phase, the new teachers felt the mentorship they received needed more learning and

106

growing interactions with a master teacher, needed more collaboration between low performing schools and the college education programs, needed more professional development and training for students who experience trauma and behavior support, needed more support for school-based teaching practices, lacked consistency, and needed more positive interactions with school leadership for growth. The participants also felt that a successful school-based mentoring program needed the following components: time, relationships, incentives, and systems and processes. During the Utopian Phase the new teachers determined the need for a mentoring program inclusive of various activities to support teachers in a priority school setting. Lastly, during the realization phase, the new teachers determined that for a new teacher to be able to support student achievement in a high-poverty, low-performing setting a mentorship program is an essential component of the induction to the teaching profession.

What do new teachers perceive as important components of a school-based mentoring program in a high-poverty, low-performing school setting?

New teachers perceive activities that are beneficial and could promote development as important components of a school-based mentoring program in a high poverty, low performing school setting. The teachers who completed the survey indicated that 2 out of 5 new teachers where introduced to various components that proved to be beneficial to a new teacher in the high poverty, low achieving setting. During the critique phase the new teachers noted that they were not offered: mentoring activities that enabled them to observe or learn from a master teacher, activities that supported them with classroom management, and activities that assisted teachers with supporting students who have been exposed to trauma. During the utopian phase the teachers indicated that they

would like the following activities to be part of the mentoring program if there were no barriers such as time or money: mentor training and accountability, personalization for mentoring, process for immersion in culture and community, and on-going professional development. During the realization phase the teachers agreed a successful mentoring program needed the following activities: time, relationships, incentives, systems and processes.

What are new teachers' perceptions on the role of leadership in a mentorship experience?

New teachers perceive leaders as important throughout their entire career but especially during the mentorship experience. The participants indicated the importance of interactions with leadership in a mentorship program. During the critique phase the teachers described the inconsistency in the number of times they were able to meet with leadership outside of evaluations. The teachers seemed to want to engage more with the building leader to support their growth or to reaffirm their work. During the Utopian phase the teachers noted the need for leadership through interactions with teacher leaders and administration alike. Principals need to promote the mentor/mentee relationship in a mentorship experience. Finally, during the realization phase new the teachers suggested collaboration with leadership to offer the incentives, systems and processes to offer the school-based mentoring program beneficial to new teachers.

It was the intent of this chapter to present the data analysis and explore and identify beginning teachers' perceptions of the quality of mentorship and the mentoring activities that support a new teacher in a high-poverty, low-performing school setting. I believe a school-based mentoring program to be an essential component of the complete

induction process for new teachers. Chapter 5 discusses the conclusions,

recommendations, and implications for further research.

STUDY ONE NEW TEACHER PERSPECTIVE: SUMMARY OF FINDINGS,

IMPLICATIONS, AND RECCOMENDATIONS

In this final chapter of this action research study, I present the summary of the study, purpose of my study, review my research questions, review the methodology, and discuss implications and recommendations. The summary of the findings is presented by the research questions with connections to the literature review in chapter 2. I further discuss the implications for all education stakeholders, recommendations for future research, and conclusions for the study.

Overview of the Study

Through this research study, I examined and interpreted the perceptions of new teachers of mentoring in a high-poverty, low-performing school. This study is built upon the research of Ingersoll, Merrill, and Stuckey (2014), which states that there is a need for inquiry leading to plausible answers as to why teaching is not a sustainable career. There are both quantitative and qualitative studies that examine induction and mentoring (Feiman-Nemser, 1996;Odell, Ferraro 1992). However, few studies evaluate the perspective of new teachers using an action research study model. This research study enlisted the voices of mentors and mentees to speak to the needs of a new teacher in a high poverty, low achieving school. The Critical Utopian Action Research Theory and Future Creating Workshop set the direction of this research study and enabled the participants to create a mentoring program to support new teachers.

Nature of the Problem

The participants of this study determined there is a lack of school-based mentoring support for new educators in a high-poverty, low-performing school setting. Instructors (especially in high-poverty schools) need support during their first year of teaching due to the challenges early career teachers face. The participants spoke of instances where they were often faced with meeting the needs of diverse learners, without the experience to close the achievement gap; therefore, mentoring is needed to model the skills they lacked. While I focused on the needs of the new teachers and implementing a policy that will support teachers at the school level, I do understand some of the changes need to be made at a district or state level.

Purpose of the Study

The purpose of the study was to explore the new teacher's point of view as it relates to their mentoring experience as a new educator. The hope is that this study will have a positive impact on teacher attrition, and teachers will want to remain at the school where students need knowledgeable, skilled, and experienced instructors.

Research Questions:

My research questions are as follows:

- How do new teachers perceive school-based mentoring as a need for teachers in a high-poverty, low-performing school setting?

- What do new teachers perceive as important components of the mentoring program?

- What are new teacher's perceptions on the role of leadership in a mentorship experience?

Review of the Methodology

As outlined in chapter 3, I used an action research design, which was qualitative in nature, to investigate the effectiveness of mentoring in a high-poverty, low performing school. The action research design approach facilitated understanding the new teacher's perceptions of the impact of mentoring, as well as enabled the mentees and mentors to speak to the mentoring and support needs of a first year of teacher. The Critical Utopian Action Research (CUAR) Methodology enabled the participants to use democratic problem solving to create a mentorship program, with a result that fosters teacher growth and improves teacher retention. This research method was used to allow the researcher and participants to play active roles in the study.

The data analysis and findings were presented in chapter 4 and conclusions were drawn upon the conclusion of these results.

Summary and Discussion of Major Findings

Using the Critical Utopian Research method in my action research study, I was able to define efficacious mentoring and explain the activities new teachers believed made the mentoring experience valuable. This research addressed the lack of support through school-based mentorship for new teachers in a high poverty, low-performing school setting and gave a new teachers perspective of the mentoring received by all new teachers. The participants were able to share the challenges they have experienced at high-poverty, low-performing schools which point to the need for additional mentoring

Finding 1-Perception of school-based mentoring

The teachers in the study perceived a school-based mentoring program as beneficial to the induction of new teachers, and this is consistent with Jonson (2002), who

found mentoring to be a key component of induction. Based on the discussions during the workshop, the teachers stated that it would be detrimental to their professional growth and development to not have a mentoring program and leave teachers without support. The participants further discerned that new teachers needed a mentoring program that included mentoring activities to aid in their growth and learning as a new teacher. Gray and Taie (2015) determined that a lack of mentorship contributes to teachers leaving the field.

The participants found that mentoring would be helpful if it included components that were shared throughout the workshop and were catered to an educator who teaches in an urban school setting. The educators who were part of this research study are all instructors who teach in urban schools. These teachers have experienced the unique challenges that increase the need for both school-based mentoring and time spent with a master teacher. Challenging working environments, the nonexistence of a supportive professional culture, and an overwhelming workload also contribute to high teacher attrition (Goldring et al., 2014; Ingersoll, 2001).

Finding 2-Mentoring Activities

The participants of this study perceived mentoring activities as a need for new teachers in a high-poverty, low-performing school. Through phases of the workshop, participants described instances where, as new teachers, they would have appreciated support with classroom management issues, support with school culture, and support curriculum and instruction. Teachers in this research study determined that the most beneficial activities were ones that were shared with a mentor teacher and ones that were catered towards helping them with the students they teach. Goodwin (2012) determined

113

beginning teachers have a specific set of needs to their classroom and long for support, such as modeling lesson plans, constructive feedback on instruction, and classroom management tips.

The teachers determined that the mentoring program needed personalization to ensure that all new teachers' needs were met while understanding that beginning teachers are inequitably found in schools in high-poverty neighborhoods and communities; therefore, the training needs to be catered to teaching in an urban school setting (Darling-Hammond, 2011). Understanding that teachers are predisposed to leave schools serving high proportions of low-achieving, low-income and minority students for more educationally and economically advanced schools, there is a need for emphasis on the mentoring activities in a mentoring program (Loeb, Darling-Hammond, and Luczak 2005).

Kavit and Coca (2007) conducted research in Chicago and determined new teachers who participated in mentoring activities found them very helpful, which is consistent with the feelings of the participants of this study. Most of the themes of this study fall under the research question, "how new teachers perceive school-based mentoring as a need for teachers in a high-poverty, low-performing school setting?" The new teachers determined consistent mentoring activities were the most important part of the mentorship program. The teachers further stated that the mentoring activities needed to include more time with the mentor and leadership. Moreover, they stated that time to acclimate to the culture and climate of the school was an important factor to developing a sense of belonging to the school and community. The teachers felt the mentoring activities needed to start during the undergraduate program and include support for

114

teaching practices. The need for systems and processes were echoed over and over throughout the workshop as priorities and included time with a mentor, interaction with leadership, and progress checks to ensure the mentoring activities supported a new teacher with the challenges of teaching in an urban setting. These systems and processes could ensure that valuable mentoring activities are provided to foster the success of teachers and students, rather than wasting time and resources with disruptive meetings, events, or activities inconsistent with the objectives of supporting new teachers.

Finding 3-Role of Leadership

Previous studies determined that principals who think about their teachers as learners will commit to helping them improve continuously (Borman & Dowling, 2008; Cochran-Smith et al., 2012; Johnson & Birkeland, 2003). Participants of this study view the role of leadership as an important component of the school-based mentoring program. and noted throughout the study that the absences of principal support during the mentoring process was disadvantageous to their success as a teacher. While principals enable teachers to work collaboratively on instruction, new teachers also believed that the principal was an integral part of their professional growth and someone who they often looked to for encouragement and/or support. Additionally, the teachers stated that the principal should be the one ensuring the following points of the mentoring program are carried out: systems and processes mentoring activities, time spent with the mentor, and professional development included in the mentoring program. The participants determined these activities are important to the mentee, mentor, and school-based mentoring program.

Teachers in the study noted there was a lack of support and guidance from the principal, which they felt would have aided in their success during their first year of teaching. According to the new teachers, if they had met with school leaders consistently, it would have supported them more in their first year of teaching.

Implications for the field

Based on the feedback from participants, veteran teachers serve as coaches and cheerleaders for new teachers who need beneficial mentoring and support for teaching practices and pedagogy. Through feedback, constructive criticism, and sharing of ideas, new teachers will be afforded the opportunity to build collegiality and collaboration. We are recommending a policy whereby there is a school-based mentorship program at all high-poverty, low-performing schools. Along with this recommendation, there are implications for future practice and further research. This research is essential due to the rate of teacher retention in high poverty, low achieving high schools and the need for support for new teachers.

The policy offers new teachers a solid plan whereas they are subject to on-going support during their first year of teaching. I am calling on veterans to be willing to support mentees by assisting new teachers by being a resource the new teacher can lean on in the early years of their career. Participants in this research study spoke of the importance of having activities such as being able to observe a mentor teacher, but veteran teachers must be willing to help. Mentors can assist new teachers in the following ways:

1. Teach professional development
2. Be willing to mentor teachers formally or informally

3. Provide needed resources for the teachers on your team or who work in your department

4. Be willing to serve as an informal leader to the teacher when needed with a positive attitude

The teachers in this study emphasized over and over the importance of mentors to the mentoring program. Mentors are the backbone of any successful mentoring program, as they are the ones who have already been in the same position as the new teachers. Mentors can address the challenges all teachers face day-to-day and offer up strategies to overcome them. If the funding is not available for veteran teachers to be paid for mentoring new teachers, I hope mentors will still be willing to support new teachers.

Implications for School and District Leaders

Through this action research study, we set out to solve the issue of the lack of support for teachers---understanding that support is needed through the district level. As a teacher who works in a large urban district, I understand the support needs of school and district leaders when implementing a new policy or program. I am asking for the implementation of this policy at the district level, to support teachers at the school level. The new teachers in the study described their individual needs as teachers in an urban setting and detailed the need for more support at the school level. The teachers in the study also voiced their concerns for the future of the career of teaching and the needs of the teachers who have yet to enter the teaching field. This capstone includes reasons why the mentoring program is needed; therefore, we are calling on school and district leaders to do the following:

District level:

117

- Increased funding and implementation of a mentoring program which includes resources to pay for individuals dedicated to overseeing and supporting new teachers

- Increased Professional development geared towards teachers who teaching in a high poverty, low achieving setting to include trauma behavior support and new teacher challenges

School and district officials need to understand that a mentoring program alone will not change the course of action for a new teacher. To implement this mentoring program, support is still needed at the school and district level to oversee the program, while guiding and evaluating its success. The guidance and support of the mentoring program may include changing it to meet the needs of the teachers while including mechanisms that allow for changes to improve the mentoring for new teachers.   A data-driven, teacher-supported evaluation system is needed at the school-level to provide the foundation for the future success of mentoring efforts and activities for new teachers. While keeping data in mind, any mentoring system for new teachers needs to continue to listen to, and include, the voices of the teachers. School and district leaders cannot blame higher education, when children's lives are at stake; mentoring needs to be a priority.

Professional development is at the heart of what it takes to make teachers better. The professional development that I have experienced in the past has sometimes been spotty. However, the professional development that has benefited me over the years has helped to improve my skills as a teacher and support student achievement in my classroom. Although I feel that new teachers already have a steep learning curve (with starting a new job), I strongly believe they need ongoing professional development. At

the district and school level, there needs to be an organized approach to delivering more professional development for new teachers.

Implication for Policy

Through this research we have enabled the voices of the teachers in the field to be heard. It is important for all education stakeholders to understand the importance of mentorship and how mentorship affects their feelings of self-efficacy as a new teacher. The participants in the study have described the challenges new teachers face and the reasons why there is a need for attention of the individuals who serve as lawmakers.

We are recommending a policy whereby there is a school-based mentorship program at all high-poverty, low-performing schools, understanding funds in education are tight. With this understanding we are going to the lawmakers and policy holders to reexamine the needs of teachers in an urban setting. It is troublesome for me, as a teacher, to see new teachers come and go; we are asking for support from our lawmakers at a state level for the following:

- Lawmakers need to be aware of the challenges that new teachers face in teacher retention and mentorship and fund the continued research to support mentoring in urban school district's

- Support the mentoring efforts between colleges, teaching programs, and urban school district's to ensure ALL teachers are prepared to teach in an urban school district.

- Gain a greater understanding in the need for teacher support in an urban school setting to support legislation

Recently there was a cut in education funding, which eliminated monies allocated to the only statewide teacher internship program. Currently there are no dedicated financial resources to support mandatory mentoring for new teachers. As a teacher in a high poverty, low achieving school, I know firsthand the support needed for new teachers and ask that the state invests in teachers by implementing and funding a mentoring program. I am not only asking for financial funding; I am asking for the autonomy for teachers to manage the program.

Collaboration between colleges and all the various teaching programs is needed for all teachers entering the teaching field. The partnership should include providing systems and processes to ensure all new teachers are prepared to teach in an urban setting. No matter the avenues that one takes to become a teacher, the skills needed are the same. This partnership could include an annual meeting ensuring all programs have equal standards in preparing students.

Lawmakers are presented with legislation during their sessions, which cover a broad range of topics. Before making decisions that impact teachers and resources, I would like to encourage lawmakers to spend more time engaging directly with schools, educators, and parents. This engagement could consist of visiting schools, listening to school leaders, and acting on legislation that would benefit schools. Furthermore, the needs for new teachers and schools are ever-evolving; I urge lawmakers to stay involved.

This policy will better prepare teachers for a diversified student population. This research is essential, due to the rate of teacher retention in high poverty high schools and the need for support for new teachers. The policy offers new teachers a solid plan, whereby they are afforded on-going support during their first year of teaching. This

offers new approaches to address teacher attrition and mentoring, which has been a constant issue in this district, state, and nation. This action research study is needed at this time because it calls upon the mentors and new teachers to have a voice in the needs of a school-based mentorship program.   Using the teachers' perspectives of needs from both sets of participants will lead to a transformative model of mentorship of new educators to positively and proficiently impact students and schools.

Future Recommendations

Through this research we provided a differentiated mentoring program for beginning teachers and teachers new to the district. It is vital at this time to help get teachers acclimated to the new district and address questions and concerns they may have. Through this research, we were able to develop a mentoring program that is tailored to meet the requirements of both groups of teachers, while understanding the necessity for further research. Educators and policymakers alike acknowledge the necessity for including teacher voice in determining the needs of new teacher support. This capstone study tells the story of the demand for increased support for new teachers through mentoring. It is important for lawmakers to become aware of the challenges of novice teachers and support legislation supporting new teachers. We submit this mentoring plan and ask that it be implemented at the district level with fidelity to ensure teachers at the school level have the support they need. This policy will better prepare teachers for a diversified student population. The new teachers in this study illustrated the need for increased preparation for new teachers in a high poverty setting.

Further research is needed to continue to make contributions to mentoring within the education field. My recommendations for future research include: expanding the

121

research to include elementary and middle schools, continuing to review the data and research the mentoring activities that benefit new teachers, and expanding the research to include the voices of other stakeholders such are parents and principals.

Expanding the research to include elementary and middle schools would enable researchers to provide analysis of similarities and difference amongst the new teacher challenges. Although the mentoring plan was written from the perspectives of high school teachers, I believe some of the challenges are the same for elementary or middle school teachers.

My second recommendation includes expanding the research to include the voices of other stakeholders, such are parents and principals. This research consisted of the educators' perspective of a new teacher's needs but other stakeholders' viewpoints need to be considered as well. Future research would include interviews with the stakeholders listed above to gain their understanding and role in the support needed for new teachers.

My final recommendation is for a continual review of the data to fund the mentoring program. We have created a mentoring program that needs funding sources to make it a success. Although there is no current funding in place for the mentoring program, research is needed to find that funding source for mentoring. If mentoring teachers cost less than replacing a teacher, then it is worth exploring the avenues to pay for mentoring. The teachers in the study spoke of the ways to incentivize mentors without paying them; this is only one example of exploring all avenues when searching for ways to "pay" for the mentoring program. While the mentoring program could exist without additional funding, it would be helpful to have a dedicated veteran teacher to act as a resource for new teachers. The continual review could include conducting surveys

allowing teachers to guide the future direction of the mentoring program. Teachers have great opinions and a voice that should be taken into consideration.

Conclusion

There are many benefits of a school-based mentoring program for mentors, mentees and the organizations. The mentees can benefit by: gaining support, getting help with teaching strategies, gaining constructive feedback, observing a role model, and reflection. The benefits to the mentors include: gaining collegiality, reflection, professional development, gaining personal satisfaction, improving on the teaching practice, and satisfaction. There are benefits to the school and/or district which include: improved education, grades, and behavior for student, increased support for the school, greater contribution to the profession, improved retention to the staff, more effective school leadership, improved communication with higher education, and good public relations for the school. The success of new teachers depends on the support they are given.

Through this research, I was able to hear from the voices of new teachers and identify the new teachers' perceptions on the issues of a school-based mentoring program as a need for teacher retention in a priority-school setting. This allowed teachers to create the mentoring activities/programs that would benefit new teachers in a priority school setting. Many gaps appear in research on teacher retention, as this research seeks to offer priority schools a mentoring plan. One of the chief aims of the Future Creating Workshop was identify ways to retain educators, through the establishing of a mentorship program to assist them through the struggles of being in a hard-to-staff school. This

mentoring policy was written to meet the needs of the new teacher, with the result of creating an action plan that is tailored to meet the needs of a new teacher.

In creating the school-base mentoring plan/policy, the teachers will be able to impact student learning and teaching practices, while new teachers and mentors can reflect on their own practice. This potentially offers new approaches to address teacher attrition, which is a constant issue. There is an unmistakable lack of support and orientation for new teachers to the school and teaching career. This research serves as a call to action to inform teacher, leaders, and policymakers of a new teacher's perspective of the effectiveness of school-based mentorship program and the mentoring activities that prove to be helpful.

STUDY TWO MENTOR PERSPECTIVE: INTRODUCTION

"I would like to give my two-week notice." I have heard this statement yearly among new educators in my building. As soon as they enter and get their feet wet, they are simultaneously contemplating or preparing for departure. When asked why, the answer typically centers on, "I am not prepared for this" or "I cannot do this," which raises the question of how does this happen? Why does a new teacher not feel ready for the classroom? After four years spent earning a degree to become an educator, why do they feel they aren't cut out for teaching? So begins the cycle of turnover in an urban, high poverty, low achieving school, where education should be the main priority, yet we spend much of our time trying to staff classrooms. Are the new teachers lacking preparation or do they lack support in these hard-to-staff schools?

Teacher attrition has long been an issue in schools; however, the impact of this problem hits harder in those schools with high needs, low socioeconomic status, and urban settings. The state of Kentucky, according to statute 160.346 (Kentucky Legislature, 2018), identifies schools within this district of study that are low performing according to state accountability measures and in the bottom 5%, and are referred to as persistently low achieving (PLA) schools. PLA schools suffer greatly from teacher attrition, which is evident from the achievement scores that continue to fall or remain stagnant. Continual turnover does not lead to stability for the school or students. Stability is something students need, and, many times in poverty situations, stability can

be an ongoing challenge. The one place where there should be stability is within the walls of the school and among educators. The research of Darling-Hammond (2010) indicates a concern about shortages of highly qualified teachers in hard-to-staff school districts, particularly in urban areas. These issues continue to manifest themselves in classrooms.

Where does this problem begin? Are we preparing and supporting our future educators for the realities they may face? The truth is that most of the new educators are entering schools that are struggling due to the number of experienced educators leaving the school or the education field altogether. This is creating a cycle of teachers who either quit in a three to five year range or just leave that school hoping for a different experience (Ingersoll & Strong, 2011). If we know that these new teachers are most likely going to end up teaching in high poverty, low achieving schools, what systems are in place to assist them along the way?

Teacher attrition continues to be the overarching problem that high poverty schools are facing due to the extensive amount of issues they face, which will be discussed at length below.   Understanding this is a problem leads to possible solutions or assistance to support these schools. School-based mentoring is one possible solution that this study seeks to explore. School-based mentoring occurs within the school where the mentor and mentee are teaching. This allows for the mentor to understand the dynamics of the school and procedures expected of the mentee. The mentor has experience in this school that will help guide the mentee.   School-based mentoring allows more interactions to occur as well. The mentoring program would involve experienced

teachers, those with more than 5 years of experience, paired with new teachers, those with less than 5 years of experience.

The entire premise behind this exploration is to build capacity in educators through a support system that creates a desire in educators to remain in high poverty, low achieving school settings. Capacity among our educators leads to achievement among our students and schools and builds confidence in the work that teachers are engaging in. However, there is not enough information on what an effective mentoring program should look like from the perspectives of the mentor teachers and incoming educators. This study seeks to expand the research in this area.

Organization of the Study

The study is organized as follows: Chapter 1 includes the introduction, the purpose of the study, the statement of the research questions, the scope of the study, definition of terms, and organization of the study. Chapter 2 provides a review of some of the literature use to expound upon teacher attrition related to teacher mentorship programs. Chapter 3 will explain the research methodology, data collection and procedures. Chapter 4 will provide a detailed analysis of the data. Finally, Chapter 5 will summarize the findings and will also provide recommendations for policy development and future research.

The Purpose of the Study

This purpose of this study is to examine the mentors' perspectives of school-based mentorship, in the context of new teacher mentorship, and determine the mentoring needs of a teacher in an urban, high poverty, low achieving school. Mentorship by definition is the guidance provided by a mentor, an experienced person in a company or educational

institution. The study seeks out the specific needs of new educators and mentors in order

to create a system that leads to higher teacher retention.   This study will be paired with

another study that seeks out the perspectives of new teachers' experiences. My focus will

be on mentors with more than five years of experience in a high poverty, low achieving,

high school. The use of the mentors' voice, creativity, and collaboration will guide the

creation of a mentorship program.   Valuing what veteran teachers perceive as necessary

for beginning teachers to be successful in high poverty, low achieving school settings is

necessary as they are in this setting alongside new teachers every day. The use of mentor

teachers can guide leaders to better understand what new teachers need to be successful.

By specifically focusing on teachers who have remained in the high poverty, low

achieving school setting and by giving these educators voice into the mentorship

relationship, they will assist beginning teachers in developing into quality educators in

struggling schools.

 This study can contribute to the existing literature regarding experienced

educators' ability to help create a mentorship program that reflects the need of the

teachers. The entire premise of this research is to build a school-based mentorship

program that helps high poverty, low achieving schools support and retain new educators.

Research Questions

This study seeks to answer the following research questions:

- How do mentor teachers perceive school-based mentoring programs and
  their role in teacher retention in a high poverty, low performing school
  setting?

- What do mentors perceive as important components of a mentoring

128

program for new teachers in a high poverty low performing school setting?

- What are mentors' perceptions on the role of leadership in a mentorship experience?

Scope of the Study

This action research study will use data collected from an urban high poverty, low achieving high school where teacher attrition is high. Critical Utopian Action Research (CUAR) incorporates the critical role of the researcher to help enact change. It allows for a free space of research, ideas, and creativity to create future change. CUAR is action research that will be used to link teaching and learning with the data collected in order to create a mentorship program for new educators.   Identifying new teachers' struggles from the perspectives of the mentors in high poverty, low achieving schools will allow our mentors to help design and implement the mentorship project to improve the retention of new educators.

The study will employ Transformative Learning Theory, a theory that is partly a developmental process, but also a belief that "learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow, 1996, p.162). This theory enables learning to occur not only for the mentee but also the mentor as they learn through engaging perspectives and collaboration. This theory demonstrates the need in learning through and with others in order to enact change—change that not only occurs within the school but also for the mentor and new teacher.

Qualitative data will be obtained from six experienced urban mentor teachers who

successfully remained in the teaching field beyond the three to five year mark. This is significant considering the research surrounding teachers leaving within that time frame. Experienced educators will advise new teachers because they understand the priority setting, what is needed within the school, and what will help the students to thrive. Education changes so rapidly that having experience is necessary in order to successfully provide relevant information for new educators. Furthermore, utilizing the knowledge of those who are in the trenches everyday adds value to their advice and will be beneficial to new educators.

Background

Supporting new educators as they enter the teaching field is vital for success and stability to occur in the schools that need it the most, the priority schools. Richard Ingersoll (2011) argued that the shortage of educators has less to do with attracting new teachers than it does with retaining them. Studies indicate that a large percentage (40–50 percent) of public school teachers in the United States leave teaching within five years of entering the profession (Ingersoll & Strong, 2011). Determining what teachers need in order to remain in the classroom will lead to classrooms being filled with experienced educators. Giving teachers an opportunity to speak to their needs as an educator will allow these perspectives to guide future training and mentoring.

Ingersoll (2001) indicates that the problem of teacher attrition is not among the retirement group but more among those within the first five years in the profession. He found that the U-shaped curve indicates teacher attrition is higher at the beginning of a teacher's career, which somewhat levels out and then spikes again near retirement. Retired and new teachers are the higher ends of the U, demonstrating the high levels of

teacher attrition. Again, retirement is not the issue; teacher attrition occurring at the

beginning of the career is the cause for concern. Educators who remain in the classroom

and build their skill set are more effective with more experience. Teachers who remain

beyond the 3-year mark gain experience necessary to become more effective in their

practice. When new teachers remain, the experience assists in building confidence

among the newer educators.   Three years of effective teaching has an enormous effect on

student achievement, up to a fifty-percentile point gain (Haycock, 2001).   If we want

student achievement to increase, teacher retention will have to do the same. Having a

high level of teacher attrition at the beginning of a teacher's career does not lead to

experience or capacity building among the staff. As experience increases, the hope is that

capacity in new teachers builds and the turnover decreases.

The cost of teacher turnover in American public school is estimated at 7.3 billion

dollars a year (Carroll, 2007). When looking at this cost analysis and the number of

educators that leave, recruitment, training, professional development, and teacher

placement can cost districts more than they bargained for. Teachers need assistance as

they enter into urban schools that are difficult to staff and providing resources increases

the positive outcomes of retaining new educators.

Teacher attrition occurring at the start of a career begs for evaluation of what

policy makers are doing to combat this dilemma. Each state is given authority to set the

standards for new teachers in the field of education. States began to recognize the need

for new educators in the 1990s, which were fueled by state-level efforts to improve

teacher quality (Carver & Feiman-Nemser, 2009). The policy focus was on induction

and mentoring and the way that these shape each other for new teacher support. The

policies for induction and mentoring are underfunded according to Carver and Feiman-Nemser (2009) and, when implemented at the local level, the lack of support from the policy makers is evident. According to Goldrick (2016), only sixteen states provide some dedicated funding for teacher induction. It was clear through the research that induction policy differs across states, but mentoring was the favored policy in supporting new teachers. Policy surrounding effective mentoring programs within schools proved to be supported by the majority of teachers, new or experienced (Carver & Feiman-Nemser, 2009). Unfortunately, states have only made limited progress towards quality mentoring induction over the past few years (Goldrick, 2016).

Previous Kentucky induction policy mandated that new teachers complete one year of internship, referred to as the Kentucky Teacher Internship Program (KTIP). New teachers are provided a resource teacher for one year to assist them in completion of this program. This mentor may or may not be in their school building and is only required to meet with the mentee for a total of forty hours outside the school day throughout the course of the year. This is equivalent to only five days out of an entire year. The mentor was required to keep a log of time spent with the mentee and document the activities and strategies that are focused on during that time. The mentor also observed the mentee throughout the year for a total of 20 in class hours. This allowed the mentor to see the mentee implementing the suggestions as well as observe the mentee in action. During the course of this KTIP year, the principal and University Supervisor would come to observe the mentee and offer feedback. This occurred three times during the year. At the end of the last cycle, mentor, principal and supervisor would meet to determine whether the mentee passed or failed based off of growth during the KTIP year. Once the KTIP year

was complete, the new teacher, if they had passed, was left without a mentor teacher from that point forward. The KTIP program at the current time has been removed as a requirement for new educators, leaving new teachers without support, unless individual schools provide the support for them.

Herein lies a huge problem for new teachers. They were supported for a year then left without a personal mentor from that point forward, unless they personally sought out a new one. Now educators have absolutely no support from the state or district, unless given to them at the school level. As stated previously, the new teachers are exiting the profession within the first three years. Carver and Feiman-Nemser's (2009) research found this to be the problem with policies on mentoring, and states such as Connecticut and California began to change the mentoring policy to include longer than a year. These states have seen the value in the mentoring process for new educators and are seeking to support new educators. Unfortunately, Kentucky has taken the area of support away from new educators and, I feel, has taken a step backwards instead of forwards in solving our teacher attrition problem.

Darling-Hammond's research on teacher attrition in 2003 found that the majority of educators leave schools due to dissatisfaction with their career as an educator. She determined that Title I schools, those with a high percentage of children from low-income families, have a 70% higher turnover rate than non-Title I schools. A recent study by Ronfeldt, Loeb, and Wyckoff (2013) found some of the strongest evidence to date for a direct, harmful effect of teacher turnover on the mathematics and reading achievement of elementary students. Darling-Hammond (2003) also found that teachers are predisposed to leave schools serving high proportions of low achieving, low-income, and minority

133

students for more economically and educationally advantaged schools. Regardless of the teacher's years of experience, turnover due to burnout was found to be greater in schools that primarily serve students of color, typically the urban school districts. Schwarzer and Hallum (2008) defined burn out as a persistent state of exhaustion due to long-term interpersonal anxiety that pertains to feelings experienced by those whose jobs require repeated exposure to emotionally charged social situations.

Title I schools are defined by the low socio-economic status (SES) of the students they serve. Title I schools have very high percentages of free and reduced lunch students, typically over 95%. Many times within the low SES students there are students who are at risk in regards to school failure, trauma, and abuse and with this risk comes emotionally charged situations. An extensive body of research has established that children exposed to poverty exhibit more problem behaviors than their less disadvantaged counterparts (McFarland, 2017). As a result teachers leave the schools that have students that struggle in these areas and seek employment in schools with higher socioeconomic status in hopes of securing a job with less emotionally charged situations. Teachers will have to maintain the high achievement within a school but in hopes of not struggling with negative behaviors as often as they encounter in lower SES schools.

The idea of a revolving door, teacher attrition, in education is nothing new. However, we have yet to address teacher attrition in a way that promotes growth and support for the educator. We have yet to truly engage experienced educators in a process of developing a successful program that supports the new teacher and those new to a priority school. Without a sufficient plan to support our new teachers, we are allowing another generation of students to continue without high quality education. This study

sought to address the lack of support for our new educators and to create a solution for this problem. This study of mentor teachers' perspectives paired with the study on new teachers' perspectives by Carla Kent, helped to create a program to truly support our educators.

Transformative Learning Theory

Transformative Learning Theory, introduced by theorist Jack Mezirow in 1978, offers a theory of learning that is uniquely adult and grounded in the nature of human communication. It is a theory that is partly a developmental process but more that learning is about using prior interpretations or experiences to develop new interpretations in order to guide future action (Mezirow, 1997). Some may refer to reflection as an intellectual activity in which individuals engage to explore their own experiences in order to develop new understandings and appreciation for what they are engaging in.

Adults develop a frame of reference based on perspectives and experiences from their life and use these frames and perspectives to understand and/or interpret the experiences they are faced with. New teachers and their experiences in education are limited, which impacts their interpretation of what they experience in hard-to-staff schools. The mentors offer a different perspective from their experiences, which can help guide the new teachers. Integration into a new school or classroom, within a priority school, can be disorienting for a new educator without the proper support. In a study supportive of this theory, it was found that individuals involved in supportive and trusting relationships enjoyed significant transformation in motivation, career aspirations, and quality of life (Vaughn, 2016). This is significant to this research due to the need of

135

providing support and trusting relationships in order to motivate new teachers to remain in the school and in education altogether.

By using the Transformative Learning Theory, we will use the perspectives and experiences of the mentors and mentees in order to guide a transformation of learning for new teachers. Three common themes of Mezirow's theory are the centrality of experience, critical reflection, and rational discourse in the processing of meaning and transformation. It is the learner's experience that is the starting point and the subject matter for transformative learning (Mezirow, 1995). Experience is seen as socially constructed, so that it can be deconstructed and acted upon. Experience, reflection, and discourse, as described by Mezirow, are central for change in the way new educators are mentored. Freire (1970) argued that for education to be empowering the teacher needs not only to be democratic but also to form a transformative relationship between him/herself and the students, students and their learning, and students and society. This research will include an action plan in order to gain insight into valuable change. This workshop will allow the participants to critically reflect on their experiences as educators in priority schools, participate in a safe and open dialogue, as well as learn from the views and experiences of others in a non-threatening setting.

Critical Utopian Action Research

Critical Utopian Action Research (CUAR), inspired by critical theory, incorporates the critical role of the researcher to create change. Bronner (2011) determined that critical theory has always been concerned not merely with how things are but how they might be and should be. It questions assumptions and existing forms of practice, along with every day conditions in a radical way (Bladt & Nielsen, 2013).

136

Critical theory action researchers within CUAR become the facilitators and creators of the ideas that emerge. According to the encyclopedia of action research (Tofteng & Husted, 2014), there are four sources of inspiration for CUAR, those being: critical theory, participatory action research, socio-technical action research, and future research. The idea of the participants critically evaluating the problem and having a democratic approach to future change is significant in the success of CUAR. This participatory type of research involving the participants and researcher in active roles holds that the influence in change will be greater than that of researchers as bystanders. Creating a collaborative atmosphere within the workshop allows for all the participants to share knowledge and expertise for sustainable change.

CUAR receives support from researchers because it focuses on the free space of research, which allows participants to initiate change through dialogue while using the Future Creating Workshop model and the role of the researcher as a facilitator. This allows participants to go beyond the hard data of numbers and into the data of dialogue, experiences and the "why" and "how". The format that CUAR operates within allows for democratic dialogue and collaboration to focus on not only the problem but also the future outcome. The need of mentor and mentee collaboration to create a mentorship program will be used as the method to generate ideas and change.

Definition of Terms

The terms in this study were defined as follows:

Action Research: A form of inquiry that does not separate the investigation from the action needed to solve the problem. The three steps involved include planning through collaboration, taking action, and fact-finding about the results of the action.

137

Burn Out: A physical or mental collapse caused by overwork or stress as an educator.

CUAR: Inspired by critical theory, CUAR incorporates the critical role of the researcher to create change. Action researchers within CUAR become the facilitators and creators of the ideas that emerge.

Future Creating Workshop: This is a problem-solving technique developed by Robert Jungk, Ruediger Lutz, and Norbert R. Muellert in the 1970s. The idea behind these workshops is to increase the participation of people in their efforts to think in futuristic terms surrounding the problem they seek to solve and how to do so.

Mentee Teacher: A person who is advised, trained and/or counseled by a mentor teacher.

Mentor/Experienced Teacher: Educators who have taught beyond the 3-5 mark.

Mentoring: The relationship in which a more experienced educator helps to guide a less experienced or less knowledgeable new/beginning educator.

Mentorship: The guidance provided by a mentor or experienced person within the education field.

New/Novice Teacher: Educators those who have taught 0-3 years.

Priority Schools: As defined by the Kentucky Department of Education, a school shall be identified by the department for comprehensive support and improvement if the school is: (a) In the lowest-performing five percent (5%) of all schools in its level based on the school's performance in the state accountability system resulting in less than proficient.

Teacher: Certified degree-holding staff employed by the ████████ County Public School System.

Teacher Attrition: The educator's act of exiting the priority school setting, whether it is to leave teaching altogether or move to a new school location.

Teacher Retention: The period of time in which educators remain in the educational field as well as within the school in which they were hired to serve, specifically in apriority school setting.

Transformative Learning Theory: Learning is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience to guide future action (Mezirow, 1996)

STUDY TWO MENTOR PERSPECTIVE: LITERATURE REVIEW

In this study, I will explore what effective veteran teachers in priority schools perceive as necessary for mentoring new educators in the high poverty, low achieving schools. The use of mentorship, along with quality teachers, will guide leaders to better understand what new teachers need to be successful. Specifically, the focus of this study is on teachers that have remained in the priority school setting and giving these educators voice into the mentorship relationship and how to assist beginning teachers on their decision to stay and develop into quality educators in struggling schools.

This literature review is organized into the following sections:

- Urban Issues

  - Teacher Attrition

  - Mentor Teacher Needs

  - New Teacher Needs

  - Student Achievement

- Mentoring

  - Role of the Mentor

  - Role of Administration

  - Current mentoring programs

  - Components of an Effective Mentoring Program

o   Summary of Literature Review Findings

Several aspects of teaching influence whether an educator stays in education, including the variables associated with teachers, schools, and districts. Variables include teacher experience, teacher quality, school culture and climate, urban school challenges, and new teacher challenges. Policies including induction, professional development, leadership, and mentoring are major pieces to the teacher retention puzzle. Understanding what influences teacher attrition negatively or positively will help gauge research in the area of mentoring.   Perceptions and guidance from teachers who have remained beyond the 5-year mark can guide and influence leaders to create sustainable support systems in schools that struggle to retain educators. This review of literature will give insight into all of these areas for better development and support of our veteran and new teachers in struggling schools.

This study seeks to answer the following research questions:

- How do mentor teachers perceive school-based mentoring programs and its role in teacher retention in a high poverty, low performing school setting?

- What do mentors perceive as important components of a mentoring program for new teachers in a high poverty low performing school setting?

- What are mentors' perceptions on the role of leadership in a mentorship experience?

The next section will focus on teacher attrition and seeks to find answers from the educators that have remained in order to gain insight into what new educators need in a

141

high poverty, low achieving, hard to staff, school setting. By determining certain success indicators among teachers who have remained just beyond the five-year mark, it will offer guidance for future support of teachers. Research surrounds why teachers leave education within the first five years, but little research is provided that allows the mentor and mentee the opportunity to collaborate on what it requires to be successful in high poverty, low performing schools. Research focused on teachers in these schools, their mentorship needs, and their perspectives will help guide future school based mentorship programs and may lead to higher teacher retention and capacity building of teachers.

Urban Issue

Schools situated within an urban environment encounter struggles that impact the teachers, students, and overall culture within that school. Urban schools have unique factors such as serving populations subject to social, economic, and political disparities because of population mobility, diverse ethnic/cultural identity, low socioeconomic status or limited language proficiency (Sachs, 2004).   Urban schools many times face high poverty, low student achievement, inadequate school readiness, low parental involvement, and higher teacher turnover. As this study seeks to dive into mentoring, it is imperative that we also acknowledge the struggles of teacher attrition, mentor teacher needs, new teacher needs, and student achievement that are faced by these teachers and leaders. By doing so, we value all areas that are cause for concern in urban schools when engaging in the creation of a mentorship program.

Teacher Attrition

Teacher retention and teacher attrition is centered around the social constructivist perspective on teaching and learning. Within this theory, the focus is on the social and

142

individual processes in the construction of knowledge. In this, the social experiences and

culture integrated with background knowledge and new experiences begin to influence

the perspectives that educators apply within the context of their classrooms and daily

lives. The social context of this framework hits on every level with students, staff

members, parents, and the surrounding community. The educator is allowed to construct

their own meaning and learning within their building. This theory explains that new

experiences these educators face, whether positive or negative, within their classrooms

and with their students, can either build them up or tear them down.

Goldhaber and Cowan (2014) found that 15.5% of teachers depart their school

every year. If this occurs for three years straight, we have lost over 45% of our

educators. Schools that are consistently lower achieving face higher levels of poverty,

resulting in a lack of preparation in educators to handle the issues that come with poverty.

Mazza (2017) found that early and prolonged exposure to childhood poverty predicts

higher levels of behavior problems in early adolescence, which we see in the classrooms

through teachers without enough experience in navigating these struggles within the

classroom environment. Borman and Dowling (2008), in their meta-analysis and

narrative inquiry, found that teacher attrition impacts the quality of education, especially

in high-poverty, high-minority, urban schools where teacher turnover is relatively higher

than other schools. The problem is not the amount of teachers available; the problem

stems from the amount of teachers remaining in the field.

Teacher attrition is one of the biggest problems in education, according to

McLaurin, Smith and Smillie (2009). Ingersoll (2011) found that three out of five

teachers leave the profession in the first five years, if not properly inducted into the

teaching profession. If research shows that teacher attrition is something that negatively influences hard to staff schools because teachers leave due to frustrations and lack of preparation, then ultimately it is the responsibility of leaders to evaluate the issues and provide teachers the support they need.

Ingersoll (2001) found that the relationship between teachers' age (or teaching experience) and turnover follows a U-shaped curve. Evidence from the analysis found that teachers within their first 3 years of teaching are more likely to leave resulting in a high end to the curve. The study shows that the retention levels out and teacher attrition drops dramatically beyond the 3 years, resulting in the bottom of the U. Teacher attrition then begins to rise again around retirement age resulting in rise of the U shape. As with age comes experience, thus leaving our schools with new teachers entering the workforce and leaving before truly becoming effective educators.

Experience matters when examining teacher attrition. The new teachers will gain valuable experience the longer they remain in the field. The idea that experienced teachers nearing retirement causes teacher attrition issues is true; yet, it is not as important as retaining the newer teachers. Ingersoll (2001) pointed out that teacher attrition among younger teachers who are just beginning their career is a bigger issue than those who are retiring. When the new educators leave before they are able to truly develop, Ingersoll (2001) found that it prevented development and positive interactions among their peers and students. Within an urban school setting that struggles with varying needs of students, it is imperative that the school is staffed with experienced teachers and those that remain beyond the 3 year mark. In order for this to happen, new teachers need to remain to gain this experience.

There is plenty of research that concentrates on teachers that leave within the 3-5 year mark because leaders want to find a solution to an issue that education has faced for years.   Focusing on the needs that teachers voice and why they choose to stay can guide us in ways to retain new educators in the hard to staff schools. Birkeland and Moore-Johnson (2003) found during face to face interviews that many teachers often times leave high poverty schools for better paying jobs because of the frustrations associated with the working conditions of high poverty schools and lack of preparation. Experience often times leads to quality. If teachers flee low-performing schools, teacher quality is likely to be lowest for the students most in need of a good school (Hanushek et al., 2004). Hanushek's research gives clear indication that students need strong efficacious teachers who are willing to remain in the hard-to-staff schools, those that are low achieving and without stability.

Many factors contribute to the teacher attrition issues that urban schools face, such as teacher-level variables, classroom-level variables, school-level variables, and district-level variables. A search among literature indicates that these factors are not just limited to urban schools. However, for this study the focus will be specifically on urban schools. Jones and Sandidge (1997) stated that urban school leaders struggle to maintain a full cadre of highly qualified teachers who are committed to high academic achievement for all students in the urban school setting. Within the context of the urban school district for which this study will occur, the focus is on the high poverty, low achieving schools. Value lies in understanding the variables that impact teachers in these locations specifically. These variables will each be addressed within the literature and

the power they may have on the teacher mentorship that occurs within these school settings.

Violence

Inner city, urban schools face dynamics surrounding the school, such as crime and violence. The violence that students witness within the inner city filters into the walls of the school. Researchers show that violence is increasing in rural and suburban schools; however, the violence has become more problematic for inner city schools that are located in high rate crime areas (Crouch & Williams, 1995). Public leaders across the US have acknowledged that violence occurs within schools and have taken steps to hold students and parents accountable. California enacted a law called the California Right to Safe Schools Amendment, indicating that all students and staff have the right to a safe and secure teaching and learning environment.   Many other states have also passed similar laws that strengthen penalties on students who are violent towards other students as well as staff.

With all the legislation and penalties, violence continues to rise particularly in urban school settings. The violence extends beyond just peer to peer; it has presented itself to teachers and administration, without regard for authority. Students who bring violence from their home life into the school arena have trouble adjusting to the "rules" of school, or what many call code switching. These students are constantly on alert and in defense mode. As a result, some teachers no longer feel safe or supported, yet are held accountable for the students' actions in their own work environment. Feeling unsafe leads many educators to exit the profession quickly, which creates another classroom to fill with a new inexperienced educator.

146

Poverty

Students of inner city schools face not only violence but also an intense amount of poverty. Many are from single parent homes, parents on one income, and parents who are behind bars. Couple this with the violence and the need of funding that inner-city schools face, the struggles increase for a new educator to reach these students. Students that are surrounded by poverty are influenced by five forces, according to author Martin Haberman (1994). The first force deals with a lack of trust that children have of adults and their motives. The next force is the violence that is typical of urban life and creating dangerous living conditions for these students. Students deal with the idea of "no hope" and the mindset that there is no way out of the poverty they are surrounded by. The fourth force that affects the development of students in poverty is the student's attitude towards their responses to what is asked of them. The last major influence relates to the culture of being under authority of another. Students who are surrounded by poverty are taking orders from others and never seeing the power behind their own abilities to achieve. This becomes their self-definition of what they are told to become in their world of poverty.

Considering all the forces described above, students of poverty and violence still come the first day of school with a sense of positivity. The key in maintaining this positivity in their lives is allowing them opportunities to grow and achieve in an environment that is stable. These students lack stability at home, which creates a greater need for the retention of teachers in the lives of these students of poverty. The dynamics students face at home and in an urban, hard-to-staff school, are not what many teachers are accustom to in their daily lives. This gives more reason for new teachers and

mentors to work together to develop a deeper knowledge of their students and how to impact them in the classroom. The hope would be that mentoring would lead to quality education for these students who struggle and efficacious teachers who value the diverse makeup of their school and classroom.

Mentor Teacher Needs

This study focuses on mentor teachers' perspectives on mentorship needs within a high poverty, low achieving school. Literature focuses on mentors and their needs as well as their perceptions on their roles as mentors. Even with experience, mentors need support as they help guide the new teachers. Just as new teachers need guidance, mentors desire the same. The needs of mentors can range from training, professional development, time, and workload, all of which can impact the effectiveness of a mentor teacher.

Training and Development

Training for mentors varies depending on the district's policy. Some schools and districts believe that experience is enough to suffice, thus no training occurs for the mentor teacher. Experience within the school building they teach is believed to be enough as these mentors know how to navigate the school routines, procedures, and routines. Mentor teachers, however, state they need skills in many areas within education that would require training (Gagen & Bowie, 2005). Areas that many teachers have expressed a need for additional training in include: current instructional strategies, classroom management techniques, and expectations of a mentor. Mentors are required to communicate with their mentees for feedback purposes and, if mentors feel inadequate in these areas, then feedback may be minimal.

Instructional practices change over time and many times it is accordance to school needs as well as technological advances. Experienced educators may not have the most up to date practices. Training and professional development in the area of up to date and multiple strategies would benefit the mentor in their guidance and feedback to a novice teacher. Having the ability to use multiple instructional strategies during a lesson makes content delivery more effective and meaningful for students and has the potential for higher student achievement (Gagen & Bowie, 2005). Preparation courses and methods courses can assist new teachers in understanding what is expected, but once entering the field, everything is different due to varying expectations in a building. Planning must take into consideration the students' needs, cultural backgrounds, and different learning styles that come with new students each year. Having multiple instructional choices at their reach will assist a mentor in guiding the new teacher.

Mentors have stated there is a need for further training is classroom management skills. Novice teachers come into a classroom with the expectations of students following the norm of a classroom structure, but when that does not hold true, they turn to their mentors. Mentors have experience and may be effective in their own classroom management. However, mentors and mentees may have a different instructional style, which leads to mentors not willing to always give concrete suggestions. This mindset comes from the belief that their own effective strategies might not match as well with a teacher who employed a different style of instructional method (Gagen & Bowie, 2005). This can also occur as a mentor teacher, due to vast experiences, struggles to help a new teacher understand that classroom management is not a one size fits all approach.

Training on implementing classroom management effectively and how to teach another is a desire for mentors within their role.

Mentor teachers also express a deep concern regarding training on what the mentoring program encompasses and what is expected of them as mentors. Providing mentors with training, just as we would new educators, within their role as a mentor would possibly yield higher success. Mentors are more comfortable mentoring a novice teacher if they understand the expectations of that job. Mentor training can help alleviate anxiety that mentors may feel as they begin with a novice teacher. Successful novice teachers who are supported by effective mentors could possibly become successful mentors themselves one day.

Workload

Mentors struggle with the workload that is placed on them as mentors and teachers. The majority of mentors are also full time educators in the classroom. The demands of both jobs can be very stressful. Maynard (2000) notes that mentoring places an additional workload on mentors who often find it difficult to accommodate both teaching and mentoring duties. As mentors try to navigate both teaching and mentoring, they do so many times on their own. Bullough (2005) states that many mentors feel isolated in their role as mentor and teacher. Gardiner (2009) states that many mentors have not developed a comprehensive theoretical framework and need ongoing support in order to develop their own theories on mentoring. As mentors try to balance these deficiencies in the mentoring role, as well as their full time teaching responsibilities and workload, the stress can weigh heavy on a mentor's conscience.

Mentors and mentees need opportunities to meet and participate in shared thinking and reflection on a regular basis and for an extended period of time (Whittaker & Pinckney, 2002). Time is a concern for mentors, especially ones that are still performing their full time job in the classroom. When time is given for one to one relationships between mentors and mentees, development of trust and bonds occur (Whittaker & Pinckney, 2002). Time is a resource that many districts, urban especially, do not take into consideration. This occurs mostly due to the fact of retaining educators as a whole.

Professional Development

Professional development in the area of mentor growth is not always specific to what a mentor needs within their role. Mentors choose areas they want to work on, but the training may or may not be specific to coaching a new teacher through their first few years. In today's educational system where fast paced changes present challenges for teachers, professional development is necessary (O'Connor & Ertmer, 2006). Professional development designed to guide mentors through this additional job of assisting a new educator should be specifically designed for mentors. The level of support provided to mentors through ongoing training depends on personnel available. However, the need for this is great as it strengthens the foundation for mentors by provided consistent support.

New Teacher Needs

Education involves more than just receiving a degree from an institution and entering a classroom. There are policies at the district, state, and national level that influence the educational field. There are certain practices within the field of education

that contribute to teacher attrition and the following section will explore the research around these policies and practices. Policies and practices examined that mitigate teacher attrition include teacher induction, professional development (PD), mentoring, and supportive school leaders.

Teacher Induction

Historically, teaching has not had the structured induction and initiation processes that are characteristic of many white-collar occupations (Smith & Ingersoll, 2004). It would be similar to asking a doctor to perform surgery after having only watched it on the television. However, this would never happen. Doctors are given time to follow under a mentor doctor in residency in order to build their skills. Educating students for our future should be valued just as much!

College students' experiences are much different. They attend to the process of learning theory and concepts behind being a teacher. These same students begin student teaching in schools to understand what "real" teaching looks like and feels like. This is where teacher induction practices can set them up for failure if not administered properly. Students in educational fields are not being placed where they will truly experience real-life, urban schools and students frequently enough. As articles such as Jones and Sandidge (1997) state, difficulties can arise when novice teachers are placed in exemplary classrooms with favorable environments and successful teachers. Carver & Feiman-Nemser (2009) found through interviews and observation that how the problem of induction is defined shapes the nature and duration of support offered and the tools and resources provided. This is the first place that injustice occurs due to the fact that the majority of new educators are placed in the schools that struggle the most. Experienced

teachers leave these schools, leading to understaffing, which in turn leads to filling classrooms with novice teachers.

New assumptions should be made about the learning styles of new teachers, the philosophies of teaching and learning of new educators, and program design. Assumptions should allow leaders to see that as professionals and practitioners, new educators cannot learn everything through a book or lecture, but they need to be in the trenches to gain valuable experience (Combs, 1989). Combs (1989) also states that assumptions for new teachers include mastery of subject matter, usually defined as a program of general studies plus specialization in one or more subject areas, understanding the foundations of education, meaning and philosophy of education, growth and development of the learner, the nature of the learning process and the role of the schools in society, appropriate methods for teaching subject matter specialties, and supervised practice teaching with the opportunity to practice under expert supervision what was learned in the above steps which is generally at the end of the program. Combs (1989) found that when he asked graduates about these assumptions they stated that the field experience had the greatest impact on them. This proved that the traditional assumptions were only partly true and programs that are based on partly right assumptions will yield only partly right results.

Using the assumptions and what was demonstrated through Combs' research, the value is in the experiences these new teachers face. Professions such as lawyers, engineers, architects, professors, pharmacists, and nurses have an induction program that introduces them to the career (Ingersoll, 2011). The theory behind teacher induction holds that teaching is complex work; pre-employment teacher preparation is really sufficient in

153

providing the knowledge and skills necessary to successful teaching. Understanding that to be vital for their success, student teachers need to be fully engaged in teaching and learning. As Combs (1989) stated, teaching is a process of personal becoming, in that they are not learning how to teach but they are becoming teachers.

Should field experience run the entire length of a teacher preparation program in college? If so, it would allow more opportunities to witness and experience true classrooms that vary. Combs (1989) stated, which is still true to this day, that when we only expose student teachers to "expert" teachers it distorts the student view of reality by providing models with which they cannot comfortably identify with. This is experience that would be far removed from those they will likely encounter in their own professional experience.

Field experience in urban environments that contain students of poverty would benefit student teachers. Adams and Dial (1993) stated that many of the nation's highest teacher attrition rates occur in the urban districts. To alleviate staffing shortages, urban schools in every state nationally, at some time, have resorted to hiring uncertified, unprepared people to assume responsibilities in inner-city schools, which suffer under poverty. Knowing this is the case among urban school districts, student teachers need valuable time within classrooms that fall into this category, more so than any other.

Student teachers are not going to learn absolutely everything they need to know within the semesters they observe and co-teach.   McKinney, Jones, Strudler and Quinn (1999) emphasized this by saying teachers do not learn everything through pre-service programs and that the concerns of teachers change during the course of their careers. One thing that will not change is poverty, as well as the effect it has on students. If we

know this to be true, then being proactive by providing experience prior to beginning their career will bridge preparation and practice in vital ways.

Professional Development

Upon placement within a district, new educators are placed in professional development (PD) the district feels is necessary for new educators. The district pours money into the PD offerings for new teachers, costing in upwards of $10-12,000 per recruit according to the Texas Center for Educational Research. The high teacher attrition rates lead to a great amount of funds expended on PD for teachers who leave within the first three years of their career. Schools squander scarce resources trying to reteach the basics through PD each year to teachers who come in with few tools and leave before they become skilled (Carroll, Reichardt & Guarino, 2000).

Beginning teachers are shaped by the experiences they encounter in the classroom and through professional development. The emphasis of theprofessional development will dictate what the new educator develops in.. For example, if the district emphasizes only on classroom management, the new educators may be less likely to develop content specific instructional knowledge and skills that are needed as they enter the classroom (Youngs, 2007).

New educators have a need for professional development and collaboration due to their desire to be effective. This can occur in forms within their own school building through professional learning communities (PLC).   According to Richard DuFour (2004), a professional learning community focuses on learning rather than teaching, working collaboratively and holding each other accountable for results in the classroom. Beginning teachers may not come prepared to take on this type of responsibility;

however, it is crucial to the effectiveness of an educator and leader. Professional development that fosters the collaboration and support needed for beginning teachers will lead to less isolation and willingness to learn among peers. According to DuFour (2004), moving toward an environment of meaningful collaboration could possibly be the single most important factor for sustaining successful school improvement.

Student Achievement

Student achievement within a high poverty urban school is a struggle when teachers are using a revolving door method. Poverty as a strong predictor of student achievement is consistent with what has been found in many other studies of schools serving children in poverty (Hannaway, 2005). Although higher poverty was associated with lower test scores, it was also associated with teachers' perceptions of more obstacles to student learning (Angelo, 2016). These studies emphasize the importance of teacher perception on the student's ability to achieve at high levels. The perception of many teachers, new or experienced, is that students in impoverished neighborhoods do not have the desire or support to achieve at high levels.

The focus for many studies has been on the timing and duration of poverty and its influence on children's ability. These studies find that children living in poverty at preschool age and children who experience poverty for longer durations suffer the worst in terms of educational achievement. Other research suggests that welfare that boosts family income can lead to significant increases in achievement, but these gains depend on a child's developmental stage (Breger, 2017).

Student achievement within the walls of urban classrooms begins with culturally relevant teaching. Urban classrooms are culturally diverse and the teachers within not as

much so. A report released by the U.S. Department of Education's <u>National Center for Education Statistics</u> shows that 80% of America's nearly 4 million public school educators are still primarily white. When teachers choose to acknowledge the diversity as strength and value, it as a central piece to success students see and feel that. Infusing diversity into teaching allows the culture of an urban school community to be valued and achievement from students is a result due to the culturally responsive pedagogy by educators (Waddell, Edwards & Underwood, 2008).

The student population has continued to develop in a diverse manner. Urban districts see this diversity more heavily than small rural districts. The teachers have remained predominantly non-minority; however, the student population is becoming increasingly minority (Hanushek, 2004). Minority students need to see diversity within their classrooms but also among the educators that teach them daily. Seeing teachers that are similar to them helps students see the possibilities and achievements that are within their reach. This also gives the sense of belonging among the students and staff, which helps foster relationships.

Teachers who are aware of the diverse needs of students in high poverty schools and choose to build relationships with the students will reap greater achievement from their students. Considerable research suggests that students work harder, feel more engaged and connected to school, are more intrinsically motivated, and achieve academically at higher levels when they believe that their teachers understand and care about them (Marshik, Ashton & Algina, 2017). Along with this research, it is suggested that teachers might be more likely to reach out and try to understand their students and to use strategies to establish a friendlier and more supportive learning community if their

own needs for relatedness are being met in their work environment. When teachers and students feel that they are valued and needs are being met, physically and emotionally, the relationships and understanding lead to trust and success for both teachers and students.

Student achievement within high poverty urban schools is a concern. Within this study, student achievement is taken into account and the value mentoring may play in the success of students and teachers alike. Student achievement can occur when stability is present, and, in order for stability to occur, teachers need support and guidance.

Mentoring

An urban district's induction policy should focus on mentoring of new educators with highly qualified mentors. As Youngs (2007) found, when district policies focus on mentor selection, assignment, and professional development, the new educators and mentors experienced higher quality growth in the area of mentors, mentees, and instruction for students. Many studies on new educators state that mentoring support for new educators is vital for their continuation in the field. In order for educators to have the desire to remain in education, especially in high poverty, struggling schools, they need to feel equipped to handle any and all situations that may occur. This section will discuss the role that mentors play, the role of administration, the current mentoring programs, and some components of mentoring that have been deemed successful and important.

Role of Mentors

Many mentors are considered educators that have experience beyond the high teacher attrition mark of 3 years. Mentors desire to guide new educators in their craft by

modeling what they desire to see in the classroom. Mentor teachers have been recognized as a vital role in novice teacher learning (Ginkel, Verloop, & Denessen, 2016). The goal of the mentor is to help the novice teacher survive their initial experience by building professional relationships with dialogue and reflection, which allows for shared meanings to be uncovered by mentor and mentee.

Various motives drive mentors to do what they do. There are two dominant motives: that of helping others and building a competent group of teachers or self-focused motives to become more competent and/or feel gratification. The motive of helping others is seen among many mentors in urban settings. Due to the many stressors that come with teaching in high poverty, low achieving schools, mentors have a desire to support new teachers while they are trying to shuffle the high demands. The motives centered on self-growth and gratification of helping is a natural consequence of becoming a mentor. This is also looked at by mentors as a way to show leadership and a desire to continue growing as an educator.

As with any job, there are expectations of what should or should not occur in a mentorship relationship. The mentor has expectations of the mentee before beginning the mentorship, as does the mentee to the mentor. Mentorships are based on mutual expectations, where the mentee and mentor contribute to meeting each other goals for the relationship (Bailey, Voyles & Finkelstein, 2016). The mentor expects for mentees to be open and willing to discuss and reflect on their performance as well as voice concerns or needs they may have. A mentor serves many roles to a mentee. They are more than the teacher expert to mentees. When providing psychosocial support, the mentor serves as an accepting counselor, positive role model, and friend (Bailey, Voyles & Finkelstein,

2016). Within all these expectations of what a mentor should be, there is little training that supports each of these roles.

Mentors are models of what they want to see in a classroom and are self confident in their ability to positively assist the growth of their mentee. Mentor teachers reflect the qualities of good leaders as they motivate, inspire, and lead others in the school. They are collaborative in their approach as well as reflective (Clarke, Killeavy & Ferris, 2014). Mentors learn to navigate their responsibility to their mentee and to their principal in a way that builds trust among all. This role is difficult to navigate due to the complex nature of each role. Mentors are seen as leaders in the school, friend and guide to the mentee, and communicator to the principal. Mentors typically have trusting relationships with their principal, considering they are chosen for this particular role. However, in some instances negotiating their role as leaders of their mentees and as followers with their principals can sometimes result in tension. The role of a mentor is very complex in this regard and understanding how to navigate all these roles and personalities in the mix is imperative for success to occur. Mentor teachers are an interesting group as the very nature of their work involves maintaining boundaries and managing multiple relationships (Clarke, Killeavy & Ferris, 2014).

Role of Administration

According to educators, principal support is considered one of the most important facts in their decisions to stay in a school or the profession (Pudolsky, Bishop & Darling-Hammond, 2016).   Principals have the ability to create and foster a positive learning and working environment, and this can play a critical role in the mentorship and retention of educators. When a principal is committed and effective at supporting educators,

especially those new to the field, then the revolving door of educators will decrease. School-level administrators often directly influence mentoring programs through mentor selection and assignment, mentor training and support, reduction of structural barriers to interactions, and program oversight, and evaluation of effectiveness (Pogodzinski, 2014).

Mentor selection within an urban, high poverty, low achieving school is complex. Schools within these parameters have a higher turnover of educators, thus creating a higher number of new educators in the building. When this occurs there are not as many experienced teachers to choose from. Schools are marked by having a high proportion of novice teachers, thus there are few effective veteran teachers to draw upon to serve as mentors (Pogodzinski, 2014). Administrators need to consider the possible mentors they have available compared to the new teachers when pairing them up for success.

As administrators pick mentors, they have to also be mindful of the training that mentors have had or will need in order to be successful. Many times in hard to staff schools, the pool of trained mentors is scarce. Although training of mentors can occur at the district level, although not required, the administrator plays a role in insuring the mentors are trained on current policies, strategies, etc. It is the administrator's responsibility to build up the mentor in capacity in order to meet the diverse needs of the mentee. Support from the administration can come in various ways via resources, collaboration, and time. An administration who values these needs can have success among mentors and mentees.

Structural barriers to mentoring can come in a variety of formats. However, one of the areas that become a barrier for mentorship is time. Mentors and mentees have to balance their full time job of educating students with finding time to meet and collaborate

in the form of mentoring. Many comprehensive induction programs include release time for novices and their mentors to ensure that they may meet on a frequent basis (Pogodzinski, 2014). If this time is not valued by the administration and embedded within the workday for mentors and mentees, work overload occurs along with burnout.

Various literatures also describe the need for administration to oversee and evaluate mentorship that is occurring in their building. As mentors and mentees have a heavy workload, so do the administration in the building. When the workload is within the walls of a high poverty, low achieving school, it seems daunting and more difficult. The priorities of mentorship are not high on the list and administration trusts the mentor to see it through. Administration that is involved in the mentorship program can also help guide and ensure that the mentor and mentee are receiving the support they each need.

Administration in the context of mentorship can help guide the mentor in their role, as well as guide the process for the program. Support from the district level to the school level is needed in order for all roles to work effectively in favor of the mentor and mentee.   Retaining and mentoring teachers should be a priority of leaders in a school building because without a strong learning community that supports the new teacher, the teacher attrition rates will negatively effect student achievement and curriculum continuity (Watkins, 2005). Principals must be willing to encourage new teachers to take part in setting expectations for themselves as well as the students. New teachers want to make contributions and feel they are a working part of the school culture (Wong, 2003). Principals cannot be only spectators, but they also must be willing to collaborate and

support new teachers along the way in order to lessen the quick exiting of new educators and build a strong mentorship model within their building.

Current Mentoring Programs

Informal mentoring occurs at the district level due to no mandate for a particular mentorship program beyond that of KTIP within Kentucky. Some administrators may pair up educators in hopes of creating a mentorship mindset. However, there is nothing permanently set into motion regarding the mentorship within this district that directly impacts all first-year educators in hard to staff schools surrounded by barriers, such as high poverty rates. Mentoring may occur at the beginning of placement within a school building but goals may not be specified. When teachers enter the profession, they receive induction support into the district or school and then the support tapers off. Peer mentoring may occur when an experienced educator seeks out the new educator in order to assist them. These forms of informal mentoring are not district mandated and may not be evaluated for effectiveness.

Formal mentoring is typically established by an organization at the beginning by the employer and employee. Goals are set and the outcomes of the mentorship are measurable. Mentors and mentees are established and training and support are provided throughout the mentorship program.

At the state level, the current formal mentorship program, Kentucky Teacher Induction Policy, is comprised of student teaching and internship the first year as an educator. Student teaching is guided by Kentucky Administrative Regulations (KAR). 16 KAR 5:040, which states that each teacher candidate will complete a minimum of 200 clock hours of field experiences in a variety of school settings and diverse populations.

Kenturcky Teacher Internship Program (KTIP), began in 1985 by the Kentucky General Assembly as an instrument for guiding and assessing first year teachers. It is guided by the state law that requires all first year teachers and out of state teachers with less than 2 years of successful teaching experience to take part in KTIP. Kentucky Revised Statute (KRS) 161.030(5) includes mentoring and comprehensive assessment prior to initial certification. There are three components that are required to be met upon successful completion of 12 tasks of the teacher performance assessment. The intended outcomes of these policies include support for new teachers and successful completion of internship resulting in certification. Ultimately, the intended outcome is to prepare new teachers for the classroom with assistance along the way.

Assumptions within the current KTIP and student teacher policies are centered on a year being enough time to show success indicative of certification. Other assumptions include the placement of student teachers and beginning teachers, in that these placements are where they can truly show their growth. The student teacher placements assume that the locations these students are learning in will demonstrate how they will handle the public school setting they may begin teaching in. It fails to address that this is more than likely not the type of school they will begin their first year in. The KTIP year assumes that teachers can be culturally responsive to any and all students that they encounter. The program also assumes that teachers have engaged with enough diverse students in the position of student teaching and have been specifically taught how to respond to students struggling in poverty or mental health. KTIP assumes that a new teacher understands how to work with and value students from very diverse cultures. When assumptions such as these are made, new teachers will not be as likely to succeed.

Currently at the district level, the following mentorships are available to a portion of the new educators, the Beginning Educator Support Team (BEST) and the Collegial Support Mentors. Both options are not mandatory, nor do they gain access to all new teachers coming into the district.

The BEST program is geared only for the schools deemed priority or suffering from high turnover in the district. A school is considered to be priority when they are in the bottom 5% in achievement areas. This program occurs during the school hours and the mentor will come observe periodically all mentees assigned to them. This program assigns one mentor to the entire school based on the priority status, but it is not focused on the amount of new teachers for that year. One mentor could possibly have twenty-five new teachers in one building.

The Collegial Support Mentors are assigned by request from the principal of a building and required to meet outside of a regular school day. They are afforded a few sub days in order to observe each other, but it is up to them to do what they feel is needed for their success.

Among the current mentoring programs provided within the district, there is a lack of support for all the new educators. Many schools that are also on the border of priority status, who need just as much assistance, are not receiving the mentor support for new teachers. Putting assumptions aside about where a teacher begins their first year, the goal should clearly be mentorship for all, not just some.

Components of an Effective Mentoring Program

There is no more valuable a resource than a human body. The Southern Regional Education Board stated that beginning teachers' confidence about teaching depends

greatly on the support they receive from their schools. Without adequate guidance and support from fellow teachers, school principals, and administrators, many new teachers feel they are left to 'sink or swim' early in their careers. New educators should not be left alone to "sink or swim". Their perception of success is on their own efficacy in the classroom, which is demonstrated ultimately through the achievement of their students. Providing new teachers with people as a resource to guide them leads to increased accomplishments for teachers and students within the lower achieving schools. Mentor programs should have certain components to help guide their success. Some components may include: mentors with a strong desire to participate, mentor/mentee pairs that have a common area of interest, sufficient time for the pairs to spend together, and mentors with a sufficient level of expertise. Understanding that mentorship is focused on people and from this human resource lens, leaders need to approach change with a focus on people, the best resource. This approach emphasizes support, empowerment, staff development, and responsiveness to employee needs. A focus on people works well when employee morale is a consideration and when there is relatively little conflict (Bolman & Deal, 2013). In order to attack this problem, the use of mentorship for new educators is vital for the sustainability of a system. Using experienced educational leaders within the school building to support the new educators will allow for growth for both groups of educators, new and old.

As with any type of support offered, being mindful of the receiver of the support will help guide the process. Mentoring is not a one size fits all approach. Mentoring is focused on guiding the mentee towards success. In order for this to happen, differentiated mentoring based on the needs of the mentee has to occur. The needs of a

mentee will vary based on the education they have received, the field experiences they have had, and their current teaching location. Schools with higher concentrations of poverty experience different problems than other schools. As educators we know that no two students are alike. We differentiate based on their needs for success. This is the same for educators. Some educators have greater strengths than others. Understanding what can lead them to success and how to help them reach their potential is part of creating a sustainable system.

An effective strategy for schools is the use of new teacher mentors that can assist them throughout the entire year and well into their third year of teaching.   Not just the first year of their teaching career but for three years. Utilizing experienced teachers within the school walls to help instruct and lead will create sustainable systems in our schools. Professional developments led by experienced teachers focusing on issues that struggling educators face, such as classroom management and behavior management, is important. The goal is to build teacher resiliency and efficacy and to scaffold the learning for the new educator.

The idea of growing a district with teacher leaders, the grassroots styled leadership, will impact a district as a whole. The entire premise behind these strategies is to build our capacity as a district within our school walls. As John Daresh quoted Wasden in his research on mentoring, "opportunities are not happenstance; they must be thoughtfully designed and organized into logical sequence". Sometimes hazards are attached to opportunity. The mentor takes great pains to help the steward recognize and respond appropriately to varying situations. In doing this, the mentor has an opportunity for growth through service, which is the highest form of leadership. Developing mentor

167

mentee relationships builds leadership. John Daresh also quoted Ashburn stating that

mentoring is the personal relationship for the purpose of professional instruction and

guidance.

The mentor should access the mentee's knowledge of his or her own learning.

This enables the mentor to guide and support the mentee at all levels of their learning.

The positive outcomes are not only for mentees but also the mentor. Mentees need

support at the beginning and throughout their career, which leads to growth for the

mentee and the mentor as a leader. Daresh, in his 1995 piece, followed Kram by stating

that at each stage of life and career, individuals face a predictable set of needs and

concerns, which are characteristics of that age or career. Placing mentors and mentees

together in a unified relationship and goal sets the stage for positive outcomes for both

individuals.

In order for educators to have the desire to remain in education, especially in high

poverty, struggling schools, they need to feel equipped to handle any and all situations

that may occur. Equipping the teachers with skills, just as teachers strive to do with the

students is vital for success in education. While it may be true that some teachers

naturally excel in the classroom, an effective mentoring process can help many teachers

improve significantly within one semester (Cohen, 2009).

Mentorship requires trust and availability of both parties. This leads to success as

a mentor and mentee in any setting. John Daresh (1995) even goes so far as to say that

mentoring represents an important way to enhance university based preparation by

enabling individuals to find a colleague in the real world who will be available to provide

practical solutions to problems faced in the field. Finding that resource to assist in the learning process of being an educator can change a new teachers outlook.

In order for mentoring to be highly effective, it needs to be conducted in waves. The purpose is to create a strategy that does not overwhelm the new educator or the mentor. The National Foundation for the Improvement of Education established stages that were effective for mentoring. The first stage focuses on practical skills and information, such as where to order supplies, how to organize a classroom, where to find instructional resources, what kind of assistance the teacher association can provide, etc. During the second stage, mentors and protégés can concentrate more intently on the art and science of teaching and on polishing classroom management skills. In stage three, the focus shifts to a deeper understanding of instructional strategies and ongoing professional development that is based on the assessed needs of students (NFIE, 1999).

As Youngs (2007) found, when district policies focus on mentor selection and having an effective teacher in place, the average gains will be 53%, as opposed to students who have an ineffective teacher who will only have an average 14% gain (Sanders & Rivers, 1996). Research also tells us that with embedded professional development, such as that provided by an onsite mentor, student gains will be measured at 93% as compared with teacher's obtaining master's degree (12%), professional development apart from other staff (20%), and school-wide professional development (38%). (NAAC Report, 2003).

Ryan, Whittaker, and Pinckney (2002) found that mentors agree that mentees had improved in skills throughout the school year with support. Equipping the teachers with skills, just as we strive to do with our students, is vital for success in education. Some

169

teachers naturally excel in a classroom but, for those that do not, an effective mentoring program would be very beneficial for those teachers. Brightman (2006) states that mentoring can help prevent burnout. A goal among educational leaders is to establish a cohort of educators that are effective and remain in the classroom. Building a cohort of teachers through mentorship may lead to sustainability and highly efficacious educators that remain in education and do not desire to evacuate quickly.

Summary of Literature Review Findings

In summary, the review of the literature review points to the fact that teacher attrition is a problem. It is apparent that a teacher's decision to stay or leave a school or teaching altogether is shaped by a number of factors. There are elements associated with the new teacher attrition, such as variables among teachers, classrooms, schools, and districts. Policies and practices play a major role in the development of these new educators, and understanding how to positively impact them is where research unfolds. The research indicates both quantitative and qualitative strategies to evaluate teacher attrition and find a solution. Trends among the research methods were quantitative in nature. Specific methodological approaches were use of district and state data along with correlational research and regression analysis. The qualitative studies that were administered relied heavily on case study analysis utilizing interviews. Comparatively speaking, qualitative data will give the depth and the story we need to impact educators in the field. Educators long to tell their story and to help, by giving them a voice to do so we open up opportunities for change to occur. Absorbing the information in a way to grasp the story that educators need to express. Digging down beyond the numbers and

hearing what teachers need will yield results of great value and allow others to learn from it.

The review of the literature also indicates how teacher attrition causes significant problems among urban schools with higher levels of poverty. Teachers struggle to stay in these schools whether it is due to lack of preparation or due to lack of support. Among this literature, mentoring is viewed as a positive approach to combating the high levels of teacher attrition that these schools face. The hard to staff schools are those that struggle to maintain experienced and effective teachers due to the hardships they face. In order for experience and effectiveness to grow within the urban hard to staff schools, supports should be in place to do so.

Change starts now and mentorship and induction practices can change the trajectory of the teaching profession as a whole. Change begins with discourse and within policy change discourse is where power is directed, mediated and even resisted (Fowler, 2013). Teacher attrition creates turbulence in our public schools. As the research indicates, student achievement is negatively impacted when consistency and stability are not prevalent in our schools. The significance of understanding how to truly train and mentor new teachers in a hard to staff school is needed for stability to occur.

Utilizing this research among mentors and in collaboration can lead to positive change. Possibilities are everywhere and understanding how to take hold of these possibilities and turn them into something beneficial is significant in teacher retention. Using the mentor/mentee perspectives to evaluate change, the possibilities at the state level include: support for research in teacher retention and mentorship connections, expanding the data regarding what creates an effective mentor, and collaborative efforts

among districts across the state. At the district level, this research would impact schools by possibly increasing funding for mentor support within schools, offering support by through professional discussions regarding this issue by showing value in grassroots leadership, implementing a mentorship program at all low performing schools, and examining data for at least 5 years, creating a fellowship for new student teachers to live and teach in an urban district or possibly creating collaborative efforts within districts and colleges.

Educational vision starts in the classroom and knowing what the new teachers envision will yield greater benefits.   Vision is perceived to be a primary source of charisma, a central concept in the transformational leadership models (Barnett & McCormick, 2002). We need leaders in the classroom that envision success and what is needed to obtain that success.

Positively impacting educators within the first five years of their teaching career can reap benefits for the schools, districts, and states. Successful educators benefit all stakeholders in education. For school administrators, it will lead to higher retention; for higher education institutions, it helps to ensure a smooth transition from campus to classroom; for teacher associations, it represents a new way to serve members and guarantee instructional quality; for teachers, it can represent the difference between success and failure; and for parents and students, and it means better teaching! (NFIE, 1999).

This study seeks to fill the gap in research by seeking answers from new and experienced educators. Kardos and Johnson (2010) further substantiated this need by stating that policy makers, school districts, schools, school leaders, and new teachers

themselves tend to promote mentoring programs, yet there is little research to document what new teachers actually experience. It is time to hear the voices of new teachers and mentors and the story behind what they experience in order to positively change the trajectory of new educators in high poverty, low achieving schools. Chapter 3 will begin the process of digging deeper with mentors and new teachers so that a mentorship program and policy can be created and implemented. The need is great and it is time to answer this need.

STUDY TWO MENTOR PERSPECTIVE: METHODOLOGY

Overview

The purpose of this qualitative study is to explore the perspectives of mentors

with regard to school based mentorship. A qualitative research design allows the story to

be told from those that experience the issues that the research is intended to explore.

Creswell (2008) defines qualitative research as an inquiry process of understanding a

social or human problem and the meaning that is given to that particular problem.

Creswell further states that it can occur in the participant's setting and has a flexible

structure with open-ended opportunities for responses. This study utilizes qualitative

methods that allow the collection of data through an action research lens to improve our

understanding of the effectiveness of school-based mentorship for new teachers.

Research Questions

This study seeks to answer the following research questions:

- How do mentor teachers perceive school-based mentoring programs and

  its role in teacher retention in a high poverty, low performing school

  setting?

- What do mentors perceive as important components of a mentoring

  program for new teachers in a high poverty low performing school

  setting?

- What are mentors' perceptions on the role of leadership in a mentorship experience?

Action research within a school setting has a primary goal of improving one's practice and teacher effectiveness through use of what was learned in the study. Teacher effectiveness comes from reflection on one's practice. Researchers Osterman and Kottkamp (1993) suggest that everyone needs professional growth opportunities and that all professionals want to improve in their practice. Osterman and Kottkamp state that action research provides this avenue for educators. Action research provides teachers the opportunity to improve their own practice as they work on issues they are facing in their school. Within educational action research there is a focus on different levels: individual teacher research, small teacher groups or teams in a single school or school wide research. This study will be utilizing small groups within a school building.

The methodology follows the Critical Utopian Action Research theory (CUAR), and the method of data collection includes the Future Creating Workshop (FCW) along with a survey. The Future Creating Workshop enables mentor and mentee teachers to use democratic problem solving in order to create a mentorship program that fosters teacher growth and teacher retention.

This research study initially begins with a survey regarding mentors' perspectives and experiences of the mentorship program in which they have participated. This survey is given prior to the Future Creating Workshop in order to have an understanding of where mentors stand in regard to mentorship. Next, the Future Creating Workshop includes a daylong workshop where mentors and mentees use the Future Creating Workshop to work through two phases, the critique and utopian phase. The last phase,

the realization phase occurs after school for one hour allowing mentors to give feedback on the action plan for a school based mentorship program and policy draft for the district surrounding school-based mentorship. During the workshop participants first criticize the actual situation, then dream about a perfect future situation, and finally find ways to move from the actual situation to a preferable one. This Future Creating Workshop is being undertaken to study the following: what local practices and mentor perceptions of a school-based mentoring program are seen as a need for teacher retention in a high poverty, low performing school setting; what do mentors perceive as vital components of a school based mentoring program; and what are mentors perceptions on the role of leadership in a mentorship experience. The researchers use the Future Creating Workshop with the understanding that the conversations obtained throughout the sessions will allow mentors and beginner teachers to make sense of their classroom experiences (Orland-Barak, 2005). This research study works towards a teacher-created systematic approach to a school-based mentorship program that supports new educators in high poverty school settings.

Following the completion of each phase, the mentors are given an online opportunity to reflect on the process, as well as any other ideas that may have been overlooked. The reflection log allows further insight into what can be done to make this process effective. This also gives the participants an opportunity to voice more concerns or ideas after processing the day. Valuing their reflection will help guide the next steps and implementation of another FCW within other schools.

This chapter will cover action research, Critical Utopian Action Research, the Future Creating Workshop, rationale for method, Transformative Learning Theory,

school and participant context and selection, participant confidentiality, data collection protocol, and data analysis. These sections will be followed by a Summary of Chapter 3.

Action Research

According to Kurt Lewin, a social psychologist during the 1940's, action research is work that does not separate the investigation from the action needed to solve the problem (Dickens & Watkins, 1999). Lewin states that action research is a form of collective self-reflective enquiry, undertaken by participants in social situations, such as employees within an organization. Action research is done in context to solve problems, create change, or aid students. When evaluating the current situation of mentoring, there are challenges associated with mentors and the mentorship program.

Problems that are impacting mentors currently include: the low level of support, time, professional development, and the workload for a mentor. Gagen & Bowie (2005) found that mentors stated many areas within education require mentor training when working with new teachers, such as expectations of a mentor, new strategies for classroom instructional, and behavior strategies. Mentors just want to truly understand what being a mentor should look like. Maynard (2000) notes that mentoring places an additional workload on mentors who often find it difficult to accommodate both teaching and mentoring duties.   Mentors are full time practitioners trying to balance a workload along with effectively assisting a new educator. This is a struggle considering all the demands placed on a mentor as a full time educator. Mentors and mentees need opportunities to meet and participate in shared thinking and reflection on a regular basis and for an extended period of time (Whittaker & Pinckney, 2002).   Allowing the mentors and mentees time to collaborate and analyze their teaching helps the mentor and mentee

177

engage in discussion and growth. Time is a concern for mentors, especially ones that are still performing their full time job in the classroom. When time is given for one to one relationships between mentors and mentees, development of trust and bonds occur (Whittaker & Pinckney, 2002).

Action research for these issues allows for the researcher to truly engage in the process. Considering the problems that mentors are facing, all collaboration is important for growth and change to occur. This style of research is demanding and challenging because the researcher not only assumes responsibilities for doing the research but also for enacting change from what is learned. Action research can be seen as being created in human action; therefore, it can also be changed by human action. The actions by the humans allow them to be creators of society and creators of change within that society (Nielsen & Nielson, 2006). Through this democratic collaboration participants seek to gain experience and knowledge through creating change. This study will use this democratic collaborative approach to create change in teacher retention through mentorship. For this purpose, the methodology that best meets the goals of this study is critical utopian action research.

Future Creating Workshop

The idea behind using a Future Creating Workshop is to bring mentors and mentees together who all share a common interest in improving the school based mentorship experience and improving teacher retention. There are four stages to this process: the preparation phase, critique phase, utopian phase and the realization phase. Each phase has a specific format and purpose that allows for the democratic conversation to occur.

Finland's *Practical Guide for Facilitating a Futures Workshop* (Lauttamäki, 2014) details each phase of the workshop for implementation. The first phase, the preparation phase, includes the introduction to the topic that will be explored. The preparation phase allows researchers to introduce the topic to the participants through brief discussion, as well as the opportunity to define the focus of the Future Creating Workshop process. The next phase, the critique phase, allows the participants the opportunity to express concerns surrounding the topic. During this time the participants are allowed, "to get it all out" so to speak. The utopian phase allows the participants to use their imagination and disregard reality for the time being while generating possibilities and solutions. Lastly, the realization phase encompasses both the critique phase and the utopian phase into possible solutions that are realistic in nature. This time allows the researchers and participants to decide how and when they will begin implementation of the solutions.

Rationale

The rationale for this topic lies in the teacher attrition rates of teachers in high poverty, low achieving schools. In urban districts, those serving low-income and high minority populations, the five-year attrition rate is nearly fifty percent, higher than any other profession (Waddell, 2010).   Mentorship allows a mentee to have someone for guidance and support. Research has shown that through the development and implementation of a faculty-mentoring program, new teachers have been able to get themselves well established in their new positions (Ingersoll & Strong, 2011). They establish themselves while learning from an experienced educator. Mentees learn from a

mentor's teaching experiences; a mentor also benefits through confirmation of a mentee's action (Chan, 2014).

In order to enhance the democratic learning for mentors and mentees, both parties need to be involved in the process. By utilizing Critical Utopian Action Research through the Future Workshop method, we engage mentors and mentees in the process of creating a school-based mentorship program and policy for the district. In order to engage in the action needed to mentor the new teachers in high poverty, low achieving school settings, it is imperative that mentees and mentors voice what they perceive as positives and negatives surrounding mentorship. The distinct feature of action research is its utilization of methods that promote and develop change based on people's visions and experiences (Andersen & Bilfeldt, 2016). Giving those who are serving as teachers the opportunity to create and design a mentorship program that would best suit their needs gives credibility to the ideas and process.

School Context Selection

The school in which the Future Creating Workshop will take place is within Kentos, a large urban school district. Kentos School District, according to data reports, contains sixteen priority schools, seven of which are high schools. Kentos public high school has been chosen due to the large number of students on free or reduced lunch, large ECE population, low parental support, high student absenteeism, high levels of poverty, low teacher retention, and lack of new teacher support. At the conclusion of the research, the goal is to report findings and make recommendations to this school district for change through the creation of an action plan. The collaboration through the Future Creating

Workshop will enable the creation of an action plan to positively affect the future of new educators within this school and district.

Participant Selection

The mentors selected for the study will be teachers who serve in a mentorship role within Kentos High School and are veteran teachers with more than 5 years of experience. Ten mentor teachers will be invited to participate in the study with the hopes of securing at least 4-8 participants. The plan is to invite teachers who serve as mentors i.e., KTIP mentors (Kentucky mentors for 1st year teachers), in-school mentors or have served in a mentoring role within the school system and veteran teachers who have informally assisted new teachers. Mentors will be invited to be a part of the research study to ensure the data is practical and useful. The number of participants will be small enough to draw on the experiences of teachers to support the discussions in creating a successful school-based mentoring program.

The sampling is purposeful to ensure the mentors are individuals who can work in sessions to determine the issues dealing with teacher retention and school-based mentoring while having the background and experience to have solutions-based discussions. Participants who meet the criteria of being a mentor are given the opportunity to attend but have the choice to decline the invitation. All of the mentors invited are stakeholders who share an interest in a practice-oriented workshop where they are signing up for engaging yet purposeful solution-based conversations. The end goal of this workshop is to create a school-based mentoring program and district policy that will have a positive impact on teacher retention in a high-poverty, low performing school setting. Invitations will be sent to a larger number of participants than are desired to

attend due to the researchers' understanding that all participants may not be available during the workshop. The participants will be given professional development (PD) credit for the hours they spend at the workshop. This will be submitted by the resource teacher to the principal, as it meets the districts Vision 2020 protocol in building capacity among teachers and deeper learning of educators by the creation of the program.

The participants will be given advance notice of the Future Creating Workshop through invitation (Appendix 2A). The participation letter will include the agenda (Appendix 2F), the data to provide them with basic demographics of the school, research questions, and an explanation of the goals of the workshop. Participants will receive clearly stated details and instructions for the day of the workshop with the purpose statement and goals. All participants will be encouraged to be creative and engage in this democratic process. All mentors who agree to participate will be given a participation letter as acknowledgement of their consent to participate. The workshop will be supported by the local school district and the University of Louisville.

Ethical Considerations

Protecting confidentiality is of importance since the participants included in the study are sharing information of experiences with their mentee and the mentoring experience. The ultimate goal is complete confidentiality for every research participant, which Baez (2002) refers to as the "convention of confidentiality." This decision is considerate of the confidentiality of participants. It is of the utmost importance that the individuals on the research team will be the only individuals who will be able to identify the participants based on their responses and/or statements made during discussion sessions. Instructions at the beginning of the session will surround the confidentiality

within the group on the day of the workshop. Prior to conducting any research, the researchers will have obtained permission from Institutional Review Board (IRB) from the University of Louisville and the school district in which the research is collected.

Data Collection

In this study, the use of a Future Creating Workshop is used for gathering data as well as a brief survey for the mentors to complete (Appendix 2B). The survey was given to the mentors one week prior to the workshop in order to gauge how the mentors already view their experiences within the mentorship program. The two-day workshops occurred in March, were broken into phases, all of which were video recorded as an additional resource for clarification of ideas and understanding. Mentors and mentees participated in this study but in separate locations during the critique phase then brought together during the Utopian and Realization phases. This allowed collaboration that would show similarities in thoughts and perceptions for the school based mentorship program. I focused solely on the mentors throughout the workshop while another facilitator focused on the new teachers. The preparation phase occurred prior to the workshop, and the critique and utopian phase occurred in a daylong workshop. The realization phase was completed one day after school with an online opportunity for reflection from the participants.

Preparation Phase

The preparation phase occurred one week prior to the daylong workshop. During the preparation phase the mentors were given a data folder with information from the district's data books surrounding school demographics (i.e., percentage free/reduced lunch, ECE, homeless, student demographics, and teacher retention) (Appendix 2C &

2D). Tell Survey Data was included from 2016-2017 with questions and answers surrounding new teacher support.   Participants were given a survey that asked for their current perspectives on mentorship and their involvement as a mentor. This allowed the facilitators the opportunity to have a brief understanding of the mentors' background coming into this study.

During the prep phase mentors received an agenda for the workshop, basic information surrounding the workshop, and workshop goals. This data provided context regarding the needs of the school and those that the teachers serve. The data also provided information surrounding new teacher support and retention that many are unaware of. Understanding the greatest needs of the school helped the participants when deciding what support new teachers need most. The preparation phase is a simple overview of what the workshop will entail along with the premise behind our mentorship program goals.

Critique Phase

The critique phase was an open forum for each participant to get all their thoughts, concerns, struggles, etc. of new teacher mentorship out on the table.   The process for this phase began with an introduction of the facilitators and participants. The two facilitators for this workshop were mentors and/or educators within the district that this study resides in. Each facilitator and participant are given an opportunity to share the position they hold within the school they work in. A brief overview of the structure and phases they were participating in throughout the day was explained. Participants understood that, by the end of the two-day workshop, the goal was to have a school based new teacher mentorship program and district policy draft created.

For contextual purposes and to convey sincerity to this project, facilitators shared a personal connection they have to this project. Integrating the stories that the facilitators have experienced demonstrated their desire for change and the need for this study. This also led by example the fact that this workshop is a "safe zone" for critiques and solutions.

Facilitators prompted discussion by asking participants to name the challenges they see with the current mentorship program in their school. They were given the opportunity of critiquing the current mentorship being offered to new teachers. The separation of the two groups was necessary in that the experience and expertise levels of the two groups were so different. It allowed the new teachers and mentors a sense of safety as they spoke freely among their peers. Creating this sense of open forum and safety allowed for rich ideas and conversation among the mentors.

The FCW process involved the discussion and focus of what teachers need most, which during this phase produced meaningful discussions and responses as to the current state of the school-based mentoring program. Below are examples that were provided, if needed, to generate conversations.

- What do you perceive as the struggles and difficulties that are prevalent for a new teacher?

- What is the missing element in supporting new teachers?

- Why do new teachers leave low performing high poverty schools?

- What are your perspectives on the role of leadership within mentorship?

The walls were covered in blank chart paper with the facilitators up front to record the responses from the mentors. Given the prompt, what challenges and concerns do you have with the current mentorship program for new teachers, participants were

185

given the floor to vocalize these concerns. As the mentors called out their responses, short phrases for easy recording, the facilitators recorded the responses on the chart paper. Allowing the calling out of ideas sparked others to comment and also create the sense of collaborative thoughts on the issue. The participants looked at the data they generated and were given the opportunity to rank the top five most important responses by placing a tally mark next to the response they deemed most important. These ideas that they found most valuable were those they felt would impact mentoring the most and those they considered to be the most pertinent for a successful mentorship program for new teachers. Once the mentors had established the most important ideas, they took the top ten based on the tally marks and created themes centered on these ideas. Following the creation of the themes, the collaboration of mentors and new teachers began. At this point in the workshop, mentors and new teachers came together and shared out the ideas and themes they viewed as most important. Collaboration and discussion amongst both groups began surrounding the most vital components for a school-based mentorship program. Following this collaborative discussion time, this data was set-aside for the time being as participants and facilitators broke for lunch.

Utopian Phase

The utopian phase often gives participants the ability to look into the future, and goes beyond the "now" and gives a look into what "can be". During the utopian phase the ideas generated are thought of as concrete ideas (Tofteng & Husted, 2014). During the utopian phase the participants engaged in the group discussions to create the perfect new teacher mentorship program. Mentors created a "fantasy" school-based mentoring program with the support of a facilitator. The program was fantasy based because

participants did not have to consider the "normal" barriers such as time or cost that schools face. Participants heard terms from facilitators like "What would it look like", and were encouraged to, "Go all out, and be as creative as possible" with the understanding that anything is possible. The idea behind establishing elements of a perfect mentorship required creative ideas and the collaboration of both mentors and new teachers.

Beginning the Utopian phase, the facilitators explained the importance that it plays in the creation of the mentorship program. This importance lies in the mindset of people who get stuck in the excuses of why something will not work. During this phase, it was imperative that the facilitators explained that nothing is impossible during this stage. Creativity was vital for the participants to engage in the ideas behind the creation of this phase. This phase allowed all of that to disappear and it fostered enhanced creativity on the part of the participants. Many ideas emerged that are creative and can actually work. All participants had to put aside barriers so that the collaboration and creation of a mentorship program can come to fruition.

Blank chart paper covered the walls as the utopian phase begins. This followed the same format as the critique phase, in that mentors and new teachers called out their ideas. These ideas were recorded onto the chart paper and allowed for quick phrases and ideas for recording. Any idea was recorded due to the nature of the utopian phase and the idea that anything was possible. Mentors and new teachers were given ample time to share out all their ideas. Once everyone had a chance to share, the participants collaboratively looked at all the ideas, and were given a chance to individually rank the top five ideas by using tally marks. Looking at the top five, discussion around which

could actually be accomplished occurred in order to move to the next phase. Once they had collaborated on the themes that are doable those were categorized into themes and labeled accordingly. Again, the idea behind this process is to allow all ideas and possibilities to emerge.

Following this process, the first day workshop was complete. Participants were given a brief overview of the process the researchers were going to engage in. This process was driven by the data that the participants created and those areas that they deemed were vital for a mentorship program to be successful. After participants were dismissed, the researchers took all the data and begin the next phase, the realization phase.

Realization Phase

This is the point in the FCW that we gathered the data and began to create a product for mentorship that can be implemented. As we reviewed the critique and utopian stage data, we located 3-4 concrete ideas from each phase that both mentors and new teachers deemed to be most important for the school based mentorship program. Those 3-4 concrete ideas were forwarded to all participants for their input before any mentorship plan was created. Valuing their opinions on these 3-4 ideas helped solidify these ideas as we moved forward. Mentors and new teachers were given 3 days to respond with their input.

Using both stages, the researchers collaborated and created a draft of a realistic mentorship program (Appendix H) for new educators. This allowed the school-based mentorship to incorporate the creativity and ideas that all collaborated on. The researchers utilized the data to write a district policy draft for school based mentorship.

Mentors and new teachers came together for the second day workshop and were given time to review the documents and collaborate on any and all changes needed. Given that they have had some opportunity to reflect on the daylong workshop, the new teachers and mentors may have had more to add to the conversation. After this collaboration, the researchers made any adjustments to the documents that were suggested.

This second day workshop enabled all participants and facilitators the opportunity to add more ideas to the drafts. This second day workshop occurred after school for approximately an hour or until agreements were reached on the drafts proposed. Before participants left the second day workshop, the facilitators thanked the participants for all their assistance and ideas during this process. The facilitators explained the next and last piece that was needed from the participants, which was a reflection of the process. This reflection was emailed out to the mentors and new teachers a week following the completion of the FCW. The reflection asked participants the strengths, weaknesses, areas in need of change, suggestions and hopes for the future regarding the FCW they just participated in. This allowed the participants to truly process all that had occurred and gave them an opportunity to think about areas to improve upon for future workshops. This data obtained from the reflection was compared to the original survey data to see if any changes in perceptions on mentoring had occurred, along with the needs for certain components. These forms of data are housed with the data analysis documents for future reference.

The district policy draft will be presented to the district and to the school for implementation. The action plan within the mentoring program created will be submitted as a recommendation to this high school and will include a monthly protocol for

accountability and guide for the program. The action that comes from this school based

mentorship can impact new educators' experiences and increase their desire to remain in

our priority schools where they are needed most. The ability for mentors to guide the

process allows for their growth as leaders within the school and the professional

development of new teachers.

Just as mentors engaged in these collaborative efforts on their perceptions of the

problems and needs for school based mentorship, new teachers also engaged in the same

dialogue. Information and ideas acquired during the critique and utopian phase will lead

to a better understanding on the perspectives of both parties. Analyzing the perspectives

from both parties allowed new teachers and mentors a voice into what they perceive as

needs for success.

Data Analysis

Inductive Coding

In this qualitative, Future Creating Workshop, themes emerged based on the

participants' responses to the questions and concerns posed. Inductive coding occurred

from the data created by the participants and was embedded within the workshop.

Inductive coding allowed the theories or themes to emerge from the content of the raw

data. Inductive coding was appropriate given the aims of this study for the creation of a

mentorship program by the teachers and mentors. Using the words and ideas generated

by the participants, the mentors assigned the words a category based on the ideas within

that category. As the participants coded the ideas into related words, themes emerged.

Using the raw data collected by the participants and the themes they created, the goal was

that, through the use of the data generated by participants, a tangible plan of action was created to meet the needs of educators in high poverty, low achieving schools.

Analytic Memos

Analytic memos added to the creation of the school based mentoring program. As the workshop was implemented, an observer not partaking in the study took notes of observations and the collaboration of the new teachers and mentors. This allowed the researcher the opportunity to review and expand upon any ideas that were brought forth during the workshop. Coding and analytic memo writing are concurrent analytic activities that are reciprocal in nature with one another (Saldana, 2016). Within this workshop, the memos were written in free thought and observation. During this workshop the analytic memos allowed me to reflect and write about how I personally related to the mentors participating as they engaged in the process. I also reflected on the emerging patterns, themes and categories that developed throughout the Future Creating Workshop. The analytic memos covered any problems encountered during the study, as well as future directions for this study.

Video Recording

As an additional resource for an opportunity to review and verify all data collected, the workshops were video recorded. Videos were password protected and saved to the facilitators' drive. This also allowed for clarification of statements and ideas that were presented during the workshop. The video recording allowed us to revisit the process for missing information or further clarification. The video was used as the researchers' reflected on the workshop to ensure the accuracy of the data obtained from the day. Following the analysis of the workshop and completion of the study, the videos

will be destroyed for the privacy of the participants. Table 2.1 outlines each phase and

the data to be collected and analyzed.

Table: 2.1: Data Collection and Analysis

Data	Method of Collection	Method Analysis
Prep Phase	None	None
Critique Phase	With chart paper, new teachers critique the current mentoring received by new teachers	Responses will be annotated on chart paper and then put into themes After the responses are put into themes they will be put in order of importance
Critique Phase	Located in separate room mentors have the "Opportunity to get it all out". Critiquing any and all issues within priority schools and induction of new teachers.	Responses will be annotated on chart paper and then put into themes After the responses are put into themes they will be put in order of importance
Utopian Phase	Groups are together. Creation of a "perfect" mentoring program with no boundaries.	Responses are creative and can be displayed in whatever format the participant chooses. i.e. call out responses, rich pictures, drawings, etc.
Realization Phase	Facilitators will use the data from the previous phases and will identify 3-4 concrete ideas that teachers desired for a mentorship program. These ideas will be submitted to participants for feedback. Input as to whether these mentoring activities are doable and would be beneficial to new teachers. Action plan and district policy will be drafted up by facilitators based on input and sent to	Creation of mentoring components-responses are annotated on action plan based on information from the Utopian Phase and Critique Phase. District policy of school based mentorship program will be drafted.

	participants for final feedback.	
Reflection	Each participant reflects on the workshop and identifies if it has changed their point of view on mentorship and/or any suggestions for future implementation.	Reflection-Using surveys from beginning of workshop-evaluate change in perceptions of mentoring and what is needed for mentorship to be successful.
Survey	Mentor Survey	Survey-background on mentorship and role as mentors-data regarding years and components of effective mentoring given will be reviewed and used as workshop continues-if same components emerge

Data Sources and Limitations

Qualitative data was gathered from 11 educators at a high priority high school. The school paired five veteran teachers with six new educators as part of a school-based mentoring program. A Future Creating Workshop was designed using a collaborative school-wide action research protocol. Data was obtained through collaboration using a workshop method format with mentors and new educators voicing their perceptions of needs for a school-based mentoring program. Data surrounding the struggles of new teachers, the leadership, and mentorship needed for new teachers is included. This data was collected through methods associated with Critical Utopian Action Research and the Future Creating Workshop. Focusing on the collective interest in retaining educators and decreasing teacher attrition requires school commitment, leadership, communication, and partnerships.

One urban, high poverty, low achieving school was the focus of this study due to a high number of new teachers in the building. Due to this high number, it was important

193

to gain the teachers' insight into mentorship and their needs. The chosen mentor teachers have high-ranking skills, which is a top priority in their selection. Many of the mentors are seen as leaders within the school due to their ability to assist novice teachers in the areas in which they need support.

One potential ethical challenge of this study was whether the information from the study may have a negative effect on the new teacher. The researcher clarified from the very beginning that this is intended as a way to improve teacher retention in the priority school setting. Action research is not intended to be generalizable; however, it could prove advantageous that the sample is taken from the urban school setting in which these educators work. Knowing the school and understanding the struggles that they face gave them insight into what was needed most for new teachers. Being mindful that the data collected may influence different ways of thinking through the collaboration was vital for the change to occur.

Summary of Chapter 3

Allowing the mentors and mentees to tell their story and have the opportunity to collaborate on ways of creating stronger teacher leaders within a school helped guide future induction processes within the high poverty, low achieving schools. It can help lead us to stronger leaders in struggling schools that need it most. This Future Creating Workshop was undertaken to study the following: how do mentor teachers perceive school-based mentoring programs and its role in teacher retention in a high poverty, low performing school setting; what do mentors perceive as important components of a mentoring program for new teachers in a high poverty low performing school setting; and what are mentors' perceptions on the role of leadership in a mentorship experience.

194

This workshop used the experience of mentor educators and their perceptions of what new teachers need in priority school settings, with a focus on mentoring. Collaboration between the mentors and new teachers to create a school based mentorship model that will impact the retention of new educators in high poverty schools was the primary goal. This research is paramount and essential at this time due to the rate of teacher attrition in high poverty, low achieving high schools. This potentially offers new approaches to address teacher attrition, which has been a constant issue in this district. This workshop is needed at this time in that it calls upon the mentors and new teachers to have a voice in the needs of a school-based mentorship program. Using the teachers' perspectives of needs from both sets of participants will lead to a transformative model of mentorship of new educators in order to positively and proficiently impact students and schools. Finally, this research seeks to offer priority schools an alternative conversation based solution to retain educators by establishing a mentorship program to assist them through the struggles of being in a hard-to-staff school.

STUDY TWO MENTOR PERSPECTIVE: ANALYZING THE FINDINGS

Overview

The purpose of this action research study was to explore the perceptions of mentors with regard to school based mentorship. Utilizing Critical Utopian Action Research and the Future Creating Workshop allowed the story to be told from mentors' and mentees' experiences and the issues that they have faced within their school. Following Creswell (2013), his statement for a flexible structure that allows for open-ended opportunities for responses, the mentors were open and willing to respond honestly. This study engaged in qualitative methods that allowed the collection of data through an action research lens to improve our understanding of the effectiveness of school-based mentorship for new teachers.

Research Questions

This study sought to answer the following research questions:

- How do mentor teachers perceive school-based mentoring programs and their role in teacher retention in a high poverty, low performing school setting?

- What do mentors perceive as important components of a mentoring program for new teachers in a high poverty low performing school setting?

- What are mentors' perceptions on the role of leadership in a mentorship experience?

Findings

Survey Results

The data collection began with a survey of the five mentors participating in the study (Appendix 2G). The survey prior to the workshop allowed for initial understanding of the mentors and their experiences with a mentorship program. Survey results indicated that four participants were female, one participant was male, and all participants were between the ages of 31 and 40 who have participated in the mentoring program in some capacity. All mentors have participated in KTIP for new teachers along with the school mentoring program. The mentors were also asked to express experiences that impacted their decision on becoming a mentor. Many responses centered around new teachers needing more support by providing systemic processes to assist in those difficult first years. Mentors also noted that their desire to assist new teachers, as well as improve the mentorship experiences for teachers, influenced their decision to continue teaching within the district. Four of the five mentors agreed that the beginning teacher mentoring program in place currently was a key factor in helping new teachers adjust to the teaching profession; however, one mentor did not feel that it was a key factor. One mentor stated, "There is a lack of consistent, organized, and systemic way to induct new teachers or train mentors". Another mentor stated, "New teachers need help and young teachers are leaving the profession too early due to a lack of support". The mentors were strong and steadfast in answers surrounding more support for new teachers.

When asked about the mentoring program assisting mentors in developing a sense of professionalism about teaching, the answers were spread across the board ranging from strongly agree to disagree. In response to the question regarding the mentoring

program providing opportunities throughout the school year to discuss classroom concerns with other mentors in the district, responses varied. One mentor strongly agreed, two agreed and two disagreed with this idea of collaboration among mentors. When asked about reflection as a tool to support mentoring, all mentors agreed that self-reflection helped guide them in their role as a mentor. Using the reflective mindset and collaborating on next steps afforded the opportunity for the mentor and mentee to develop tools to support the new teacher effectively. Regarding school leadership playing an active role in the mentoring process, two out of the five mentors felt that school leadership does not play an active role. The last question of the survey pertained to certain activities as a mentor, such as conferencing, observation and feedback, and modeling. The mentors responded across the board that each of these activities were used in some capacity in their role as a mentor with conferencing being most prevalent. Table 2.2 below shows at a glance the results from the survey questions.

Table 2.2: Survey Data

Survey Questions	Survey Results
Gender	4 female 1 male
Age	31-40
Grade Levels Mentored	9th – 12th grade
Experiences that Impacted Decision to Mentor New Teachers	-Difficult 1st year -Positive experiences with KTIP Mentor and Resource teachers when struggling -New teachers feel there is a lack of support from the district

	-Lack of consistent, organized, systemic way to induct new teachers or train mentors -KTIP -Being friendly and helping new teachers
Have mentoring experiences contributed to you remaining in the district?	Yes (3) No (2)
What influences did these mentoring experiences have on your decision to continue to teach in this district?	-None -New teachers need as much support as we can find -Remained in spite of rather than because of my experience -Wanted to improve the mentorship experience for teachers after me -New teachers need help … young teachers are leaving the profession too early due to a lack of support
The beginning teacher mentoring program was a key factor in helping new teachers adjust to the teaching profession.	Rate 1-5 1-1 Mentor 4-2 Mentors 5-2 Mentors
The mentoring program helped me develop a positive attitude about teaching.	Rate 1-5 3-1 Mentor 4-3 Mentors 5-1 Mentor
The mentoring program helped me develop a sense of professionalism about teaching.	Rate 1-5 2-1 Mentor 3-1 Mentor 4-1 Mentor 5-2 Mentors
The mentoring program provided opportunities throughout the school year to discuss classroom concerns with other mentors in the district.	Rate 1-5 2-2 Mentors 4-2 Mentors 5-1 Mentor
Self reflection helped guide me in my role as a mentor.	Rate 1-5 4-1 Mentor 5-4 Mentors

The mentoring program afforded me opportunities to discuss classroom management and instructional strategies with the mentee.	Rate 1-5 4-1 Mentor 5-4 Mentors
The school leadership played an active role during the mentorship process.	Rate 1-5 2-2 Mentors 4-2 Mentors 5-1 Mentor
Please indicate the mentoring activity(ies) you were engaged in. Check all that apply.	Conferencing—5 Mentors Observations—4 Mentors Modeling—3 Mentors Other—2 Mentors

Workshop Findings

Workshop Day #1

Critique Phase

During the Future Creating Workshop mentors and mentees were separated during the Critique Phase. This effort was made so that the participants would feel at ease when critiquing the issues they face within their school. The mentors entered into the Critique Phase seemingly comfortable and willing to speak about the struggles they face as a mentor as well as what they see mentees face on a day to day basis. During the time spent critiquing, mentors called out any and all critiques they saw with the current mentorship program within their school. Upon exhaustion of ideas from the mentors, they were each given five stickers to vote for the critiques they felt were most important to address within a mentorship program. All votes were calculated and themes were created from the condensed list of critiques. The following themes were determined by

the mentors: time, relationships, and systems and processes. The following breakdown examines how these themes emerged from the data.

Time

During the critique phase, there were common issues that the mentors found to be associated with lack of time. The mentors spoke of time as being an issue for mentors and mentees in all areas with regard to mentorship as a whole. Mentors found that they agreed in there being a lack of time for mentors to meet with mentees. They stated the lack of common planning for mentors and mentees caused issues in being able to find time to assist the mentees in the areas they were struggling. One mentor stated, "It is so important to have time during the school day to make this realistic." Another mentor was quoted as saying, "Mentors aren't gonna want to spend a bunch of time, you know what I mean? Nobody's gonna want to spend a bunch of time after school".   It was evident during these conversations around time that mentors understand the workload and having the option to meet during the school day would help the time issue. Common planning allows for mentors and mentees to collaborate and have the time to reflect with one another about strategies and methods for success for the new teachers. Common planning allows for time to be spent during the school day working together, rather than all the time being outside the school day.

Mentors also felt strongly that one year is not enough time to mentor a new teacher. Mentors stated that mentees need that first year to acclimate and additional years to have continued mentorship to guide their growth. Time outside of the realm of content was needed as well. In many instances content is the main focus, but time is needed for classroom management guidance and relationship building. Providing time within

201

mentorship for areas outside of content can help boost a new teacher's overall success.

The biggest area of time concern was found in the area of co-teaching, modeling, and observing mentees. Many times the mentors felt as if there was no time to demonstrate effective strategies or pedagogies for a mentee. Only having time to verbalize what success looks like and not enough time to demonstrate what it looks like.

Relationships

The next theme that mentors found to be important for mentees within a mentorship program was relationships with students, fellow educators, mentors, and administration. Relationships overlap into the time theme due to time needed to build relationships. Mentors stated that mentoring relationships were a "partnership among colleagues". Building relationships through collaboration and addressing mentorship without a one-size fits all mentality is necessary.

Mentor to Mentee

Building a relationship with the mentee in order to know their needs and strengths will help build stronger teachers in the schools. A mentor stated, "maybe you have a good relationship with your mentee, but maybe you don't, so you should have an option to get a different one if the relationship isn't working". This mentor understood the value of relationships among colleagues and how it can affect the mentoring process. Having the ability to change mentors or mentees was an important attribute that they felt was necessary for a mentoring program.

Teacher to Student

A teacher must build relationships with the students in order to build trust among each other and have a high functioning classroom. Mentors stated that students who have

a trusting relationship with their teachers are more likely to respect them and do what is needed in that classroom to succeed. Relationship building inside the school and among the neighborhoods from which the students come was also a concern for mentors. Mentors felt that relationship building is so important for new educators, especially in a high poverty, low achieving school, to gain the trust from the students and parents. They strongly stated that building relationships with the parents and teaching new teachers how to do that will help them gain insight into their students' lives which leads to a compassionate teacher without a deficit mindset. A statement made by one mentor was, "Immersion into the community and the whole school should be involved." Mentors stated that when new teachers learn more about their students' lives and everything they face day to day, they will begin to see what the students are capable of rather than what they cannot or are not doing. One example a mentor gave in regard to this mindset was the fact that many of these students are "working outside of school to help bring in money for their family and homework is not always complete". However, focusing on their ability to be successful in the workplace as well as get to school on time should be praised rather than becoming negative due to homework missing.

Teacher to student relationships can be a key to unlocking a student's mind and willingness to give more in school, seek direction from their teachers, or just confide in a teacher. Teachers have to be willing to risk the rejection that may occur when trying to build the relationship; however, the fruit of that labor will unfold in time within the classroom.

Teacher to Administration

Mentors, those who have been in the school setting for some time or have been around administration, seem to build relationships more easily with the administration team. The mentors stated that having been in the leadership role of mentoring has forced them to work more closely with their principal and administrative team. This has allowed them to gain a level of trust that mentees have not found yet with the administration. Mentors stated, "Mentees are so overwhelmed with doing everything correctly" that they do not want to let their guard down in the school. This can create unnecessary tension or lack of trust between the new teachers and administration. Mentees stated that "we always feel like we are being watched and judged" on how they perform. When the mentees are able to relax enough to create a positive working relationship with their principal then trust develops. This trust leads to a positive working relationship among staff and understanding that they are all in this together for the students and one another.

Systems and Processes

Systems and processes was the biggest issue mentors found among their critiques of mentorship. Many times the systems and processes fed into the time and relationship themes as well. Within the critiques of systems and processes, which can be very broad when looking at all that a school includes in their day-to-day needs, some were very specific. As with time and relationships, a one size fits all approach to education is not the best strategy for training educators. This approach is also embedded into systems and processes with regard to how we train new educators and mentors for a mentoring program. Statements included: "Some educators have more experience than others";

"some teachers are great with classroom management where others are not"; "being mindful that not all teachers need the same guidance or assistance will help differentiate the learning for new teachers and mentors".

Within the systems and processes, the mentors also noted that there is a lack of training on cultural competence, student talk, and engagement. One mentor stated that many new teachers are given a general overview of being a teacher in the district with PD hours geared towards general ideas. Training should be specific to new teachers in the ideas mentioned above. A mentor voiced, "there should be a menu of choices for mentorship needs and you get to choose the one that might be best for you" when seeking out professional development. New teachers in a high poverty, struggling high school need sources and ideas in areas that are relevant to their school, not a general overview that all teachers are receiving. This stems from the notion there is no system in the way of training of new teachers or the training of mentors. Mentors are given a short professional development (PD) over the Kentucky Teacher Internship Program (KTIP), which is now non-existent, to which we ask, "What now?" Training for new teachers does not exist when it comes to reflection, understanding the culture of the students or the school.

Another concern that was raised during this workshop was the fact that higher education programs are not consistent when it comes to educating future educators. Mentees are coming into classrooms without skills on how to handle different students from different backgrounds. Higher education focuses on content and theory without digging deep into what a new teacher will face the first day of school or even their first year. One educator mentioned the fact they were never exposed to an Individualized

Education Program (IEP) until they were hired at the school. Whereas another teacher

said their higher education program taught them all about IEPs and differentiation. The

inconsistency in higher education leads to classrooms with teachers feeling ill-equipped

to handle their own classroom of students. Unfortunately, this begins to fall on the backs

of mentors, who are still trying to manage their own classrooms, yet support their mentee

the best way possible.

To summarize this phase of the workshop, mentors felt strongly that time,

relationships and systems and processes were the greatest areas of need within mentoring

programs. They were very open to critiquing the current status of mentorship because

they voiced the desire to see new teachers succeed.

Utopian Phase

During the Utopian phase mentors and mentees came together to collaborate for

the remaining workshop phases. Prior to the Utopian phase mentors and mentees shared

out their Critique Phase results and themes with one another. It was interesting to view

the differences in thoughts, but, ultimately, the critiques were very much the same.

Mentees and mentors felt that time and relationship building were very important. As

ideas were shared, it was evident that mentees found systems and processes to be a part

of their themes as well. As the Utopian Phase began, the same process was followed.

Mentors and mentees shared out their perfect ideas for mentorship and each theme was

recorded separately in order to maintain the consistency of separate ideas from the

mentors and mentees.   The ideas were recorded separately so that we, as researchers,

could see where the mentors and mentees agreed on particular themes for the research

process.   The mentors and mentees collaborated well and fed off each idea shared out or

206

elaborated on each other's thoughts. The following themes came about during the

Utopian Phase: Personalization for Mentoring, Immersion into Culture and Community

within Schools and Universities, PD on School and Community, Mentoring Training and

Accountability, and Building School Culture. Looking at the themes that emerged, it was

noted that these could be combined into a broader theme that touched on time,

relationships, and systems and processes. Personalization for mentoring falls into time

invested in the mentee and mentor along with having a system in place to allow for this

time to occur. immersion, PD and mentor training, and accountability is within the

systems and processes set forth in a mentoring program, while immersion and building

school culture is also relationship piece. These will be outlined below.

Personalization for Mentoring (Time & Systems/Processes)

During this phase mentors and mentees shared out regarding personalization for

mentoring in a perfect mentoring program. Personalization can only come from time

spent together as mentor and mentee. In order for this to occur, there is a need for the

time to be given by school administration. This begins to not only be a time issue but a

need for a system in place to allow this to happen.

As the mentors and mentees shared out regarding this theme, it was evident that

there were strong feelings supporting differentiated mentoring. Once mentors and

mentees have had the time and opportunity to know one another, mentoring should be

personalized for the mentee. Mentors and mentees stated, "Each teacher struggles with

something different, so mentoring needs to be personalized for that individual. We need

to base it on their needs." Training for the mentee should be based on what he/she needs,

not an overall, broad training. The support that the mentor provides should be

207

personalized to that specific mentee. If the mentee requires everyday co-teaching for the

entire year then that should be given. If the mentee only needs support in classroom

management then that is all that is needed. Mentors and mentees should not be required

to spend time and energy on mentoring components that are not needed; however, they

should be given the opportunity to focus on all the needs of a mentee.

With the personalized support for mentors and mentees, the idea for a gradual

release model was mentioned by both mentors and mentees. Gradual release in education

terms results from a mentor modeling what is needed and slowly releasing the mentee to

perform all duties in the classroom. A mentor would give the mentee time to learn each

area and gradually turn over all responsibility to the mentee. Mentors and mentees

unanimously agreed that "mentoring should last as long as it needs to." In the past, state

mandated mentoring lasted for a year and then mentees were on their own. With a

gradual release model, based on what mentees need, the mentorship may last longer than

one year if needed. The gradual release would be based on the support given throughout

the mentorship program, co-teaching in areas needed, modeling in the classroom, and

then a gradual release of these supports as the mentees assume total control over their

classrooms. Again, this is only when the mentee demonstrates over time that they do not

necessarily need mentoring for continued growth to occur. This will be determined

through observations and data compiled from the student achievement in the classroom.

In order to give mentees and mentors choices in what they deem necessary, the

mentors and mentees stated that a buffet style menu of options for mentoring should be

established. This menu would not be set in stone and would adapt as needs are met and

are ever changing among the staff. Mentees and mentors would have the choice to use

this menu of ideas for mentoring in order to guide their growth in the mentorship process, which gives personalization to both mentor and mentee.

Mentors also stated that "there should be mentor training for as long as they need it". If a mentor is comfortable in supporting mentees and understands the components needed, then training should only encompass what a mentor deems necessary. Mentors stated that if they need daily support as a mentor there should be time given for this as well. The basis surrounding this theme is clearly personalization for the mentee and mentor, which includes the time to do so and a system to support this.

Immersion into Culture and Community (Schools/Universities) Relationships

This theme emerged as mentors and mentees reflected on the notion that universities are "not preparing teachers for the schools that new teachers more than likely will end up in", the high poverty, low achieving schools. The mentors and mentees also agreed that there is a need for public schools and universities to immerse new teachers in communities of need for true understanding to occur as teachers enter into a new classroom.

As ideas for the perfect immersion plan came out, the following ideas were given by mentors and mentees to support this immersion. Before school starts teachers should go on home visits within the community in which their students live. The district would support this and teachers would receive a stipend for these home visits, which falls under a system and process for making this occur. Mentors and mentees alike felt that this would give great insight to new teachers on the community and homes that students in their classrooms are coming from. Mentors' experiences showed that when a teacher visits a home of a student and the community in which they live a relationship is already

being established by this teacher with their student. A sense of understanding and care emerge among teachers toward students and this can be transferred into the classroom.

This concept would also hold true for educational students within the university setting. Giving education students opportunities to partner with a public school and a specific educator while going on home visits lends to eye opening experiences for that future educator. Mentors and mentees felt that insight is vital for educational students to truly understand that education is not always just theory and strategies. Education depends on relationship building and comprehending this early on could be of great use for a new educational student.

The idea emerged that if a teacher partnered with a specific family in order to know the student and their everyday life there would be trust built prior to entering the classroom. During the critique phase, this was so important to mentors; and seeing this span across the Utopian Phase among mentees as well demonstrates the need for relationships and trust. This can only happen when teachers and educational students are afforded the opportunity and time to build these relationships and trust.

PD on School and Community (Systems and Processes)

Participants also mentioned that one of the major PD experiences needed for new teachers and mentors alike pertained to student environment, trauma, and struggles that students face within a high poverty, low achieving school. Student environment is something mentees and mentors stated is not thought about much. There seems to be an assumption that once students enter into their classroom everything else is forgotten. Unfortunately for the students, this is not the case and having educators who understand and acknowledge this is imperative for students to succeed. In order for teachers to

understand this, training needs to occur focused on the many characteristics and issues surrounding a student's environment at home. This would feed off of also visiting the community in which students live and providing a system in place for this to occur.

Training surrounding trauma and struggles in the life of a student was mentioned due to the severity of trauma and issues that many students face. Often times students in high poverty situations experience trauma at higher rates, whether it is in their home or in their neighborhood. Mentors stated, "drugs, violence, shootings and death become a big part of their lives and training on how to deal with these traumas when they enter the classroom can help all educators and students". As stated, universities teach the theory, but do not hit the everyday life situations that these students face. Providing educators, new and experienced, with trauma informed training and guidance gives educators tools to properly support their students. Without providing this training, many educators feel inadequate to truly meet the students' needs, especially if this is not something they as educators have experienced personally.

At the university level, educational students should be given insight into the "real life situations" that educators and students face in high poverty situations. Providing professional development and training to educational students allows them to enter a classroom with a wide range of knowledge rather than just what they read in a book. Real life situations occur in every classroom, and new teachers need this reality check prior to entering a classroom.

Another idea that mentors and mentees valued was giving teachers and educational students the opportunity to "visit and/or teach in a developing country where there is extreme poverty".   The reality of what life is like in other countries really hit

home with many of the mentors and mentees. They believed that this culture shock

would give many educators a different level of empathy for their own students. They

stated that educators should be given a certain amount of time, for example during the

summer, to go visit or teach for a few months in these countries that go without. Some

felt that new educators come in with a sense of entitlement and having a knowledge of

what life is like outside their own desires, wants and needs would benefit them

holistically.

Mentoring Training and Accountability (Systems and Processes)

The last theme that was discussed encompassed mentor training and

accountability. There was agreement from mentors and mentees that substantial training

and means of accountability are needed for mentors in order to support mentees properly.

Not only would it support the mentees but also the mentors by providing them guidance

and resources as they begin the mentorship program.

An area of concern for mentors was the lack of training provided for co-teaching

models in a classroom. Many mentors stated, "new teachers and mentors alike have the

wrong understanding of co-teaching, and it has become more of a sit and watch model

versus the intended model of engagement of both educators in the process".   Mentors

stated that they "need to understand and be able to identify when new teachers are ready

to be on their own and how to support all levels of learning for a mentee".

An idea mentees provided that mentors unanimously agreed with was to visit a

city with the same type of demographics as their school, who has a mentorship program

that is working effectively. Mentors being able to visit, observe, reflect, and engage with

a school that has an effective mentoring program can help lead the way in developing the

same program within their own school. Mentors who can visit schools properly implementing co-teaching will have a visual model in their tool kit to help guide them when they begin to implement it with their mentee. They also stated that observing mentors and mentees that are doing well and those that struggle is beneficial. Having the ability to see something actually work correctly and know that those schools have the same type of struggles that the mentor may face will give them hope in seeing it come to fruition.

The Utopian Phase was one that mentors and mentees struggled to think outside the box. This mindset was due in part to the fact that in their minds they already believe what can actually happen, partly due to financial constraints or leadership within their buildings and at the district level. During this phase I emphasized that being as creative as possible was truly what we wanted which led to some ideas such as traveling to countries, all day mentoring opportunities, receiving payment for all mentoring, etc. It took a while for them to get creative, but they eventually began to think outside the box. These themes were narrowed down by both mentors and mentees as being important for the growth of the mentor and mentee.

During this phase the mentors and mentees found that the themes continued to follow the same pattern under time, relationships and systems and processes. As they dug into this work, they became very specific on areas that would assist with these themes such as personalized learning, immersion into the community, accountability, and school culture. The mentors and mentees had a very optimistic view once this phase was complete.

Realization Phase

The last phase of the workshop, the realization phase, encompassed the themes of the critique and utopian phases in order to build a mentorship program addressing prior concerns and ideas. The mentors and mentees worked in collaboration once again to come up with ideas that were then categorized into themes. The themes that emerged during this phase included time, systems/processes, relationships and incentives. These themes were determined based on the implementation of the following realistic mentorship program ideas.

Time

As with all previous phases, time is of major concern to mentors and mentees. Mentors and mentees felt it important to have time embedded in their schedules for reflection and feedback to occur regarding the mentoring program being implemented. The participants suggested that "every six weeks allowing mentors and mentees the opportunity to meet during faculty meeting time which occurs on Tuesday afternoon". Providing the time for the mentors to critique and offer solution-based strategies to further the success of a mentoring program is important for growth of the program along with the mentors and mentees.

Additional time concerns were those around having flexible times to individually meet with mentor for support and training. This additional time would be embedded within their normal workday to alleviate additional time constraints on mentors and mentees outside the workday. Many of the mentors and mentees suggested a duty free hour together in order to work together during the school day. Some concerns surrounded the flexibility in scheduling to ensure this would work.

Systems and Processes

The majority of the mentors' feedback surrounded systems and processes that are needed in order to maintain a highly effective and functioning mentoring program. Professional development was focused on heavily within this theme in order to fully support both the mentor and mentee. They stated that, within the mentorship program, professional development was needed in trauma informed workshop with teachers, students, and parents. Creating a cohesive collaboration among all parties to support trauma informed care would yield greater success. When all parties are involved hearing the same information and training then open lines of collaboration and communication evolve.

Professional development was also mentioned with reference to new mentors and experienced mentors. Bringing all mentors together to continue learning and being up to date on the latest strategies and resources. PD in this way offers knowledge and experience from the seasoned mentors, which can help new mentors. Allowing this professional development opportunity to occur with full conversation and collaboration, rather than just a "sit and get PD" was voiced on numerous occasions.

Additional PDs mentioned were centered on a buffet style menu of choices for participants, which allow for differentiation and self-directed learning to occur. When attendees have voice in the choices for PD then greater participation and buy in occurs. Mentors and mentees also stated that PDs should focus on strategies and ideas they can implement in their classroom the very next day. The buffet style list included PDs on: organizational skills, social emotional counseling, discipline and how it fits the teacher and student, how to conduct observations and give constructive feedback, how to reflect

as a new teacher, diversity, trauma, and how to build relationships. They also stated a desire to reflect while at a PD in order to determine how to use the information they are given and how it best fits their school and classroom.

Reflection was a component that was mentioned often during this part of the workshop with the mentors and mentees. They stated they need a six-week check in with mentors and/or administration in order to give feedback as well as reflect on their progress or lack thereof. They want the opportunity to provide feedback on how the mentorship program is functioning and what changes, if any, need to be made. The purpose of the check-ins is to allow change over time, rather than an entire year to pass without reflection or analysis of the program. At the completion of the mentorship program that school year, mentors and mentees want a culminating opportunity to share out with the entire staff on the progress, successes, and struggles they encountered. Making the program available for the entire staff will lead to additional feedback from those who want to help but possibly cannot commit to the time.

Mentors and mentees also spoke of the need for visiting schools "like ours" that are outside of the district. When analyzing how to accomplish this, an idea emerged regarding mandatory professional development days. A mentor stated that the district should allow mentors to "use those days to visit districts with mentoring programs in place that are working effectively". Mentors and mentees spoke of how being able to see it in action and seeing success was necessary. Just as our students are different types of learners, we have to recognize educators, mentors and mentees, are students as well. They are both tackling ways to better assist each other and students, and giving them access to a school that is accomplishing this would be a great tool for all involved.

216

Mentors continued to visit the notion of university partnerships in order to streamline learning from the collegiate level to implementation at the public school level. Mentors voted unanimously on creating a Professional Learning Community (PLC) as mentors. This PLC would allow mentors to meet together and discuss the mentoring program and create a needs based analysis of the program as the year progresses. Within this PLC, a university member would be invited to partner with this group of mentors. The university collaboration allows for ideas, strategies, real life events, etc. to be taken back to educational students. University personnel can utilize this information in order to better train and equip new educators for what they may encounter in a high poverty, low achieving school setting. Using this knowledge to truly guide education students to a better understanding are what mentors are striving to achieve with this PLC.

Lastly, mentors and mentees agreed that an authentic and self-directed mentoring action plan should be established within the school. An action plan that, over the course of the year, is data driven and builds upon the previous year in order to meet needs of mentors, mentees, and students. The action plan should be a guide but one that is able to shift and change with the tide. Mentors and mentees expressed how students and teachers change year after year and having the autonomy to adjust the mentoring program to fit the needs of the school is important. This is where self-directed mentoring plays a role in the action plan. Meaning, one mentor can tailor the action plan to fit his/her style and needs for the mentee, and another mentor can do the same. This allows for flexibility and trust in the mentors and mentees as professionals to guide their learning.

Systems and processes were heavy throughout the Realization Phase and mentors and mentees gave ideas to support the creation of these processes. As a school is

managed by effectively working systems and processes, mentors felt that a mentorship program should be guided by them as well.

Relationships

There were two realistic ideas that mentors and mentees felt would benefit positive relationship building within a mentorship program. The first suggestion was having the mentors and mentees travel to the community in which their students' reside to engage in back to school events. One event in particular would be named "meet your teacher". Mentors and mentees would set up in a public venue, such as a park in the community and do an informal meet and greet with their students and parents. Many parents feel overwhelmed when they enter a school. Some remember their negative experiences from school and do not even want to step foot in the building. By taking the meet and greet to a place where they will not feel overwhelmed, is their home turf and without negativity, educators can engage in conversation with the students and parents. This allows relationships to form when students and parents see the teacher in a relaxed setting. Students and parents may open up more and have thoughtful and meaningful conversations with the teachers. This relationship can lead to trust being built before the student enters the classroom and gives the educator some credibility prior to school starting.

In order to build relationships with the staff, mentors and mentees expressed how their days are so overloaded that they do not even know half the teachers in the school. They expressed how this is something they want to change. One idea was a school kick off party outside of the school building. Too many times when educators enter the school building they are thinking of their "to do" list and cannot truly enjoy the company of their

218

peers. Engaging in a gathering outside of school will allow them to relax and truly get to know each other. For mentees, they felt this was very important considering they are new to the building. Establishing a culture within the building using friendship and support before school starts can lead to a positive school culture and relationship among staff new and experienced alike.

The Realistic Phase truly made the mentors and mentees focus in on the most important components that they desired to see in a mentorship program for their school. It was difficult for them to narrow all the ideas down using five votes because it was so important to them meet all the needs of mentors and mentees. The suggestion that was given was to create the mentoring program using the ideas and themes voted on and over time incorporating some of the other ideas into the program. Their goal was to make sure the process was not overwhelming for mentors and mentees, and the pieces chosen to begin the process would allow just that.

Workshop Day #2

Mentoring Program and Action Plan

Using all of the data that the mentors and mentees mentioned as necessary for an effective mentorship program, an action plan and mentorship program was created and revised by the facilitators and participants. As we began this process, the themes and components necessary were embedded within the written document. The Mentoring Program (Appendix H) was based on the needs that the mentees and mentors felt were important for it to be a success in their school. Within the mentoring program was a condensed action plan that was created to be user friendly and a manageable snapshot of mentoring within a high poverty, low achieving school.

219

During this second day of our workshop, mentors and mentees were paired up and given portions of the mentoring program to read, critique, edit, and revised. The themes and ideas that originated during the Day #1 Workshop were listed on chart paper. As the mentor and mentee read through their particular section of the document, they highlighted and identified where these themes were embedded within the document. As they worked together reading, participants were quoted as saying, "I love how all of our ideas and strategies are in this one document together".

The purpose behind this strategy of revising and editing together was to allow all the participants to recognize their hard work culminating into an actionable document for future use in their school. All ideas were valued and utilized throughout and the participants seeing this gave a sense of accomplishment. Their work was used to create this mentorship program and they took pride in knowing all ideas were valuable to its creation.

Following their review, each mentor and mentee marked on the chart paper the components that they found in the document that corresponded to the Day #1 Workshop themes. When this was completed, all components listed on the chart paper had check marks, some more than others. This solidified the mentoring program incorporated all their thoughts and ideas into one document.

Mentor Reflective Log

Following the workshop, the mentors participated in a Reflective Log (Appendix 2E) to help guide next steps for implementing a Future Creating Workshop. The first two questions were very open ended asking mentors to reflect on the workshop as a whole, the process, and their participation. When the researchers reviewed the answers for the

reflection, the consistent responses centered on the process being simple, enjoyable, focused with clear expectations and goals. Mentors stated how they enjoyed the collaboration among each other and the idea of an actual plan forming a mentorship program from their work. They valued the perspectives of the mentees and felt it would help guide them as a mentor in the future.

When asked what changes they would suggest for the workshop in the future, their answers consisted of adding elementary and middle school educators to the process, using teachers from different districts, and adding more writing time for the participants. They stated, "the part of the Future Creating Workshop that impacted me most was the relaxed atmosphere". Some stated that the great collaboration between mentors and mentees with the structure and expectations set forth was very important to them. The one statement that resonated with me most was "I like being able to see which themes made it into the final product and how these themes became part of a real plan." For me, this proved that I gave them a voice in the creation of this final product, one they can use in their own school. I felt proud of the collaboration and I was so grateful they were too.

The last question asked mentors what they hoped to occur as a result of all their work they invested in this workshop. The mentors had many responses including: relationships being forged within their building among students and staff, positive school culture, mentor training and accountability, stronger mentorship program for their school, consistency within the systems and processes in place, improved access for assistance for new teachers and mentors, and the hope that the data would formulate a structured new teacher support program at the school and district level.

The reflective log pointed out the areas of growth and strength that the workshop provided the participants. Using their reflection log to guide the next Future Creating Workshop enables additional success to occur within other school settings. Valuing their time and voice was important for this process to be a success which I feel we tried to do.

Analytic Memo

During the entire workshop, a fellow doctoral friend sat in on our workshop to take notes of the process and the participants dispositions. Mentors and mentees were informed as to why she was assisting us and all were in agreement. She was charged with the job of observing the participants and giving us feedback on their responses, mannerisms, etc. The notes taken during the workshop were indicative of attentive participants who were interactive. She notes the mentors and mentees as having great suggestions and having fun engaging in the process. They were comfortable among one another in sharing thoughts and ideas they were all passionate about. She also felt that there were relationships being built as the mentors and mentees worked together towards a common goal.

As with any research, a researcher hopes for willing participants. During this workshop the notes she recorded were consistent with how I had hoped the workshop would go. Everyone was respectful of all ideas given that day and ideas were acknowledged and enhanced by all involved. They took time to build upon each other mentorship components in order to make them the best possible for their school. As they saw their common purpose and goals align for the betterment of their colleagues, the collaboration and conversations soared. This was evident in the creation of the mentoring program and the ideas that were shared.

Connection to Research Questions

Throughout the entire workshop, the research questions were posted for the participants to read so that they would understand what was guiding our process. As this process was planned, the goal was to have survey questions, workshop processes, and the reflective log support the research questions for my study.

The study supported the research questions with a heavy emphasis on research question #2 concerning the components of what is needed for a mentorship program. The action plan and entire mentorship program fully supports this research question by guiding the identification of certain components needed in a mentorship program. Research question #1 and #3 were discussed in part by the mentors and mentees throughout the session. With regard to the role in teacher retention, mentors discussed how having an effective mentorship program will support new teachers in their decision to remain in schools that struggle. Support for new teachers will give them the confidence they need in their classroom and the relationships they build with their mentors will provide a sense of belonging. New teachers that feel supported will remain in an environment that is hard. Mentors discussed the role of leadership, research question #3, with regard to fully supporting mentors and mentees by providing opportunities to mentor. The role of leadership was discussed as giving mentors and mentees flexibility and time to build relationships, develop as educators and ultimately be the leaders as they embark on the mentorship program. Support from leadership was needed but also not desired in a dictatorship fashion but in a supportive role for mentors. The research questions were used to guide this research and to prepare actionable results for the future of the district and the high poverty, low achieving schools.

The data collected throughout this research showed connections from the beginning until the final product. The survey, workshop, and reflective log gave similar results and data. The survey results demonstrated a need for support for mentees so that they would remain the high poverty, low achieving schools. Survey results along with the workshop demonstrated consistency in the support needed, lack of training, and the need for a mentorship program. The systems and processes were demonstrated from beginning to end as well. The survey indicated a need for systems in place for mentorship; the workshop clearly pointed to this throughout, and the reflective log emphasized how the mentors appreciated the systems and processes in place to make this a success. The data was evident from the beginning that the needs of mentors and mentees need to be met in order to have a support system in place.

Researcher Positionality

Positionality as a researcher can direct thoughts or ideas without even trying. I am a white female who has been in education for nine years. I honestly came into education with preconceived ideas on how students should be taught, how teachers should be educating students and the expectations of schools in general. I did not have a true school based mentor to support me, and I believe that in my first years it would have benefited me greatly. With time and experience, I have become a mentor in a low-performing school where I see first-hand the importance of school-based mentoring and supports needed for new teachers. Students of poverty have barriers that are prevalent in a high poverty, low achieving school and mentoring programs are necessary to determine the supports needed. As a resource teacher and mentor, I have worked to support new teachers and feel there is a definite lack of support and orientation for new teachers to the

school and teaching career. Within my school we face the issue of teacher attrition with the start of each new academic year, along with teachers exiting the profession mid-year. When new educators are exiting their career after only two months of teaching, there is a problem. The lack of support for these new teachers in our building continues as does the teacher attrition.

As a researcher and as a mentor, I knew that I could use my experience to facilitate and support the conversations needed throughout the workshop. The beauty of action research is that it enabled me as a researcher to also be part of the process, not just a bystander. The goal of this Future Creating Workshop was to allow the dialogue, collaboration, and experiences to guide the mentors and new teachers as they created a school-based mentoring program that would increase teacher retention and support new teachers as they transition to a new school and/or career. The idea that a mentorship program will be created and used excited me as a researcher. As it excited me, I also had to maintain some distance to their responses and not guide them to what I wanted to hear.

As an outsider to this school, I was apprehensive that the mentors would be passive or quiet during the workshop due to the fact they did not know me. I was worried they would not engage with an outsider out of fear of what I might think. However, this was not the case at all. They were fully engaged and did not mind that I was coming into their school as a researcher. The outsider perspective was interesting for me because I assumed the participants would not engage fully with me. I had set myself up with negative expectations that they would not support me or trust me in this process since they did not truly know me. As an outsider, they had to trust that I would not go and tell others who had stated what during our workshop. As they engaged in the process, I saw

that I was wrong in my assumptions. They showed absolute trust in my intentions of this process and our goals aligned with one another.

Summary

In summary, the mentors were very supportive throughout this research process and were engaged for the betterment of a mentorship program. The mentors gave relevant feedback and sought to create a mentoring program that truly supported new educators. Their desire to support new teachers and students was clear, and it was evident they wanted this process to work. Following the workshop they stated, "I cannot wait to see this program come to life".   This encouraged me as I began to write up their findings. I knew that when I finished this research this would be something that would actually come to fruition, and I was encouraged by this. The mentors dove right in and made this workshop a success by their collaboration, conversation, and willingness to engage in the process fully. They thought outside the box, even though it was hard for them, and pushed towards the goal of a mentorship program that we can all be proud of. I was honored to be a part of this data collection and process!

STUDY TWO: SUMMARY OF FINDINGS, IMPLICATIONS AND
RECOMMENDATIONS

In this final section, I present a summary of my study by restating the problem
surrounding mentorship, the purpose of the study, my research questions, and the
methodology. The findings that I present are organized by the themes created by the
mentors and mentees, and I show the connection they have to the broader literature
found in Chapter Two. Next I discuss the limitations of this study, implications for
policy makers and educators. Lastly, I close with the recommendations for future
research and my concluding remarks surrounding the study.

Summary of the Study

This action research study examined the perspectives of mentors and mentees
within a high poverty, low achieving high school. The high school is located in one of
the largest urban districts in the southeastern United States with over one hundred
thousand students. Within this school district, and particularly this high school, poverty
levels are high and achievement is low. The new teacher attrition rate is higher within
this school and other high poverty, low achieving schools within this district that have
similar struggles. As discussed previously, there is abundant research that demonstrates
the need within high poverty schools. With research in hand, this study went straight to

the educators, the new teachers and the mentors. I sought to be the listening ear as each mentor and mentee shared their experiences, needs and desires for the future of new educators. Utilizing the Critical Utopian Action Research methodology to guide the Future Creating Workshop, the groundwork was laid for a future mentoring program within this high poverty, low achieving high school. The proposed mentoring program is for the entire district and specifically created by those mentors and mentees in the high poverty schools.

Overview of the Problem

Teachers are leaving schools or the profession at higher rates each year due to lack of resources, support, and the overwhelming needs of the students. As Darling-Hammond (2010) indicated, there is a concern about shortages of highly qualified teachers in hard-to-staff school districts, particularly in urban areas. This same concern resonated with me as I studied the high poverty schools for this study. The desire to retain teachers in these buildings was overwhelming for me, and my desire was to determine what their needs were in order to keep them. Mentors' and mentees' perspectives are pivotal in understanding the changes needed in policies and systems and processes within high poverty, low achieving schools.

The needs focused on during this research study centered on the needs of mentors within these high poverty school systems. Research as described in the Literature Review demonstrated that mentoring is a great resource to build capacity in educators, whether new or seasoned. However, the research was lacking in the area of the perspectives of mentors and mentees regarding what a mentorship program should look like.

228

Purpose Statement and Research Questions

The purpose of this study was to engage mentors and mentees in action research to glean from them the needs within their school and what an effective mentorship program should include. The research questions that guided this study were the following:

- How do mentor teachers perceive school-based mentoring programs and their role in teacher retention in a high poverty, low performing school setting?

- What do mentors perceive as important components of a mentoring program for new teachers in a high poverty low performing school setting?

- What are mentors' perceptions on the role of leadership in a mentorship experience?

Using the perspectives from the mentors and mentees shaped this action research

into a mentorship program that can be utilized within high poverty, low achieving schools to support new teachers and mentors effectively.

Review of the Methodology

The study followed the Critical Utopian Action Research methodology and engaged mentors and mentees in an action research process called the Future Creating Workshop. During the first phase of this workshop, the mentors and mentees met separately to critique the current state of mentorship within their school. Following this the mentors and mentees came together to collaborate on a Utopian mentor program. The last part of the workshop involved integrating all ideas into a realistic mentoring program. After each phase was complete, the mentors and mentees voted on the most

229

effective strategies to implement in the mentoring program in order to write the policy and mentoring program.

I used purposeful sampling (Creswell, 2013) to select mentors based on years of experience within the high poverty schools. There were many forms of data for this study. Prior to beginning the workshop, a survey was distributed to all mentors and mentees for purposes of building our background knowledge of all the participants. As the phases began, analytic memos were taken by a third party who was not participating in the action research. All phases were video recorded for clarity and transcription purposes, and all videos were transcribed to help guide the creation of the mentoring program. A reflection log, completed by mentors and mentees after the final workshop day, was used for guidance on future studies and gaining insight into what our next steps might be.

For data analysis, I invited the mentors and mentees to contribute to the theme creation and coding (Creswell, 2013). The mentors and mentees found, through a democratic process of voting for their top five areas of need for mentorship, that they had a voice in the process. Following their votes, the top ten ideas were compiled into a list. This list was then evaluated by the mentors and mentees and condensed into like themes based on these responses. Utilizing the experiences of the mentors to help guide this process supported the Transformative Learning Theory, which also guided this research. This theory leans on the assumption that mentors have experiences that will positively guide the creation of an effective mentoring program for new educators. By giving voice to the mentors and mentees alike, the experiences helped guide what components were needed within a mentorship program.

230

Major Findings

Through collaboration with the mentors and mentees themes were derived from the Future Creating Workshop phases. Major findings throughout the workshop directed the mentors and mentees to themes surrounding time, systems and processes, and relationships to build the mentoring program model. These themes were unanimously approved by the mentors and mentees involved in the workshop.

First, if we want successful mentorship to occur, time has to be given to mentors and mentees to work with one another. The workload of being a full time educator is heavy enough without expecting mentors and mentees to engage in additional meeting times. The desire to collaborate, reflect, and learn is there among the mentors and mentees; however, the time needed to make this work isn't. Mentors and mentees alike found time to be the biggest constraint in a mentoring process. Within the theme of time, mentors desired more flexibility to observe the mentee and the mentee to observe the mentor. Having the time out of the classroom to observe, collaborate, and reflect was a theme that came out heavily among all the participants. If we want mentors and mentees to work together then it is vital to allow them the flexibility to make this work during the work day. Many mentors felt that with the workload of their daily job plus finding the opportunity to meet outside of the work day was a struggle.

This theme of time was demonstrated within previous research as well. Previous studies (Bullough, 2005; Maynard, 2000; Whittaker & Pinckney, 2002;) found that time spent with a mentor can truly bring about growth within a mentee. It was also found to help support the growth of the mentor. Previous research supports this study's findings that mentors feel overwhelmed with the duties of being a full time practitioner as well as

231

a full time means of support for a mentee within a high needs school setting. The time spent on their own workload as an educator leaves many of them without energy or time to fully support the mentee. Keeping this in mind, the struggle becomes even more evident when mentors are given more than one mentee to support. This research conducted also shows that the mentors truly care about the mentees and value the time they spend with the mentee but feel it is not adequate for a new teacher.

The second theme that emerged during this research was centered on systems and processes for a mentoring program. This encompassed training for mentors and mentees including professional development designed to meet the specific needs of the individual. During this study, mentors and mentees stated that training and support should not be a one-size-fits-all approach. Previous research (DuFour, 2004; Carver & Feiman-Nemser, 2009; Gardiner, 2009; Gagen & Bowie, 2005; Ingersoll, 2011; O'Connor & Ertmer, 2006) all have this same finding. If we expect children to learn, we have to meet them where they are and proceed from there. This is the same mindset we need with mentees and mentors; we have to meet them where they are and grow from there. Depending on the college they attended, in-house training they have received, or even location of their school can determine the needs of a specific teacher. Not all educators need support in classroom management and differentiation. Allowing the mentors and mentees to work together to determine their area of growth and need is how we will begin to meet them where they are and impact their classrooms.

The systems and processes in place should have a great level of accountability attached to them. Mentors and mentees found that this was an issue when looking at all the members of a mentoring program. Each individual involved needs to understand

their role and the expectations of that role, starting from the district leadership down to the mentee. Systems are important for a smooth running operation, and, in education, we need the best systems in place to guide mentees and mentors along their journey. When systems and process are not in place then education and structure begin to fall apart. For students who are depending on educators to lead them out of poverty and the life issues they face within the high poverty, low achieving schools they attend, systems and processes are necessary.

This particular theme takes us directly to the Transformative Learning Theory once more. Impacting the mentees comes from imparting the knowledge that mentors have onto their mentee. They can only accomplish this when they truly know and understand the areas of need that a mentee may have. Once again we see that the learner's experience is the starting point and the subject matter for transformative learning (Mezirow, 1995). This is how we will also impact the mentor and their needs. The mentor is a continuing learner as well as the mentee, and providing the mentors with development opportunities for their growth is a pivotal area of change for struggling schools. Mentors felt just as strongly about having an opportunity to grow as a mentor as the mentees felt about their own growth. We cannot assume that because one is labeled a mentor that their time for learning has ceased.

The third major finding surrounded relationships within a mentoring program. Mentors and mentees found that trust and having a positive relationship with their peers and administration can truly impact success in a high poverty school building. Having the peers and administration that understand the struggles and engage with the mentee to build them up was very important. Previous research surrounding the mentor and

mentee relationship found that a positive relationship with a mentor can change the trajectory of the mentee within their job and can even support the growth of the students (Bailey, Voyles & Finkelstein, 2016; Marchik, Ashton & Algina, 2017; Vaugh, 2016). Along with the relationships comes the mindset that support is going to be there. Too many times during the research, the notion was given that support wasn't given due to lack of relationships and not truly knowing the mentor or mentee. Mentors and mentees also related the relationship theme to the amount of time mentors are given to work with a mentee.

Understanding that not all mentors and mentees will build a positive relationship was also important to all the participants. Utilizing a needs assessment to gauge a mentor's and mentee's strengths and personality was spoken of frequently. Oftentimes a mentee is placed with a mentor and, if the relationship is one that does not seem to fit very well together, there is no alternative option given. Mentors and mentees in this study along with the previous research on relationships showed how important a mentor/mentee relationship is to growth. By acknowledging if the relationship is negative rather than positive and affording the mentor and mentee the option to seek out additional support or even removal from the relationship, demonstrates that this is an important component of mentoring. By not acknowledging this point we devalue the importance that relationships have in the growth of our teachers and schools.

One surprise during the workshop occurred as the mentors and mentees spoke of relationships, systems and time. So many times I have heard teachers speak of how they do not want administration getting involved so much in their classrooms or "how they do things in their classrooms". However, during this workshop, mentors and mentees

234

spoke consistently how they want the administration to be involved more within the mentoring program and accountability among all participants. This spoke volumes as to how they desire to see change in their buildings and their need for collaboration among all involved. They did not want to be isolated or forgotten about, but instead want all hands on deck to impact their students.

Overall, the themes that the mentors and mentees established encompassed the same related findings in previous research surrounding mentorship needs. Taking the themes and digging specifically into each one to create an actual mentoring program was the most important aspect of this research study (Appendix 2G). The mentors and mentees considered themselves successful in isolating the needs of an effective mentorship program by specifically narrowing down the themes into actionable components. As they created this mentoring program, the hope of it being in place within their school was a sincere driving force for future educators.

Limitations and Delimitations

As many are familiar with quantitative research and the need for a large sample size, qualitative, action research does not deem that a small sample size to be a limitation (Creswell, 2013). To ensure credibility and accuracy, the recordings and transcripts were read numerous times and clarifying questions during the study were used so that I did not assume the meaning behind their themes (Milner, 2007). The data used was also saved and recorded during the research process in case of any audits that could occur.

A limitation during this study was the relationship I had, as the researcher, coming into a school with no prior knowledge of these educators. There was no relationship built prior to ensure the participants could truly trust me, which can cause many to withhold how they truly feel or what they want for themselves. This limitation was mitigated by the fact that my co-researcher, who was an insider within the school and had a relationship of trust built with the educators. This allowed me to have the best of both worlds with an insider and outsider perspective. Within the research world, action research can seem biased due to the researcher wanting to seek change and being too close to the subject at hand.

A delimitation to my research study involved that I chose to study only high poverty high school educators. I chose this sampling in order to gather data swiftly and in a timely manner in order to code and create a mentoring program that could be used within the next year.

Implications for District and School Leaders

The teachers have given us their thoughts and voiced what is needed from each other and the leaders within the school system. They are advocating not only for their work as an educator but also for the students they teach daily. They acknowledged their weaknesses and strengths as educators and leaders and now they ask the district leaders and school leaders to acknowledge this work. As the researcher, I came into this process knowing exactly how the educators felt when working in a hard to staff school due to the struggles that high poverty, low achieving schools face. I witnessed the concern on the faces of all the participants as they came together to come up with solutions to the critiques they stated. As action research is known for problem solving,

it is also known for taking real issues and seeking out answers. Here is the most important piece of action research, action research focuses on research in action, not research about action (McDermott, Coghlan, Keating, 2008). This Future Creating Workshop was not done in order to talk about action but rather to see it actually occur. The potential within this research provides leaders with direction on providing high poverty, low achieving school educators with supports that they need.

At the district level, which we all understand is impacted by the state level, we still desire to see the following:

- Increase funding for mentor support within schools.

- Provide support by offering professional discussions regarding this issue beginning at the grassroots leadership level.

- Implement a mentorship program at all high poverty, low achieving schools and follow up with data for at least 5 years.

- Create a fellowship for new student teachers to live and teach in an urban district.

- Create collaborative efforts within districts and colleges.

Implications for leaders include full support of the proposed mentoring program within all schools. These supports should allow educators and leaders the autonomy to determine what is needed within their building and supporting the teachers accordingly. This support could be that of time, resources, and/or money provided to the school to fully implement the mentoring program with fidelity. As with these solutions given by

the educators, if any parts are left out then another piece of the mentorship is not going to effective. This program fits like a puzzle and there cannot be any missing pieces.

Leaders also have to be ready for certain aspects of the mentorship not to fit every school perfectly. This being said, giving the school leaders security in the belief that they will do what is best for their school supports autonomy in leadership. Meaning, if throughout the mentoring program a teacher needs to meet more frequently or even less frequently on a topic outlined in the program that there is trust in this process. There is also the understanding that revising the mentoring program to fit a school's needs should happen. Just as training is not a one size fits all mindset, neither is a mentoring program.

Mentorship designed in this way will allow for additional data to be obtained as the mentorship program is utilized during the school year. It is time to see it in action among the schools in need. We have given the teachers and researchers the voice to help solve a problem, now it is up to the leaders to listen to these voices and support accordingly.

Implications for Policymakers

We all understand that this district is not the only district in need; however, we cannot sit back and allow the same failures to occur for our teachers and students. We have set forth the expectations for the district level and now the implications for policy makers at the state and federal level.

State Level

- Support research in teacher retention and mentorship connections.

- Expand the data regarding what creates an effective mentor.

- Fund collaborative efforts with districts.

- Supply greater funding to urban districts with higher populations of students in poverty

- Differentiate funding based on the needs of the school at higher rates than they are currently.

- Provide training among colleges to help build the community surrounding these urban school districts.

- Provide funding to businesses to become partner with the schools located in high poverty locations.

Few would disagree to greater support by the state for the schools that are always being portrayed as in great need. In order for this to happen, leaders will need to value the grassroots leadership provided in the schools. Using the knowledge of the educators to create and implement change in the high poverty, low achieving schools is where we will create sustainability. Education is key to the success of a student's future and without consistent, strong leadership within our schools, the district level will begin to fall apart. Education consists of partnerships across all levels and those partnerships have to be solid.

Within the partnerships between leaders and stakeholders, expectations of what education and mentoring consists of must be valued. Assumptions can no longer be made that higher education is teaching educational students all they need to know to enter a classroom. No more assumptions can be made that education students understand diversity, poverty, and the struggles that come with students living in harsh

conditions. From this research study, it is apparent that change is needed in how mentorship is approached, and policy makers should value the experiences of mentors and mentees to help guide them in this approach.

Policy makers need to be in the classrooms more when determining what changes are necessary for students and teachers. Creating policies with no experiences to guide the creation and implementation will leave us right where we started. It is essential for the growth of leaders to engage in the experiences with those they intend to impact.

In this section, I discussed the implications for leaders and policy makers inside and outside the school building. The need for teachers' research and voices to be taken into account when developing a new policy will only assist in greater achievement. We all know that deep down policy makers and district leaders want success; however, when we are too far removed from where we want success to occur, we have to seek out counsel from those still in the trenches. Teachers who dove into this workshop just want to be heard, valued, and taken seriously considering they are they are the ones who daily seek out success from the students and within themselves.

Recommendations for Future Research

Mentoring is a complex task and is ever changing due to the needs of a particular group or era of students. Mentoring is something that has been researched since 1992 when Head, Reiman and Thies-Sprinthall wrote that the "heart and soul" of mentoring grows out of belief in the value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers (Koki, 1997). This is truly the heart of this research, passing the torch of knowledge to the next generation

and seeking even more positive growth from this research. As I know that more research will be conducted in order to better support our educators, one recommendation is to extend the current study to those within high poverty middle schools and elementary schools. Having insight into all the levels of public education and students who attend would help build a cohort of leaders across all grades.

Another recommendation for future research would be to extend this type of study to future educators within higher education. Educators always come away wishing they would have learned or been educated in certain areas before they enter a classroom. Seeking out this knowledge and using a Future Creating Workshop to guide what education teachers need at the college level could help guide professors and colleges alike to build a program that supports the levels of knowledge needed as a new educator.

Lastly, a recommendation would be to get the perspectives of students who have had new teachers and can speak to what they would have hoped for from that educator. Seeking the voices of those that we impact most would open our eyes to how they portray their education from new teachers and experienced teachers.

Although these suggestions are not conclusive, they do provide ideas for future research among the public school sector.   We speak so often about giving our students voice and choice, yet we place teachers in a box and expect them to reach all students. Giving teachers a voice will improve our educational system and will give them comfort in being heard.

Concluding Remarks

Through this study, I explored the perspectives of mentors and mentees in a large urban district in a southeastern state. The experiences, conversations, and concerns across the participants were seen as hopeful. They valued all the experiences and suggestions of one another in hopes that a mentoring program would not only be written into policy but also implemented with fidelity in their school. This study is noteworthy because it provided personal experiences from mentors and mentees, some positive and some that would be deemed negative for a school. The outcome of this study resulted in a mentoring policy and program that these individuals worked tirelessly to create and revise to ensure all voices, mentors and mentees, were heard.

The literature used to guide this study demonstrated that mentoring is something that was needed, yet not much was given in regards to the perspectives of the mentors and mentees. This study chose to illuminate those individuals and give them voice in the process in hopes of a brighter future of support for educators in high poverty, low achieving schools. Mentoring is where my heart is, and a phrase I have always loved states that mentoring is not about what you get out of it but what you pour into others. These educators poured their hearts and souls into building this mentoring model for our schools, now is the time to pour our time into putting it into action.

SUMMARY AND JOINT IMPLICATIONS

Introduction

By creating and implementing a school based mentoring program within a high poverty, low achieving school, mentors and new teachers should be provided the support needed for success. The implementation of components created by the mentors and new teachers will lead to academic success for the students. In two studies we focused on creating a mentorship program by exploring the perspectives of the mentors and new teachers who work in a high poverty, low achieving school. Through our research, the mentors and mentees highlighted the areas of greatest need for educators and provided essential components necessary for a mentorship program. This combined study emphasized the use of the mentor and new teachers' voice for the creation of the program and the need of certain components that were derived from themes created during the Future Creating Workshop.

Key Findings and Implications

We discuss the findings from each study along with implications for policy changes at the school, district, and state level. The first study focused on the new teachers' perspectives while the second study focused on the mentor's perspectives. Key findings from the study found that mentees and mentors valued many of the same themes and components for a mentoring program. Both mentee and mentor found that time, relationships, and systems and processes were key to a successful mentorship program.

243

Specific with time, the participants desired to have more time working with one another without it adding to their workload. Participants felt that it was very difficult to meet outside of the school day and suggested that having a common planning, PLC or specific day of the week to meet would be very beneficial. In regards to relationships, mentors and mentees valued a positive working relationship in order for mentoring to be successful. When a relationship is strained, the teaching and learning struggles to continue. Creating a cohesive group of mentors and mentees who value the role that each one plays will help create success. Mentors and mentees stated this would support the relationships forged with students, families, and the community. Systems and processes encompass so many elements that being specific on which are vital for success was necessary. The participants spoke specifically about accountability and structures within the mentoring process. It was stated that holding the leaders and mentors accountable for maintaining an effective mentoring program creates a succinct system for new teachers to follow.

As the mentors and mentees collaborated on the program creation, there were specific implications that they found for themselves. There was a clear understanding that mentoring requires a level of continued learning on the part of the mentors and leaders in order to fully support the new teachers. New teachers also found implications that pointed them in the direction of self advocacy in the area of their needs and/or struggles in the classroom. Many opportunities are lost for mentors and mentees to learn new strategies or to engage in differentiated professional development due to the systems in place directing new teachers where to seek support. Mentees and mentors truly found their voice in this study and it lead to deeper implications for the school, district and state.

244

Implications for teachers

A mentoring program includes implications for both new teachers and mentors. Through a mentorship program, a new teacher benefits from support and assistance that could improve collegiality, collaboration, and networking with a veteran teacher. Mentoring and leadership support received from a mentor aids in the professional development of the new teacher which could provide professional satisfaction, rewards, and professional growth. Through the reflective process of mentoring, both mentors and mentees alike can possibly learn through collaboration of teaching pedagogy that will allow for improved teaching practices. Implications for growth in positive relationships developing among the teachers would support mentoring as a tool for success. The mentoring process will allow the new teachers to observe a role model and receive feedback through constructive criticism and interpersonal skill development. Charlotte Danielson (1999) found that mentoring helps novice teachers face their new challenges. In the end, the improved teaching practice will support students and student achievement.

Implications for the School

The school benefits through the implementation of a school-based mentoring program that supports teachers in the early years of their career. Through this systems oriented school-based mentoring program, the desired outcomes are improved education, grades, and behavior for the students. A positive outcome that could occur as a result of the mentoring process is a change in school culture. When faced with the struggles of a high poverty, low achieving schools, culture is an area that suffers. Implementing a mentoring program that is sustainable and builds upon relationships will have a positive impact on the culture in a building. A school-based mentoring program could provide

245

goal setting for schools to support professional growth and learning opportunities for teachers. The school would benefit from having mentors/leaders dispersed throughout the school to support new teachers with hopes of increasing teacher retention. The mentors' guidance and leadership can be an important tool in ensuring every student has a teacher who has the knowledge and skills to improve student learning.

Implications for the District

Well-designed mentoring programs also lower the teacher attrition rates of new teachers (National Association of State Boards of Education, 1998). A formal school-based teacher mentoring program could both support new teacher retention, build capacity among educator leaders, and support learning for students. Districts are constantly seeking out ways to positively change the trajectory of struggling schools. We are offering school based mentorship as that change to support teachers and students. Further implications would suggest greater collaboration among district leaders, policymakers, education stakeholders, and school leaders to truly understand the needs of individual schools. Districts understanding that as they accept this mentoring program as support for new teachers, schools will seek out their support for resources and funding.

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Conclusion

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The findings from this action research study suggest that there is immediate need for the implementation of a school-based mentorship program in high poverty, low-performing schools to support new teachers. Through this research we highlighted the importance of teacher voice in the decisions regarding the importance of the school based-mentorship program, the important mentoring activities, and the importance of leadership throughout the mentoring process. Students receive the instruction needed for

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246

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success when a new teacher who is supported by a veteran teacher/mentor. School districts need a systematic approach to mentoring whereas teachers have the guidance they need through their early career.   With the implications and recommendations stated, district leaders and policy makers are urged to fully support the mentoring program created by the mentors and mentees. All future research that can support and redefine mentoring in high poverty, low achieving schools is valued and accepted along with this current research. It is challenging to close the achievement gap among students when there is a lack of support for teachers resulting in high teacher turnover in "hard to staff" schools. With the research conducted and implications provided a mentor plan was created to support our new teachers. This action research will add to the body of literature that supports mentoring and can improve the self-efficacy of new teachers. Now is the time to put it into action!

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<u>New Teacher Invitation Letter Future Creating Workshop</u>

Hello,

I am sending this letter as a formal request asking you to join my research study to gain a new teachers perspective on the need for school-based mentorship in a high-poverty, low-performing school setting. The goal of this research study is to have teacher input on the mentoring activities that are beneficial to teachers and needed to support new teachers and impact students.

My name is Carla Kent and I am a doctoral student conducting research under the supervision of Dr. Mary Brydon-Miller at the University of Louisville in the Education Department. I am inviting you to participate because you are a new teacher having less than three years' experience in teaching in a high-poverty, low-performing school.

Participation in this research includes answering a survey via email, attending a full day workshop on a Saturday, plus two additional afterschool meeting where we can offer professional development credit. The workshop which will take approximately 6-8 hours and the afterschool meetings will be held on Tuesdays. The facilitator-led workshop will include stakeholders with like-minded attitudes of doing what's best for children.

If you have any questions or would like to participate in the research, I can be reached at *(502) 751-2459 or email..* I look forward to your participation and will see you soon!

Statement of Consent:

I have read and understand the conditions in which I may participate in the above study. My signature on this form indicates that I am 18 years of age or older and I give consent to be a voluntary participant in this study.

_____   _____
Participant Signature   Date

Sincerely,

Carla Kent

Mentoring Action Plan

Mentor: _____

Mentee: _____

Date Created: _____

Developmental Area:	Developmental Objective:		
Action	**Resources and Support Needed**	**Timeline**	**Criteria for Success**

APPENDIX 1C

Subject Informed Consent Document

New and mentor teachers' perspectives on the effectiveness of school-based mentorship in high poverty, low performing schools

Primary Investigator name & address: Mary Brydon-Miller, College of Education and Human Development
University of Louisville, 1905 S. First Street, Louisville, KY 40292
Sub-Investigator(s) name & address: Carlisha (Carla) Kent ███████████████
███████████████

Sites where study is to be conducted: ███████ County Public Schools
Phone number for subjects to call for questions: Carlisha (Carla) Kent   ███████████

Introduction and Background Information
You are invited to participate in a research study. This study is being conducted by Principal Investigator, Dr. Mary Brydon-Miller and Sub-Investigator, Carla Kent, a doctoral candidate for educational leadership and organizational development. This study is sponsored by ███████ County Public Schools and the University of Louisville, College of Educational Leadership and Organizational Development. This study will take place at Kentos High School, both part of the ███████ County Public School System. Approximately 6 new teachers, will be invited to participate.

Purpose
The purpose of this study is to seek understanding of new teachers' perspectives on the effectiveness of school-based mentorship in a high-poverty, low-performing school. This study also seeks to determine the important mentoring components that are beneficial to new teachers and the perceptions of role of leadership in a mentoring experience.

Procedures
You will be asked to be participate in a study to determine the effectiveness of a school-based mentoring program for new teachers. At the beginning of the study, I will email you a 15-question survey before the four-phased workshop begins. The start of the workshop will happen afterschool and it is known as the prep phase. The prep phase will occur on Tuesday before the Critique and Utopian Phases. Two phases of the workshop (critique and utopian phases) will occur on Saturday. The final phase (realization phase) will occur two weeks after the critique and utopian phases where you would create a reflection concerning the effectiveness of the workshop and review the policy and action plan created by me. The workshop will be recorded.

Potential Risks
As a participant in this study, there may be some discomfort from discussing the issues in front of colleagues. Participants may opt not share issues if it makes them feel uncomfortable. There is no direct benefit or harm to participants through this study. There is no cost to participate and no compensation for participating. All data collected pertaining to this research study will be kept confidential.

Benefits

There are major implications for school policy and practice in this study which would have a major impact on mentoring and support for new teachers.

Payment

You will not be compensated for your time or inconvenience.

Affiliated Sites

Raider High School

Confidentiality

Total privacy cannot be guaranteed. We will protect your privacy to the extent permitted by law. If the results from this study are published, your name will not be made public. Once your information leaves our institution, we cannot promise that others will keep it private.

Your information will be shared with the following:

- The University of Louisville Institutional Review Board, Human Subjects Protection Program Office, Privacy Office, others involved in research administration and compliance at the University, and other contacted by the University for ensuring human subjects safety or research compliance
- The local research teams
- Government agencies, such as: Office for Human Research protections

Security

Your information will be kept private by its storage in a secure area and password protected computer in the home of the co-investigator.

Voluntary Participation

Taking part in this study is voluntary. You may choose not to take part at all. If you choose to become a participant, you may drop out at any time.

Contact Persons

If you have any questions, concerns, or complaints about the research study, please contact Mary Brydon-Miller, PhD at (502) 852-6887 or Carlisha (Carla) Kent at (502) 751-2459.

Research Subject's Rights

If you have questions about your rights as a research subject, you can contact the Human Subjects Protection Program Office at (502) 852-5188. You may discuss any questions about your rights as a research subject, in private, with a member of the Institutional Review Board (IRB). You may also call this number if you have other questions about the research, and you cannot reach the study doctor, or want to talk to someone else. The IRB is an independent committee made up of people from the university community, staff of the institutions, as well as people from the community not connected with these institutions. The IRB has approved the participation of human subjects in this research study.

Concerns and Complaints

If you have any concerns or complaints about the research or research staff and do not wish to give your name, you may call the toll free number at 1-877-852-1167. This is a 24 hour hot line answered by people who do not work at the University of Louisville.

Acknowledgement and Signatures

This informed consent is not a contract. This document explains what will happen during the study if you choose to participate. Your signature indicates that this study has been

explained to you, that your questions have been answered, and that you agree to take part in this study. You are not giving up any legal rights to which you are entitled by signing this informed consent document. You will be given a copy of this consent form to keep for your records.

_____

_____

Subject Name (Please Print)   Signature of Subject

Date

_____

_____

Printed Name of the investigator   Signature of the

Investigator   Date signed

_____

_____

Printed Name of the investigator   Signature of the

Investigator   Date signed

List of Investigators: Phone Numbers:
Dr. Mary Brydon-Miller   (502) 852-6887
Carlisha (Carla) Kent   (502) 751-2459

APPENDIX 1D

NEW TEACHER MENTORING PROGRAM SURVEY PROTOCOL

New Teachers (1-3 Years of Teaching Experience)

1. Please indicate your gender:

   ____ Male

   ____ Female

2. Please indicate your age.
   ____ 21-30 years

   ____ 31-40 years

   ____ 41-50 years

   ____ 51-60 years

   ____ 61-70 years

3. Please indicate the grade levels you have mentored new teachers in.

4. Including this year, how many years have you participated in the mentoring program?
   ____ 1 year

   ____ 2 years

   ____ 3 years

PLEASE reflect on the experience you had *when you participated* in the beginning teacher mentoring program in this school district as a mentor.

To what extent do you agree or disagree with each of the following statements

about the

Mentoring program?

(Please circle your answer).

1= strongly disagree

2 = disagree

3 = undecided

4 = agree

5 = strongly agree

5. The beginning teacher mentoring program was a key factor in helping new teachers adjust to the teaching profession.

1	2	3	4	5

6. The mentoring program helped me develop a positive attitude about teaching.

1	2	3	4	5

7. The mentoring program helped me develop a sense of professionalism about teaching.

1	2	3	4	5

8. The mentoring program provided opportunities throughout the school year to discuss classroom concerns with other mentors in the district.

1	2	3	4	5

9. The mentoring program afforded me opportunities to discuss classroom management and instructional strategies with the mentee.

1	2	3	4	5

10. The school leadership played an active role during the mentorship process.

1	2	3	4	5

11. Please indicate the mentoring activity (is) you were engaged in. Check all that apply.

_____ Conferencing

_____ Book Study

_____ Classroom Observation and Feedback

_____ Modeling

_____ Other Please Explain:

_____

School Name	Mild Mental Disability	Functional Mental Disability	Hearing Impaired	Speech Language	Visually Impaired	Emotional Behavior Disability	Ortho pedically Impaired	Other Health Impaired	Specific Learning Disability	Deaf Blind	Multiple Disabilities	Autism	Traumatic Brain Injury	Develop mentally Delayed	ECE Disability Total
Atherton High	13.5%	8.3%	0.0%	0.0%	1.0%	8.3%	0.0%	26.0%	18.8%	1.0%	4.2%	18.8%	0.0%	0.0%	96
	10.7%	7.3%	0.7%	0.7%	0.0%	6.7%	0.0%	31.3%	25.3%	0.0%	5.3%	11.3%	0.7%	0.0%	150
	11.1%	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	66.7%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	9
	6.1%	13.4%	0.0%	0.0%	0.0%	3.7%	1.2%	28.0%	17.1%	0.0%	4.9%	23.2%	2.4%	0.0%	82
	4.7%	10.9%	0.0%	0.0%	4.7%	0.0%	0.0%	34.4%	25.0%	0.0%	6.3%	14.1%	0.0%	0.0%	64
	24.7%	9.6%	0.0%	0.7%	0.0%	7.5%	0.0%	30.1%	16.4%	0.0%	2.1%	8.9%	0.0%	0.0%	146
	12.7%	2.4%	0.0%	0.0%	0.0%	8.4%	0.6%	38.0%	23.5%	0.0%	4.8%	9.6%	0.0%	0.0%	166
	20.6%	5.9%	0.0%	2.9%	0.0%	6.9%	0.0%	29.4%	28.4%	0.0%	1.0%	4.9%	0.0%	0.0%	102
	14.5%	3.2%	1.1%	0.5%	1.1%	7.5%	0.0%	38.2%	25.8%	0.0%	1.1%	5.9%	1.1%	0.0%	186
	26.1%	4.9%	0.0%	0.0%	0.5%	11.4%	0.0%	25.0%	23.4%	0.0%	4.9%	3.8%	0.0%	0.0%	184
	8.8%	4.4%	0.0%	0.0%	0.6%	5.0%	0.6%	35.2%	28.3%	0.0%	3.8%	12.6%	0.6%	0.0%	159
	0.0%	19.4%	0.0%	0.0%	2.8%	0.0%	0.0%	38.9%	11.1%	0.0%	5.6%	16.7%	5.6%	0.0%	36
	6.0%	8.0%	12.0%	0.0%	2.0%	0.0%	22.0%	16.0%	6.0%	0.0%	6.0%	22.0%	0.0%	0.0%	50
	21.0%	8.4%	2.5%	0.0%	0.0%	8.4%	0.0%	26.1%	22.7%	0.0%	4.2%	6.7%	0.0%	0.0%	119
	18.3%	4.0%	1.7%	0.6%	0.0%	8.0%	0.0%	33.1%	21.7%	0.0%	5.1%	6.9%	0.6%	0.0%	175
	19.8%	1.6%	2.2%	1.1%	0.0%	9.3%	0.0%	32.4%	25.8%	0.0%	3.3%	3.3%	1.1%	0.0%	182
	18.5%	3.8%	0.0%	0.0%	0.0%	8.3%	0.0%	34.4%	24.8%	0.0%	1.9%	8.3%	0.0%	0.0%	157
	22.6%	5.6%	0.8%	0.0%	0.0%	8.9%	0.8%	25.0%	26.6%	0.0%	1.6%	8.1%	0.0%	0.0%	124
	12.7%	8.3%	0.0%	0.6%	0.0%	9.6%	0.0%	35.7%	20.4%	0.0%	2.5%	10.2%	0.0%	0.0%	157
	11.6%	6.3%	0.0%	0.9%	0.9%	7.1%	0.9%	29.5%	25.0%	0.0%	5.4%	11.6%	0.9%	0.0%	112
	16.4%	7.2%	0.7%	0.0%	0.7%	10.5%	0.7%	34.9%	19.1%	0.0%	4.6%	4.6%	0.7%	0.0%	152
	16.0%	6.1%	0.8%	0.4%	0.5%	7.7%	0.7%	31.8%	22.8%	0.0%	3.7%	9.1%	0.5%	0.0%	2608
PRE-K	0.1%	0.1%	1.5%	27.5%	1.7%	0.0%	1.1%	2.1%	0.0%	0.0%	0.9%	7.5%	0.0%	57.5%	895

Early Childhood Students (95-99) are no longer included in individual school totals

| DISTRICT | 9.4% | 3.8% | 0.7% | 20.6% | 0.6% | 7.0% | 0.7% | 20.4% | 12.8% | 0.0% | 2.5% | 8.0% | 0.3% | 13.0% | 12338 |

**District Total includes: elementary, middle, high, combined, special schools and all Early Childhood programs including Preschool Prep and First Steps Early Intervention

Note: ECE counts do not include placement codes "3P" Service Provider Location and "6J" Parentally Placed in Private School.

APPENDIX 1F

FREE/REDUCED LUNCH TREND DATA
A1 SCHOOLS GRADES 09-14

High Schools	CEP	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Trend (Red Indicates Highest Year)
	✓	50.6%	49.2%	48.9%	47.0%	48.2%	46.6%	43.2%	40.7%	38.3%	40.7%	42.3%	45.9%	
		22.6%	21.9%	25.7%	26.3%	28.0%	30.4%	30.0%	29.7%	32.6%	35.2%	36.6%	37.9%	
	✓	27.3%	31.6%	31.6%	34.8%	38.1%	41.8%	42.8%	46.8%	49.5%	56.3%	55.7%	49.3%	
	✓	75.9%	75.5%	78.6%	76.9%	82.7%	82.0%	82.6%	83.1%	81.0%	77.0%	82.6%	81.3%	
	✓	64.7%	67.1%	68.0%	65.7%	69.8%	74.4%	76.2%	76.2%	79.0%	72.5%	77.6%	74.0%	
		11.8%	9.9%	11.7%	12.2%	14.4%	16.9%	17.1%	18.9%	19.5%	20.1%	19.7%	20.6%	
		24.5%	24.9%	24.6%	24.1%	25.2%	25.2%	25.3%	26.8%	29.2%	32.2%	32.8%	33.8%	
	✓	62.6%	63.3%	62.5%	64.2%	70.2%	70.4%	72.9%	72.8%	75.8%	68.9%	72.8%	69.4%	
	✓	44.0%	44.9%	46.4%	48.0%	52.2%	54.0%	57.5%	57.4%	62.6%	64.7%	62.6%	58.4%	
	✓	74.1%	76.4%	79.8%	78.4%	83.7%	84.5%	87.9%	87.0%	89.4%	81.9%	86.2%	81.7%	
	✓	42.7%	48.9%	51.7%	53.9%	58.5%	57.4%	59.4%	57.1%	57.9%	59.7%	60.4%	58.7%	
		17.0%	18.0%	19.0%	20.9%	23.1%	24.3%	24.2%	26.7%	29.1%	31.6%	34.4%	34.9%	
	✓	42.5%	43.6%	47.1%	48.7%	52.5%	54.0%	56.7%	56.2%	60.7%	63.0%	65.2%	59.8%	
	✓	40.2%	42.8%	49.9%	50.2%	58.8%	62.7%	66.8%	68.2%	70.2%	69.9%	71.9%	72.9%	
	✓	76.5%	78.6%	80.8%	74.3%	85.6%	85.9%	83.4%	81.1%	86.6%	77.8%	85.3%	70.1%	
	✓	50.8%	51.0%	56.4%	60.8%	67.9%	67.5%	67.4%	72.6%	71.5%	67.6%	67.6%	78.3%	
	✓	63.7%	64.0%	69.3%	71.2%	76.6%	75.5%	78.8%	77.4%	78.4%	69.2%	78.4%	77.6%	
	✓	54.3%	57.5%	59.3%	62.7%	66.7%	71.8%	70.3%	72.3%	72.5%	68.7%	69.9%	66.9%	
	✓	73.2%	75.4%	75.4%	74.3%	82.1%	80.9%	77.6%	80.5%	83.7%	78.5%	81.0%	78.8%	
High Total		43.7%	44.6%	46.4%	47.0%	50.9%	52.2%	52.9%	54.0%	55.9%	55.3%	57.8%	56.4%	

Combined Schools		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Trend (Red Indicates Highest Year)
			24.2%	25.9%	25.2%	29.3%	30.8%	31.0%	27.0%	28.7%	29.0%	28.5%	29.8%	
	✓		57.2%	58.4%	59.8%	65.5%	67.9%	72.3%	70.6%	71.7%	64.5%	71.3%	70.1%	
Total		54.9%	55.4%	57.4%	57.0%	61.0%	61.8%	61.8%	62.8%	64.0%	63.6%	66.3%	62.3%	

GRADES 95-14

APPENDIX 1G

Agenda

- **Intro**
o   Overview of the day
o   Move to separate rooms
▪   Carla-Conference Room A
▪   Amanda-Conference Room B
    ▪   **Critique Phase**-Critique the current level of mentorship received by new teachers
o   Votes
o   Themes Created
- **Break**—5 minutes
- All participants will meet in Conference Room A and report out critiques
    ▪   **Utopian Phase**-If we were to create the perfect mentorship program, what would it look like?
o   Votes
o   Themes Created
    ▪   **Realization Phase**—Thinking back to our critiques while keeping the Utopian Phase in mind; which activities from the Utopian Phase can we include in our policy? What actions are realistic moving forward?
o   Votes
o   Themes Created
- **Wrap Up**-Explain next steps-May 29th meeting—Policy Presentation and Reflection

APPENDIX 2A: INVITATION LETTER

Dear Mentor,

This letter is an invitation to participate in the Futures Creating Workshop where the information will be used to support mentors and new teachers and impact students. My name is Amanda Santos and I am a doctoral student at the University of Louisville in the Education Leadership and Organizational Development program. I am conducting research on a mentors' perspective of school-based mentorship as a support for new teachers in a high poverty high school. I am inviting you to participate because you are a mentor having more than five years of experience in teaching.

Participation in this research includes attending a workshop about your attitudes toward school based mentorship and supports given to new teachers in the hopes of improving teacher retention. The workshop which will take approximately 6-8 hours for the daylong workshop along with an additional afternoon workshop meeting for an hour after school. The facilitator-led workshop will include stakeholders with like-minded attitudes of doing what's best for mentors and new teachers and the children that you serve.

In this research, there is minimal risk to you. Your responses will be confidential to those outside of the workshop and only known to those within the workshop. The possible benefits of your participation in this study may improve new teacher mentorship and retention. This work matters and I am so excited for the work we are about to engage in!

If you have any questions I can be reached at *270-331-0321 or email..*   I look forward to your participation and will see you soon!

Sincerely,

Amanda Santos

APPENDIX 2B: MENTOR TEACHER SURVEY

Mentor Teachers (5+ Years of Teaching Experience)

1. The information obtained from the collected data may assist educational leaders to determine measures they may take to retain teachers and create an effective mentorship program. Do you agree to voluntarily participate in this survey?

    _____Yes

    _____No

2. Please indicate your gender:

    ____ male

    ____ female

3. Please indicate your age.
    ____ 21-30 years

    ____ 31-40 years

    ____ 41-50 years

    ____ 51-60 years

    ____ 61-70 years

4. Please indicate the grade levels you have mentored new teachers in.

5. Including this year, how many years have you participated in the mentoring program?
    ____ 1 year

    ____ 2 years

    ____ 3 years

    ____ 4 years or more

5a. What experiences have you had in this district that you would consider have impacted your decision to mentor? Comment box:

5b. Have these mentoring experiences contributed to your decision to continue to teach in this district?   Yes_____
           No_____

5c. What influence did these mentoring experiences have on your decision

to continue to teach in this district?

Comments:_____

Please reflect on the experience you had *when you participated* in the beginning teacher mentoring program in this school district as a mentor.

To what extent do you agree or disagree with each of the following statements about the

mentoring program?

(Please circle your answer).

1= strongly disagree

2 = disagree

3 = undecided

4 = agree

5 = strongly agree

6. The beginning teacher mentoring program was a key factor in helping new teachers adjust to the teaching profession.

1	2	3	4	5

7. The mentoring program helped me develop a positive attitude about teaching.

1	2	3	4	5

8. The mentoring program helped me develop a sense of professionalism about teaching.

1	2	3	4	5

9. The mentoring program provided opportunities throughout the school year to discuss classroom concerns with other mentors in the district.

1	2	3	4	5

10. Self reflection helped guide me in my role as a mentor.

1	2	3	4	5

11. The mentoring program afforded me opportunities to discuss classroom management and instructional strategies with the mentee.

1	2	3	4	5

12. The school leadership played an active role during the mentorship process.

1	2	3	4	5

13. Please indicate the mentoring activity(ies) you were engaged in. Check all that apply.

_____ Conferencing

_____ Book Study

_____ Classroom Observation and Feedback

_____ Modeling

_____ Other Please Explain:

School Name	Mild Mental Disability	Functional Mental Disability	Hearing Impaired	Speech Language	Visually Impaired	Emotional Behavior Disability	Orthopedically Impaired	Other Health Impaired	Specific Learning Disability	Deaf Blind	Multiple Disabilities	Autism	Traumatic Brain Injury	Developmentally Delayed	ECE Disability Total
Atherton High	13.5%	8.3%	0.0%	0.0%	1.0%	8.3%	0.0%	26.0%	18.8%	1.0%	4.2%	18.8%	0.0%	0.0%	96
	10.7%	7.3%	0.7%	0.7%	0.0%	6.7%	0.0%	31.3%	25.3%	0.0%	5.3%	11.3%	0.7%	0.0%	150
	11.1%	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	66.7%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	9
	6.1%	13.4%	0.0%	0.0%	0.0%	3.7%	1.2%	28.0%	17.1%	0.0%	4.9%	23.2%	2.4%	0.0%	82
	4.7%	10.9%	0.0%	0.0%	4.7%	0.0%	0.0%	34.4%	25.0%	0.0%	6.3%	14.1%	0.0%	0.0%	64
	24.7%	9.6%	0.0%	0.7%	0.0%	7.5%	0.0%	30.1%	16.4%	0.0%	2.1%	8.9%	0.0%	0.0%	146
	12.7%	2.4%	0.0%	0.0%	0.0%	8.4%	0.6%	38.0%	23.5%	0.0%	4.8%	9.6%	0.0%	0.0%	166
	20.6%	5.9%	0.0%	2.9%	0.0%	6.9%	0.0%	29.4%	28.4%	0.0%	1.0%	4.9%	0.0%	0.0%	102
	14.5%	3.2%	1.1%	0.5%	1.1%	7.5%	0.0%	38.2%	25.8%	0.0%	1.1%	5.9%	1.1%	0.0%	186
	26.1%	4.9%	0.0%	0.0%	0.5%	11.4%	0.0%	25.0%	23.4%	0.0%	4.9%	3.8%	0.0%	0.0%	184
	8.8%	4.4%	0.0%	0.0%	0.6%	5.0%	0.6%	35.2%	28.3%	0.0%	3.8%	12.6%	0.6%	0.0%	159
	0.0%	19.4%	0.0%	0.0%	2.8%	0.0%	0.0%	38.9%	11.1%	0.0%	5.6%	16.7%	5.6%	0.0%	36
	6.0%	8.0%	12.0%	0.0%	2.0%	0.0%	22.0%	16.0%	6.0%	0.0%	6.0%	22.0%	0.0%	0.0%	50
	21.0%	8.4%	2.5%	0.0%	0.0%	8.4%	0.0%	26.1%	22.7%	0.0%	4.2%	6.7%	0.0%	0.0%	119
	18.3%	4.0%	1.7%	0.6%	0.0%	8.0%	0.0%	33.1%	21.7%	0.0%	5.1%	6.9%	0.6%	0.0%	175
	19.8%	1.6%	2.2%	1.1%	0.0%	9.3%	0.0%	32.4%	25.8%	0.0%	3.3%	3.3%	1.1%	0.0%	182
	18.5%	3.8%	0.0%	0.0%	0.0%	8.3%	0.0%	34.4%	24.8%	0.0%	1.9%	8.3%	0.0%	0.0%	157
	22.6%	5.6%	0.8%	0.0%	0.0%	8.9%	0.8%	25.0%	26.6%	0.0%	1.6%	8.1%	0.0%	0.0%	124
	12.7%	8.3%	0.0%	0.6%	0.0%	9.6%	0.0%	35.7%	20.4%	0.0%	2.5%	10.2%	0.0%	0.0%	157
	11.6%	6.3%	0.0%	0.9%	0.9%	7.1%	0.9%	29.5%	25.0%	0.0%	5.4%	11.6%	0.9%	0.0%	112
	16.4%	7.2%	0.7%	0.0%	0.7%	10.5%	0.7%	34.9%	19.1%	0.0%	4.6%	4.6%	0.7%	0.0%	152
	16.0%	6.1%	0.8%	0.4%	0.5%	7.7%	0.7%	31.8%	22.8%	0.0%	3.7%	9.1%	0.5%	0.0%	2608
PRE-K	0.1%	0.1%	1.5%	27.5%	1.7%	0.0%	1.1%	2.1%	0.0%	0.0%	0.9%	7.5%	0.0%	57.5%	895
DISTRICT	9.4%	3.8%	0.7%	20.6%	0.6%	7.0%	0.7%	20.4%	12.8%	0.0%	2.5%	8.0%	0.3%	13.0%	12338

Early Childhood Students (95-99) are no longer included in individual school totals

District Total includes: elementary, middle, high, combined, special schools and all Early Childhood programs including Preschool Prep and First Steps Early intervention

Note: ECE counts do not include placement codes "3P" Service Provider Location and "6J" Parentally Placed in Private School.

281

FREE/REDUCED LUNCH TREND DATA
A1 SCHOOLS GRADES 09-14

High Schools	CEP	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Trend (Red Indicates Highest Year)
	✓	50.6%	49.2%	48.9%	47.0%	48.2%	46.6%	43.2%	40.7%	38.3%	40.7%	42.3%	45.9%	
		22.6%	21.9%	25.7%	26.3%	28.0%	30.4%	30.0%	29.7%	32.6%	35.2%	36.6%	37.9%	
	✓	27.3%	31.6%	31.6%	34.8%	38.1%	41.8%	42.8%	46.8%	49.5%	56.3%	55.7%	49.3%	
	✓	75.9%	75.5%	78.6%	76.9%	82.7%	82.0%	82.6%	83.1%	81.0%	77.0%	82.6%	81.3%	
	✓	64.7%	67.1%	68.0%	65.7%	69.8%	74.4%	76.2%	76.2%	79.0%	72.5%	77.6%	74.0%	
		11.8%	9.9%	11.7%	12.2%	14.4%	16.9%	17.1%	18.9%	19.5%	20.1%	19.7%	20.6%	
		24.5%	24.9%	24.6%	24.1%	25.2%	25.2%	25.3%	26.8%	29.2%	32.2%	32.8%	33.8%	
	✓	62.6%	63.3%	62.5%	64.2%	70.2%	70.4%	72.9%	72.8%	75.8%	68.9%	72.8%	69.4%	
	✓	44.0%	44.9%	46.4%	48.0%	52.2%	54.0%	57.5%	57.4%	62.6%	64.7%	62.6%	58.4%	
	✓	74.1%	76.4%	79.8%	78.4%	83.7%	84.5%	87.9%	87.0%	89.4%	81.9%	86.2%	81.7%	
	✓	42.7%	48.9%	51.7%	53.9%	58.5%	57.4%	59.4%	57.1%	57.9%	59.7%	60.4%	58.7%	
		17.0%	18.0%	19.0%	20.9%	23.1%	24.3%	24.2%	26.7%	29.1%	31.6%	34.4%	34.9%	
	✓	42.5%	43.6%	47.1%	48.7%	52.5%	54.0%	56.7%	56.2%	60.7%	63.0%	65.2%	59.8%	
	✓	40.2%	42.8%	49.9%	50.2%	58.8%	62.7%	66.8%	68.2%	70.2%	69.9%	71.9%	72.9%	
	✓	76.5%	78.6%	80.8%	74.3%	85.6%	85.9%	83.4%	81.1%	86.6%	77.8%	85.3%	70.1%	
	✓	50.8%	51.0%	56.4%	60.8%	67.9%	67.5%	67.4%	72.6%	71.5%	67.6%	67.6%	78.3%	
	✓	63.7%	64.0%	69.3%	71.2%	76.6%	75.5%	78.8%	77.4%	78.4%	69.2%	78.4%	77.6%	
	✓	54.3%	57.5%	59.3%	62.7%	66.7%	71.8%	70.3%	72.3%	72.5%	68.7%	69.9%	66.9%	
	✓	73.2%	75.4%	75.4%	74.3%	82.1%	80.9%	77.6%	80.5%	83.7%	78.5%	81.0%	78.8%	
High Total		43.7%	44.6%	46.4%	47.0%	50.9%	52.2%	52.9%	54.0%	55.9%	55.3%	57.8%	56.4%	

Combined Schools	CEP	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Trend (Red Indicates Highest Year)
			24.2%	25.9%	25.2%	29.3%	30.8%	31.0%	27.0%	28.7%	29.0%	28.5%	29.8%	
	✓		57.2%	58.4%	59.8%	65.5%	67.9%	72.3%	70.6%	71.7%	64.5%	71.3%	70.1%	
Total		54.9%	55.4%	57.4%	57.0%	61.0%	61.8%	61.8%	62.8%	64.0%	63.6%	66.3%	62.3%	

GRADES 95-14

282

Mentor:_____

1.   Workshop Day #1

2.   Workshop Day #2

3. What changes would you suggest be implemented for the next Future Creating
   Workshop?
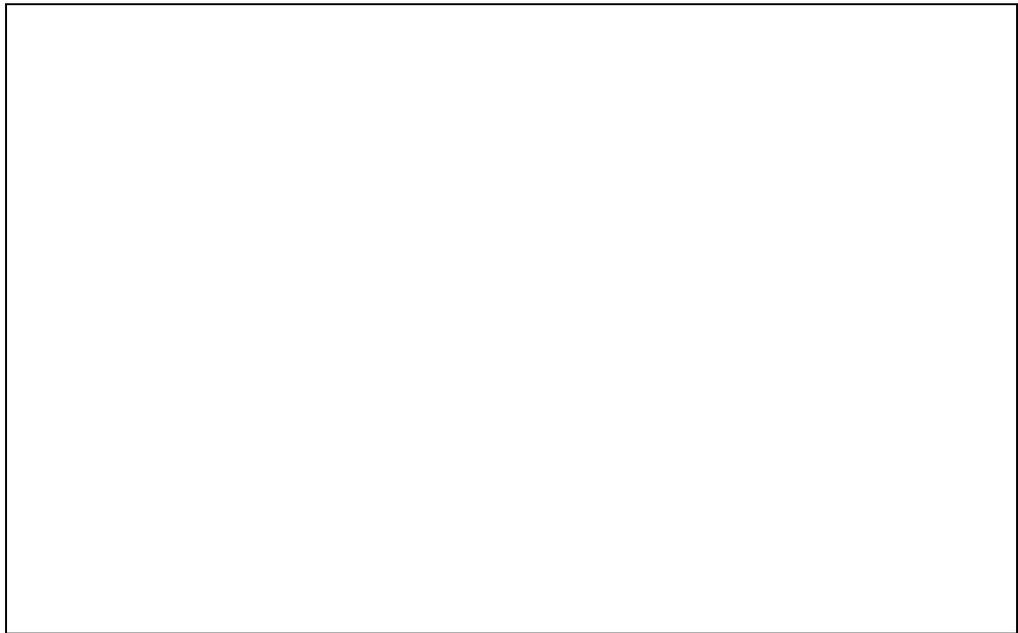
4. What part of the Future Creating Workshop impacted you the most?
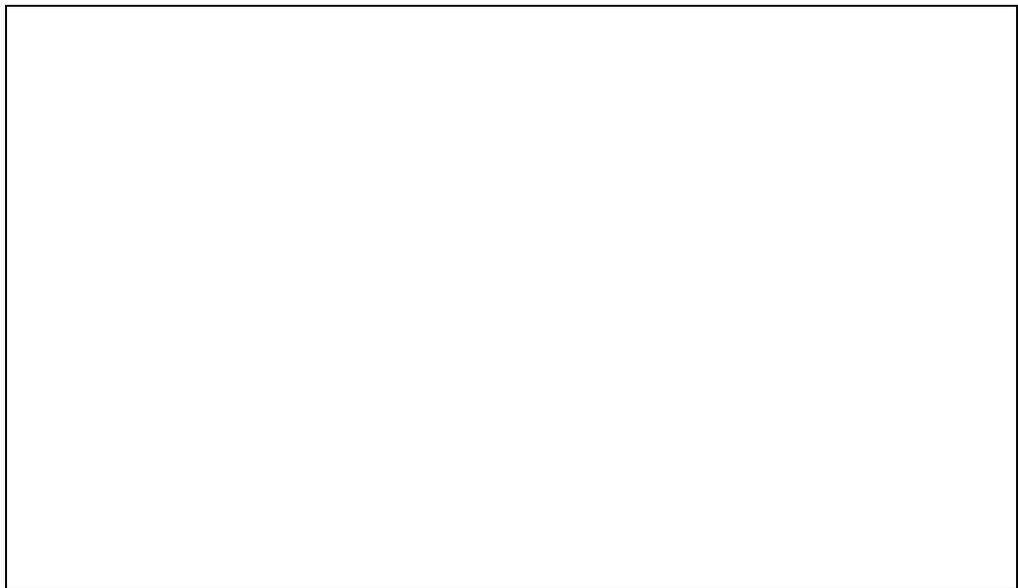
5. What changes do you hope occur as a result of this Future Creating Workshop you

   participated in?
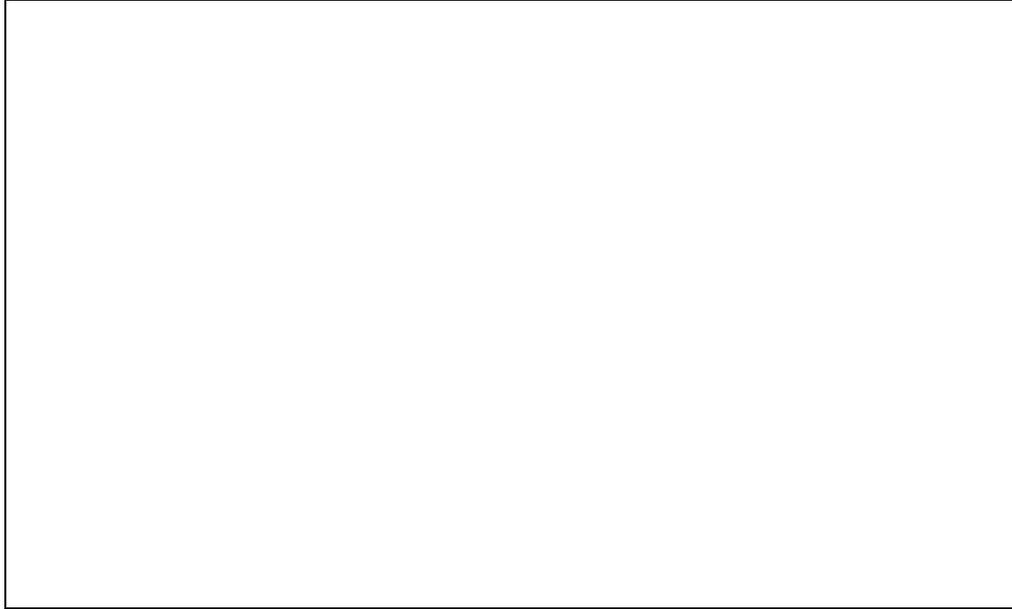
- **Intro**
    - ○ Overview of the day
    - ○ Move to separate rooms
        - ▪ Carla-Conference Room A
        - ▪ Amanda-Conference Room B
- **Critique Phase-**Critique the current level of mentorship received by new teachers
    - ○ Votes
    - ○ Themes Created
        - ○ **Break**—5 minutes
        - ○ All participants will meet in Conference Room A and report out critiques
- **Utopian Phase-**If we were to create the perfect mentorship program, what would it look like?
    - ○ Votes
    - ○ Themes Created
- **Realization Phase**—Thinking back to our critiques while keeping the Utopian Phase in mind; which activities from the Utopian Phase can we include in our policy? What actions are realistic moving forward?
    - ○ Votes
    - ○ Themes Created
- **Wrap Up-**Explain next steps-May 29th meeting—Policy Presentation and Reflection

County Public Schools

District Mentoring Program 2018-19

TABLE OF CONTENTS

SECTION   **PAGE**

Section 1: District Profile

Name of District: ███████ **County Public Schools**

District Superintendent: Dr. ███████

District Address: ███████████████

██████████

Mentoring Program Coordinator:

Mentoring Program Contact Phone:

Mentoring Program Contact E-mail:

Type of District (check one): K-5 ____ K-6 __K-12 ____ X __7-12 9-12

Other (specify): Also have Pre-kindergarten

Please provide the following information:

Number of new teachers with a Certificate of Eligibility: To be determined

Number of new special education teachers with a standard license: To be determined

Number of Mentors: To be determined

Benefits of Mentoring:
There are many benefits for mentors, mentees and organizations as it relates to mentoring. Some of the benefits are listed below

Benefits for mentees
Support, encouragement, friendship
Help with teaching strategies/subject knowledge
Discussing, sharing ideas
Feedback, constructive criticism
Increased self-confidence
Career Affirmation, advancement, commitment
Observing a role model
Reflection

Benefits of mentors
Collegiality, collaboration, networking
Reflection
Professional Development
Personal Satisfaction, reward/growth
Interpersonal skill development
Enjoyment, stimulation, challenge
Improved, revitalized teaching/practice
Role satisfaction

Benefits to the School/District
Improved education, grades, behavior of the students
Support, funds for school
Contributes to/good for the profession
Less work for principals
Retention/Continuity of staff
More effective school Leadership
Improved communication/partnerships with higher education
Good PR for schools

Section 2: Needs Assessment

A. Current Assessment of Mentoring Program

The ▮▮▮▮ County Public School District is highly committed to providing an effective mentoring program to assist new hires with making important first year adjustments. This mentoring plan also ensures proper support is provided to mentor teachers for support in their knowledge and growth as a mentor. To ensure that the needs of new teachers and their mentors are being met. ▮▮▮▮ County School District will conduct a thorough needs assessment at the beginning of each year and then check the progress of new teachers and their mentors throughout the school year. These new guidelines are intended to focus on continuous improvement for enhanced student outcomes, new teacher support and retention of highly qualified educators in our high poverty schools. Support will include:

- A comprehensive weeklong orientation for all new first-year teachers as well as teachers new to ▮▮▮▮ County Public Schools.
- Weekly mentoring support during the critical first six weeks of employment Mentor leads mentee in guided self-assessment within 30 days of new assignment
- A mentor training program focused on the following components: organizational skills, social emotional counselling, discipline, observations and constructive feedback, reflection, diversity, trauma and relationship building.
- A required reflective mentoring log
- Training in Common Core State Standards
- Ongoing professional development with a clear focus on teacher effectiveness and professional learning strategies that enhance student learning outcomes, so students can meet the Common Core State Standards.
- Comprehensive data analysis

Mentor selection will include a formal application process along with a monitoring system of mentor-mentee matches. The Administrator will interview both the mentor and the mentee on a regular basis to determine how the new teacher is progressing in terms of classroom management, content knowledge, curriculum implementation that is aligned with state standards and school district expectations for teacher effectiveness. This will also allow time or conversation to occur regarding the mentor/mentee relationship and support being given. The CSIP will also support implementation of the mentoring plan and professional development opportunities to ensure that teachers receive useful feedback on their practice and their students' learning outcomes; experience high-quality, and individualized professional learning.

Mentors will become more aware of their roles and responsibilities through district-wide training. Mentor training will also vary from new teacher to new teacher dependent upon the identified needs of each new teacher, since this may include both new teachers and experienced teachers who are new to the district. Through initial meetings, interviews, and a pre-mentoring survey, the mentor will determine if the new teacher needs

assistance with: learning routines and procedures, lesson planning, classroom management skills, discipline strategies, engaging students, establishing a positive classroom environment, assessing student performance, assessments, district curriculum alignment, communicating and involving parents, time management skills, participation in staff development, teaching with technology, and reflective practices.

The individual mentoring plan will be tailored to meet the identified needs of each new teacher. Communication and interaction between mentors and mentees can also be enhanced through digital technology through the use of cell phones, emails, etc…

B. Current Needs for a District Mentoring Plan

The current state of mentorship within ██████ County Public Schools does not include a district mentoring policy requirement for school based mentorship for all new teachers and mentors which gives reason to the need for this program. Previous years involved the state mandated mentorship through the ██████ Teacher Internship Program (KTIP). This program under the new guidelines is disbanded and will no longer be instated within public school systems in ████████████ County also provided the following for support for new teachers:

Beginning Educator Support Team (BEST)	• Priority and High Turnover Schools • 1 mentor per school • Multiple mentees • Beginning of year
Collegial Support Mentors	• After 1st Month • By request of principal • Most mentoring outside of school • Some sub days provided

The need for a school-based mentoring program is supported by the attrition rates of teachers, new and experienced, that are exiting the field of education. Recognizing that the attrition rate of educators is important, but also acknowledging that the rate increases when teachers are placed in high poverty, low achieving schools. Mentoring is necessary to build capacity in educators and this mentoring program will help provide the support necessary to teachers.

Through research focused on high poverty, low achieving school factors, the following are identified as possible mentoring needs:

Mentors Needs:

- Time to meet with mentee to plan, reflect, co-teach, model and observe during the school day
- Workshops provided on:
  o Trauma
  o Organizational skills
  o Social-emotional Mentoring
  o Behavior management and discipline that fits
  o Constructive feedback to mentee
  o Diversity and cultural competence
  o How to build relationships
  o Instructional supports relative to content and needs of mentee
  o Effective Best Practices
  o Creating Norms and Procedures
  o Collaboration
  o Differentiation Strategies
  o Assessment of Mentees and Students
  o Observation Practices
  o Data Collection, Analysis and Reflection Techniques
  o 6 week check-in with mentees
  o Action plan
  o Flexible individualized training
  o University partnerships

The current assessment of mentoring validates the need for a school-based mentoring programs in ▮▮▮▮▮ County Public Schools.

Section 3: Vision and Goals

A. Mentoring Program Vision

A primary goal of the ▮▮▮▮▮ County School District is to prepare, support and guide new staff at ▮▮▮▮▮ County School District professionally, academically, socially, and emotionally so that the mission of the district can be obtained. ▮▮▮▮▮ County Public Schools' mission statement states that:

All ▮▮▮▮▮ County Public Schools students graduate prepared, empowered, and inspired to reach their full potential and contribute as thoughtful, responsible citizens of our diverse, shared world.

The mission of this district is to challenge and engage each learner to grow through effective teaching and meaningful experiences within caring, supportive environments.

In an effort to carry-out the mission of ▮▮▮▮▮ County Public Schools, all new teachers will be assigned a mentor and participate in a school based mentoring program at the beginning of their first year within ▮▮▮▮▮ County Public Schools. Mentees and mentors will keep a log of their interactions with one another. This mentoring program

will continue the following year based on the needs of the mentee, while utilizing data to determine the duration of the mentoring program.

B. Goals of Mentoring Program

The goals of the ▮▮▮▮▮ County School District Mentoring Program are:

- □ To enhance teacher knowledge of strategies and deconstruction related to the Kentucky Common Core State Standards to facilitate student achievement.
- □ To identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
- □ To assist new teachers in the performance of their duties and adjustment to the challenge of teaching.
- □ To train mentors in the areas of
- o Trauma
- o Organizational skills
- o Social-emotional Mentoring
- o Behavior management and discipline that fits
- o Constructive feedback to mentee
- o Diversity and cultural competence
- o How to build relationships
- o Instructional supports relative to content and needs of mentee
- o Effective Best Practices
- o Creating Norms and Procedures
- o Collaboration
- o Differentiation Strategies
- o Assessment of Mentees and Students
- o Observation Practices
- o Data Collection, Analysis and Reflection Techniques

Mentoring for New Teachers

During the first year of employment within ▮▮▮▮▮ County Public Schools, new teachers will be mentored on a 1:1 basis. Mentors and mentees will meet at least once a week for the first six weeks of their teaching assignment. Mentors will observe the mentee within their classroom twice a month for the first three months of employment followed by reflection opportunities for the mentee. The mentee will have the opportunity to observe the mentor within their classroom twice a month in order to gain insight into areas of need. During the first six weeks newly hired teachers will receive intensive mentoring have an orientation and guided experience in the following areas:

- □ Kentucky Common Core State Standards
- □ Classroom management and discipline
- □ State and district assessment of student progress and achievement

- ☐ Lesson planning and reflection, including setting goals, meeting objectives and developing assessment tools
- ☐ District policies and procedures (Faculty Handbook)
- ☐ Resources
- ☐ Understanding of the district's evaluation tool and completion of Self-Assessment

Section 4: Mentor Selection

I. Guidelines for selection of mentors

In an effort to build a successful mentoring program, the following guidelines for the selection of mentors are set forth:

A. ▓▓▓▓ County School District will implement a recruitment plan to attract mentors and familiarize all staff with the school based mentoring plan.

B. ▓▓▓▓ County School District will implement an application process and review that includes an analysis of personal information and credentials. The process will also assess suitability criteria that relate to the program statement of purpose and needs of the target population. This includes skills identification, level of education, occupation, and professional experience.

C. ▓▓▓▓ County School District will provide orientation for mentors and participants that include: a program overview, description of eligibility, screening process, and
suitability requirements, and expected level of commitment (time, energy, and flexibility).

D. ▓▓▓▓ County School District will provide ongoing training and support throughout the year for mentors and mentees that align with ▓▓▓▓ Common Core State Standards and ▓▓▓▓'s Professional Development Standards (adopted October 2013), in conjunction with 704 KAR 3:035 and the Professional Learning Guide:

Standards for Professional Learning	Core elements of each standard
Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	Engage in continuous improvement Develop collective responsibility Create alignment and accountability
Leadership: Professional learning that increases educator effectiveness and	Develop capacity for learning and leading Advocate for professional learning

results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	Create support systems and structures
Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	Prioritize human, fiscal, material, technology, and time resources Monitor resources Coordinate resources
Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	Analyze student, educator, and system data Assess progress Evaluate professional learning
Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	Apply learning theories, research, and models Select learning designs Promote active engagement
Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.	Apply change research Sustain implementation Provide constructive feedback
Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	Meet performance standards Address learning outcomes Build coherence

II. Application process and criteria for selection of mentors

1. Interested participants will fill out an application for becoming a mentor.

2. The administration will match mentors with mentees.

3. CSIP committees will be notified of mentor-mentee matches.

4. New Teacher, Mentor and Principal will sign a contract as well as an Ethical Code of Practice for Mentoring.

5. The mentor is a tenured colleague employed by the district with at least three years completed teaching experience.

6. The mentor is committed to the goals of the mentor plan including respect for the confidential nature of the mentor teacher/new teacher relationship.

7. The mentor has demonstrated exemplary command of content area knowledge and of pedagogy and has received a rating of Accomplished or Exemplary on the most recent teacher evaluation.

8. The mentor agrees to maintain confidentiality in regard to mentee relationship.

9. The mentor teacher is experienced and certified in the subject area in which the new teacher is assigned; where not possible, in a closely aligned subject area.

10. The mentor is knowledgeable about the school norms, the district and the community in which the school resides.

11. The mentor is knowledgeable about the resources and opportunities in the district and community and is able to act as a referral source to the new teacher.

12. The mentor agrees to complete a comprehensive mentor-training program.

Section 5: Roles and Responsibilities of a Mentor

After orientation and the initial six weeks of weekly meetings, mentors and new teachers will meet at least twice a month to discuss practice, build collegial support, and to observe effective teaching practice. Mentors will be selected based on an administrative review of candidate applications in terms of their documented abilities to meet the following teacher mentor responsibilities:

- To serve as a professional role model in both professional and classroom practice To foster a trusting, respectful, and confidential relationship
- To serve as a critical friend
- To communicate appropriate feedback after a non evaluation observation
- To model effective instructional techniques for the new teacher
- To orient the new teacher to district and school policies
- To provide a variety of resources to help the new teacher begin forming a repertoire of effective strategies and techniques
- To participate in a summer orientation meeting to help the new teacher establish goals for the beginning of the year
- To encourage the new teacher to record needs, questions, or comments in a journal and to use the journal for discussion purposes
- To help the new teacher identify materials for a portfolio
- To participate in at least one session of continuing mentoring education
- To maintain continued involvement in professional growth opportunities included required 24 hours of PD each year
- To encourage participation in PLCs

Section 6: Professional Learning Components for Mentors

All ███████ County School District mentors will have the opportunity to participate in on-site professional development programs focused on current research on improving teaching practice, new understandings of learners and the learning process to align to the vision and mission of the district as well as the vision and mission of their individual school setting.

Training Components will focus on:
Roles and Responsibilities of the Mentor

Transitioning to Mentorship

Establishing Communication and Building Trust

Challenges in Mentoring

Adult Learning Theory

Questioning Techniques

Using standards-Based Formative Assessments

Classroom Visitations

Collegial Coaching

Designing Professional Development Activities

Networking for Mentors

Section 7: Professional Learning Components for New Teachers

All ███████ County School District new teachers have the opportunity to participate in on-site professional development programs focused on current research on improving teaching practice, new understandings of learners and the learning process to align to the ███████ Common Core State Standards, Professional Development Standards, and understanding what effective teaching and learning looks like in a high poverty, low achieving public school.

Key themes can be creativity/innovation; critical thinking/problem solving; cultural competence; English language learners; individual differences; interdisciplinary/multiple perspectives/professional learning; student-directed learning; teacher responsibility; technology; use of data to support learning; and families and communities.

These opportunities will take place during shared planning time, team-teaching, department meetings, mentoring and modeling. Other opportunities include professional development in on-site and off-site workshops, state and local conferences, online courses, continuing education at local universities, and higher education degrees. Each opportunity provided to the mentee and mentor will provide the following:

1. Enhances knowledge of subject content

2. Improves the understanding of the needs of each learner

3. Reflection on teaching and learning

4. Develop a variety of classroom based assessment skills

5. Integrating new learning in the classroom

6. Develops a school culture that fosters improvement

The following action plan will provide a guideline for mentors and new teachers as they collaborate together throughout the year.

Section 8: Resources Options Used

In developing and implementing the district Mentoring Plan, the ██████ County School District will provide the following district resources to carry out the program:

1. release time for classroom visitations
2. video resources,
3. print resources, and
4. substitute coverage
5. There are also opportunities for new teachers to attend "In-House" professional development sessions provided by district staff.

Section 9: Funding Resources

Funding will be needed to cover the costs of training materials, substitutes, and fees for attendance at targeted professional development sessions. State funds will be utilized to offset the cost of implementation of the mentoring program. In the absence of state funds, new teachers and mentors will be offered professional development hours up to their 24 required hours and stipend beyond that.

Future partnerships are being evaluated with local universities to offer college credit for mentors within this program to continue their education.

Section 10: Annual Program Evaluation

The supervisors and principals of the ██████ County School District will conduct an extensive evaluation of the Mentoring Program utilizing a survey as well as a comprehensive review of: reflective journals, teacher evaluations, results of focus groups discussions, new teacher retention rates, and student assessment.

Previous results indicate that the ▓▓▓▓▓ County School District has a lower retention rate with new teachers in high poverty, low achieving schools regarding adjustment to the profession, job satisfaction, and success with gains in curriculum knowledge and classroom management. As a result, annual evaluations of the program will enhance collaboration and further guide the program for success. As such, the ▓▓▓▓▓ County Mentoring Program will undergo a period of evaluation, reflection, and adjustment at the end of each school year to better enhance our program for the subsequent year.

The Superintendent of ▓▓▓▓▓ County Public Schools will appoint and work with the Mentor Program Coordinator to:

1. Chair the Steering Committee for the mentor program.

2. Coordinate with the business office for financial reimbursement for teachers participating in mentoring activities.

3. Actively seek additional grant money that can be used to finance the mentor program.

4. Coordinate new teacher mentoring activities throughout the year.

5. Arrange mentor-training sessions.

6. Annually evaluate the effectiveness of the mentor program and make recommendations for continued improvement.

7. Share resources for professional development opportunities.

8. Address the challenges/concerns presented by the building administrators and/or mentors.

ROLE OF THE BUILDING ADMINISTRATOR

1. Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.

2. Recruit individuals to serve as mentors. Match new faculty with mentors.

3. Provide common release time or joint planning time to facilitate mentor/mentee interaction.

4. Allow for release time to complete mentor/mentee classroom visits.

5. Share resources for professional development opportunities.

6. Reassign a mentor if necessary.

7. Reflect on the year and offer suggestions to improve the mentor program to the Mentor Program Coordinator.

8. Ensure that the evaluation process for new teachers is separate from the mentor relationship and professional development plan process.

Appendix A:

Part A. Mentor Teacher Application

I am interested in being considered for the position of a mentor teacher in the district's School-Based Mentoring Program for new teachers. I understand that the role of a mentor is critical to the success of a new teacher and ultimately a key to student performance.

Name: _____

1. What specific personal and professional qualities would you bring to mentoring a new teacher?

2. How are you keeping current with your own professional development? What steps are you taking to be up-to-date on issues of curriculum and assessment?

3. What do you hope to gain from becoming a mentor?

4. How will you add to a new teacher's backpack of skills for growth and success in the classroom and district?

Signature: _____   Date: _____

Part B. For Office Use Only

Administration Comments:

Part C. Principal's Mentor-New Teacher Match

School:

Principal's Name:

I have selected (name of mentor) _____

who currently holds the position of (subject/grade level) _____

to serve as a mentor teacher to (name of new teacher) _____

who has been appointed to the position of (subject/grade level)_____

Principal's Signature: _____ Date: _____

Mentor Teacher Evaluation Form

Name: _____

Date: _____ Subject/Grade Level: _____

School: _____

1. What are your expectations of the Mentor Teacher Program?

2. Did the program provide you adequate training and support to be a mentor?

3. What part of the mentoring process has been most positive?

   What part needs improvement?

4. Do you feel any other important area has been overlooked or neglected by the mentoring program?

5. Would you consider continuing in year 2 of the program and/or becoming a mentor again?

6. Additional comments/reactions/suggestions.

   I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of a new teacher.

   Teacher's Name (Print)_____

   Teacher's Signature_____

New Teacher Evaluation Form

1. What were your expectations of the Mentor Teacher Program?

2. Did the program provide your needs as a new teacher?

3. What part of the mentoring process has been most helpful? What part needs improvement?

4. Please share a specific concern that was overcome with the help of your mentor or other veteran staff member?

5. Do you feel the mentoring program has overlooked any other important areas?

6. Additional comments/reactions/suggestions.

Provisional Teacher Mentoring Log Template

Instructions: Please log each session with your mentee. Submit this log form to your Principal on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month: _____ Year: ____ School/District: _____

Mentor Name: _____ Mentor Signature: _____

Mentee Name: _____ Mentee Signature: _____

Total No. of Mentoring Hours This Month: _____

Date	Time From	Time To	Description of Activities	Total Time

MENTORING CONTRACT

The mentoring contract brings together the mentor, the new teacher, and the principal and spells out each person's responsibilities. When each person's responsibilities are faithfully discharged, children's education will be substantially enhanced. In addition, the experienced professionals, the mentor and the principal, make it clear that the new teacher is a colleague, and that collegial relationship strengthens the education of the new teacher's students.

The mentor and the new teacher hereby agree:
• To develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively.
• To keep all shared information and discussions confidential.

The mentor hereby agrees:
• To review the background of the new teacher to provide the type and amount of support indicated by this background.
• To attend the new teacher's classes regularly and provide the new teacher with feedback, coaching, and support.
• To be available for informal support and consultation.

The new teacher hereby agrees:
• To observe the mentor's teaching, as well as the teaching of other experienced professionals.
• To work on following the suggestions which the mentor makes.
• To seek out the mentor for answers to questions that may arise.

The principal hereby agrees:
• To observe and evaluate the new teacher.
• To provide support to both the mentor and the new teacher.
• Not to solicit evaluative comments from the mentor regarding the new teacher.
• To allow the mentor and new teacher two days of release time per month each to observe each other.

All the signers agree:
• To follow all as outlined in the district school based mentoring program for a quality induction program.

Mentor's Signature: _____ **Date**

New Teacher's Signature _____ **Date** _____

Principal's Signature _____ **Date** _____

An Ethical Code of Practice for Mentoring

■ The mentor's role is to respond to the new teacher's development needs and agenda; it is not to impose his/her own agenda.

■ Mentors must work within the current agreement with the new teacher about confidentiality.

■ The mentor will not intrude into areas the new teacher wishes to keep private until invited to do so. However, he/she should help the new teacher recognize how other issues may relate to these areas.

■ Mentor and new teacher should aim to be open and truthful with each other, and themselves, about the relationship.

■ The mentoring relationship must not be exploitative in any way, nor must it be open to misinterpretation by others.

■ Mentors need to be aware of the limits of their competence and operate within these limits.

■ The mentor has a responsibility to develop his or her own competence in mentoring.

■ The new teacher must accept increasing responsibility for managing the relationship; the mentor should empower him/her to do so and must generally promote the new teacher's autonomy.

■ Mentor and new teacher should respect each other's time and other responsibilities, ensuring that they do not impose beyond what is reasonable.

■ Either party may dissolve the relationship. However, both mentor and new teacher have a responsibility for discussing the matter together, as part of mutual learning. This must be brought before the Principal in collaboration of what is best for all parties.

■ The new teacher should be aware of his/her rights and any complaints procedures.

■ Mentors must be aware of any current law and work within the law.

Mentor's Signature _____

New Teacher's Signature _____

Principal's Signature _____

Mentoring Partnership Agreement

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

1.

2.

3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1.   Meet regularly. Our specific schedule of contact and meetings, including additional meetings, follows:

2.   Look for multiple opportunities and experiences to enhance the new teacher's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:

3. Maintain confidentiality of our relationship. Confidentiality for us means…

4.   Honor the ground rules we have developed for the relationship. Our ground rules will be…

5.   Provide regular feedback to each other and evaluate progress. We will accomplish this by…

We agree to meet regularly until we accomplish our predefined goals or for a maximum of one school year. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete or in need of further mentoring. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship.

In this event, we agree to use closure as a learning opportunity.

_____   _____
Mentor's Signature and Date   New Teacher's Signature and Date

Source: The Mentor's Guide: Facilitating Effective Learning Relationships (p. 110), L. Zachary,
2000, San Francisco, CA: Jossey-Bass.

Sample Discussion Topics

The following are areas that should be considered for discussion between the mentor and new teacher. Please remember that these topics are general, cover all grade levels, and apply to both traditional route and alternate route teachers.

Lesson plans	Substitute teacher plans
Large-group instruction	Small-group instruction
One-to-one instruction	Classroom behavior management
Informal classroom assessment	Instructional units/curriculum
Producing instructional material	Crisis in the classroom/emergency plan
Rapport with faculty and staff	Multiple intelligences/learning styles
Cultural/ethnic awareness	Expectations of student achievement
Cooperative learning	KY Common Core Curriculum Content
Standards/Educational philosophy	Alternate assessment
Time management	Grading procedures/grade book
Teaching styles (observing other teachers)	Record keeping
Special events (ex: plays, concerts)	Development assignment of projects
Classroom safety	Confidential information (written/spoken)
Field trips	Telephone/intercom
Report cards/interim reports	Testing procedures
Meeting deadlines	Year-end responsibilities
Professional development	Referral of students to special ed.
English as a Second Language (ESL),	

Source: Mentoring Handbook: Designed for Induction Year Teachers and Mentors (p. 9), by Montclair School District, NJ.

<u>Appendix I</u>

<u>Monthly Mentoring Professional Development Reflection</u>

After each monthly professional development all new teachers are asked to fill this form

out and reflect on how they can apply the professional development topic to their

classroom.

Was this mentoring activity satisfactory?   Yes   No   (circle one)

Did it meet your needs? Yes   No   (circle one)

What was the most beneficial?

Do you have suggestions for improvement?

I certify that we discussed the above issues.

_____   _____

New Teacher Signature   Mentor Signature

Appendix J 1-4

Mentors and new teachers should observe multiple lessons and provide feedback. New teachers should have the opportunity to observe master teachers and use the following documents for feedback using the following examples regarding:

1. Knowledge of content
2. Knowledge of developmental characteristics of age group
3. Knowledge of varied learning styles
4. Effective classroom management
5. Authentic instruction and assessment
6. Use of school and district growth areas

Mentor/Mentee Checklist

☐ Provide information supports for students

☐ Introduce technology systems, trainers, resources, backpack for success

☐ Familiarize mentee with district & building calendars (Google)

☐ Review 10 KY Standards Teacher Development & Licensure

☐ Review all applicable handbooks & emergency procedures

☐ Create personal Google calendar to contain applicable professional appointments

Building

☐ Introduce teacher to staff

☐ Discuss telephone procedures

☐ Demonstrate use of building equipment

☐ Show how to obtain classroom supplies

☐ Create Web presence per building expectations

☐ Obtain textbooks, manuals, & curriculum guides

☐ Show where cumulative files are kept and how to access them

☐ Give a tour of the building, parking areas, confirm entry card & keys

☐ Discuss office procedures

☐ Discuss school lunchtime routine

☐

☐ Discuss supervisory duties/procedures

Classroom

☐ Assist with room preparations

☐ Review effective teaching methods of a lesson

☐ Review Response to Instruction/Intervention Map testing

☐ Assist with planning for the first week of school

☐ Review time schedule, expectations & activities for the first day with students

☐ Explain Back to School Night and Open House procedures

☐ Share organizational systems for grades, homework, parent communications, etc.

☐ Review daily tasks of attendance, lunch count, recess, etc.

☐ Review student information provided in Infinite Campus (I.C.) & the Student Information Management System (SIMS)

☐ Discuss organization of parent volunteers in the classroom

Mentor/Mentee Checklist

TASK	NOTES	DATE
Orientation		
New teacher orientation		
Establish meeting times		
Community information		
Technology systems, etc.		
Building calendars		
Google personal calendar		
Handbooks and emergency procedures		
10 Kentucky Standards		
Building		
Introduction to staff		
Telephone procedures		
Use of building equipment		
Classroom supplies		
Textbooks, manuals, etc.		
Cumulative files		
Tour		
Office procedures		
Lunchtime routine		
Supervisory duties		
Building		
Room preparation		
Review teaching methods		
First day		
First week		
BtSN, Open house		
Organizational systems		
Daily tasks		
Infinite Campus		
Parent volunteers		
Classroom schedule		
Special schedules		

September

☐ Discuss importance of student behavior documentation, (i.e. date, behaviors, actions taken, personnel contacted)

☐ Acquaint the new teacher with Special Education referral processes & pertinent forms (I.e. the Individualized Education Program - IEP)

☐ Discuss budget procedures & review budget selections

☐ Encourage mentee to continue reflecting on his/her teaching experience

☐ Assist in developing & implementing classroom management strategies

☐ Acquaint new teacher with RtI (Response to Instruction/Intervention) teams

☐ Discus the referral process & documentation for students

☐ Review services offered/referral procedures for school guidance counselors & psychologist

☐ Discuss importance of documenting each students backpack of success

☐ Acquaint new teacher with cumulative folders, test results, permanent records, confidential files & medical alerts

☐ Discuss student assessment & progress reports

☐ Discuss policy for homework, make-up work & late work

☐ Explain importance of accurate recordkeeping (gradebook, attendance)

☐ Discuss grading philosophy (what, when, how, why) & review recording/weighting data

☐ Discuss procedures for new students who enroll/withdraw after the school year has begun

☐ Discuss supplementary tools, materials, resources, media center & specialists, etc.

☐ Explain curriculum, access to the curriculum guides & importance to lesson planning

☐ Share lesson plans & other related schedules/activities (i.e. field trip procedures)

☐ Help establish a Substitute Teacher Folder

What Went Well:

Areas to Work on:

September

To be completed by initial educator

TASK	NOTES	DATE
Student behavior documentation		
Develop/implement classroom management strategies		
RtI (Response to Instruction/Intervention) teams		
Special Ed. Referral processes, IEP		
Student referral process		
Guidance/psychologist services, referral procedures		
Documenting student assessments		
Cumulative folders, test results, permanent records, medical alerts, legal flags, etc.		
Homework policies, makeup/late work		
Recordkeeping, gradebook, attendance		
Grading philosophy, weighting data		
Refine computerized grading systems		
Help prioritize workload		
Positive parent contacts		
Supplementary books, resources, media center, etc.		
Access to curriculum guides, lesson planning		
Share plans, related schedules/activities, field trip procedures		
Aid with lesson planning		
Substitute teacher folder		
Procedures for mid-year enroll/withdraw students		

October

☐ Address concerns of classroom management & discipline

☐ Review organizational & recordkeeping skills

☐ Discuss procedures for parent-teacher conferences prior to scheduled dates

☐ Assist the new teacher through the first report cards

☐ Discuss standardized exam policies & share sample tests in appropriate grade

☐ Facilitate follow-up discussions about PBIS sessions

☐ Complete new teacher observation & offer feedback

☐ Prepare new teacher for principal observation/evaluation

☐ Review items from the beginning of the mentoring process

☐ Share information & process for professional development opportunities

☐ Discuss snapshot observation, if one occurred.

☐ Discuss grading philosophy (what, when, how, why) & review recording/weighting data

What Went Well:

Areas to Work on:

OCTOBER

To be completed by initial educator

TASK	NOTES	DATE
Classroom management concerns		
Organizational/record-keeping skills		
Parent-teacher conferences prior to scheduled dates		
First report card		
Standardized exam policies, sample tests		
Observation/feedback		
Prep for principal evaluation/observation, forms		
PBIS sessions, discussion topics		
Information process for professional development opportunities		

November

Share success stories & celebrate!

☐ Advise new teacher of special events, delayed opening & snow day procedures

☐ Discuss end of semester procedures

☐ Plan for mid-year MAP testing

☐ Discuss assessment techniques & recordkeeping skills

☐ Reflect on areas for growth

☐ Discuss staff-program change procedures for the upcoming school year.

What Went Well:

Areas to Work on:

November

To be completed by initial educator

TASK	NOTES	DATE
Special events, delayed opening, snow days		
End of semester procedures		
Retention procedures		
Assessment techniques, recordkeeping skills		
Reflect on areas for growth		
Staff/program change procedures for upcoming year		
Prep for principal evaluation/observation, forms		
PBIS sessions, discussion topics		
Information process for professional development opportunities		
"Faculty Focus" observation		

December

☐ Discuss different learning styles

☐ Complete new teacher observation & provide feedback

☐ Discuss "snapshot observation" by new teacher, if one occurred

☐ Check in on classroom management & discipline procedures

☐ Arrange for new teacher to observe one of you best lessons

☐ Discuss new teacher probationary policy

What Went Well:

Areas to Work on:

December

To be completed by initial educator

TASK	NOTES	DATE
Learning styles		
Classroom management, discipline		
Observation & feedback		
Plan mid-year target assessment		
Discuss probationary policy for new teachers		
New teacher to observe mentor		
"Faculty Focus" observation		

January

☐ Complete new teacher observation & provide feedback

☐ Discuss summer school teaching opportunities

☐ Discuss budget procedures & review budget selections

☐ Encourage mentee to continue reflecting on his/her teaching experience

What Went Well:

Areas to Work on:

January

To be completed by initial educator

TASK	NOTES	DATE
Observation Feedback		
Budget Procedures		
Encourage Reflecting/Journaling		
Summer School Teaching Opportunities		

February

☐ Encourage trying new things

☐ Update personal Google calendar with new 2nd semester appointments

☐ Plan for February Data Retreat

☐ Review policies & issues that relate to retention, failure of students & Summer School options

☐ Encourage new teacher to contact parents in preparation for parent/teacher conferences

☐ Encourage participation in staff/program changes, if applicable

☐ Discuss curriculum

What Went Well:

Areas to Work on:

February

To be completed by initial educator

TASK	NOTES	DATE
Encourage new things		
Review retention issues, summer school options, etc.		
Update Professional Development record		
Plan for February Data Retreat		
Encourage parent contact in preparation for conferences		
Encourage participation in staff/program changes, if applicable		
"Faculty Focus" observation		

March

- [ ] Complete new teacher observation and provide feedback

- [ ] Give suggestions for keeping momentum & interest at the end of the year for students & teachers

- [ ] Review procedure for field trips, in necessary

- [ ] Discuss Summer School enrollment procedures

- [ ] Review proper procedure for signing contract and following deadlines

What Went Well:

Areas to Work on:

March

To be completed by initial educator

TASK	NOTES	DATE
Observation Feedback		
Field trip procedures		
Summer school enrollment procedures		
Suggestions for keeping momentum & student interest		
Contract signing procedures		

April

☐ Plan for end-of-year Testing

☐ Discuss specific student transitioning needs for next year

☐ Plan for June

☐ Discuss transfer and retention procedures for specific students

☐

What Went Well:

Areas to Work on:

April

To be completed by initial educator

TASK	NOTES	DATE
Plan end-of-year Testing, Data		
Transfer/retention procedures for specific students		
Student needs for next year		

May

- [ ] Review plans for end-of-year student activities

- [ ] Discuss specific student needs for next year

- [ ] Give suggestions for keeping momentum & interest at the end of year for students & teacher

- [ ] Encourage new teacher to write thank-you notes to parents/staff who helped make this year successful

- [ ]

What Went Well:

Areas to Work on:

May

TASK	NOTES	DATE
End-of year student activities		
Suggestions for keeping momentum & interest		
Student needs for next year		
Encourage thank-you notes to parents/staff		

June

☐ Discuss end-of-year checkout procedures & record data to be shared

☐ Ask for feedback on the mentor program

☐ Assist with final grading procedures

What Went Well:

Areas to Work on:

June

To be completed by initial educator

TASK	NOTES	DATE
End-of year checkout		
Final grading procedures		
Mentor program feedback & record data to be shared		

█████ Area School District
Mentor/Mentee Checklist

FACULTY FOCUS
(Short, informal observations)

"Faculty Focus" is a term used within the Mentor Program of the █████ Area School District. It is used to describe an event in which a new teacher visits a colleague's classroom for a short period of time, 15 to 20 minutes. As a result of the visit, new teachers will complete this form to share with teacher mentors.

New teachers will visit 4 colleagues' classrooms during the school year.

█████ AREA SCHOOL DISTRICT FACULTY FOCUS

#1   #2   #3   #4

NEW TEACHER _____ **DATE** _____

TEACHER OBSERVED _____ **TIME** _____

GRADE LEVEL * SUBJECT AREA _____

Effective strategies I noticed:

_____

_____

_____

_____

Some things I have questions about:

_____

_____

**NOTE: You have the option of completing all 4 Faculty Focus visits in the 1st semester. At least 2 Faculty Focus visits are required 1st semester.

Mentor Program Input

WHAT went well this year?

ANY suggestions for improvements or change?

PRE-CONFERENCE OBJECTIVES

Information obtained during a pre-conference will guide the observation. The new teacher will describe the purpose and intent of the instruction to be observed.

The objectives for a pre-conference may be to:

1. Build rapport and trust.
2. Determine what the educator intends for the lesson.
3. Discuss the mentor's objectives for the observation
4. Review the Visitation Form.
5. Identify specific areas of instruction to be observed.
6. Provide feedback regarding intended lesson plan.

PRE-CONFERENCE QUESTIONS

The following questions will provide a framework for a pre-conference discussion.

- What are your instructional objectives for this lesson?

- What curriculum outcomes are identified?

- What type(s) of assessment is needed for this lesson?

- What will you be doing during this lesson?

- What will the students be doing during this lesson?

- How will you know when the instructional objectives are accomplished?

- What are your expected student behaviors?

- How will you assure that student behavior meets intended expectations?

- How will you differentiate instruction to meet the needs of all learners?

Mentor/Mentee Observation Sheet

Date: **Class:**   **Teacher:**   **Observer:**

Pre-Observation: What am I looking for? (Mentor)

Observation Notes (Mentor)

Action Plan: (Mentor)

Observation   **Appendix 4**

Date: _____ Class being observed: _____

Teacher: _____ Observer: _____

Teacher Standard: #1 – The teacher understands the central concepts, tools of inquiry and structures of the discipline he/she teaches and creates learning experiences that make these aspects **of subject matter** meaningful for pupils.

Pre-Observation – What am I looking for?	Observation Notes	Action Plan – (New Teacher)
(Mentor and New Teacher)	(Mentor and New Teacher)	

POST-CONFERENCE OBJECTIVES

A post-conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for a post-conference are to:

1. Build rapport and trust.
2. Provide recall of what happened during the observation.
3. Provide collaborative analysis and problem solving strategies.
4. Provide for continuation of effective teaching behavior through coaching.
5. Support commitment to continued growth and change.
6. Develop the teacher's skills in self-analysis.

POST-CONFERENCE QUESTIONS

The following questions will provide a framework for post-conference discussion:

- How did the lesson go?

- What did you feel were some of the more effective parts of the lesson?

- Did you achieve the objective you had planned?

- What did you feel did not go as you had intended?

- If you were to teach the same lesson tomorrow, what would you change or do differently?

- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?

▮▮ **School District**
Collaborative Log

Teacher Name:		Grade		Subject	
Mentor Name:		□ QTR 1	□ QTR 2	□ QTR 3	□ QTR 4

Check all that apply:

□ Observation	□ Demonstration Lesson	□ Providing Resources	□ Development & Review of PDP
□ Reflection	□ Veteran Teacher Observation	□ Problem Solving	□ Connect to PDP Goals
□ Other _____			

✚ What's working:	✓Current Focus:
⇨Teacher's Next Steps:	➜Mentor's Next Steps

_____
Next Meeting Date:

ROLE OF THE DISTRICT MENTOR COORDINATOR

The Superintendent of ▮▮▮▮▮▮ County Public Schools will appoint and work with the Mentor Program Coordinator to:

1.   Chair the Steering Committee for the mentor program.

2.   Coordinate with the business office for financial reimbursement for teachers participating in mentoring activities.

3.   Actively seek additional grant money that can be used to finance the mentor program.

4.   Coordinate new teacher mentoring activities throughout the year.

5.   Arrange mentor-training sessions.

6.   Annually evaluate the effectiveness of the mentor program and make recommendations for continued improvement.

7.   Share resources for professional development opportunities.

8.   Address the challenges/concerns presented by the building administrators and/or mentors.

ROLE OF THE BUILDING ADMINISTRATOR

1.   Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.

2.   Recruit individuals to serve as mentors. Match new faculty with mentors.

3.   Provide common release time or joint planning time to facilitate mentor/mentee interaction.

4.   Allow for release time to complete mentor/mentee classroom visits.

5.   Share resources for professional development opportunities.

6.   Reassign a mentor if necessary.

7.   Reflect on the year and offer suggestions to improve the mentor program to the Mentor Program Coordinator.

8.   Ensure that the evaluation process for new teachers is separate from the mentor relationship and professional development plan process.

**■■■■■ County Public Schools Candidate Mentor Application &
Reflection Form** *Should I Become a Mentor?*

Read each statement and place an 'X' in the column which best characterizes the way you see yourself. Although there is no single "ideal profile," respondents who possess most of these qualities are likely to be successful mentors.

	1	2	3	4	5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am able to maintain confidentiality.	☐	☐	☐	☐	☐
I see myself as being people-oriented; I like and enjoy working with other professionals.	☐	☐	☐	☐	☐
I am a good listener & respect my colleagues.	☐	☐	☐	☐	☐
I am sensitive to the needs & feelings of others.	☐	☐	☐	☐	☐
I recognize when others need support or independence.	☐	☐	☐	☐	☐
I want to contribute to the professional development of others and to share what I have learned.	☐	☐	☐	☐	☐
I am willing to find reward in service to someone who needs my assistance.	☐	☐	☐	☐	☐
I am able to support and help without smothering, parenting, or taking charge.	☐	☐	☐	☐	☐
I see myself generally as flexible and willing to adjust my personal schedule to meet the needs of someone else.	☐	☐	☐	☐	☐
I usually am patient and tolerant when teaching someone.	☐	☐	☐	☐	☐
I am confident and secure in my knowledge of the field and make an effort to remain up-to-date.	☐	☐	☐	☐	☐
I enjoy the subject(s) I teach.	☐	☐	☐	☐	☐
I set high standards for my students & myself.	☐	☐	☐	☐	☐
I use a variety of teaching methods and my students achieve well.	☐	☐	☐	☐	☐
Others look to me for information about my subject matter and methods of teaching.	☐	☐	☐	☐	☐
Overall, I see myself as a competent professional.	☐	☐	☐	☐	☐
I am able to offer assistance in areas that give others problems.	☐	☐	☐	☐	☐
I am able to explain things at various levels of complexity and detail.	☐	☐	☐	☐	☐
Others are interested in my professional ideas.	☐	☐	☐	☐	☐

▮▮▮ **County Public Schools**

Candidate Mentor Application & Reflection Form

Name:		Date:	
Current Position:		School:	
Total Years with ▮▮:		Total Years in Education:	

If you are interested in becoming a mentor, please complete this application and submit it to your building principal by <mark>April 14</mark>.

Why do you want to be a mentor?

Have you ever been involved in a mentoring program, either as a mentor or a mentee?

<u>Choose</u>: **Yes/No** If so, what did you give/gain from the relationship?

What are your expectations for a mentoring relationship?

■■■■■■ County Public Schools

MENTEE APPLICATION FORM

Name:		Teaching Assignment	
No. Of Years Teaching This Level/Subject			

How do you feel that you could benefit most from having a mentor?

What would you look for in a mentor?

▮▮▮▮▮▮ County Public

Teacher Checklist A for First 3 months

THINGS TO FIND OUT ABOUT:
The Community, its demographics, resources, etc.
Unwritten rules and customs (school culture)
Faculty parking
School layout
School safety plan
Emergency and fire drill procedures
School calendar
School hours
Late starts/early dismissals
Dress code
Lunch schedule and routine
Bell schedules
Dismissal procedures
Hall passes
Office procedures
Web2School Use for attendance and grading procedures
Procedures for ordering supplies
Procedures for classroom repairs
Use of copy machines
Computer/printer access
A/V equipment
Procedures for leaving school
Personal and professional leave
Securing substitute teachers
Office referrals
504 Plans
Special Education policies
Playground rules
Field trips
Grading policies
Homework policies
Progress reports
Open house procedure
Parent/teacher conferences
Mandatory reporting of child abuse, neglect, etc.
Child restraint issues
Budget procedures
Teacher support and evaluation procedures/Edivation
The master teacher's contract
Staff Handbook, Employee Manual
Other:

,

New Teacher Checklist B Before School Starts

	THINGS TO DO BEFORE SCHOOL BEGINS:
	Tour the building and meet the people listed on the Contact Checklist
	Read all handbooks (Faculty Handbook, Parent/Student Handbook, Student Assignment Notebook) etc.
	Prepare classroom for the first day (unpack textbooks, prepare bulletin boards, arrange desks, gather materials, etc.)
	Review building schedule
	Develop/prepare daily schedule
	Prepare a letter to parents introducing yourself, your expectations, grading policies, etc.
	Locate and review curriculum guides
	Locate supplies
	Review class lists
	Prepare seating arrangements
	Develop a classroom management (discipline) plan
	Outline classroom procedures
	Review bus procedures
	Review assigned duties and responsibilities for assigned duties
	Prepare lesson plans
	Set up grade book
	Review Safety Plan/Emergency Response Procedures
	Other

.

New Teacher Checklist C Before School Starts

	THINGS TO DO SHORTLY AFTER SCHOOL BEGINS:
	Mark your calendar with important long and short-term dates (faculty meetings, in-service days, etc.)
	Review confidential records (Individual Education Plans, health concerns, cumulative folders, etc.)
	Prepare emergency substitute plans
	Review the Faculty Handbook
	Review budget procedures
	Develop a three-year professional growth plan (see Professional Growth Handbook)
	Review the Master Contract
	Other

▮▮▮▮▮ County Public
Mid-Program Feedback Tool

To be completed by teachers at the conclusion of the first trimester

Mentee Name:	

Mentor Name	

Please indicate whether you are   □ Mentor   □ Mentee

Is the program meeting your expectations?   □ Yes   □ No

In what ways?

Please list all mentoring program components that you find useful.

Please list any mentoring program components that you consider not useful.

Do you have any suggestion to improve the program at this point? **YES / NO**
If yes, please specify:

Is the work you do in the mentoring program relevant to your experiences in the classroom?
YES / NO
Comments

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Do you receive mentoring support in a timely manner? ***YES / NO***
Comments

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What specific activities of the ▮▮ *Mentoring Program have influenced what you do in the classroom?*

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How have these activities contributed to student achievement?

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How does the ▮▮ *Mentoring Program meet your needs as an education professional?*

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What mentoring services should be most strongly emphasized?

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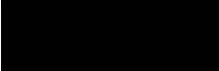
███ County Public Schools
Exit Survey

Employee:
To be filled out by employee

Will you remain in your classroom next school year?

Yes   or   No

Reason for leaving: ☐ Contract not renewed   ☐ Voluntarily resigned

What reasons influenced your decision to leave your position/building? Check all that apply:

- ☐ Personal conflict
- ☐ Moving to another community
- ☐ Spouse moving for another job
- ☐ Unhappy with job responsibilities
- ☐ Insufficient salary
- ☐ Perceived lack of support
- ☐ Perceived poor job match
- ☐ Lack of feedback
- ☐ Retirement
- ☐ Other (specify):

Are you staying in the teaching profession?   **Yes / No**

If no, what profession are you entering?

Relocating?
- ☐ In-state
- ☐ Out of state
- ☐ N/A

Please list the supports provided, or not provided, that influenced this decision:

352

Mentoring Program Works Cited

Ripon School District (2012). The Ripon Area School District Mentor Program.

http://www.ripon.k12.wi.us/staff_forms/Mentor%20Handbook%202012.pdf

Saphier, J., Freedman, S., & Aschheim, B. (2001). Beyond mentoring: How to nurture,

support, and retain new teachers. *Newton, MA: Teachers*, *21*.

Zachary, L. J. (2005). *The mentor's guide: Facilitating effective learning relationships*.
John Wiley & Sons.

CURRICULUM VITAS

Carla Kent

<u>EDUCATION:</u>

August 2015	Pursuing-Doctorate-University of Louisville-Education Leadership and Organizational Development
September 2009	Teaching Certification Grades 5-12 Business and Marketing
April 2002	Master's Degree in Business Administration (MBA)-Indiana Wesleyan University
June 2000	Bachelor's Degree in Business Administration-Sullivan University
April 1999	Payroll Specialist School-Paychex Inc. Rochester, NY
December 1989	Military Finance and Accounting School-Ft Ben Harrison Indiana

<u>ACCOMPLISHMENTS</u>

███████ *High School*

- February 20, 2018—Coordinated a celebrating us community mentoring breakfast
- February 19-23, 2018—Coordinated a College and Career Week celebration
- January 8, 2018—Coordinated a Freshman College Conversation Workshop
- December 2017—Received a "Pride" Award for Direction in Planning events for student success
- September 2017-January 2018— Coordinated campus college visits for senior class
- September 2017-January 2018— Coordinated several financial aid workshops for seniors
- September 2017-January 2018— Hosted weekly college administrative representatives at Iroquois High School
- August 2017—Implemented the current ongoing, weekly "Monday Minute" Television Show for Seniors (College and Career Awareness)
- June 2017—Coordinated a new, ongoing mentorship program for new 25 teachers which includes several professional developments, and a plan for on-going mentorship and support

- April 2017—Coordinated School summer works hiring workshop
- December 2016—Began, and continues to serve, as the Current Ladies of Distinction Club Sponsor
- December 2016—Began, and continues to serve, as a member of the Iroquois High School Administrative Leadership Team

Doss High School
- August 2014-Dec 2016
- Served as Ladies of Leadership Club Sponsor Served as a member of the SBDM
- Serve as a Resource Teacher for KTIP
- Served as a Resource Teacher and mentor for Doss High School New Teacher mentorship program
- August 2013-Dec 2016— Future Business Leaders of America (co-sponsor)
- **July 2016—Delivered Training to staff on elements of Project Based Learning**
- **June 2016—Completed Project Based Learning Training with Buck Institute**

Frost Middle School
- Aug 2011-Aug 2014
- Served as the lead of the Yearly Program Review for the Practical living and arts and humanities
- Implemented Started an annual Black History Program
Started a reading program with the elementary school nearby (Watson Lane Elementary School)
- Served as the student council sponsor
- Serviced as Related Arts Department Chair and Team Leader Started a yearly Career Fair at Frost Middle School—all students were invited to participate in the career fair and the 8th graders in my class hosted the career Fair. The career fair became an annual event.
- Aug 2010-Aug 2014
- Recipient of five "Above and Beyond Awards" for Leadership initiatives within the school
- Launched a School-wide annual Career Fair
- Developed and initiated a team behavior plan for the Related arts team

I am a proud veteran of the United States Army
2005-2006 Nominated as "Who's Who Among American Educators"

WORK HISTORY
College Access Resource Teacher/New Teacher Support   **Dec 2016-current**
Iroquois High School
-Able to provide one on one support with college and career readiness

-Able to organize college field trips, career fairs, college activities for students in grades 9-12
-Scholarships and financial aid assistance
-Able to support new teachers through a new teacher mentoring program which includes professional development and mentoring

Business Teacher- KTIP Resource Teacher   **August 2013-December 2016**
> *Doss High School*

-Delivers instruction on topics such as Business Principles, Business -Management, and Digital Literacy
-Improve students' knowledge of business practices
-Delivers the skills and knowledge necessary for students to function as citizens in the business world
-Invite guest speakers to the classroom to give students real-world expertise
-Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students
-Serves as a resource teacher for a teacher/"intern"

Career Choices Teacher/RA Team Leader   **August 2010-June 2013**
> *Frost Middle School*

-Provided daily instruction to 6th, 7th, and 8th grade students
-Prepared and submits lesson plans to the Principal Weekly
-Served as PTSA Treasurer at Frost Middle School
-Started a yearly "Annual College and Career Fair"
-Started an Annual "Black History Program"

Served as Program Leader for PL/CS Program review from 2011-2014
-Started a quarterly "mock interview" to prepare students for the workforce
-Assisted students in working on their ILP and resume using Career Cruising
-Created a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students

ECE Job Coach- ▮▮▮▮▮▮▮ **County Public Schools**   **August 2009-August 2010**
-Provided career assessment, functional vocational evaluation, and appropriate career exploration experiences for selected students receiving services through ECE
-Promoted program to local businesses and develops job sites to fit the needs and preferences of individual students being served through ECE with direction from the student's teachers and parents.
-Communicated consistently with program staff, businesses, teachers, parents, and vocational rehabilitation
-Transported students to and from job sites using appropriate modes of transportation

-Maintained accurate evaluation records on the program and provides data to appropriate personnel

College Instructor-Daymar College of Business (part-time)   Jan. 2007-August 2012
-In collaboration with the Division Director of Education and the other full-time faculty in the Department, responsible for reviewing and maintaining the integrity of the curriculum offered
-Taught assigned classes in accordance with course outlines and as outlined in the college's policy
-Reviewed and updated course outlines, text selection and syllabi in cooperation with instructors
-Modified curriculum and/or teaching style based on assessment results and professional development experiences
-Documented modifications based on assessment results
-Participated in instructor evaluation, assessment of student academic achievement and demonstrate modification of teaching techniques in accordance with assessment feedback

Substitute Teacher   County Public Schools   January 2008-August 2009
-Taught lesson plan as outlined by the absent teacher
-Performed all extra duties for the absent teacher as required by the building principal
-Met and instructed classes in the locations and at the times designated
-Created a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students

Human Resource Manager-Trillium Industries   January 2007-January 2008
Outsource for Dell-Repair facility for all of in-warranty and out of warranty products 300 employees
-Wrote and received a $900,000 training grant for the company
-Aid and advised management with interpretation and application of personnel policies and practices
-Wrote and enforced policies and procedures affecting day-to-day operations and conducted investigations
-Responsible for recruiting, orientation and training
-Oversight of all aspects of staff performance; performance evaluations, progressive discipline, mediation of staff disputes and grievance procedures in accordance with state and federal laws
-Able to reduce staff turnover from 68% to 10% by improving staff orientation and training, professional development, and mid-level management coaching saving $70,000 in turnover expenses annually
-Assisted management with progressive discipline, including coaching as necessary

-Fostered an environment of open communication and trust which assisted in retention efforts
-Developed and coordinated employee performance evaluations and merit increases
-Maintained and revised the Policies and Procedures Manual when necessary
-Ensured compliance with state/federal laws relating to human resources etc.

Human Resource Director-US Cavalry   **November 2005-January 2007**
> *Retail supplier of military and law enforcement equipment 200 employees*

-Performed all duties to include benefits administration, new-hire paperwork, and employee relations, performing background checks, editing policies and procedures, initiating performance evaluations and reviews, recruiting candidates for open positions, termination paperwork, as well as payroll processing for salaried and hourly employees
-Coordinated orientations and exit interviews with part-time and full-time employees
-Initiated and developed policies which include an affirmative action and equal opportunity policy

Instructor-Decker College of Business (part/full-time)   **December 2001-September 2005**
> *Business College*

Instructed students in subjects such as: Principles of Accounting, Computerized Accounting (with QuickBooks and Peachtree Accounting Systems), Advanced Accounting, Corporate Accounting, and Introduction to MS Word, Advanced Word, and Introduction to Excel, Advanced Excel, Basic Math, Business Math and Keyboarding II/III.

Amanda L. Santos-Colón

EDUCATION
2015–present Doctoral student, Educational Leadership and Organizational Development, University of Louisville
 2013-Rank I**,** Special Education, University of the Cumberlands, Williamsburg, KY
 2011, MAED, Reading and Writing Specialist, University of the Cumberlands, Williamsburg, KY
 2009, B.S. Elementary Education, Western Kentucky University, Bowling Green, KY
PROFESSIONAL EXPERIENCE
2017-present: **Instructional Coach**, ███████ County Public Schools-█████████ Elementary
- Organize and lead New Teacher Mentor Program-████████ Elementary
- ████████ Teacher Internship Program (KTIP)-Mentor for new teachers
- Member of school leadership team
- ESS Coordinator-███████ Elementary
- CSS Coordinator-██████████ Elementary
- Dream Box Data Coordinator-████████ Elementary

2017-Present: **Online Instructor,** Instruction Partners
- Teach online course regarding Eureka/Engage New York Math curriculum to Tennessee educators new to the program.

2014-2017: **Classroom Teacher** ██████████████████████████████ Elementary.
- 1st Grade Team Lead
- SBDM Member-representing teachers of ████████
- Kentucky Teacher Internship Program (KTIP) Mentor for new teachers

2010-2014: **Classroom Teacher,** Meade County Public Schools – Brandenburg Primary and David T. Wilson Elementary
- Taught 1st grade and 5th grade students between the two schools.

2002-2010: **Paralegal,** Middleton Reutlinger and Nutt Law Offices, Louisville
- Researched and wrote court documents for four attorneys within the practice.

COMMUNITY INVOLVEMENT
- 2016-present, Junior Youth Leader at Rock Haven Baptist Church
- 2012-Present, Prison Ministry Volunteers-Emmaus Community
- 2017-Present, Global Disaster Outreach-Travel to Puerto Rico to assist following hurricane, Warm Blessings-Feed the homeless, delivered food during holidays to those in need

PROFESSIONAL ORGANIZATIONS
- 2014 – 2017, ▮▮▮▮▮ County Public Schools Administrators Association
- 2014 – Present, Interview/Screening Committee for new teachers

AWARDS, PRESENTATIONS, PROPOSALS
- 2018- Wrote/Presented a proposal for ECET2Lou
- 2018-Wrote/Presented a proposal for Louisville Spring Research Conference
- 2018-Assisted in the facilitation of Future Creating Workshop with Dr. Brydon-Miller at the University of Louisville for an EdD course
- 2017-Present-Organized mentoring program for new teachers at ▮▮▮▮▮ Elementary
- 2017- Helped U of L cohort member write and edit proposal for UCEA 2017