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An Evaluation Of The New Teacher Mentoring And Induction Program At A Title One Elementary School

Tamara Baker-Drayton

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**AN EVALUATION OF THE NEW TEACHER MENTORING AND INDUCTION
PROGRAM AT A TITLE ONE ELEMENTARY SCHOOL**

Tamara Baker-Drayton

Educational Leadership Doctoral Program

Submitted in partial fulfillment
of the requirements of
Doctor of Education
in the Foster G. McGaw Graduate School

National College of Education

National Louis University

April 2019

A DISSERTATION:
AN EVALUATION OF THE NEW TEACHER MENTORING AND INDUCTION
PROGRAM AT A TITLE ONE ELEMENTARY SCHOOL.

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Dissertation Organization Statement

This document was created for the dissertation requirement of the National Louis University (NLU) Educational Leadership (EDL) Doctoral Program. The National Louis Educational Leadership EdD is a professional practice degree program (Shulman et al., 2006).

For the dissertation requirement, doctoral candidates are required to plan, research, and implement a major project within their school or district that relates to professional practice. The three foci of the project are:

- Program Evaluation
- Change Leadership
- Policy Advocacy

For the **Program Evaluation** focus, candidates are required to identify and evaluate a program or practice within their school or district. The “program” can be a current initiative; a grant project; a common practice; or a movement. Focused on utilization, the evaluation can be formative, summative, or developmental (Patton, 2008). The candidate must demonstrate how the evaluation directly relates to student learning.

In the **Change Leadership** focus, candidates develop a plan that considers organizational possibilities for renewal. The plan for organizational change may be at the building or district level. It must be related to an area in need of improvement, and have a clear target in mind. The candidate must be able to identify noticeable and feasible differences that should exist as a result of the change plan (Wagner et al., 2006).

In the **Policy Advocacy** focus, candidates develop and advocate for a policy at the local, state or national level using reflective practice and research as a means for supporting and promoting reforms in education. Policy advocacy dissertations use critical theory to address moral and ethical issues of policy formation and administrative decision making (i.e., what ought to be). The purpose is to develop reflective, humane and social critics, moral leaders, and competent professionals, guided by a critical practical rational model (Browder, 1995).

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ABSTRACT

Low performing Title I schools often experience a lower teacher retention rate when compared to schools with higher academic achievement. Vacancies are typically filled with new or inexperienced teachers who leave the school within a few years. To counter this problem, West Creek Elementary (pseudonym) introduced a comprehensive New Teacher Mentoring and Induction initiative. The program evaluation was a voluntary anonymous written survey with an optional in person interview conducted with the participants and administrators. Results indicated that the New Teacher Mentoring and Induction program was effective in enhancing teacher pedagogy, not effective in enhancing teacher retention, and that greater emphasis should be placed on addressing the stress and demands of working in a high pressure, results oriented environment.

PREFACE

The teaching profession is often overlooked for accolades, underappreciated as indicated by compensation, and pawned for political convenience. One's purpose in society to teach all students is an awesome responsibility. I accepted the challenge of educating children as a profession—in the classroom as a teacher and in my current role as a principal. I conducted this study to find a solution to a problem that I noticed during my first assignment as a change agent for my district's school corrective program for schools not achieving adequate academic progress on the statewide assessment. During the time of this study, I was serving as the Principal of West Creek Elementary School—a Title I, Provision II school with a low socioeconomic and low performing student body. Because of five years of substandard student achievement on the state assessment, the Webber Public School District's School Transformation Office (STO) was tasked with correcting the school's academic performance to avoid state sanctions and restore school morale. I was selected to serve as the principal to provide the leadership necessary to accomplish this task in one school year.

The following year, West Creek Elementary School advanced from a F grade to a C grade on the statewide assessment. Despite the academic success of the students and teacher achievements during the school year, many teachers chose to seek employment at other schools the following school year instead of returning to the high-pressure, high-demand environment at West Creek Elementary School. This project was important to me because, quickly, I realized that to maintain or improve upon this success, I would be required to build teacher capacity and retain highly-qualified teachers year-to-year.

Although, I had implemented a teacher mentoring and induction program in the past, the program was not effective enough in retaining highly-qualified teachers to service the district's most academically challenged students. This loss of staff forced the hiring of certified, inexperienced teachers (i.e., 0-3 years of experience) year-to-year. Through this study, I learned that the sense of urgency to achieve results in the classroom can have negative results on the quality of instruction and the development of teachers new to the profession. The program evaluation has afforded me the opportunity to evaluate a program for efficacy. This required me to evaluate the program's impact on the teachers at West Creek Elementary School and the teaching profession.

ACKNOWLEDGEMENTS

To God be the Glory! Without Him, this would not be possible. To my family and friends, words and actions cannot express the feeling generated by your love and support during this process. I am forever grateful.

DEDICATION

This dissertation project is dedicated to my father, the late Robert Baker, and my mother, Ora Lee Jackson.

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CHAPTER ONE: INTRODUCTION

Teachers who are hired to work in Title 1, low-socioeconomic, low-performing schools are exiting their school jobs at higher rates than teachers at non-Title I schools (Leimann et al., 2008). According to Amos (2014), “Teacher Attrition Costs United States Up to 2.2 Billion Annually, and high-poverty schools experience a teacher turnover rate of about 20 percent per calendar year, which is roughly 50% higher than the rate in more affluent schools” (p.1). Even though there is a natural expectation for attrition to impact the teaching profession, there has been an unexpected reduction of available teachers because of a loss of teachers in a profession that should be thriving and stable. Teacher turnover is especially high among new teachers, with 40% to 50% leaving the profession after five years (Amos, 2014). The reasons why new teachers leave the profession vary. However, recent studies indicate that teachers leave because of inadequate support from administrators, lack of teaching experience, challenging working conditions, behavior of students, and low salaries (Morris & Morris, 2013).

I was the Principal of West Creek Elementary School (WCES) [pseudonym], which is a Title I, low-socioeconomic and low-performing school. In the school year of 2014-2015, WCES had 19 of 41 teachers not return for the 2015-2016 school year. I do not have specific data as to the tenure of the teachers that did not return. Judging how the year was going up to that point, it is not far-fetched to predict the breakdown would be similar. Early in the 2015-2016 school year, three new teachers resigned because of the high demands of being in a school that has not performed well on the state accountability system in recent years. Many more new teachers did not return because of the intense

focus and demands required to increase student achievement. The goal was to increase the school grade from a F to an A.

Webber Public School District (WPSD) [pseudonym] had a teacher induction program called *Bright Beginnings* [pseudonym]. All beginning teachers with zero-to-three years of experience were required to attend this program before starting their teaching position with any WPSD. Teachers were expected to attend this district induction program for three consecutive days at the beginning of the school year. The district program focused on the code of ethics, creating a learning-centered environment, planning, and active learning strategies (citation omitted to protect anonymity).

Although teachers at WCES attended Bright Beginnings, which is the school district's three-day induction program conducted at the beginning of the school year, WCES continued to have a problem with retaining teachers. The high-stress environment, challenging schedules, and firm deadlines were noticeably overwhelming for the new teachers at the school. When pushed by the previous administration, district office, and the public, these teachers had a propensity to quit, often at critical times of the year, and in doing so, they created vacancies that were difficult to fill. Overall, the new teachers were not provided with the ever-present support necessary for a new teacher to be successful in an environment such as this. Hence, the reason I established a new teacher mentoring and induction program at WCES.

In 2013-2014, WCES was rated a D; in 2014-2015, the school grade was rated a F. WCES' school grade decline, and the school had a low teacher retention rate during this time. In the 2014-2015, three-out-of-four fifth grade classes and three-out-of-seven third grade classes relied on substitute teachers to educate the students because of

vacancies. According to the 2014-2015 budget, WCES spent \$109,000 to pay for substitutes, which was more than 50% higher than the budgeted amount. As I investigated further, many of the teachers who had left the previous years were teachers with zero-to-three years of experience. I believe that if the teachers who left after 2014-2015 were provided instructional support and their needs were met, the teachers might have remained at WCES for 2015-2016. Research suggested that “teacher retention is a problem that can and should be addressed through mentoring and induction programs” (Leimann et al., 2008, p. 28). In an effort to curb teacher turnover at WCES, I initiated a new teacher mentoring and induction program to increase teacher retention and build teacher instructional capacity.

As part of the new mentoring program, I had the new teachers meet once a month for 10 months with their assigned teacher mentor and coaches. The new teachers were able to engage in activities where they were afforded the opportunity to learn pedagogical practices in an authentic setting to build their capacity. The new teachers could create and model lessons, discuss classroom management strategies, and reflect and participate in meaningful collaborative discussions to release stress and improve on instructional practices. All teacher-mentors were experienced and highly-qualified and were selected based on teacher experience, number of years serving as a teacher, and teacher performance. At the beginning of 2015-2016, the program appeared to be working and showed positive signs of progress; however, after the first two months, the program lost priority to other pressing issues within the school. To keep the staff informed and trained, there was expected participation in mandatory professional learning communities

(PLCs), daily meetings with a focus on content, weekly data meetings, school-wide professional development trainings, and faculty meetings.

However, the new teachers at WCES entered a mentoring program that was mediocre, and the program was failing to monitor teacher necessities, provide support, and mitigate the retention problem. At the beginning of the school year, the school's curriculum resource teacher and I met with the new teachers during the first two months of school. However, by failing to monitor valuable aspects of the program, the teachers did not receive adequate support and resources consistently. Because new teachers at WCES were continuing to leave the school, there was a true need for the new mentoring program to be evaluated for efficacy to retain new teachers.

Purpose of the Evaluation

When starting in my position as leader of WCES, I found myself having to fill 19 instructional vacancies because of teachers leaving the prior school year. Many of the teachers that I hired for 2015-2016 were either new to education, teachers who had moved from different counties or states, or were first year graduates from college. Therefore, the new teachers would require specific, defined trainings and support as well as time and targeted methods to help them assimilate to the demands of a Title I low socioeconomic low-performing school. I needed to create a teaching and learning environment that would provide these new teachers with instructional support, adequate resources, accessible teacher-mentors and administrators, professional expertise, and consistent, on-going encouragement.

When I implemented my new teacher mentoring and induction program, I intended for the program to support, coach, train, and nurture teachers with zero-to-three

years of experience working at WCES. Prior to becoming the principal, WCES did not have a history of a formal mentoring and induction program outside of the usual assigning a new teacher a veteran teacher to mentor and assist them. For that reason, I assigned a veteran teacher to each of the teachers with zero-to-three years of experience, using the criteria I created. Veteran teachers had to have more than three years of teaching experience, be highly-qualified, and have obtained an effective teacher performance status based on the Marzano Evaluation System. The program had the most highly-qualified teachers serve as mentors to the new teachers.

The new teacher mentoring and induction program for 2016-2017 consisted 20 new teachers, 20 mentors, and two administrators. Each new teacher was paired with a mentor while the two administrators supervised and facilitated meetings. I expected participants to meet twice a month after school for an hour to engage in activities to grow teachers professionally and provide them with adequate support. With a focus on developing the new teachers, my intended outcome of the program was to decrease the rate of teacher attrition, develop highly-qualified teachers, and increase student achievement.

An evaluation of the mentoring program was necessary to understand its level of effectiveness. If teacher capacity growth is the goal of the program, it must be fluid enough to address the needs of the teacher participants from week-to-week, month-to-month, and year-to-year. Elements of the program that are not effective or necessary can be identified by assessing the data measured against the program metrics. My purpose for evaluating the new mentoring program was to evaluate and use the results to increase

its effectiveness for decreasing teacher turnover in low-performing schools and build teacher capacity.

Rationale for Selection

At the beginning of the 2015-2016, as the principal of the school, I implemented a new teacher mentoring and induction program to increase teacher retention at WCES because of 19 teachers leaving the prior school year. I was still having a difficult time retaining teachers, and I believe this was because of the lack of effective monitoring of my new teacher mentoring and induction program. Unfortunately, because of the high demands and stressful, high-pressure environment of WCES, this resulted in being identified as a low-performing school that is under transformation. Five of the new teachers indicated they were not returning to WCES for the next school year (2016-2017). Therefore, the mentoring program intentions had not completely produced the intended outcomes of retaining teachers at the school. If the school continued to lose teachers, student achievement would regress back into a state of decline.

When the opportunity presented itself to choose a program to evaluate, it was an easy decision for me. As a new principal at WCES, it is my responsibility to provide the staff the necessary support and tools they need to improve their teaching skills and provide the students their best opportunity for academic success. Equitable achievement outcomes are, “better in schools where principals support, model, and monitor a teamwork approach, a balanced approach, strong sense of purpose...and that all students are encouraged to perform at their highest level” (Morris & Morris, 2013, p.19). The fact that I serve a school that is prone to the impacts of losing teachers at a higher rate than normal or having a higher than normal amount of new teachers, I believe a thorough

evaluation of the new teacher mentoring and induction program benefits the school in many ways.

As an administrator, I have always felt strongly about the applicability and advantages of a purposeful new teacher mentoring and induction program being implemented in schools. Programs such as these are vital to the development of the instructional capacity of schools. I have found that, no matter what, I must provide the new teachers with consistent support, staff development trainings based on their needs, and constant coaching combined with a cultivating and supportive learning environment to retain teachers. It is my belief that the job of teaching was more challenging than they anticipated. When the teachers discovered the difficulties of teaching, I was not available to help them in a timely way. Therefore, I selected the new mentoring program as the focus of my evaluation. It was an opportunity to review and analyze thoroughly the data of a newly initiated program, use it to develop metrics and guidelines to better serve the teachers, and increase the new teacher retention rate. A problem existed that stemmed the loss of fidelity in the use of the programs' prescribed processes. Finally, my study can become an important personal professional development program for me as a school leader.

This program is important to the students, teachers, district, and community at large because when these interested parties are functioning and collaborating as a team, a learning community will develop and improve the new teachers' instructional practices at WCES as well as create a culture supportive of student academic achievement (Wong, 2004). My evaluation can have a great impact beyond my school. The issues of teacher retention at a low-performing school, a district undergoing curriculum changes after

implementing a new assessment test, and a seemingly inadequate district new teacher mentoring program exists in many schools and districts. I had the opportunity to provide empirical data on these issues and evaluate the efficacy of my own solution to a recognized problem.

Creating effective solutions to solve these challenges will benefit the stakeholders. Having effective teachers at WCES will improve the academic performance among students because they will receive a consistent dose of effective instructional practices and strategies from highly-qualified teachers. Decreasing the flow of new teachers out of the school will increase the fidelity of the quality of education for the students as the culture becomes established and the new teachers become veteran teachers at the same location. Therefore, students performing at a proficient level should lead to high-performing teachers remaining at WCES.

The vision of the district served as the vision of the school, which is to improve student learning and the school's instructional capacity and strengthen the community connection. Research indicated "teachers thrive when they feel connected to their schools, colleagues, and community" (Wong, 2004, p.50). Research further indicated that when new teachers make a commitment to teach at a failing or near failing school, stakeholders should be inviting, encouraging, and supportive. Also, a principal must create an environment that encourages and supports deep learning processes for the greater goal of improved student performance (Leimann et al., 2008). Schools that are high performing inherently impact the communities they serve. Decisions on where to live are often decided by the grade of the school the area serves. Also, higher-performing schools tend to have greater involvement from the community than schools that are low-

performing. By increasing teacher capacity and offering the highest level of education to the students, their success will transfer far beyond the walls of the school.

Goals of the Evaluation

The intended goals of my evaluation of the new teacher mentoring and induction program at WCES were to better understand how to provide effectively the teachers' needed intellectual and emotional support and address their instructional needs in a timely manner. By providing adequate support and feedback from coaches and experienced teachers, quality professional development opportunities, and creating a trusting, nurturing, and professional environment for the new teachers, this will ultimately lead to increasingly improved student achievement. In a research study conducted by Goldrick in 2010, Morris & Morris (2013) stated "Beginning teachers who receive two years of comprehensive induction support produced great student learning gains equivalent of a student moving from the 50th to the 58th percentile in math achievement and 50th to 54th percentile in reading achievement" (p.21).

This research supports my belief that a strong new teacher mentoring and induction program will have a positive impact at WCES. The goal of improving teacher retention should then be reflected in increased student achievement. Learning gains that can be attributed to new teacher retention and the subsequent increase in teacher capacity will be a benefit to the students and external stakeholders.

The first objective was to provide the new teachers adequate resources to support their needs. For the principal of a failing or near failing school, it is important that the new teacher mentoring and induction program provide a safe and confidential atmosphere to support the new teachers' needs. In addition, it is important that the teachers, mentors,

and coaches build trusting relationships to allow the new teachers an opportunity to speak freely to relieve stress and anxiety that may arise when working at a fragile school such as WCES. Furthermore, according to Morris and Morris (2013), “teachers being able to talk to their mentor and de-stress is one of the most valuable aspects of a mentoring and induction program” (p. 25). Therefore, by having mentors for the teachers to whom they can talk to, freely, will help prevent problems before they happen. In addition, mentors can guide new teachers through their first two-to-three years. I anticipate that this mentoring system will help reduce the number of teachers leaving WCES and increase teacher retention.

The second objective was to develop a system to insure the provision of instructional support in a timely manner as well as improve instructional practices of new teachers; “...there must be an on-going of professional developments based on teacher’s needs” (Leimann et al., 2008, p. 29). The WCES new teacher mentoring and induction program provided professional development experiences. The latter focused on implementing effective teaching strategies, classroom management and organization, communicating with students and parents effectively, professionalism, and addressing needs as they may arise during group discussions for the new teachers participating in the program. Moreover, by ensuring that the teachers are provided with emotional and instructional support, increased student achievement should result.

Last, I thoroughly reviewed the results of this evaluation and identified the areas of the program that were effective and areas in need of improvement. I believe a new teacher mentoring and induction program is needed and is a great tool to increase the retention rate of new teachers who work at a Title 1, low-performing and low

socioeconomic schools. A decrease of teachers leaving the school after spending only a year or two should result in an increase use of best instructional practices and result in increased student achievement. Ultimately, these goals would ultimately help transition the school's culture to a more collaborative one and enhance joint educational efforts between teachers, parents, students, the community, and other stakeholders. As the new teachers grow to experienced ones, the program will have the added benefit of producing better teacher leaders and increase teacher capacity.

Exploratory Questions

I have several questions I investigated in my study. My primary questions were:

1. What do new teachers, mentors, school-based coaches, and the assistant principal in the mentoring and induction program perceive as working well in the program?
2. What do new teachers, mentors, school-based coaches, and assistant principal in the mentoring and induction program report as not working well in the program?
3. What do new teachers, mentors, school-based coaches, and assistant principal in the mentoring and induction program perceive as the biggest challenges in the program?
4. What do new teachers, mentors, school-based coaches, and assistant principal in the mentoring and induction program suggest are ways to improve the program?

As the principal and supervisor of the WCES new teacher mentoring and induction program, I monitored and reported on the effectiveness and efficacy of the

program, and shared this knowledge with the school leaders, other principals, and district leaders who were serving in low socioeconomic and low-performing schools such as WCES.

My secondary questions related to my main inquiry were:

1. What components are needed to support and assist this mentoring and induction program in order for it to be valuable in addressing diverse needs among new teachers with various backgrounds at WCES?
2. Which aspects of the new teacher mentoring and induction program will contribute to the increase of teacher retention at WCES?
3. What professional impact does the program have on the mentor?

After the study was completed, the empirical data provided clues and direction as to the efficacy of the new teacher mentoring and induction program. The impacts of the program are beneficial to the student, mentor and mentee teachers, school leaders, and community stakeholders. Increasing teacher capacity and reducing the turnover rate of new teachers at a low-performing school is a major component of any school and student success formula.

Conclusion

By increasing the efficacy of the new teacher mentoring and induction program at WCES, I expected to see an increase in student achievement at the school because of an increase in effective instructional practices being implemented in the classroom by highly-qualified teachers. Also, I expected to see an increase in student engagement as a result of teacher implementation of collaborative structures and best practices being used within the classroom. Because students were actively engaged in the learning process,

there was a reduction in student misbehavior. Last, I expected to see an increase in teacher retention because of the instructional and support provided because of the new teachers' participation in the new teacher mentoring and induction program.

CHAPTER TWO: REVIEW OF LITERATURE

There are many recent articles that cover the importance of recruiting, preparing, and retaining good teachers in low-performing, low-income schools. According to research, a top reason for teachers leaving the teaching profession is lack of professional support, poor school leadership, and low pay for new and beginning teachers (Leimann et al., 2008). When beginning teachers start their first year of teaching, they are expected to accomplish their responsibilities and perform at the same level as a veteran teacher (Gareis & Nussbaum-Beach, 2007). This can be challenging and overwhelming for a new and beginning teacher, especially at a failing or near failing school. Leimann et al. (2008) suggested that the problem of teacher retention should be addressed through mentoring programs. An effective new teacher mentoring and induction program will build teacher capacity by developing new and beginning teachers' use of best instructional practices. This effort can improve the goal of retaining teachers within failing or near failing schools. In addition, research stated that teacher capacity is a difficult concept to obtain without strong leadership, a clear instructional vision, and a continuous-improvement-focused culture (Dillon, 2011).

In an effort to retain new teachers and increase student achievement in low-performing and low-income schools, strategies such as developing a new teacher mentoring and induction program needs to be an essential focal point for growing teacher capacity within challenging schools. New teacher mentoring and induction programs are created to retain new teachers, provide ongoing professional development to improve instructional practices, and provide structure for teaching and learning for administrators to help with needed resources and emotional support. Also, a strong mentoring program

for new teachers can lead to increasing the retention rate of beginning teachers.

Increasing the retention rate can have a cascading effect by improving teacher capacity, the faithful implementation of quality of instruction, and overall improvement of student and school performance.

One study by Morris and Morris (2013) indicated the responsibility of K-12 principals to improve the academic achievement of African-American children via playing an active role in high-quality induction and mentoring programs for novice teachers in low-performing and low-income schools. Leimann et al. (2008) conducted a study designed to identify ways to retain teachers and improve student achievement by developing a successful new teacher mentoring and induction program. Leimann et al. (2008) and Morris and Morris (2013) identified key features and common strategies that bind the literature together regarding the need for new teacher mentoring and induction programs in low-performing and low-income schools.

My review of the literature helped me clarify the components of teacher retention and identify the importance of developing new teachers to improve instruction and increase student achievement. Also, it helped me better understand the challenges and needed working conditions to improve school climate and culture and the necessary roles of the principal, mentor, and mentee to ensure an effective and successful mentoring and induction program. In addition, the literature review helped me better shape the new teacher mentoring and induction program for low-performing and low-income schools as well as identify and discuss studies based on the larger educational context.

Teacher Retention in Low-Performing and Low-Income Schools

Public school systems in the United States are struggling to retain teachers. This problem is prevalent in low-income areas without regard to being urban or rural. The profession should be attractive in terms of quality and quantity of new entrants into the field. Unfortunately, roughly, half a million U.S. teachers either move or leave the profession each year. This attrition can cost the U.S. up-to 2.2 billion dollars to replace employees who leave the profession prematurely (Wise, 2014).

Identified barriers to teacher retention suggested that teachers leave the education profession because of inadequate administrative support, isolated working conditions, poor student discipline, low salaries, lack of emotional support, lack of teacher autonomy, and lack of collaborative school-wide decisions (Wise, 2014). New teachers who enter the profession are leaving at a rate near 50% within their first five years. This supported the common suggestion that teacher retention is a problem, and corrective solutions need to be implemented to slow teacher attrition.

After researching teacher retention, one can conclude that teacher retention is a problem nationally. Shortages of teacher candidates persist across the country, particularly in rural areas and low-performing and low-income schools (Recruiting and Retaining, 2014). Therefore, schools that fail to retain new teachers fail to retain teachers who have the potential to become highly-effective, which leaves too many students without access to certified, highly-effective teachers. These are the primary reasons why effective new teacher mentoring and induction programs are necessary in low-performing and low-income schools. Such programs provide instructional and emotional support,

ongoing professional development opportunities, and resources needed to retain teachers to build teacher capacity and improve student achievement.

Developing New Teachers to Improve Instruction to Increase Student Achievement

Improving student achievement is the ultimate goal of the public school system. A greater emphasis on the overall achievement of students has led to these data being measured and tracked as a component of a school grade or teacher evaluation. A recent study according to Morris and Morris (2013) suggested that “new teacher turnover can have a significant and negative impact on student achievement. This turnover is particularly harmful to the achievement of students in schools with large populations of low-performing students” (p.21). Therefore, one of the goals of a new teacher mentoring and induction program must be to improve teacher instructional practices to increase student achievement.

Increasing the number of effective teachers starts with building the capacity of new teachers. Implementing a strong professional development program that focuses on improving instructional and professional skills needs to be an integral component of a mentoring program (Wong, 2004). Learning to teach is a developmental process that can take many years to develop. The continued loss of teachers from the profession is becoming a serious problem that needs to be addressed. I want to use research-based principles and ongoing professional development strategies to provide the teachers with an opportunity to study state and national standards, improve their teaching skills, and develop lessons and activities that are aligned to standards effectively. This will help teachers teach students to meet the common core national and state standards. By identifying research-based instructional strategies to implement within the classroom, the

teachers could use them to plan collaborative lesson, analyze students' work to identify their strengths and areas of need, and make appropriate adjustments to instruction to improve academic achievement.

Teachers who are empowered tend to be serious and sincere about their work and are better able to identify the needs of their children and tailor programs and activities to fit the individualized needs of the children (Pearson, 2007). Without support, it is less likely that teachers will utilize new and more effective strategies (Associates, 2005). A common theme of the research indicated that new teachers tend to remain in the profession at a higher rate if given the proper support and professional development opportunities within the first few years of working. It is my goal to utilize my research in developing my new teacher mentoring and induction program to reduce the rates of teacher attrition among new teachers at WCES.

The Role of the Principal, Mentor, and Mentee in an Effective Mentoring and Induction Program in Low-Performing and Low-Income Schools

An induction program for new teachers must have engaging and interacting stakeholders for the program to be effective. It will take successful leaders to identify areas of need and respond appropriately to the demands and challenges within a low-performing and fragile school (Ingle et al., 2011). In addition, effective mentoring and inductions programs are designed to retain teachers and promote high levels of classroom instruction that will help students be successful. However, there are other essential components that must be in place for the new teacher mentoring and induction program to be effective. One component of an effective new teacher mentoring and induction

program is having clear roles for the mentee, mentor, principal, and consultants, if used, and insure they are carried out.

As the mentee in the new teacher mentoring and induction program, the teacher must be receptive to feedback if he or she wants to improve instructional practices and develop into a highly-qualified teacher. It is important that the mentee serve as an active participant within the program. Also, the mentee must establish short and long-term goals to accomplish during the program. For efficacy, a principal or assistant principal must monitor these goals against expectations as well as provide timely, adequate, actionable, and constructive feedback. This feedback and monitoring are essential to evaluate the mentee's progress towards achieving the desired goals and becoming an effective and successful teacher (Moir & Gless, 2001).

The mentor has a critical role and is a major component in the effectiveness of a new teacher mentoring and induction program in a low-performing, low-income school. According to research, to be an effective mentor, one should have at least three years of teaching experience and demonstrated skills in classroom training, effective implementation of classroom instructional practices, and coaching (Rives, 2016). One of the primary roles of the mentor is to focus on the teacher's individual needs and be committed to helping new teachers find success and gratification in their teaching practices. Also, effective mentors should exhibit qualities such as the capacity to be accepting of new teachers, skilled at providing instructional practices and support, an effective communicator, an active listener, able to provide emotional support, strong knowledge in subject content areas, and be willing to be a continuous learner (Rowley, 1999).

The role of the principal is by far the most important component in ensuring the efficacy of the new teacher mentoring and induction program in a low-performing, low-income school. Often, the role of the principal is known to be that of an administrator, public relations figure, or a manager. However, recently, the role of the principal has transitioned to an instructional leader (Lahui-Ako, 2001). Further, research indicated that it is the ultimate responsibility of the principal to foster the workplace conditions that will improve teacher development (Vega, 2013). New teacher mentoring and induction programs are most likely to be effective if the school principal is present and visible. Principals are the one resource that can provide the support to make continual learning for teachers part of a positive school culture stemming from a school environment fueled by a high expectation of success for all students (Vega, 2013).

Principals that serve in schools that focus on developing teacher capacity rather than limitations create an environment of trust. In turn, it cultivates comradery that could lead to improving student achievement. The research indicated that the principal is the needed catalyst for success of new teachers. If principals expect to get high levels of success, they must be willing to invest the time and effort into the program to ensure that all participants are given the opportunity and resources needed to be successful. If principals can positively influence the rates of retention by their actions, the research and the outcomes sought will be realized consistently.

Definition of Terms

I learned that the meanings of the words *mentoring* and *inducting* are not the same. The actions of stakeholders respective to their roles and responsibilities has a major effect on the level of effectiveness for new teacher mentoring and induction

programs. Therefore, I think it is necessary to define the terms induction and mentoring to eliminate confusion and misuse of the terms.

Induction. Induction is defined as a process to make a member part of a group—in this case, the teaching profession.

Mentoring. Mentoring is defined as advising or training someone, especially a younger colleague. For the purpose of this research, a new teacher or one in need of support to be a more effective instructor.

Mentoring and induction are two different practices; however, when planned and executed together, they can significantly increase the odds of success for new teachers.

Conclusion

The ideas compiled from effective new teacher mentoring and induction programs provided a framework for developing and reforming the program in the school in my study. Comparing the efficacy of new teacher mentoring and induction programs and initiatives allowed me to filter through ideas and practices to find those that help schools and districts in retaining and developing new teachers and increasing student achievement in low-performing, low-income schools. As a result of gaining knowledge through continued research, this research highlights what works and what does not in new teacher mentoring and induction programs. It is through this process, that the principal can enhance the efficacy of a new teacher mentoring and induction program at WCES as indicated by an increase in overall student achievement.

CHAPTER THREE: METHODOLOGY

Research Design Overview

Learning to teach is a developmental process that can take many years to acquire. Research suggested that to produce effective teachers, there must be a professional development program that improves instructional strategies and professional skills (Wong, 2004). Ongoing professional development activities conducted within the new teacher mentoring and induction program will allow teachers to study standards and skills that are necessary for students to master, identify research-based instructional strategies to implement within the classroom, plan and collaborate on devising lesson plans, and analyze student work to identify strengths and areas of need to adjust lesson instruction and improve academic achievement. Therefore, the purpose of my study was to evaluate the effectiveness of the new teacher mentoring and induction program at WCES and to identify elements of the program that are functional and effective as well as areas of the program that need improvement.

The methodology I utilized addressed the research questions because the design of the research program was tailored to a low-performing school environment and provided the best opportunity to achieve my desired results, which included new teacher retention and growing novice teachers into highly-effective teachers. Through classroom and instructional observations and the perspectives of the mentees, mentors, and administrators participating in the program and working in the school, a true picture and understanding of the level of effectiveness of the new teacher mentoring and induction program was discerned and evaluated. The responses from the program were compared to the actual retention rate to determine if the program was effective in retaining new

teachers and developing effective and highly-qualified teachers at WCES. This information was used to improve the current program.

Participants

I had 20 mentees with zero-to-three years of teaching experience, 20 mentor teachers, and two administrators participate in my study. Most of the participants were female, and age varied from 22-to-50 years-of-age. The mentors, mentees, and administrators met during noninstructional hours, before or after school, or some other time that was convenient for the participants. At the beginning of the study, I met with new teachers with zero-to-three years of teaching experience after school to explain the study and the goals of study as well as verbally informed the participants that participation was voluntary. Teachers at WCES with zero-to-three years of teaching experience or new to WCES were participants of the new teacher mentoring and induction program. I asked participants if they would like to volunteer to participate in a survey and interview. The targeted participants for this program evaluation provided effective feedback in a fair manner. The teachers with zero-to-three years of experience came from various backgrounds and had a varying amount of professional experience, ranging from a recent college grad to an experienced yeoman who had decided to teach.

Data Gathering Techniques

Data collection was a major component of the evaluation of the new teacher mentoring and induction program at WCES. Data collection included quantitative and qualitative data, which was used to monitor the effectiveness and efficacy of the program. The 20 new teachers, 20 mentor teachers, and two instructional coaches were asked to volunteer to partake in surveys and interviews. Also, participants signed a consent form

in order to participate in a survey that included open-ended response questions. The survey and interview data collected allowed me to monitor the effectiveness of the new teacher mentoring and induction program from the perspectives of the administrators, mentors, and mentees and make adjustments based on identified needs of the new teachers. I chose my interviewees because they are the essential persons related to the research questions. In addition, I felt that the survey method was the most efficient and practical method to gather the necessary information. This way, the responses were anonymous yet provided a written record for program evaluation and efficacy.

Survey

I conducted one survey of 20 mentors (Appendix A: Mentor Survey), 20 mentees (Appendix B: Mentee Survey), and two administrators (Appendix C: Administrator Survey) at the beginning of the study. I used the surveys to determine what is of greatest importance to these stakeholders. Next, I moved forward with the most successful methods to expose the greatest output for what teachers needed in a new teacher mentoring and induction program. I used the surveys of the 20 mentors, 20 mentees, and two administrators on their observations of the effectiveness of the new teacher mentoring and induction program at WCES. Also, I used the survey data to determine what areas of the new teacher mentoring and induction program were of greatest importance to these stakeholders. Then, I moved forward with the most successful methods to expose the greatest output for what teachers needed in a new teacher mentoring and induction program. In addition, I used the data to determine what professional development and or staff trainings needed to be created to help retain teachers and improve teacher instructional practices. Furthermore, I used the responses

collected to improve the effectiveness of the new teacher mentoring and induction program at WCES.

Individual Interviews

I gathered firsthand narratives from interviews of mentors, mentees, and administrators of their observations when participating in the new teacher mentoring and induction program. I completed interviews with the mentors, mentees, and administrators as selected from those who participated in the survey and those who indicated in their survey that they were willing to participate in an interview. The data I collected helped me to determine what professional developments and or trainings were needed to help train and develop teachers as well as retain highly-qualified teachers.

I conducted one interview with each of the 20 mentors, 20 mentees, and two administrators for approximately 30 minutes using set interview protocols (Appendix D: Mentor Interview Protocol, Appendix E: Mentee Interview Protocol, Appendix F: Administrator Interview Protocol). I investigated the experiences each had with the new teacher mentoring and induction program with a focused on the efficacy of the new teacher mentoring and induction program. To clarify any questions asked regarding the interview data, I exchanged one-to-two e-mails with the participants to further clear up any confusions or miscommunication regarding the effectiveness of the new teacher mentoring and induction program. I used the interview data collected to enhance the effectiveness of the new teacher mentoring and induction program and addressed the research questions.

Data Analysis Techniques

Surveys

I analyzed data collected from the surveys of the mentees, mentors, and administrators. An evaluation of these data supplemented the survey to track common themes and trends as well as helped me develop action plans. It is from the common themes and data trends that I was able to determine if the new teacher mentoring and induction program was effective in retaining teachers and improving new teacher instructional and professional development while working at a low-socioeconomic, low-performing school with at-risk students. In addition, the data analysis assisted me in determining if the new teacher mentoring and induction program had an impact on all participants, so I could act to adjust and improve the efficacy of the program.

I used statistical software, such as Excel, to obtain statistics and created graphs as a visual to describe the various types of quantitative survey questions. In order to address the research questions and determine the effectiveness of the new teacher mentoring and induction program at WCES, I analyzed and interpreted the results of the open-ended response survey questions and identified the most common themes and trends of the surveys. In addition, to identifying common themes and trends within the open-ended survey questions, I summarized the open-ended questions and used quotes to exemplify the main points in my study.

Individual Interviews

I analyzed the interview responses from the mentees, mentors, and administrators who participated in the new teacher mentoring and induction program. In addition, I examined and analyzed the open-ended responses and survey questions to identify

common themes and trends to assist me with recommendations to enhance the effectiveness of the new teacher mentoring and induction program at WCES. For clarification, additional questions were asked, and the responses were analyzed to clear-up any misconceptions or confusions that I had.

Ethical Considerations

I gained consent from all mentees, mentors, and administrators that I surveyed and interviewed during the study by obtaining written permission. I provided consent forms to all mentioned participants. I gave the Appendix H: Informed Consent Adult Participant Survey to all participants to gain consent to participate in the survey. I explained the purpose of the study to all participants. Prior to participating in the study, I obtained signed consent forms for all participants. I had the participants sign two consent forms (Appendix H: Informed Consent Adult Participant Survey). I gave one copy to the participant, and I kept the second copy in a folder stored in a locked desk drawer.

Also, I gained consent from all mentees, mentors, and administrators that I interviewed during the study by obtaining written permission. I provided consent forms to mentioned participants. I gave the Appendix G: Informed Consent Adult Participant Interview to participants to gain consent to participate in the interview. I explained the purpose of the study to participants. Prior to participating in the interview, I obtained the signed interview consent form from participants. I had the participants sign two consent forms (Appendix G: Informed Consent Adult Participant Interview) to gain consent to participate in the interview. One copy was given to the participant, and I kept the second copy in a folder stored in a locked desk drawer. The signed forms will remain secured in a filing cabinet for five years. After five years, the forms will be securely discarded in

compliance with research guidelines. Also, I gave the targeted-school-based administrator the Informed Consent School Site Administrator form (Appendix I) to obtain permission to conduct the study. In addition, I gained consent from all mentees, mentors, and administrators who participated in the study using the approved IRRB informed consent forms.

I gave participants complete autonomy, and I asked participants if they wanted to volunteer to participate in a survey and interview. Every adult participant volunteered to participate in the study, and I did not force any individual to participate. I informed participants of their right to cease participation in the study at any time during the study. In addition, I reminded participants that they would not receive negative administrative consequences for doing so.

There were no potential risks beyond that of everyday life that the participants of this program evaluation study encountered. However, there were potential benefits for WCES and the individuals that participated in the study. The essential benefit of the study was the provision of researched-based information to help enhance the efficacy of the new teacher mentoring and induction program to improve teacher instructional practices and increase teacher retention. For the individual participants, I allowed for self-reflection centered on developing and strengthening educational practices and pedagogy. Last, the participants benefited from learning and understanding how to address student needs and how to provide adequate support and interventions to increase student academic success. As the person conducting the research, I kept data collected from the study, including surveys and interview transcripts, locked in a filing cabinet or on a password-protected hard-drive at my residence to which only I have access. I will

continue to do so. To protect the rights of the participants and interviewees, I used pseudonyms for individuals, the school, and the district during interviews, surveys, and on data elements collected for this study.

I informed participants of their right to access any of their collected data. Upon request by the participant in writing or verbally, participants can view their data in a private room and no data will be allowed to leave the secured area. After the study was completed, I notified participants in writing that the study was complete. At this time, I explained that any participant from the study may submit an e-mail to request a copy of the final report for their own personal records.

As the person conducting the research, I kept data collected from the study, including surveys and interview transcripts, locked in a filing cabinet or on a password-protected hard-drive at my residence, which only I have access to. To protect the confidentiality rights of the participants and interviewees, I used pseudonyms for individuals, the school, and the district during interviews, surveys, and on data elements collected for this study. Interviews and survey data will be kept for five years after the study in a locked drawer, which I will be the only one with a key. After the five-year period, the documents will be shredded, inclusive of surveys and interview notes.

Conclusion

Through this study, I explored the efficacy of the new teacher mentoring and induction program at WCES. In this case study, I implemented the methodology through an ethical process of data collection and analysis. Therefore, the results from the study have provided valuable information that will allow me to retain teachers and improve teacher instructional practices while grow teachers professionally in a low-

socioeconomic, low-performing school with at-risk students. I would like to see similar schools implement an effective new teacher and mentoring program to reduce the number of teachers leaving and enhance learning for students.

CHAPTER FOUR: RESULTS

Introduction

The purpose of this study was to evaluate the new teacher mentoring and induction program at WCES, build teacher capacity, and increase teacher retention. The information can be used to increase the effectiveness of the program and reduce teacher turnover in a low-performing school. For this study, I gathered both quantitative and qualitative data using surveys and interviews of administrators, mentors, and mentees to seek their perspectives based on their participation in the new teacher mentoring and induction program. The quantitative and qualitative data gave me a descriptive sense of what was needed to enhance the effectiveness of the new teacher mentoring and induction program. Also, I gathered other information that supported the need to help retain highly-qualified teachers in low-socioeconomic, low-performing schools such as WCES.

When collecting quantitative and qualitative data, I conducted surveys and interviews in order to gain a perspective on the current effectiveness of the new teacher mentoring and induction program at WCES. The survey and interview responses were used to answer the primary and secondary questions of the study. The findings from the surveys and interviews provided a clear picture regarding the effectiveness of the new teacher mentoring and induction program as well as provided the necessary data to guide future actions designed to improve the effectiveness of the program in order to retain highly-qualified teachers. The survey and interview data collected from the school provided insight regarding the new teacher mentoring and induction program and can be used to guide future actions to enhance the effectiveness of the program.

Administrative Survey

Two WCES administrators were asked to complete a survey (Appendix C). Two responses were received, which was a 100% response rate. The administrator questions focused on the effectiveness of the new teacher mentoring and induction program from the perspective of the administration. Administrator 1 was a senior administrator with the WPSD's STO, who was assigned to WCES to provide additional academic support for the school. Administrator 2 was a school-based assistant principal for WCES. Having two different perspectives, a school-based administrator and district-level administrator, added to the study.

Question 1 on the administrator survey asked: Is the new teacher mentoring and induction program an effective way to assist the new teachers at West Creek Elementary? In response to this survey question, Administrators 1 and 2 responded they *agreed* that the new teacher mentoring and induction program was an effective way to assist new teachers at WCES. Both Administrators 1 and 2 were active participants in the new teacher mentoring and induction program. The administrator survey data results indicated that the administrators believe that new teachers participating in the new teacher mentoring and induction program were provided adequate support from their mentors and administration.

Table 1

Administrator Survey Question 1

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	0%	
Not Sure	0%	
Agree	100%	1, 2
Strongly Agree	0%	

Note. Question 1 Response Rate: two participants surveyed, two responded.

In response to survey Question 2, teachers were observed using and implementing effective instructional practices in their classrooms on a consistent basis while participating in the new teacher mentoring and induction program. The data revealed that Administrator 2 *agreed* that they both observed teachers using and implementing effective instructional practices in the classroom on a consistent basis when participating in the new program. Administrator 1 reported he *strongly agreed*. From the responses of the administrators, I was able to determine that having the new teachers participate in the mentoring program had a positive impact on the teachers' instructional practices within the classroom when observed. The responses from administrator survey Question 2 are presented in Table 2.

Table 2

Administrator Survey Question 2

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	0%	
Not Sure	0%	
Agree	50%	2
Strongly Agree	50%	1

Note. Two of two participants responded to survey Question 2.

Survey Question 3 asked: Is adequate time provided to meet and address the new teachers' problems and concerns? Administrator 1 *strongly agreed* that there was adequate time provided to meet and address the new teachers' problems and concerns; however, Administrator 2 was *not sure* if adequate time was provided. Administrator 2's response was unexpected because Administrator 2 is the school-based assistant principal. Therefore, how could Administrator 2 be *unsure* as to if the teachers received adequate

time to meet and address problems and concerns. Also, the results raised the concern of Administrator 2 supervising the new teacher mentoring and induction program effectively. When looking at various components of the new teacher mentoring and induction program, time for the mentors to meet with their mentees was a main component of the program being effective because this would allow teachers to collaborate with their colleagues and grow and develop in the teaching profession. The responses from administrator survey Question 3 are posted in Table 3.

Table 3

Administrator Survey Question 3

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	0%	
Not Sure	50%	2
Agree	0%	
Strongly Agree	50%	1

Note. Two of two participants responded to survey Question 3.

In response to administrator survey Question 4, “I was properly trained and supported to facilitate the new teacher mentoring and induction program,” Administrators 1 and 2 responded to the survey, by checking *agree*. Hence, the results implied that both administrators agreed on their level of agreement. They did not *strongly agree* that they felt they were trained and equipped to help facilitate and support the new teachers at WCES. When further developing the new teacher mentoring and induction program, an important factor is to ensure that the administrators have the skills and mindset to train and support teachers as well as be able to model how to implement effective instructional practices in a classroom. The responses to this question are important information to know in the event the administrators require additional training prior to implementing the

new teachers mentoring and induction program. The responses from administrator survey Question 4 are posted in Table 4.

Table 4

Administrator Survey Question 4

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	0%	
Not Sure	0%	
Agree	100%	1, 2
Strongly Agree	0%	

Note. Two of two participants responded to survey Question 4.

In response to administrator survey Question 5, “I have grown professionally as an administrator as a result of participating in the new teacher mentoring and induction program,” Administrator 1 *strongly agreed* that they have grown professionally as an administrator as a result of participating in the new teacher mentoring and induction program. Administrator 2 *agreed*. Through the new teacher mentoring and induction program, one of the main purposes of the program is to develop and retain teachers in low-performing, low-socioeconomic schools. However, the program can be used to build leadership capacity in which the administrators participating in the program learn how to facilitate effectively and implement a new teacher mentoring and induction program.

The responses from administrator survey Question 5 are posted in Table 5.

Table 5

Administrator Survey Question 5

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	0%	
Not Sure	0%	
Agree	50%	2
Strongly Agree	50%	1

Note. Two of two participants responded to survey Question 5.

In response to administrator survey Question 6, “The mentoring and induction program at West Creek was an effective program to service new teacher’s needs and grow them professionally,” Administrators 1 and 2 *agreed* that the mentoring and induction program was an effective program to service the needs of new teachers and grow them professionally. However, neither administrator *strongly agreed*, which could imply that the mentoring and induction program in its current state may not be effective in addressing all needs of new teachers and developing them professionally as intended. The responses from administrator survey Question 6 are posted in Table 6.

Table 6

Administrator Survey Question 6

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	0%	
Not Sure	0%	
Agree	100%	1, 2
Strongly Agree	0%	

Note. Two of two participants responded to survey Question 6.

Questions seven through 13 were open-ended questions. I used them to collect qualitative data on the administrators’ perspective of the effectiveness of the new teacher mentoring and induction program. I analyzed the data to determine trends, patterns, and themes that came about within the responses of the two participating administrators. In addition, I collected the data to enhance the effectiveness of the new teacher mentoring and induction program by creating an action plan that can be used to address new teacher needs, increase teacher retention, and enhance teacher pedagogical skills.

In response to administrator survey Question 7, “What do you perceive as working well in the new teacher mentoring and induction program at West Creek Elementary?,” Administrator 1 reported that the new teachers had access to a mentor that was experienced and knowledgeable on the content standards and effective implementation of instructional strategies in the classroom. It was working well. Administrator 2 reported that allowing the mentees and mentors an opportunity to collaborate and coteach as needed was working well because this provided the mentor an opportunity to coach their mentee and provide feedback.

After reviewing these data, I inferred that it is imperative for new teachers to have access and time to plan, discuss, and observe their mentor for the new teacher mentoring and induction program to be effective. The responses from administrator survey Question 7 are posted in Table 7.

Table 7

Administrator Survey Question 7

Themes	Responses	Respondent
Access to Experience and Knowledgeable Mentors	50%	2
Co-teaching and Teaming	50%	1

Note. Two of two participants responded to survey Question 7.

In response to administrator survey Question 8, “What do you perceive as not working well in the New Teacher Mentoring and Induction program?,” Administrator 1 responded that he felt teachers were not asking for help when they truly needed it. Administrator 2’s response indicated that mentors needed more time to meet and discuss challenges and concerns more frequently with their mentees. Based on the data, if teachers are not provided adequate and sufficient time to engage with their mentors or

mentees to address concerns, ask questions, or simply have the time to vent, the success of the new teacher mentoring and induction program would be less than effective and the intended outcomes and goals would not be met. The responses from administrator survey Question 8 are posted in Table 8.

Table 8

Administrator Survey Question 8

Themes	Responses	Respondent
Teachers not asking for help when needed	50%	1
More time for mentor and mentee to collaborate and discuss concerns and challenges	50%	2

Note. Two of two participants responded to survey Question 8.

In response to administrator survey Question 9, “What do you perceive as the biggest challenges in the New Teacher Mentoring and Induction program?,” I noticed that both administrators’ responses had a common word in their responses: *time*. The word *time* appeared to be a common theme in this question. The results indicated that teachers did not have time to observe other teachers and or time to develop properly a teacher because of constant juggling of the responsibilities and expectations held by administrators. The results of this question gave me insight into how important it is for an administrator to provide time for new teachers to observe their colleagues as well as provide them time to grow and develop as a teacher. The responses from administrator survey Question 9 are posted in Table 9.

Table 9

Administrator Survey Question 9

Themes	Responses	Respondent
Time for teachers to observe other teachers	50%	1
Time for new teachers to develop into effective teachers	50%	2

Note. Two of two participants responded to survey Question 9.

In response to administrator survey Question 10, “What suggestions would you offer to improve the New Teacher Mentoring and Induction program at West Creek Elementary?,” the most frequently reported theme was *time for the mentor and mentees to meet, plan, discuss lessons, and provide feedback* with a 100% response rate. There were five additional themes identified with a 50% response rate. They were the need for additional planning time for the mentor and mentee, time for the mentee and mentor to reflect on observations and meetings, allow time for new teachers to develop into effective teachers, and provide time for teachers to learn core content and standards. After analyzing the results of this question, it was clear to me how much time is needed for the mentee and mentor to meet and address their needs. As an administrator, I was only providing time for the mentors to meet and plan instructional lessons; however, not having time available to receive feedback, reflect, and practice could keep the program from being effective. The responses from administrator survey Question 10 are posted in Table 10.

Table 10

Administrator Survey Question 10

Themes	Responses	Respondent
More time to meet and plan lessons	100%	1, 2
More time to observe other teachers	50%	2
Time for the mentor and mentee to reflect on lessons and observations	50%	2
Allow new teachers time to develop and grow in the teaching profession	50%	1
More time to new teachers to learn instructional content and standards	50%	1

Note. Two of two participants responded to survey Question 10.

In response to administrator survey Question 11, “What components of a new teacher mentoring and induction program are needed to support and assist this mentoring and induction program for it to be valuable in addressing diverse needs among new teachers with various backgrounds at West Creek Elementary?,” Administrator 1 stated that feedback from the mentors and mentees is critical to meeting the needs of new teachers. Administrator 2 stated that providing more time to allow the mentee to observe their mentor and vice-versa is critical to meeting the needs of the new teachers. The answers to this question indicated that when establishing a new teacher mentoring and induction program at a historically low-performing school, the program must provide opportunities for the mentees and mentors to observe their colleagues and mentors as well as provide time for the mentee and mentors to engage in meaningful conversations to share their observations and personal experiences. In addition, the reflective feedback from the mentors to the mentees can be used to help support the mentees’ confidence and address other needs. The responses from administrator survey Question 11 are posted in Table 11.

Table 11

Administrator Survey Question 11

Themes	Responses	Respondent
Feedback from mentee and mentor after peer observations	50%	1
More time to observe other teachers	50%	2

Note. Two of two participants responded to survey Question 11.

In response to administrator survey Question 12, “Which aspects of the new teacher mentoring and induction program will contribute to the increase of teacher retention at West Creek?,” Administrator 2 said he felt the mentoring program has

provided a safe environment for new teachers to grow and develop into effective teachers. Administrator 1 said he felt that teachers will stay at WCES because they are provided constant coaching and instructional support. This information informed me that WCES's chances of retaining highly-qualified teachers is greater when the new teachers receive instructional support from mentors and instructional coaches on a consistent basis. In addition, new teachers are more inclined to stay at a low-performing school when they feel that their work environment is safe, positive, and conducive to learning. The responses from administrator survey Question 12 are posted in Table 12.

Table 12

Administrator Survey Question 12

Themes	Responses	Respondent
Consistent support from instructional coaches and mentors	50%	1
A safe working environment for the new teachers	50%	2

Note. Two of two participants responded to survey Question 12.

In response to administrator survey Question 13, “What professional impact does the New Teacher Mentoring have on you as the mentee?,” Administrators 1 and 2 indicated the common theme that the new teacher mentoring and induction program allowed them to grow as leaders as well as share their teaching experiences and expertise, which was beneficial to increasing teacher instructional capacity and retention. This was true for the school’s most highly-effective teachers. The responses from administrator survey Question 13 are posted in Table 13.

Table 13

Administrator Survey Question 13

Themes	Responses	Respondent
Helps the administrators develop their leadership skills	50%	2

Opportunities for the administrators to share experiences, instructional strategies, and expertise	50%	1
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Note. Two of two participants responded to survey Question 13.

Mentor Survey

I asked 20 WCES mentors to complete a survey (Appendix A), and I received 16 responses, which was an 80% response rate. The mentor survey questions focused on the effectiveness of the new teacher mentoring and induction program at WCES from the perspective of the mentors. The 16 mentors were veteran teachers; they had three years or more of successful teaching and had received an *effective* or *highly effective* on current and past evaluations. Each of the 16 mentors were assigned a mentee and were expected to meet with their mentees and provide coaching as well as additional instructional support and training. Therefore, the data collected from the mentor’s perspective provided insight into what was working well, what was not, and provided suggestions for improving the new teacher mentoring and induction program at WCES.

In response to mentor survey Question 1, “I was an effective mentor to my mentee?,” nine (56.25%) of the mentor respondents *agreed* that they mentored their mentee effectively. Six (36.50%) of the mentors responded that they *strongly agreed* that they mentored their mentee effectively while participating in the new teacher mentoring and induction program. However, one (6.25%) of the mentors *disagreed* that they were an effective mentor. Therefore, I concluded most of the mentors felt as though they were effective mentors to their mentees. This indicated that providing mentorship to new teachers for their first three years of teaching enhances teacher instruction and increases teacher retention. The responses from mentor survey Question 1 are posted in Table 14.

Table 14

Mentor Survey Question 1

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	6.25%	7
Not Sure	0%	
Agree	56.25%	6,3,4,8,9,10,11,13,14
Strongly Agree	37.50%	1,2,5,12,15,16

Note. Sixteen of 16 participants responded to survey Question 1.

In response to mentor survey Question 2, “I have grown professionally through participation of the mentoring and induction program,” 10 (62.50%) of the mentors responded that they *agreed* that they developed professionally while mentoring their mentees. However, one mentor *disagreed* that the program helped professionally. Therefore, most of the mentors either *agreed* or *strongly agreed* that they grew professionally, which means that the mentoring program was effective in helping build competence and skills. The responses from mentor survey Question 2 are posted in Table 15.

Table 15

Mentor Survey Question 2

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	6.25%	7
Not Sure	13%	
Agree	62.50%	1,3,4,5,6,8,9,10,11,16
Strongly Agree	25%	2,12,14,15

Note. Sixteen of 16 participants responded to survey Question 2.

In response to mentor survey Question 3, “I have observed my mentee applying effective instructional practice in the classroom,” nine (56.25%) of the mentors *agreed* that they have observed their mentee implementing effective instructional practices in the classroom. Five (31.25%) of the mentors stated that they *strongly agreed* the teachers’

use of effective instructional practices has increased within the classroom. On the other hand, one mentor *disagreed* that they observed their mentee applying effective instructional practices in the classroom, and one mentor was *unsure*. After reviewing the results of survey Question 3, I concluded that teacher capacity is increasing at WCES because the data showed that most of the new teachers are effectively utilizing instructional practices in the classroom on a consistent basis. The responses from mentor survey Question 3 are posted in Table 16.

Table 16

Mentor Survey Question 3

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	6.25%	13
Not Sure	6.25%	6
Agree	56.25%	3,5,7, 8,9,10,11,14,16
Strongly Agree	31.25%	1,2,4,12,15

Note. Sixteen of 16 participants responded to survey Question 3.

In response to mentor survey Question 4, “I received the assistance and support I needed to effectively mentor my mentee,” eight (56.25%) of the mentors stated that they *agreed* they received support and assistance. Five (31.25%) of the mentors stated that they *strongly agreed* they received support and assistance. However, two (12.5%) mentors were *not sure* if they received assistance and support, and one (6.25%) mentor *disagreed* about receiving assistance and support to mentor effectively. The results of survey Question 4 informed me that administrators must properly select highly-experienced mentors to mentor the new teachers and provide adequate trainings and support throughout the school year to enhance the mentors’ mentoring and pedagogical

skills to ensure they remain highly-effective mentors. The responses from mentor survey Question 4 are posted in Table 17.

Table 17

Mentor Survey Question 4

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	6.25%	7
Not Sure	12.50%	9,13
Agree	56.25%	2,5,8,10,11,12,14,16
Strongly Agree	31.25%	1,3,4,6,15

Note. Sixteen of 16 participants responded to survey Question 4.

In response to mentor survey Question 5, “I received adequate time to meet and effectively address problems and concerns my mentee and I encountered this year,” seven (46.67%) of the mentors *agreed* that they received adequate time to meet and address problems and concerns when participating in the program. Four (26.67%) of the mentors stated that they *strongly agreed*. However, three (20%) of the mentors stated that they *strongly disagreed* that adequate time was provided for them to meet and effectively address their mentees. One (6.67%) of the mentors responded with *unsure*. In addition, one mentor skipped this question. After reviewing the results of survey Question 5, I concluded that most of the mentors believed there was sufficient time built into to the schedule that was devoted to meeting and addressing the mentees’ needs and concerns. However, 25% of the mentors did not believe that there was enough time devoted to meet and address problems and concerns of their mentees. Therefore, I need to find ways to develop more time in the mentors’ schedules to allow them to meet and address concerns with their mentees. The responses from mentor survey Question 5 are posted in Table 18.

Table 18

Mentor Survey Question 5

Answer Choices	Responses	Respondent
Strongly Disagree	20%	7,9,13
Disagree	0%	
Not Sure	6.67%	12
Agree	46.76%	2,3,4,5,8,10,14
Strongly Agree	26.67%	1,11,15,16

Note. Fifteen of 16 participants responded to survey Question 5. Respondent 6 skipped this question.

In response to mentor survey Question 6, “Training and support has been provided to allow me to model and facilitate the most effective teaching practices,” nine (56.25%) of the mentors responded that they *agreed* they received training and support to model and facilitate the best teaching practices in a classroom. Three (18.75%) *strongly agreed*. However, two (12.50%) of the mentors *disagreed*, and two (12.50%) were *not sure*. Therefore, the results of survey Question 6 led me to conclude that it is imperative for the principal to properly train mentors on how to model effective delivery of instruction in the classroom. The responses from mentor survey Question 6 are posted in Table 19.

Table 19

Mentor Survey Question 6

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	12.50%	7,9
Not Sure	12.50%	6,12
Agree	56.25%	2,3,5,8,10,11,13,14,16
Strongly Agree	18.75%	1,4,15

Note. Sixteen of 16 participants responded to survey Question 6.

In response to survey Question 7, “My principal and administration encourage collaboration to provide adequate time for meeting opportunities,” seven (43.75%) of the

mentors both *agreed* and *strongly agreed* that the principal and administration promoted collaboration. However, one (6.25%) of the mentors either *disagreed* or was *not sure* that collaboration was encouraged. After reviewing the results of survey Question 7, I found this information useful because I wanted to make sure that I created a culture, which is an area in need of improvement, that fosters collaboration between administrators and teachers with a schedule that will ensure collaboration is happening. The responses from mentor survey Question 7 are posted in Table 20.

Table 20

Mentor Survey Question 7

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	6.25%	13
Not Sure	6.25%	9
Agree	43.75%	5,7,8,10,12,14,15
Strongly Agree	43.75%	1,2,3,4,6,11,16

Note. Sixteen of 16 participants responded to survey Question 7.

In response to mentor survey Question 8, “The mentoring and induction program at WCES was an effective program to service new teacher’s needs and grow them professionally,” five (31.25%) of the mentors both *agreed* and *strongly agreed* that the mentoring and induction program was an effective program to address new teacher needs and develop them professionally. However, three (18.75%) of the mentors *disagreed* or were *not sure* if the program impacted the new teachers and grew them professionally, which is proportionally consistent with other unfavorable responses. Therefore, the results of survey Question 8 indicated that the primary structures and main components needed for most new teacher mentors to be effective at a low-performing school were in

place, and the intended goals and outcomes are progressing towards being met. The responses from mentor survey Question 8 are posted in Table 21.

Table 21

Mentor Survey Question 8

Answer Choices	Responses	Respondent
Strongly Disagree	0%	
Disagree	18.75%	7,9,13
Not Sure	18.75%	8,10,14
Agree	31.25%	3,4,5,6,16
Strongly Agree	31.25%	1,2,11,12,15

Note. Sixteen of 16 participants responded to survey Question 8.

Questions 9-15 were open-ended questions, which I used to collect qualitative data on the mentors’ perspectives of the effectiveness of the new teacher mentoring and induction program at WCES. I analyzed these data to determine trends and themes that surfaced from the responses of the mentors participating in the program. This qualitative data will be used to enhance the effectiveness of the new teacher mentoring and induction program to increase teacher capacity and retain highly-qualified teachers at WCES.

In response to mentor survey Question 9, “What do you perceive as working well in the new teacher mentoring and induction program?,” there were nine themes reported from the 16 mentors. The most frequent theme was teachers were receiving *guidance and support*. Six (37.5%) of the 16 mentors responded that the mentees received adequate coaching, guidance, and instructional support on a regular basis.

The second and third most commonly reported theme had a response rate of 18.75%. Three of the mentors reported that the new teachers who participated in the mentoring and induction program benefited from the targeted professional development

provided. The mentors reported they were able to build and establish trusting relationships with the mentees when collaborating in the program.

The fourth, fifth, and sixth most commonly reported themes had a response rate of 12.50%. Two mentors reported that *time* for the teachers to collaborate during professional learning communities (PLC) was provided sufficiently by administration. The mentors further reported that assigning the mentees an experienced mentor to partner with and ensuring that the mentor was on the same grade level as the mentee was working well in the new teacher mentoring and induction program.

Themes seven, eight, and nine were singleton themes and had a response rate of 6.25%. One mentor reported that communication from the administration regarding the new teacher mentoring and induction program expectations was effective. A second mentor reported that the mentees having an opportunity to observe fellow colleagues was working well. The third mentor reported that administration *scheduled meetings* to allow the mentors and mentees to meet, discuss, and plan instructional lessons and engagement strategies to implement within the classroom was effective.

The results of mentor survey Question 9 indicated that mentors perceived they are giving a great deal of guidance and support to their mentees. The data further indicated the mentors feel comfortable going to their mentees to provide support and feedback when needed or necessary. The responses from mentor survey Question 9 are posted in Table 22.

Table 22

Mentor Survey Question 9

Themes	Responses	Respondent
Teachers benefited from targeted professional development	18.75%	16,9,8
Mentors and Mentees built trusting relationships	18.75%	6,1,7
Effective collaboration between mentor and mentee	12.50%	4,1
Overall program communication	6.25%	16
Adequate guidance and support from mentors	37.50%	16,12,11,5,3,2
Mentees assigned a veteran mentor	12.50%	15,13
Mentees were able to observe their mentee	6.25%	14
Mentees were assigned a mentor in the same grade level	12.50%	16,10
Administration schedule adequate time for mentors and mentees to meet	6.25%	6

Note. Sixteen of 16 participants responded to survey Question 9.

In response to mentor survey Question 10, “What do you perceive as not working well in the New Teacher Mentoring and Induction program?,” five themes were reported from the 16 mentors who participated in the program. The most frequent theme had a 56.25% response rate. Nine mentors reported that teachers did not have enough time to meet with their mentors within the school day to discuss lessons or other areas of concerns. This theme was insightful because teachers met during PLCs, regularly, to discuss content and plan instructional lessons. Hence, the results indicated mentors and mentees were meeting and collaborating with each other using their own personal time. The school did not set aside time for these meetings to occur, which is an area for improvement.

The second, third, and fourth most commonly reported themes had a response rate of 12.50%. Two mentors reported that because the school was a low-performing school under the umbrella of WPSD STO, constantly, WCES was undergoing a considerable number of changes throughout the year to meet the struggling needs of the school. The mentors further reported that *time* for teachers to observe their colleagues or their

mentors teach as well as *time* to reflect on their observations and discuss the results with their mentees was not working well in the program.

The fifth theme was a singleton and had a response rate of 6.25%. Respondent 8 reported that the mentee ratio was not working well because WCES had more new teachers participating in the program than mentors, which indicated that this mentor had to mentor more than one new teacher. This could have been overwhelming for the mentor. In addition, there was a mentor, Respondent 1, that did not answer mentor survey Question 10, which could mean it was skipped on purpose or was missed accidentally. The responses from mentor survey Question 10 are posted in Table 23.

Table 23

Mentor Survey Question 10

Themes	Responses	Respondent
Administration was constantly making changes	12.50%	10,3
Mentor to mentee ratio	6.25%	8
Not enough time for mentors and mentees to meet during “teacher contract time”	56.25%	16,15,13,12,11,9,6,5,4
Not enough time for teachers to observe other teachers and mentors	12.50%	7,2
Not enough time for teachers to reflect	12.50%	14,12
Uncategorized (Did not answer)	6.25%	1

Note. Fifteen of 16 participants responded to survey Question 10. Respondent 1 skipped this question.

In response to survey Question 11, “What do you perceive as the greatest challenges in the New Teacher Mentoring and Induction program?,” nine themes were reported from the 16 mentors. The most frequent themes had a 31.25% response rate. Five mentors reported that the mentees were unable to observe fellow colleagues or their mentees teaching and implementing effective instructional strategies. This was because

of a lack of time or scheduling conflicts. In addition, the mentees reported that time for the mentees to meet with their mentors to discuss and plan lessons was limited throughout the school day because of administrative requirements and or demands.

Themes three through nine were singleton themes; the response rate for each was 6.25%. Respondent 15 reported that classroom management was a challenge for many of the mentees participating in the program. Respondent 12 reported that because the number of mentees outnumbered the mentors, providing adequate guidance and support was a challenge. Respondent 5 reported that the mentors were unable to observe their mentees teach and provide coaching feedback based on observations. Respondent 3 reported that some of the mentees were not professional when participating in the program. Respondent 9 reported that time was not provided for the mentors and mentees to reflect on observations or individual experiences. Respondent 10 reported that the mentors and the mentees were receiving too much information, which caused constant changes throughout the school year. Respondent 14 reported that several of the mentees were negative and unwilling to participate, which was a challenge for the mentors.

After reviewing the results of mentor survey Question 11, I concluded a principal must ensure that adequate time is provided to build the new teacher mentoring and induction program and make sure that *time* is scheduled judiciously throughout the school day. This *time* must be available all year for the mentors to address the needs of the mentees. In addition, the results indicated that when a mentor is assigned a mentee, it is important to match the right mentor with the right mentee by paying close attention to personality conflicts and differences in backgrounds and various perspectives. This is an

area for improvement. The responses from mentor survey Question 11 are posted in Table 24.

Table 24

Mentor Survey Question 11

Themes	Responses	Respondent
New teachers lack classroom management	6.25%	15
Mentors assigned too many mentors at one time	6.25%	12
Not enough time for teachers to observe other teachers and mentors	31.25%	4,7,8,13,16
Mentors are unable to provide feedback to mentee due to not being able to observe their mentee teach	6.25%	5
Not enough time for mentors and mentees to reflect	6.25%	9
Mentees lack professionalism	6.25%	3
Not enough time to meet, plan, and discuss lessons with mentees	31.25%	1, 2, 6, 9, 11
Mentors and Mentees receive too much information from administration	6.25%	10
Mentees unwilling to participate and negative	6.25%	14

Note. Sixteen of 16 participants responded to survey Question 11.

In response to mentor survey Question 12, “As the mentor, what suggestions would you offer to improve the New Teacher Mentoring and Induction program at West Creek Elementary?,” eight common suggestions were reported by the 16 mentors. The most commonly reported suggestion had a response rate of 43.75%. Seven of the mentors suggested that WCES needed to schedule adequate time for the mentors and mentees to meet, discuss, and plan effective lesson plans to implement within the classroom and meet the needs of the students. The second most reported suggestion had a response rate of 25%. Four of the mentors suggested that time be built into the school’s yearly schedule to allow the mentees an opportunity to participate in instructional rounds and observe their mentors and or fellow colleagues.

There were three suggestions reported by the mentors that had a response rate of 12.50%. Two of the mentors reported they should be given time to observe their mentees as well as time to sit down with them and provide them feedback to further help and improve their instruction. Also, the mentors reported that administration should meet with the mentors prior to the start of the mentoring and induction program and provide them with the overall program expectations as well as mentor training for teachers new to mentoring and coaching. Last, the mentors reported that administration should build a social time throughout the year for the mentors and mentees to build relationships and trust.

There were five singleton suggestions. The response rate was 6.25%. Respondent 3 suggested that WCES implement an accountability system to hold mentoring and induction program participants accountable for their roles and responsibilities within the program. Respondent 12 suggested that administration develop team building activities for the mentors and mentees to participate in to build relationships and boost morale within the school. Respondent 6 suggested that administration select personnel that are respected and viewed by their peers as professionals. Respondent 9 suggested that more support is needed for the mentees because the mentees outnumber the mentors. Respondent 4 did not answer this question.

As I reflected on the results of mentor survey Question 12, my take away was that allowing staff a chance to provide feedback on ways to improve and enhance the new teacher mentoring and induction program may be a determinant for a successful program. The mentor feedback is essential to the program being effective for the development of

the mentees and mentors. For this reason, increasing mentor feedback is an area for improvement. The responses from mentor survey Question 12 are posted in Table 25.

Table 25

Mentor Survey Question 12

Suggestions	Responses	Respondent
An accountability system for the mentors and mentees	6.25%	3
Team building activities for the mentors and mentees to participate in	6.25%	12
Provide mentors time to provide feedback to mentee after observing their mentee teach	12.50%	5,8
Provide time to meet, plan, and discuss lessons with mentees	43.75%	7,8,10,11,12,13,16
Provide time for the mentor to observe their mentee teach	25%	5,13,15,16
Administration train mentors prior to the start of the program	12.50%	1,14
Select mentors that are respected by their peers	6.25%	6
Provide a social time for the mentor and mentee	12.50%	2,11
Provide more support for the mentees because there are more mentees than mentors	6.25%	9

Note. Fifteen of 16 participants responded to survey Question 12. Respondent 4 skipped this question.

In response to mentor survey Question 13, “When serving as a mentor for the New Teacher Mentoring and Induction Program, what components of a New Teacher Mentoring and Induction are needed to support and assist this mentoring and induction program for it to be valuable in addressing diverse needs among new teachers with various backgrounds at West Creek Elementary?,” 12 themes were reported. The most commonly reported theme had a response rate of 31.25%. Five of the mentors reported scheduling time for the mentors and mentees to meet and discuss instructional practices,

content, and address concerns is a valuable component that is needed to service the mentees.

The second and third themes had a response rate of 18.75%. Three of the mentors reported that a component of the program should include an ongoing training for the mentors who are mentoring the mentees throughout the school year. The third theme was that this component of the new teacher mentoring and induction program should include feedback from the mentor to the mentee in order to enhance teacher practices and address the diverse needs.

Themes four through six had a response rate of 12.50%. Two of the mentors reported that a component of the new teacher mentoring and induction program should focus on classroom management practices. Also, the mentors reported that a component of the program should focus on teaching and training teachers on how to deconstruct standards. Furthermore, the mentors reported that another component of the new teacher mentoring and induction program should include a monitoring component for the mentor and the mentee.

Themes seven through twelve were singleton themes with a response rate of 6.25%. Respondent 16 reported that a component of the new teacher mentoring and induction program should focus on building relationships between the mentors and the mentees. Respondent 12 reported that a component of the program should focus on district and school policies mentees use throughout the school year. Respondent 5 reported that a component of the program should focus on the teacher evaluation process. Respondent 4 reported that a component of the program should focus on effective instructional practices and engagement strategies to implement within the classroom.

Respondent 16 reported that a component of the program should include opportunities for the mentees to participate in instructional rounds and observe their mentors and colleagues. Respondent 15 reported that a reflection component should be included in the program for the mentors and mentees.

After reviewing the results of mentor survey Question 13, the data indicated that assumptions cannot be made that mentors know everything regarding mentoring and coaching their mentees. In addition, prior to implementing the new teacher mentoring and induction program, adequate training for mentors and targeted professional development must be completed as a component of the implementation process. The responses from mentor survey Question 13 are posted in Table 26.

Table 26

Mentor Survey Question 13

Themes	Responses	Respondent
Relationship Building	6.25%	16
Classroom Management for mentees	12.50%	4,9
Deconstruction of content standards	12.50%	4,9
District/School Policies awareness	6.25%	12
Teacher evaluation process and procedures	6.25%	5
Observational Feedback from mentors	18.75%	3,5,8
Instructional practices and engagement strategies	6.25%	4
Instructional Rounds	6.25%	16
Training for mentors	18.75%	7,11,13
Regularly Scheduled Meetings between mentor and mentee	31.25%	1,2,6,7,14
Reflection time for mentor and mentee	6.25%	15

Note. Sixteen of 16 participants responded to survey Question 13.

In response to mentor survey Question 14, “When serving as a mentor, which aspects of the new teacher mentoring and induction program will contribute to the increase of teacher retention at West Creek Elementary?,” there were seven themes identified by the mentors. The most frequently reported theme had a response rate of

50%. Eight of the 16 mentors perceived that if the new teachers received adequate guidance and support from their mentors, the new teachers would be more inclined to remain at WCES.

The second most reported theme had a response rate of 37.50%. Six of the 16 mentors stated the importance of creating a work environment that is positive and conducive to learning. When teachers feel they are supported by their mentor and administration, the chances of a teacher remaining at WCES increase.

The third most reported theme had a response rate of 31.25%. Five of the 16 mentors reported that if mentors build trusting relationships with their mentees, new teachers would remain at WCES. It is important for the mentors to establish trust with their mentees by sharing their individual experiences and instructional expertise.

The fourth most reported theme had a response rate of 18.75%. Three of the 16 mentors stated that allowing adequate time for the new teachers to meet, plan, and discuss instructional strategies with their mentor would increase teacher retention at WCES. Based on the results, new teachers need additional common planning time to help them prepare lessons and exchange ideas regarding instructional strategies to teach students with diverse needs.

The fifth most reported theme had a response rate of 12.50%. Two of the 16 mentors stated that if the mentees participated in targeted professional development based on their needs, the number of new teachers remaining at WCES will be greater. Based on these results, new teachers need on going professional development and training throughout the school year to improve teacher pedagogy and behaviors.

Themes six and seven were singleton themes with a response rate of 6.25%.

Respondent 13 reported that allowing the mentors time to provide feedback to their mentees after observations from the mentors is an aspect of the program that will provide guidance and support for new teachers and reduce their urge to leave WCES.

Respondent 16 stated that having the new teachers participate in instructional rounds and peer-to-peer observations is an aspect of the program that will increase teacher retention.

The data collected from mentor survey Question 14 indicated that the new teacher mentoring and induction program at WCES had aspects of the program that are meeting the needs of the mentees. However, more support and guidance for the mentees from the mentors will increase the chances of the mentees remaining at WCES. The responses from mentor survey Question 14 are posted in Table 27.

Table 27

Mentor Survey Question 14

Themes	Responses	Respondent
Observational Feedback from mentors	6.25%	13
Relationship Building	31.25%	1,6,9,11,14
Positive school climate	37.50%	1,3,6,7,11,16
Guidance and Support from mentors	50%	1,3,4,6,8,10,12,13
Instructional Rounds	6.25%	16
Targeted professional developments for mentees	12.50%	15,16
Regularly Scheduled Meetings between mentor and mentee	18.75%	2,5,16

Note. Sixteen of 16 participants responded to survey Question 14.

In response to survey Question 15, “What professional impact does the New Teacher Mentoring have on you as the mentor?,” nine themes were reported. The most reported theme had a response rate of 50%. Eight of the 16 mentors reported that they

could learn different researched-based instructional and engagement strategies to implement within the classroom when mentoring their mentees.

The second most frequently reported theme had a response rate of 37.50%. Six of the 16 mentors reported that when participating in the new teacher mentoring and induction program, they became content experts. In addition, the mentors reported that the program increased their knowledge on how to coach their mentees.

The third most frequently reported theme had a response rate of 31.25%. Five of the 16 mentors reported that as they were participating in the program, they had to self-reflect to ensure that they understood the content and how to effectively implement the strategies in a classroom, so that they could coach-teach their mentees effectively. In addition, the mentors stated that the self-reflection process permitted them to be more effective coaches and allowed them to be more open-minded when working with teachers with various backgrounds.

Themes four through seven had a response rate of 12.50%. Two of the 16 mentors reported that as the mentor, their classroom management improved in addition to their communication with their colleagues and mentees. Other areas that impacted the mentors included an increase in the development of leadership skills and a more trusting and supportive school environment.

The remaining themes were singletons with a response rate of 6.25%. Respondent 12 reported receiving more recognition from fellow teachers and administrators when serving as a mentor. Respondent 9 expressed enjoyment from serving and helping the mentee reach the greatest potential.

The results of mentor survey Question 15 indicated that having a new teacher mentoring and induction program at a low-performing school must build teacher capacity and build and or create leaders within the school. In addition, by allowing the most knowledgeable and experienced teachers to showcase their craft as well as help train and develop novice teachers, this will increase teacher retention and increase teacher and teacher-leader capacity within the school. This can be an unexpected benefit to the mentors as participants. The responses from mentor survey Question 15 are posted in Table 28.

Table 28

Mentor Survey Question 15

Themes	Responses	Respondent
More communication between mentee and other teachers	12.50%	1,8
Increase in the mentors own classroom management	12.50%	1,8
Leaning different perspective/more open-minded	50%	1,3,5,7,9,10,11,13
More knowledgeable/content experts	37.50%	1,2,3,4,8,16
Leadership skills development	12.50%	7,8
More recognition by colleagues/administration	6.25%	12
Self-Reflection by mentor	31.25%	2,7,10,14,15
Serving their mentee and other teachers	6.25%	9
Trusting working environment	12.50%	6,16

Note. Sixteen of 16 participants responded to survey Question 15.

Mentee Survey

I asked 20 WCES mentees to complete a survey (Appendix B) and received 15 responses, which was a 75% response rate. The 15 mentees that responded to the survey were novice teachers with zero-to-three years of teaching experience. When participating in the new teacher mentoring and induction program, each mentee was assigned a mentor

(i.e., veteran teacher) for the school year. The mentees were expected to meet with their mentor on a regular basis to receive instructional support and guidance. The survey questions the mentees responded to focused on the effectiveness of the new teacher mentoring and induction program from the perspective of the mentees. The data collected from the mentee survey was used to improve the effectiveness of the new teacher mentoring induction program and enhance the new mentees’ pedagogical behaviors in their classrooms to maintain their highly-qualified status, if currently achieved, as well as encourage them to continue their employment at WCES.

In response to mentee survey Question 1, “Have you ever participated in a new teacher mentoring and induction program when you began teaching?,” eight out of the 15 mentees responded with a 53.3% response rate that they had previously participated in a new teacher mentoring and induction program. However, seven of the mentees responded with a 46.7% response rate that they had not participated in a new teacher mentoring and induction program when they began teaching. Therefore, the results indicate that I will need to be sure that the new teacher mentoring and induction program has an orientation for the mentees to help set expectations and group rules in the mentoring relationship. The responses from mentee survey Question 1 are posted in Table 29.

Table 29

Mentee Survey Question 1

Answer Choices	Responses	Respondent
YES	53.3%	1,2,3,11,12,13,14,15
NO	46.7%	4,5,6,7,8,9,10

Note. Fifteen of 15 participants responded to survey Question 1.

In response to mentee survey Question 2, “If you answered “yes” to question number one, please explain the impact the program had on your teaching?,” eight of the 15 mentees responded to this question. Six out of the eight mentees (75%) responded stating that the program was helpful in improving their instructional practices as a teacher. However, one mentee responded with a 12.5% response rate that the program had no impact on instructional practices. In addition, one of the mentees did not answer survey Question 2. The results of survey Question 2 indicated that having an effective new teacher mentoring and induction program for new teachers to participate in can be valuable for increasing teacher knowledge and instructional practices. Ultimately, I believe this will lead to building teacher instructional capacity at WCES. The responses from mentee survey Question two are posted in Table 30.

Table 30

Mentee Survey Question 2

Responses	Response Rate	Respondent
Program was helpful to improving my teaching	75%	1,3,11,12,13,15
Program had no impact on improving my teaching	12.5%	14

Note. Seven of eight participants responded to survey Question 2. Respondent 2 skipped this question.

In response to mentee survey Question 3, “In preparation to participating in the New Teacher Mentoring and Induction Program at West Creek Elementary, list the four areas in which you would like the program to focus on throughout the school year,” nine focus areas were reported by the 15 mentees. The most commonly reported areas of focus had a response rate of 15.38%. These focus areas included the teacher evaluation process, effective instructional strategies and practices to implement within a classroom,

and school policies and procedures. In addition to the three reported focus areas that the mentees reported most common, the mentees identified six areas of focus that had a response rate of 7.69%. The six additional areas of focus included differentiated instruction, data analysis, leadership professional development, how to plan effective lessons, instructional classroom pacing, and classroom observations. After reviewing the results of survey Question 3, these results can be used to determine targeted professional developments needed to address the needs of the mentees prior to the start of the program. The responses from mentee survey Question 3 are posted in Table 31.

Table 31

Mentee Survey Question 3

Areas of Focus	Response Rate	Respondent
Differentiated Instruction	7.69%	3
Teacher Evaluation Process	15.38%	2,11,6
Data Analysis	7.69%	7
Implementing Effective Instructional Strategies and Practices in the classroom	15.38%	10,1,8
Leadership Development for New Teachers	7.69%	12
Effective Lesson Planning	7.69%	15
Classroom Observations	7.69%	5
Instructional and Classroom Pacing	7.69%	4
School Policies and Procedures	15.38%	7,14,9

Note. Fifteen of 15 participants responded to survey Question 3.

In response to survey Questions 4-8, “To help administration, please rate your current level of comfort when working with the School Expectations,” 80% of the mentees indicated that they were *comfortable* with the school expectations respective to the implementation of the district curriculum. Ten (66.67%) of the mentees indicated that they were *comfortable* with content for standards-based instruction. Fifty-Three-Point-Three percent indicated that they were *comfortable* with school and district policies and procedures. Fifty-Three-Point-Three percent of the mentees indicated they were *very*

comfortable with using and implementing technology in the classroom. In addition, 38.5% of the mentees indicated they were *somewhat comfortable* with the teacher evaluation process, which was identified as the lowest-rated expectation from the mentees. The results of survey Questions 4-8 indicated that teachers at WCES are progressing and continuing to enhance their instructional practices and pedagogy and are becoming more comfortable and effective in their classrooms. However, the data indicated how important it is to align the new teacher mentoring and induction to the teacher evaluation program and embed the evaluation process components into the new teacher program expectations. The responses from mentee survey Questions 4-8 are posted in Table 32.

Table 32

Mentee Survey Questions 4-8

School Expectation	NC	SC	NS	C	VC
4. District Curriculum	0%	13.3%	0%	80%	6.7%
5. Content Standard Based Instruction	0%	13.3%	6.67%	66.7%	13.3%
6. School/District Policies and Procedures	0%	20%	0%	53%	26.7%
7. Using and Implementing Technology	0%	0%	0%	46.7%	53.3%
8. Teacher Evaluation Performance	0	38.5%	15.4%	30.8%	15.4%

Note. Fifteen of 15 participants responded to survey Questions 4-8. NC=Not Comfortable, SC=Somewhat Comfortable, NS=Not Sure, C=Comfortable, VC-Very Comfortable.

In response to survey Questions 9-13, “Please rate your current level of comfort when working with the following topics: effective use of teaching strategies, differentiated instruction, lesson planning, using data to drive instruction, and effective use of textbooks as it pertains to your teaching,” 85.7% of the mentees rated themselves

at the *comfortable* level for using data to drive instruction, which was the highest-rated topic. The second highest-rated topic by the mentees had a response rate of 80%, which indicated that the mentees were *comfortable* with planning effective lessons for their students. The third highest-rated topic by the mentees had a response rate of 78.6%, which indicated that the mentees were *comfortable* with utilizing the selected district textbooks and supplemental resources in their classrooms. The fourth highest-rated topic by the mentees had a response rate of 73.3%, which indicated that the mentees were *comfortable* implementing and using effective teaching strategies in their classrooms. The fifth highest-rated topic by the mentees had a response rate of 60%, which indicated that the mentees were *comfortable* differentiating instruction for their students during instruction time. Also, in the differentiated instruction topic, 20% of the mentees reported that they were *not sure* of their comfort level.

As I reviewed the results, I noticed 13 of the 15 (85.7%) mentees rated themselves at the *comfortable* level for the topics. Therefore, the results of mentee survey Questions 9-13 indicated that the mentees participating in the program may have a false understanding of their teaching proficiency level respective to these five categories. However, the mentees could benefit from a targeted professional development on how to differentiate instruction more effectively in the classroom. The responses from mentee survey Questions 9-13 are posted in Table 33.

Table 33

Mentee Survey Question 9-13

School Expectation	NC	SC	NS	C	VC
9. Effective use of teaching strategies	0%	6.67%	6.67%	73.3%	13.3%
10. Differentiated Instruction	0%	6.67%	20%	60%	13.3%

School Expectation	NC	SC	NS	C	VC
11. Lesson Planning	0%	0%	13.3%	80%	6.67%
12. Using data to drive instruction	0%	0%	7.14%	85.7%	7.14%
13. Effective use of textbooks and supplemental resources	0%	7.14%	7.14%	78.6%	7.14%

Note. Fifteen of 15 participants responded to survey Questions 9-13. NC=Not Comfortable, SC=Somewhat Comfortable, NS=Not Sure, C=Comfortable, VC-Very Comfortable.

The responses to survey Questions 14-18, “Rate your current level of comfort when working with the following topics: student discipline, grading student work, classroom organization, documentation and paperwork, and accessing materials, supplies, and equipment,” were the highest-rated topic by the mentees. It had a response rate of 71.4%. The mentees indicated they felt *very comfortable* grading their students’ classwork. The second highest-rated topic by the mentees reported a response rate of 46.7%. The mentees indicated they felt *comfortable* with student discipline, *very comfortable* with their classroom organization, and *very comfortable* accessing required materials and supplies.

The third highest-rated topic by the mentees reported a response rate of 33.3%. The mentees indicated they felt *very comfortable* documenting any and or required paperwork. However, 26.7% of the mentees reported they were *somewhat comfortable* with documentation and paperwork respective to classroom management. The results of this survey question indicated how important it is to ensure that the mentoring program have a continued focus on implementing effective classroom management strategies and a training focused on documentation needed for required paperwork. The responses from mentee survey Question 14-18 are posted in Table 34.

Table 34

Mentee Survey Question 14-18

School Expectation	NC	SC	NS	C	VC
14. Student Discipline	0%	20%	6.67%	46.7%	26.7%
15. Grading Student Work	7.1%	0%	0%	21.4%	71.4%
16. Classroom Organization	0%	13.3%	6.67%	33.3%	46.7%
17. Documentation and Paperwork	0%	13.3%	26.7%	26.7%	33%
18. Accessing materials, supplies, and equipment	0%	13.3%	13.3%	26.7%	46.7%

Note. Fifteen of 15 participants responded to survey Questions 14-18. NC=Not Comfortable, SC=Somewhat Comfortable, NS=Not Sure, C=Comfortable, VC-Very Comfortable.

In response to mentee survey Questions 19-23, “Rate your current level of comfort when working with the following topic: Relationships,” 66.7% of the mentees responded they were *very comfortable* building relationships with their students. The second highest-rated topic had a response rate of 60%, which indicated they felt *very comfortable* working with students that come from various cultures and backgrounds. The third highest-rated topic had a response rate of 53.3%, which indicated the mentees were *comfortable* building relationships with their colleagues. The fourth highest-rated topic had a response rate of 46.7%, which indicated the mentees were *comfortable* in building relationships with the principal and school administration. The fifth topic had a response rate of 26.7%, which indicated the mentees felt *comfortable* and *very comfortable* building relationships with the parents of students and the neighboring community.

Therefore, the results of mentee survey Questions 19-23 indicated that WCES teachers and staff have established and are focused on creating a comfortable (i.e., positive and safe) working environment that is conducive to learning and solidifying long lasting and trusting relationships with stakeholders. The responses from mentee survey Question 19-23 are posted in Table 35.

Table 35

Mentee Survey Question 19-23

School Expectation	NC	SC	NS	C	VC
19. Parents and Community Members	6.67%	20%	20%	26.7%	26.7%
20. Principal and Administration	0%	13%	6.67%	46.7%	33.3%
21. Colleagues	0%	0%	0%	46.7%	53.3%
22. Students	0%	0%	0%	33.3%	66.7%
23. Cultural Diversity of Students	0%	0%	0%	40%	60%

Note. Fifteen of 15 participants responded to survey Questions 19-23. None of the participants wrote in any data in-between this question and the next question on this survey. NC=Not Comfortable, SC=Somewhat Comfortable, NS=Not Sure, C=Comfortable, VC-Very Comfortable.

In response to mentee survey Question 24, “What do you perceive as working well in the New Teacher Mentoring and Induction Program,” there were eight themes that the mentees identified as working well in the program. The first most frequently reported theme had a response rate of 20%. Three out of 15 mentees reported that having a veteran teacher mentor and coach them was valuable. The second most reported theme had a response rate of 13.3%. Two out of 15 mentees reported that support and guidance from the mentors, the monitoring of the program, and being able to meet with their mentor regularly was working well in the program.

The remaining themes were singleton themes and had a response rate of 6.25%. The mentees reported that collaboration, communication, mentor availability, overall mentorship, and establishing trusting relationship between the mentors and mentees was working well in the new teacher mentoring and induction program. In addition, one mentee did not respond to this question. Therefore, the results of mentee survey Question 24 indicated that mentees participating in the program are provided adequate support and guidance from their mentors as well as it has become a program that has effectively

developed leadership skills for the mentors and enhanced teacher pedagogy. The responses from mentee survey Question 24 are posted in Table 36.

Table 36

Mentee Survey Question 24

Themes	Responses	Respondent
Collaboration	6.67%	12
Communication	6.67%	10
Having a veteran mentor	20%	7,5,3
Receiving guidance and support	13.3%	11,2
Mentor Availability	6.67%	13
Effective Mentors	6.67%	8
Monitoring of the program	13.3%	9,6
Meeting regularly with the mentor	13.3%	4,1
Created trusting relationships	6.67%	14

Note. Fourteen of 15 participants responded to survey Questions 19-23.

In response to survey Question 25, “What do you perceive as not working well in the New Teacher Mentoring and Induction Program?,” there were five themes reported. The most frequently reported theme had a response rate of 33.3%. Five out of 15 mentees stated that there was not enough time for the mentors and mentees to meet during the contracted school day to meet, plan, and develop effective classroom lesson plans. The second highest-rated theme had a response rate of 13.3%. Two out of 15 mentees responded that their mentor was not available to meet with them on a regular basis and address their needs and concerns, which was addressed in the mentor survey results.

The remaining themes were singleton themes and had a response rate of 6.67%. Respondent 13 stated that program did meet the expectation of improving teaching practices and behavior. Respondent 4 reported that the organization of the program was not working well, and Respondent 10 stated that the overall operations of the program

was not effective. In addition, five (33.3%) of the mentees did not answer this question. Therefore, the results of survey Question 25 indicated that if teachers are not provided adequate time to meet and collaborate with their mentors on a regular basis, the intended goals and outcomes of the program cannot be met. The responses from mentee survey Question 25 are posted in Table 37.

Table 37

Mentee Survey Question 25

Themes	Responses	Respondent
Failed to improve as a teacher	6.67%	13
Mentor was not available	13.3%	8,9
No time to meet with mentor during contracted time	33.3%	1,3,5,6,7
Organization of the program	6.67%	4
Overall operations of the program	6.67%	10

Note. Ten of 15 participants responded to survey Question 25.

In response to survey Question 26, “What do you perceive as the biggest challenges in the New Teacher Mentoring and Induction program?,” there were four themes identified. Of the four themes, *time for the mentees to meet on a regular basis with their mentors during contract hours* was the highest-rated theme, which had a response rate of 73.3%. The remaining three themes had a response rate of 6.67%. One mentee stated that while participating in the program, there were too many people who had different perspectives of what curriculum and instructional practices should be used and implemented in the classroom, which caused too many changes to occur in the program. This was a challenge. Another mentee did not trust the mentor and did not feel supported, which made the program challenging. In addition, a mentee did not feel that there were any challenges in the new teacher mentoring and induction program. Respondent 15 did not respond to this survey question.

After reviewing the results of mentee survey Question 26, the data indicated that because of possible stress and demands of working at a historically, academically struggling school such as WCES, a consistent schedule for the mentees and mentors to meet on a regular basis was a challenge possibly because of school-based administrative requests from teachers. Therefore, this data revealed that new teachers may leave WCES because of the high-stressed environment and increased accountability. The responses from mentee survey Question 26 are posted in Table 38.

Table 38

Mentee Survey Question 26

Themes	Responses	Respondent
Different perspectives from the mentees, mentors, and administration	6.67%	12
None	6.67%	15
No time to meet with mentor during contracted time	73.3%	1,2,3,4,5,6,7,8,9,11,13
Lack of trust and support from mentor	6.67%	14

Note. Fourteen of 15 participants responded to survey Question 26.

In response to mentee survey Question 27, “As the mentee, what suggestions would you offer to improve the New Teacher Mentoring and Induction program at West Creek Elementary?,” 14 out of the 15 mentees listed six common suggestions to improve the new teacher mentoring and induction program. The highest-reported theme had a response rate of 46.7%. Seven out of 15 mentees stated that WCES needed to create a schedule to allow the mentees and mentors to meet more frequently during school hours. The second highest-rated suggestion had a response rate of 13.3%. Two out of 15 mentees stated that administration should schedule social time for the mentees and mentors to engage together as a way to build relationships as well as schedule

instructional rounds periodically to allow the teachers to observe other effective teachers and their mentors.

The last three remaining themes were singleton themes and had a response rate of 6.67%. One out of 15 mentees stated that feedback from the mentors after observations should be provided to the mentees, mentees should receive additional incentives for implementing effective practices consistently, and targeted professional development should be provided more frequently to improve the new teacher mentoring and induction program. Respondent 2 did not answer this question.

A positive result of the mentees providing suggestions to help improve the new teacher mentoring and induction program is that the data collected can be used to improve the overall effectiveness of the new teacher mentoring and induction program. This can be done by using the data to identify the individual mentees' learning needs and strategies to address them through an ongoing assessment process. The responses from mentee survey Question 27 are posted in Table 39.

Table 39

Mentee Survey Question 27

Themes	Responses	Respondent
Mentors need to provide feedback after observation is conducted	6.67%	5
More incentives to mentees for implementing instructional practices	6.67%	10
More time to meet with mentor during contracted time	46.7%	4,6,8,9,11,13,15
Scheduled time to observe other teachers and mentors teach	13.3%	3,12
Scheduled social time for mentees and mentor to participate in to build relationships	13.3%	1,14
Additional targeted professional developments for mentees	6.67%	7

Note. Fourteen of 15 participants responded to survey Question 27.

In response to mentee survey Question 28, “What components of a New Teacher Mentoring and Induction program are needed to support and assist this mentoring and induction program for it to be valuable in addressing diverse needs among new teachers with various backgrounds at West Creek?,” 13 out of 15 mentees identified eight common components that are needed to address their diverse needs. The highest-rated theme had a response rate of 33.3%. Five out of 15 mentees stated that one of the components should focus on targeted professional development for the mentees to attend. The second highest-rated theme had a response rate of 20%; three out of 15 mentees stated that one of the components of the program should focus on communication between the mentee and the mentor. The third highest-rated theme had a response rate of 13.3%; two out of 15 mentees stated that another component of the program should allow time for the mentees to meet with the mentor to discuss and plan effective instructional lessons. The remaining themes were singleton themes and had a response rate of 6.67%. These themes included a training for team leaders, team building opportunities to increase relationships between the mentor and mentee, content targeted professional development, additional planning time for teachers to plan, and professional development on teacher professionalism. In addition, two out of 15 mentees did not respond.

After reviewing the results of mentee survey Question 28, the data identified the important components of the new teacher mentoring and induction program should be modified, added, or removed from the perspective of the mentees. This can be used to address the needs of the mentees. In addition, the data can be used to help provide adequate services to enhance teacher instructional practices and pedagogy. The responses from mentee survey Question 28 are posted in Table 40.

Table 40

Mentee Survey Question 28

Themes	Responses	Respondent
Team leader training	6.67%	11
Team building activities to increase relationship building	6.67%	8
Increase content knowledge	6.67%	10
Communication skills for the mentor and mentee	20%	12,14,15
Scheduled time for mentors and mentees to meet	13.3%	6,9
Additional planning time for teachers	6.67%	4
Professional development on professionalism	6.67%	14
Targeted professional developments for mentees	33.3%	1,3,5,7,13

Note. Thirteen of 15 participants responded to survey Question 28.

In response to mentee survey Question 29, “Which aspects of the new teacher mentoring and induction program will contribute to the increase of teacher retention at West Creek?,” nine themes were reported that would be contributing factors to increase teacher retention. The most frequent theme mentioned by the mentees had a response rate of 20%. Three out of 15 mentees reported that continued guidance and support from administration and the mentors would assist in retaining teachers. However, 20% of the mentees failed to answer this question. The second highest-mentioned theme had a response rate of 13.3%. Two out of 15 mentees reported that if the mentors provided more instructional feedback and the mentees could participate in frequent instructional rounds and observe fellow teachers and mentors, this would increase their chances of remaining at WCES. The remaining themes were singleton themes and had a response rate of 6.67%. These themes included increased focus on building teacher relationships, effective communication between the mentor and mentee, a professional environment, social events for the mentors and mentees, and targeted professional development for the mentees. In addition, two out of 15 mentees did not respond to this question.

As a benefit to the program, the data collected from mentee survey Question 29, I now understand how important it is to provide mentees with guidance and support. Also, I concluded the continual and consistent provision of these services provided to the mentees by the mentors and the school administrators, are vital to increasing teacher retention at WCES. The responses from mentee survey Question 29 are posted in Table 41.

Table 41

Mentee Survey Question 29

Themes	Responses	Respondent
Trusting relationships with mentors	6.67%	7
Commination between mentors and administration	6.67%	12
Feedback from mentees and administration	13.3%	2,5
Guidance and Support	20%	4,7,10
Scheduled time for mentors and mentees to meet	20%	3,6,15
Instructional rounds for mentees	6.67%	2
Professional development on professionalism	6.67%	14
Targeted professional developments for mentees	6.67%	9
Social Events for mentees and mentors	6.67%	1

Note. Thirteen of 15 participants responded to survey Question 29.

In response to mentee survey Question 30, “What professional impact does the New Teacher Mentoring and Induction program have on you as the mentee?,” four themes were reported by 14 out of 15 mentees who responded to the question. The first most commonly reported theme had a response rate of 46.7%. Seven out of 15 mentees stated that the program impacted their ability to trust and respect their colleagues and administrators when collaborating and participating in the program. The second most commonly reported theme had a response rate of 26.7%. Four out of 15 mentees stated that there was an increased amount of collaboration between the mentees and their mentors. In addition, the mentees stated they felt they learned about implementing

effective strategies when teaching as well as learned about being an effective teacher. Furthermore, two (13.3%) of the mentees reported that after participating in the new teacher mentoring and induction program, they would like to serve as a mentor to new teachers in the future. However, one mentee failed to answer this survey question. The results indicated that teacher and leadership capacity is being built at WCES as well as the school environment and atmosphere are that of respect and trust with stakeholders. The responses from mentee survey Question 30 are posted in Table 42.

Table 42

Mentee Survey Question 30

Themes	Responses	Respondent
Increased collaboration between mentor and mentee	26.7%	3,9,10,13
Mentees increased knowledge about teaching practices and pedagogy	26.7%	2,5,7,15
Increased trust and respect for mentors and administration	46.7%	1,3,5,6,9,11,14
Mentees aspire to be a mentor in the future	13.3%%	4,12

Note. Fourteen of 15 participants responded to survey Question 30.

Administrator Interview

I asked two WCES administrators to participate in an interview (Appendix F) and received one response, which was a 50% response rate. The study was conducted towards the end of the 2016-2017 school year; I was only able to interview one of the two administrators. The second administrator had to report back to the district office and was unable to be interviewed within the required timeframe. The administrator interview was 30 minutes. The administrator interview questions focused on why teachers leave low-performing schools such as WCES and what areas of the new teacher mentoring and induction program need to be modified, added, or removed for the program to be effective in building teacher capacity and retaining teachers. The data results from the

administrator interview will be used to provide insight regarding ways to improve the new teacher mentoring and induction program and increase teacher retention.

In response to administrator interview Question 1, “Why do you think new teachers leave low performing and low-income schools such as West Creek elementary?,” the two themes the administrator reported were teachers leave low-performing, low-income schools because many teachers are overwhelmed and stressed when working in struggling schools. The second theme was that new teachers lack the knowledge of how to implement effective strategies in the classrooms to address student deficiencies and behavior. After reviewing the data, I can infer that if teachers continue to leave WCES, it might be because of the high demands such as required paperwork and professional development from the school-based administrators as well as the behavior and academic challenges from the students, which could result in high teacher turnover.

In response to administrator interview Question 2, “What is the main advantage to having a new teacher mentoring and induction program at West Creek Elementary?,” the administrator reported that the new teacher mentoring program will help the new teachers learn strategies to manage and cope with the day-to-day stresses because of the increased guidance and support from their mentors and school-based administrators. I interpret this to mean that by improving the effectiveness of the new teacher mentoring and induction program at WCES, administrators will be better able to help create a no stress, less stressful environment that is safe and conducive to learning. In addition, the chances of teachers remaining at WCES are greater when teachers are provided a support system such as a new teacher mentoring and induction program to address their instructional and mental needs.

In response to administrator interview Question 3, “What impact do you think the new teacher mentoring and induction program will have on student achievement?,” the participating administrator reported that teachers in the program will develop instructional capacity and content knowledge leading to delivering quality instruction to students. Therefore, the results of this interview question indicated that student achievement will more likely increase because of the mentoring program’s focus on increasing student engagement when teachers are implementing effective instructional strategies and practices in the classroom.

In response to administrator interview Question 4, “What impact do you think the new teacher mentoring and induction program will have on instructional practices and implementation of effective strategies in the classroom?,” the participating administrator perceived that teachers participating in the program will improve the implementation of their instructional practices because they will be teaching more effectively and consistently to students. In addition, the participating administrator reported that teacher pedagogy and instructional capacity will be enhanced. Therefore, the results of the administrator interview question indicated that building teacher capacity in a low-performing and fragile school is needed to ensure that teachers are delivering quality instruction daily to make certain that the students are receiving a proper education.

In response to administrator interview Question 5, “What components of the new teacher mentoring and induction program are needed to help increase teacher retention and improve teacher instructional practices?,” the administrator identified three components needed to retain teachers and increase their instructional capacity. These three components are commitment from the mentees, mentors, and administrators to the

program, follow through from the mentees and mentors, and continuous resources and support from administrators. Therefore, the answers to this interview question indicated that for a new teacher mentoring and induction program to be effective in retaining and enhancing teacher instructional practices, it is imperative to create a mentoring program that is structured. Also, it must focus on targeted professional development and provide continuous administrative guidance and support.

In response to administrator interview Question 6, “What do you perceive the role of the principal, mentee, and mentor should be, in the new teacher mentoring and induction program at West Creek Elementary?,” the participating administrator believed that the principal’s role should focus on the vision of the mentoring program, setup and partner with the mentors and mentees, and guide the overall operations of the program. The administrator reported that the mentee’s role in the program should be to seek and receive feedback from the mentors and administrators as well as demonstrate a full commitment when participating in the program. In addition, the administrator the mentor’s role in the program should include being a person that is encouraging, provides feedback, a great listener, and is open to sharing his or her own individual experiences.

The participating administrator highlighted the roles of the principal, mentor, and the mentee. The results of this interview question indicated that the success of the program at WCES hinges on participants playing their part. In addition, collaboration, when building and implementing the new teacher mentoring and induction program, will be essential among the principal, mentors, and mentees.

Mentor Interview

I asked 20 WCES mentors to participate in an interview (Appendix D) and received 11 responses, which was a 55% response rate. The results of the mentor interview served as qualitative data, and I analyzed the data to determine trends and themes to help address areas of need and concerns to enhance the program's efficacy for the participating mentors. In addition, the results of the mentor interview allowed me to obtain data from the perspective of the mentors.

In response to mentor interview Question 1, "What impact has the New Teacher Mentoring and Induction program had on you at West Creek Elementary?," the most frequently reported theme had a response rate of 54.6%. Six of the mentors stated that the program allowed them to address the needs of their mentees; they were a *servant* to their mentees. The second most frequently reported theme had a response rate of 27.3%. Three of the mentors stated that the program allowed them to enhance their own instructional practices and grow as teachers. The third most frequently addressed theme had a response rate of 18.2%. Two of the mentors stated that they were able to develop a deeper understanding of the content, standards, and were able to research instructional resources to implement within the classroom to increase student learning. The remaining themes had a response rate of 9.1%. At least one of the mentors stated that they were impacted by the increased opportunities for relationship building with the mentee and increasing awareness to be more proactive in addressing mentee needs. However, one of the mentors reported that the program had no impact.

These data indicate that the respondents had inconsistent views on the impact of the new teacher mentoring and induction program. Only one theme was shared by more

than half of the respondents, which was the feeling of meeting the needs of their mentees. The data further suggested that the experience between each mentor and mentee was unique and personal. The responses from mentor interview Question 1 are posted in Table 43.

Table 43

Mentor Interview Question 1

Themes	Responses	Respondent
An increased opportunity to build relationships	9.1%	3
Mentor grew as a teacher	27.3%	1,7,8
Increased understanding of the content standards	18.1%	7,9
Expert in implementing appropriate resources	18.1%	1,5
More proactive in addressing mentees needs	9.1%	9
A servant to their mentee	54.6%	2,3,4,5,6,10
Program had no impact	9.1%	11

Note. Eleven of 11 participants responded to interview Question 1.

In response to mentor interview Question 2, “What impact do you believe, you had on your mentee?,” the most frequently addressed theme had a response rate of 36.4%. Four of the mentors stated they felt their mentees were implementing instructional strategies more effectively and consistently within the classroom. The second most frequently reported theme had a response rate of 27.3%. Three of the mentors reported they felt the program allowed for their mentees to build a working relationship with them, increased awareness of WCES expectations regarding the intense focus on faculty development and student learning, and the mentees became more resourceful when researching instructional strategies and best practices to implement within their classrooms. The last remaining theme had a response rate of 9.1%. One mentor reported that the mentees learned most in the areas of classroom management, better understanding of the content and standards, time management, leadership

development, and lesson planning. Overall, the data suggested that there is a strong cohesive theme of a positive impact on the mentees’ growth in the areas of building relationships, providing resources, meeting expectations, and improving instructional strategies. The responses from mentor interview Question 2 are posted in Table 44.

Table 44

Mentor Interview Question 2

Themes	Responses	Respondent
An increased opportunity to build relationships	27.3%	2,3,4
Classroom Management	9.1%	6
Meeting school expectations	27.3%	7,9,10
Effectively implementing instructional strategies in the classroom	36.4%	1,5,7,11
Increased understanding of the content standards	9.1%	8
Expert in implementing appropriate resources	27.3%	1,5,7
Time Management	9.1%	8
Creating effective lesson plans	9.1%	3

Note. Eleven of 11 participants responded to interview Question 2.

In response to mentor interview Question 3, “List ways that you think was working well when participating in the New Teacher Mentoring and Induction program,” the most frequently addressed theme had a response rate of 36.4%. Four of the mentors stated that the meeting time they were scheduled to meet with their mentees was consistent; they felt it was one of the items working well in the program. The second frequently addressed theme had a response rate of 18.2%. Two of the mentors listed relationship building and consistent communication between the mentees and administrators was working well in the program. The remaining themes had a response rate of 9.1% and were singleton themes. The mentors listed effective coteaching between the mentor and the mentee, collection and analyzing of data, having an experienced

mentor, available resources, and a staunch support system as components that were working well in the program.

Respondents to this question were very varied in their responses. The most common listed suggestion indicated that a consistent meeting time was an essential element for the program. The varied nature of the responses shows the personal values of each respondent and how the values can impact a program. The responses from mentor interview Question 3 are posted in Table 45.

Table 45

Mentor Interview Question 3

Themes	Responses	Respondent
An increased opportunity to build relationships	18.2%	1,3
Co-teaching experience	9.1%	9
Gathering and analyzing student data	9.1%	7
Consistent meeting time	36.4%	3,8,10,11
Having experience in mentoring teachers	9.1%	5
Effective communication between the mentee and administration	18.2%	3,6
Available resources	9.1%	2
Strong support system	9.1%	4

Note. Eleven of 11 participants responded to interview Question 3.

In response to mentor interview Question 4, “Explain what was not working when participating in the New Teacher Mentoring and Induction program,” the most frequently reported theme had a response rate of 72.7%. Eight of the mentors stated there was not enough time built in the collective bargaining contract for them to meet with their mentee consistently. The second most frequently reported theme had a response rate of 18.2%. Two of the mentors stated that many of the participating mentors and mentees lacked a complete understanding of the content and standards and how to teach them effectively. The remaining theme had a response rate of 9.1%. One mentor stated that the mentors

and mentees were not effectively monitored respective to meeting the expectations of the program. Therefore, the responses overwhelmingly indicated that the mentors and mentees were not able to meet on a consistent and daily basis. This was a flaw in the program. The responses from mentor interview Question 4 are posted in Table 46.

Table 46

Mentor Interview Question 4

Themes	Responses	Respondent
Lack of knowledge regarding the content standards	18.2%	8,9
Lack of monitoring and accountability for the mentors and mentees	9.1%	10
Mentors and mentee not able to meet consistently during contracted school time	72.7%	1,2,3,4,5,6,7,11

Note. Eleven of 11 participants responded to interview Question 4.

In response to mentor interview Question 5, “List suggestions of what West Creek Elementary can do to improve the effectiveness of the New Teacher Mentoring and Induction program,” the most frequently reported theme had a response rate of 81.8%. Nine of the mentors suggested that scheduling a consistent time for the mentors and mentees to meet would help improve the effectiveness of the program. The second most frequently reported theme had a response rate of 36.4%. Four of the mentors suggested that creating an accountability system for the mentor and mentees as well as scheduling time to observe their mentee teach would improve the efficacy of the program. The third most frequently reported theme had a response rate of 27.3%. Three of the mentors suggested that administration schedule time for the mentors and mentees to reflect on their observations, so they can provide feedback to their mentees and allow the mentees the opportunity to make the necessary adjustments to their instructional practices in a timely manner. In addition, 9.1% of the mentors suggested that pairing the mentees with

a mentor in the same grade level and providing the mentees with a list of the program expectations to review periodically will improve the effectiveness of the program. Last, two of the mentors reported a singleton theme with a response rate of 9.1%. The two mentors suggested that the mentors should receive professional development on how to effectively mentor their mentees as well as develop sessions for the mentors to discuss specific and targeted topics to increase the mentors' content knowledge and expertise in the field of teaching.

An analysis of these data indicated a belief that a consistent meeting time would improve the new teacher mentoring and induction program at WCES. Also, this data supported a prior question and the associated responses. The responses from mentor interview Question 5 are posted in Table 47.

Table 47

Mentor Interview Question 5

Themes	Responses	Respondent
Create an accountability system for the mentor and mentee	36.4%	1,4,5,9
Consistent meeting time	81.82%	1,2,3,5,6,7,8,10,11
Targeted professional development for the mentor	9.1%	11
Pairing of mentees with mentors on the same grade level	18.2%	1,6
Provide a list of program expectations to the mentees	18.2%	5,9
Reflection time	27.3%	3,4,10
Time for mentors to discuss targeted topics to enhance mentoring skills	9.1%	3
Time for mentors to observe their mentees teach	36.4%	6,7,10,11

Note. Eleven of 11 participants responded to interview Question 5.

Mentee Interview

I asked 20 WCES mentees to participate in an interview (Appendix E) and received 10 responses, which was a 50% response rate. The results of the mentee

interview served as qualitative data, and I analyzed it to determine trends and themes addressing areas of need and concerns to enhance the program’s efficacy at WCES from the perspective of mentees.

In response to mentee interview Question 1, “Why do you think new teachers leave low-performing and low-income schools such as West Creek Elementary?,” the most frequently addressed theme had a response rate of 60%. Six of the mentees reported that new teachers leave low-performing schools because of the high-pressured nature and stress from the high demands and accountability for low-performing students. The second most reported theme had a response rate of 30%. Three of the mentees stated that new teachers may leave a low-performing school because of the academically challenging students and lack of support from administration. The third most reported theme had a response rate of 20%; two of the mentors stated that new teachers leave because they are not prepared and equipped to teach at low-performing schools.

The remaining themes had a response rate of 10%. At least one mentee reported that new teachers may leave low-performing schools because of the lack of parental support and involvement within the school, lack of teacher autonomy, and new teachers tend to lack a social life. The results of mentee interview Question 1 indicated that most respondents felt that stress and high-pressure are the most likely reasons a new teacher will leave low-performing, low-income schools. The responses from mentee interview Question 1 are posted in Table 48.

Table 48

Mentee Interview Question 1

Themes	Responses	Respondent
Academically challenged students	30%	8,5,4

Themes	Responses	Respondent
Lack of parental support	10%	3
Lack of teacher autonomy	10%	3
New teachers lack a social life	10%	9
No support from administration	30%	10,7,6
New teachers are not prepared to teach students as a low performing school	20%	2,1
High pressure and stressful environment	60%	10,9,5,4,3,2

Note. Ten of 10 participants responded to interview Question 1.

In response to mentee interview Question 2, “What is the main advantage to having a new teacher mentoring and induction program at West Creek Elementary?,” the most frequently reported theme had a response rate of 60%. Six of the mentees stated that one of the main advantages of having a new teacher mentoring and induction program is it allowed them to build relationships with their mentors, colleagues, and administration. The second most frequently reported theme had a response rate of 50%. Five of the mentees stated that having a new teacher mentoring and induction program in the school provided them with consistent guidance and support from their mentors and administration. The last theme had a response rate of 30%. Three of the mentees stated that the new teacher mentoring and induction program helped them learn how to teach their students more effectively.

After reviewing the results of mentee interview Question 2, the respondents chose two reasons as an advantage to having a new teacher mentoring and induction program: the opportunity to build relationships and consistent guidance and support. The data suggested that nontraditional professional relationships provide additional opportunities for success. The responses from mentee interview Question 2 are posted in Table 49.

Table 49

Mentee Interview Question 2

Themes	Responses	Respondent
Building relationships with the mentors, colleagues, and administration	60%	7,6,5,3,2,1
Consistent guidance and support	50%	9,8,4,2,1
Mentees learned how to teach effectively	30%	10,3,1

Note. Ten of 10 participants responded to interview Question 2.

In response to mentee interview Question 3, “What impact do you think the new teacher mentoring and induction program will have on student achievement?,” the most frequently reported theme had a response rate of 100%. Ten of the 10 mentees stated they believe that student achievement will increase because of their participation in the new teacher mentoring and induction program. The data suggested that the new teacher mentoring and induction program is a program that is beneficial to increasing student achievement in a historically low-performing school such as WCES. The responses from mentee interview Question 3 are posted in Table 50.

Table 50

Mentee Interview Question 3

Themes	Responses	Respondent
Student achievement will increase	100%	10,9,8,7,6,5,4,3,2,1

Note. Ten of 10 participants responded to interview Question 3.

In response to mentee interview Question 4, “What impact do you think the new teacher mentoring an induction program will have on instructional practices and implementation of effective strategies in the classroom?,” the most frequently reported theme had a response rate of 70%. Seven of the 10 mentees stated that the new teacher mentoring an induction program improved teacher instructional practices within the classroom. The second most reported theme had a response rate of 40%. Four of the 10 mentees stated that the mentees implemented effective strategies more consistently in the

classroom. The last theme had a response rate of 20%. Two of the 10 mentees stated that the mentees were able to teach the content and standards more effectively because of an increase awareness and understanding of the content and standards.

After reviewing the results of mentee interview Question 4, the data suggested that the respondents supported the idea that a new teacher mentoring and induction program will result in improved teacher instructional practices in the classroom. The responses from mentee interview Question 4 are posted in Table 51.

Table 51

Mentee Interview Question 4

Themes	Responses	Respondent
Increased awareness and understanding of the content standards	20%	7,1
Consistent implementation of effective strategies in the classroom	40%	8,3,2,1
Improved teacher pedagogy	70%	10,9,6,5,4,3,1

Note. Ten of 10 participants responded to interview Question 4.

In response to mentee interview Question 5, “What professional impact does the program have on you as the mentee?,” the most frequently reported theme had a response rate of 80%. Eight of the 10 mentees stated that the new teacher mentoring and induction program helped to build their confidence as a teacher. The second most frequently addressed theme had a response rate of 20%. Two of the 10 mentees stated that the program helped them to be more prepared when teaching in the classroom. The last theme had a response rate of 10%. One of the mentees stated that the program helped to build their leadership skills.

After reviewing the results of mentee interview Question 4, the answers received overwhelmingly pointed to the mentees building confidence on a professional level when

participating in the new teacher mentoring and induction program. The data suggested the new teacher mentoring and induction program at WCES provided the support and guidance needed to grow professionally as a teacher. The responses from mentee interview Question 5 are posted in Table 52.

Table 52

Mentee Interview Question 5

Themes	Responses	Respondent
Increased confidence as a teacher	80%	10,9,8,6,4,3,2,1
Better prepared to teach in a low performing school	20%	5,4
Built leadership skills	10%	1,7

Note. Ten of 10 participants responded to interview Question 5.

In response to mentee interview Question 6, “What do you perceive the role of the principal, mentee, and mentor should be, in the new teacher mentoring and induction program at West Creek Elementary?,” the most frequently reported theme had a response rate of 100%. There was a consensus from the mentees stating that the role of the mentor is to provide guidance to the mentee, and the role of the mentee is to be open to suggestions from the mentor and administration. The second most frequently reported theme had a 90% response rate. Nine of the 10 mentees stated that the role of the mentee is to communicate concerns and needs to the mentor, and the principal’s role is to be supportive of the mentees. The third most frequent reported theme had a response rate of 80%. Eight of the 10 mentees stated that the role of the principal is to address the needs and concerns of the mentee and provide feedback to the mentee. The fourth reported theme had a response rate of 70%. Seven of the 10 mentees stated that the role of the principal is to be an effective listener for the mentees. The fifth reported theme had a response rate of 60%. Six of the 10 mentees stated that the role of the principal should be

that of person who is nice and approachable as well as trustworthy. The last theme had a response rate of 40%. Four of the 10 mentees stated that the role of the mentor is to communicate to the mentee the expectations of the district and school.

A review of the data revealed clear insight into how the respondents viewed the roles of the principal, mentor, and mentee. Of the 10 themes, the principal received responses for five, the mentor received responses for three, and the mentee received the remaining responses. Additional information is provided within the data as to how defined the roles should be. Though the mentee was grouped into two themes, the respondents answered in the affirmative. This would indicate that the respondents can easily define the role of the mentee versus the role of the principal with a 72% average between the five respondent selected roles.

Organizational Change

The current *AS-IS* (refer to Appendix J) demonstrated areas of weakness within the new teacher mentoring and induction program at WCES. Therefore, in this section, I focused on Wagner's Four Cs of change leadership model and addressed the conditions, competencies, context, and culture at WCES. I used the Four Cs as a schema to examine and gain an understanding of why there are core subject area knowledge and instructional deficiencies of teachers as well as low teacher retention at WCES. In addition, I explained organizational and individual changes that needed to be made in order for WCES staff to enhance student learning through an improved teacher mentoring and induction program and sustain an acceptable school letter grade, build teacher capacity, increase teacher retention, and make the principal a more effective leader within the school.

Conditions

Conditions can be defined as the outward construction surrounding student learning, and the substantial preparations of time, area, and resources (Wagner et al., 2006). Beneath the conditions title within my *AS-IS* chart (Appendix J), I recognized four *AS-IS* statements for my study. These statements are listed below:

- limited time to plan Reading, Math, and Science lessons;
- limited time for PD to learn how to teach the core contents effectively;
- high number of new teachers with inexperience in transformation type schools;
- limited number of content specific instructional support to help struggling teachers.

Teachers are graduating from college or people are taking the teacher certification and subject area exam and receiving passing scores. However, when placed into the classroom, they are unable to teach the core content areas and standards to students in a low-performing environment or to students that are struggling academically. Often times, these new teachers are placed in the most difficult classes to teach or with students performing below grade level.

In WPSD, teachers are given 45 minutes of individual planning time, which is uninterrupted, and 30 minutes of common planning time, which can be interrupted by administrators and can be used for professional development and staff training.

Therefore, the time at the school is limited for teachers to study major contents such as Reading, Writing, Math, and Science and be able to plan lessons to teach effectively the required standards and content to students. According to Reeves, “To be effective,

professional collaboration requires time, practice, and accountability” (p. 26). When struggling teachers or teachers with low content knowledge need support, time is limited. This is often one of the main contributing factors to why schools fail or are unable to enhance instructional results necessary for students to be as successful.

WCES is a school of transformation, and teachers hired to teach at WCES are often inexperienced and lack the skill-set needed to transform low-performing students. Teachers that have more experience or have achieved high ratings are seldom found in low-performing schools. The principal of WCES believes that supervising and working with the teachers in a school of transformation is not for everyone. Schools of transformation should have their most experienced subject matter experts and most talented instructors teaching the students; however, this is not always the case. In addition, new teachers as well as many experienced teachers lack the core content knowledge and ability to teach effectively the standards to the students who are mostly low-performing and struggle academically.

Competencies

Competencies are defined as the repertoire of skills and knowledge that influences student learning (Wagner et al., 2006). The competencies identified in my study are areas in need of improvement. They are listed below:

- minimal of teacher knowledge in the core contents and
- insufficient team leader knowledge of how to help new teachers effectively teach the core contents.

For WCES to progress and sustain its school letter grade, there must be an intentional focus on professional development to assist in building teacher content capacity.

According to Wagner et al. (2006), “Most public education leaders believe that time and money move improvements forward” (p. 63). Hence, this is the reason why the school’s principal is determined to increase teacher capacity to improve student achievement and improve the schools letter grade status to an A school.

During the 2015-2016 school year, WCES’ primary focus was to reorganize and restructure curriculum, instruction, and the total organization to improve student achievement, which might lead to an improved school letter grade. After a year of successful implementation of curriculum structures and much needed instructional support, WCES’ school grade improved from a F to a C. Now that structures have been set into place and teachers are following routines and procedures, the primary focus has shifted to building teacher capacity to improve student learning to sustain the school grade while implementing the improved mentoring program and to earn an A grade. Through classroom walkthroughs, informal and formal observations, instructional rounds, and fidelity walks, data has revealed that many of the teachers lack the content knowledge to teach effectively the standards to students. In addition, many of the grade-level team leaders lack the content knowledge and skill set to help team members to effectively teach the core contents and standards to students.

At WCES, common planning is often facilitated by subject matter experts such as the Reading, Math, and Science coaches. In many other schools, it is the team leaders, department heads, or grade-level leaders who facilitate common planning. In any case, increased competencies are enhanced when professional development is intentional, job-embedded, on-going, planned, and collaborative (Wagner et al., 2006). Therefore, to ensure that instruction is delivered to students in an effective manner, the school leaders

will have to engage the teachers in professional development opportunities focused on improving their core instructional competence to continue to progress and improve student achievement.

Context

Context can be defined as the social, historical, and economic factors that can influence the organizational systems, demands, and expectations within a district (Wagner et al., 2006). Beneath the context's title within my *AS-IS* chart (Appendix J), I identified four *AS-IS* statements for my study. These are listed below:

- Provision II, Title I school,
- low scores in Reading, Math, and Science (50% proficiency),
- low teacher retention, and
- under STO.

Currently, WCES is a Provision II, Title I school, which means students receive free breakfast and lunch. In addition, within the last four years, WCES has performed inadequately on Reading, Math, and Science state assessments, which has caused the school to receive a school grade of F during the 2014-2015 school year. Because of the failing letter grade, WCES was placed under district watch and was placed under the supervision of STO. With intense instructional support and extensive monitoring by school administrators, WCES elevated its students' performance leading to the school grade rising from a F to a C during the 2015-2016 school year. However, WCES continues to struggle to retain highly-qualified teachers as well as build teacher capacity in order to sustain and progress the school grade.

One of the primary context factors that has greatly impacted WCES is its low-socioeconomic status. One-Hundred percent of the students attending WCES live in poverty, which is why WCES is a Provision II, Title I school. In addition, 60% of the students attending WCES are and continue to perform below grade level, and students entering kindergarten lack the skills needed to be kindergarten-ready.

In addition, there is a lack of parental involvement. This is another contributing factor highly-related to poor student behaviors and achievement. It is imperative for WCES leaders to focus their attention on improving the core instructional competence of teachers. According to Reeves (2009), “Teaching is the first and most important element of progress” (p. 107). Therefore, this is one of the main reasons why the principal is focusing her attention on building teacher capacity and improving instructional practices school-wide. For WCES to improve continuously and sustain an acceptable school grade status, instructional capacity must be enhanced, which means teacher retention must be increased. The context factors that can influence the latter expectations will require teachers to change instructional behaviors, attitudes, and beliefs related to student learning.

Culture

Culture can be defined as the shared values, beliefs, assumptions, expectations, and behaviors related to students and learning (Wagner et al., 2006). Beneath the culture title within my *AS-IS* chart (Appendix J), I identified two *AS-IS* statements for my study.

These are listed below:

- inconsistent delivery of instruction and
- inconsistent focus on core contents.

Although WCES has improved its academic status, the overall culture hinders the school in progressing and sustaining the school grade. Presently, the culture at WCES is one of inconsistent practices of delivery of instruction by teachers and an inconsistent focus on the core content areas taught to the students. Reeves (2009) stated, “A school’s culture is reflected in the behavior, attitudes, and beliefs of individuals and groups” (p. 37).

Therefore, creating a culture and environment that has an intense focus on improving instructional practices is needed to improve student learning at WCES.

During classroom walkthroughs and fidelity walks, I have noticed that when teachers are providing instruction to students, the delivery of instruction was often inconsistent with best practices or the specific needs of students, and there is a failure to monitor student understanding of the content standards. Even though teachers are provided time to plan and develop effective lessons, the teacher’s lack of knowledge of the standards and subject matter makes it difficult to deliver instruction effectively to students. The challenge that many school-leaders face is improving student performance; however, teachers do not know how to teach many of the *new skills and standards* to students, even the brightest students (Wagner et al., 2006). As a result, an environment of inconsistent implementation of effective instructional practices makes it hard for schools that struggle academically to maintain adequate yearly progress.

Also, there is an inconsistent focus on core content areas at WCES. Because WCES students have performed poorly on past state assessments, there has been a concentrated focus on the Reading, Math, and Science content standards. Depending on the grade level, Science may often get placed on the back-burner to improve Math and Reading scores. When looking at Social Studies, Writing, and sometimes Science, these

content areas can get overlooked or they can be embedded through the Reading and Math curriculum in order to address them within the school year. When teachers spend more time teaching Math or Reading and fail to teach Social Studies, Writing, and Science because of assessment demands, it creates an imbalance with teaching the required standards. Additionally, foundational skills students need to advance to the next grade level become limited or nonexistent, which can prove to be a challenge in sustaining the current school grade and increasing it.

Interpretation

The results of my administrator, mentor, and mentee survey and interview data results indicated how effective the new teacher mentoring and induction program at WCES was in terms of building teacher capacity and retaining highly-qualified teachers. During the 2016-2017 school year, WCES improved its school grade from a C to a B (Education, 2017). Therefore, overall, the new teacher mentoring and induction program was effective in terms of building new teacher instructional capacity and pedagogy.

Also, the data indicated that WCES' new teacher mentoring and induction program developed novice teachers and created a school culture that encompassed collaboration and support for the new teachers participating in the program. In addition, the results further gave insight into how important it is for Title I, low-socioeconomic schools that have a history of struggling academically, to have a structured new teacher mentoring and induction program in place to develop new teachers and enhance their instructional skills and pedagogy.

However, the data indicated that *time* is needed to develop teachers. This should be during contracted school hours. Enough time is needed for the mentees to meet with

their mentors on a weekly basis and more program monitoring is needed to ensure that the administrators, mentors, and mentees understand their roles and responsibilities when participating in the program. The latter was a major problem related to why the new teacher mentoring and induction program at WCES did not reach its greatest potential.

The significance of my findings, at times, was surprising. Although, the data results from the study indicated that *time* was a challenge and barrier to the effectiveness of the program, the data showed that the *time* the teachers were expected to participate in the new teacher mentoring and induction program activities was consumed by unforeseen, requested, or required actions by administrators.

During my study, *time* was built in to allow for the mentors and mentees to meet with administrators on a monthly basis. However, the school-wide and district demands took the place of the selected days for the mentors and mentees to meet and collaborate with administrators. Therefore, the mentors and mentees had to meet and collaborate outside of contracted school hours. This placed additional and unexpected stress on the new teachers participating in the program. I believe this is one of the main reasons why many of the new teachers at WCES left in the 2016-2017 school year.

After further analyzing the survey and interview data collected from the administrator, mentors, and mentees, I believe that the outcome of the results were positive for the new teachers who participated and were fully committed to the new teacher mentoring and induction program. Also, I believe that several participants in the program did not give their honest opinions regarding the effectiveness of the program, possibly out of fear of their principal was conducting the study, and they did not want to upset her with their responses. In addition, there were several teachers that were

disgruntle throughout the school year, and they may have wanted to devalue the program because they knew they would not be reappointed at WCES, or if they were reappointed, they knew they had no intention of returning to WCES.

Judgements

After analyzing the results of the data, I was able to gather information to answer the primary and secondary research questions. The results of the new teacher mentoring and induction program at WCES was perceived as working well as indicated by the overall perceptions of the administrators, mentors, and mentees who participated in the program. However, the data from the administrator, mentor, and mentee surveys and interviews identified parts of the program that were not working well and were deemed the biggest challenges in the program. There was insufficient time for new teachers to fully develop into content experts or for the mentors and mentees to meet and collaborate during contracted school hours on a regular basis. There was insufficient monitoring from the administrators to ensure that the participating administrators, mentors, and mentees understood their roles and responsibilities when participating in the program. The perception of things not working well in the new teacher mentoring and induction program as well as the actual challenges faced were unanimously agreed to by the administrators, mentors, and mentees that participated in the program.

The data results revealed components of the new teacher mentoring and induction program that were needed to support and assist in addressing the needs of the new teachers with different backgrounds at WCES. Again, *time* was one of the main components that would need to be addressed in order to improve the effectiveness of the program. Most of the *time* in which the mentors and mentees collaborated with each

other was conducted on their own time, during their lunch time, or after school hours. Another issue identified by the administrators, mentors, and mentees was the need for *targeted professional development* for the mentees and mentors to further develop the teachers' instructional knowledge and the mentors' leadership skills.

When determining the aspects of the new teacher mentoring and induction program that would contribute to increasing teacher retention at WCES, the results were positive. It was evident from the information the administrators, mentors, and mentees provided that by reducing the *stress* new teachers encountered when participating in the new teacher mentoring and induction program, teacher retention could be increased. It is often the demands, requests, and requirements from the school and district that cause high-teacher-turnover no matter how much support is provided by administration.

The data from my study were positive for the mentors. They indicate the mentors had increased their own teacher pedagogy skills. Also, they noted it helped them become content experts and enhanced their leadership skills. In addition, the mentors became more effective teachers with their students.

Recommendations

My study was conducted to gather both quantitative and qualitative data to improve the effectiveness of the new teacher mentoring and induction program at WCEs. It is my opinion that my findings support the need for an improved teacher mentoring and induction program in historically low-performing, low-socioeconomic schools. Because teachers tend to leave low-performing, low-socioeconomic schools at a faster rate than affluent schools, my findings should encourage the school district in my study and other

school districts with historically low-performing schools to implement a new teacher mentoring and induction program to increase teacher retention and teacher capacity.

By retaining teachers in low-performing schools, there should be an intense focus on building teacher capacity and reassurance that students will receive a quality education from highly-qualified teachers. The results of my study can be used to influence my school district to think about allocating funds to implement a *new* and *improved* program and extend it to others in low-performing, low-socioeconomic schools. One of my school districts' primary goals focused on building high-performing and dedicated teams. Therefore, it would be more productive to have the district finance this aim. It should include the development of a new teacher mentoring and induction program in low-performing, low-socioeconomic schools to create a program focused on training and developing new teachers at the school level.

After reviewing the administrator, mentor, and mentee survey and interview data from my study, I identified one area that needed to be addressed. It is the provision of enough time to do the job well. My data indicate that the new teachers need more *time* to meet and collaborate with their mentors on a regular basis during contracted school hours. Also, additional *time* is needed for new teachers to meet with the instructional coaches to plan effective lessons to teach students strategies needed to master content standards. There needs to be more *time* for the mentees to participate in instructional rounds and observe their mentors and colleagues teaching effective lessons to students.

Last, more *time* is needed for new teachers to develop and enhance their subject matter knowledge and teaching skills needed for working in a Title I, low-socioeconomic schools. As one can see, *time* is a significant value need. Therefore, every aspect of the

new teacher mentoring and induction program must be structured and planned thoroughly to maximize time available during contracted school hours to train teachers and reduce the stress levels that new teachers may face during their first three years of teaching.

The organizational changes I would make respective to the issue of *time* are to focus building the new teacher mentoring and induction program around the school's master schedule after the master schedule is completed, finalized, and approved by the school district. When the principal reviews WCES' master schedule, the leadership team should schedule two days out of each month to conduct targeted professional development with the mentors and mentees to address areas of need.

The principal should schedule a total of three common planning days each quarter dedicated for new teachers. It should be used to collaborate with the instructional coaches and meet with their mentors to develop content specific lesson plans. The teachers should practice delivering the lessons, and they should be provided feedback to enhance the new teacher instructional practices prior to lessons being delivered to the students. Additionally, the principal should schedule at least one *meet and greet* social time once a month to help create a positive school environment to reduce stress levels that new teachers may face when working in a Title I, low-socioeconomic school.

I selected the issue of *time* for special attention. I did this because the survey and interview data results indicated that this was an aspect of the program that needed to be improved. Also, I identified it as one of the greatest challenges to the overall effectiveness of the new teacher mentoring and induction program. When delving deeper into data results, I strongly believe that when new teachers leave schools that are demographically similar to WCES, it is not always because of lack of administrative

support. I believe it is the result of the overwhelming amount of stress that comes with working in schools that historically struggle academically. *Time* is never on the new teacher's side when it comes to developing their knowledge and skills.

At WCES, new and veteran teachers must always have a high sense of urgency. I think at times that the level of urgency can present an incredible amount of stress. In fact, it can be so great, that with increased support by administrators, instructional coaches, and mentors, this would not be enough to keep new or veteran teachers working in the district's schools from transferring to a less stressful school or even quit the profession.

Conclusion

WCES has progressed and improved in its overall academic status. However, for WCES to continue to grow and improve, the conditions, competencies, context, and culture must be changed or improved. The overall goal is to build teacher capacity by increasing core instructional competence in teachers at WCES to improve student achievement and continue to sustain or reach a higher, more acceptable school grade.

CHAPTER FIVE: TO-BE FRAMEWORK

Introduction

Today, administrators face great accountability when it comes to increasing student achievement and sustaining an acceptable state school grade. This task becomes more difficult when teachers do not have sufficient instructional content capacity, a sufficient understanding of the core standards, and lack the knowledge to implement instructional practices effectively. Research by Wagner and Kegan (2006) stated, that the first and foremost item on an administrator's agenda should be to develop teachers' instructional knowledge and skills as well as the instructional leadership capacity of school leaders to improve student achievement. For this reason, the *To-Be* for my change leadership project is to have an intense focus on building teacher capacity within WCES. This would be done by having improved instructional core content and the effective implementation of instructional practices by teachers.

Review of Literature Related to Change

The Importance of Curriculum and Instructional Development

For schools to be successful, there must be an intense focus on curriculum and instruction. UNESCO (2004) defined curriculum as what is learned, taught, delivered, assessed, and the resources implemented within a classroom or learning environment. Therefore, teachers must be involved in the developmental process of curriculum and instruction to be more productive (Alsubaie, 2016). For example, teachers' ideas and feedback should be integrated into the curriculum development process. When teachers take ownership of the curriculum, they are more inclined to deliver the instruction effectively to students. According to Yockey (2013), "Curriculum has more of an impact

on students than any other factor in schools” (p.1). Because teachers are the first people to introduce the curriculum to students, teachers must be provided professional development on how to establish an instructional culture centered on student learning.

By building a culture that is focused on quality curriculum and instruction, schools will have a greater chance of increasing student learning and retaining highly-qualified teachers. The demand to customize the organization and delivery of instruction mandates focused and continuous professional development (Daggett, 2014). According to research, teachers must take advantage of the instructional resources within a school to improve teaching practices and student learning (Jaquith, 2012). Developing an instructional culture increases teachers’ knowledge in curriculum and instruction and allows them the opportunity to work and collaborate together to enhance content knowledge, instructional practices, and pedagogical skills. According to Crawford and Kirby (2008), “Knowledge emerges at the intersections of content, pedagogy, and technology” (p.61). As such, it is critical for a school to invest in the curriculum and instruction process when building teacher curriculum knowledge and instructional skills.

Challenges that Teachers Face in Curriculum and Instruction in Low Performing Schools

It is often difficult to retain highly-qualified teachers in a low-performing school such as WCES. According to research, finding highly-qualified teachers for students who struggle academically is a major concern (Olson & Jerald, 1998). Critical factors delaying instruction are a lack of resources and an absence of instructional support from instructional coaches and administration (OECD, 2009). I find this research to be true

because teacher retention at WCES is not high though the school has increased student learning, slightly.

According to Sutchter, Darling-Hammond, and Carver-Thomas (2016), “Currently, there are not enough qualified teachers applying for teaching jobs” (p. 3). Therefore, when teachers leave WCES, the curriculum and instructional development process has to start again for their replacements. Especially when hiring first-year teachers who are either new to education or new to a school that is under a state of transformation. In addition to the retention problem, low-performing schools such as WCES are faced with a high number of instructional vacancies at the beginning of the school year and throughout the school year. According to Macbeth (2012), “Teachers have been leaving the profession in unprecedented numbers” (p. 10). Because of large numbers of vacancies, WCES and other low performing schools are often tasked with hiring teachers who lack the content knowledge and instructional skills to educate students effectively (Olson & Jerald, 1998). Having an abundant number of teachers who are not prepared to teach students core content standards and skills needed to pass state assessments leads to a decline in student achievement.

New teachers almost always lack the knowledge and skills needed to be effective in low-performing schools. For this reason, teachers must possess the instructional skills, content knowledge, values, and beliefs necessary for a teacher to function effectively (Okwelle, 2014). However, experienced teachers can be less effective in a low-performing school. Often teachers are less prepared to teach the students, and there is an insufficient amount of appropriate forms of instructional professional development. As a result, teachers who frequently serve in high-poverty schools lack the content knowledge

to teach the core content standards to students that struggle academically (Stosich, 2016). For that reason, building teacher instructional capacity within the school is needed to increase student learning as well as sustain student learning for years to come.

The Importance of Targeted Professional Developments

For schools in which student achievement is habitually low, teachers must engage in ongoing professional development in an effort to build their instructional capacity. Teachers need to participate in targeted, high-quality professional development to deepen their knowledge in core contents and pedagogical skills (Reed, 2005). When teachers participate in well-organized and targeted professional development, teachers deliver instruction more effectively to students, and as a result, student learning will improve. According to Drago (2009), building instructional capacity and developmental capacity is needed to strengthen teaching and student performance. Therefore, professional development activities must align to content standards and focus on addressing the students' needs.

Targeted professional development must be structured to address teachers' needs. Childress (2014) stated good teaching can be influenced by ongoing and consistent feedback, mentoring, and training by content experts. Targeted professional development experiences need to train teachers on how to teach the core content to students effectively as well as provide strategies on what instructional interventions might be needed to help address students' deficiencies.

The Vision TO-BE

The vision *TO-BE* (Appendix K) allowed me to identify and analyze areas of weaknesses—my *AS-IS* status—within the new teacher mentoring and induction program

that needed to be addressed when determining the program's then current level of effectiveness. Therefore, my next step was to develop my vision for my change project that is expressed in my *TO-BE* chart after using the 4Cs Framework: condition, competencies, culture, and context. With this vision in mind, I was able to implement a change plan to improve the effectiveness of the new teacher mentoring and induction program and build teacher instructional capacity. In addition to understanding how to use the 4Cs framework to help meet the overall purpose, I personally have increased my leadership skills and have become a stronger and more effective leader as a result.

The intended goal for my *To-Be* change plan (Appendix K) was to improve core instructional competence in new teachers at WCES and retain them. The school staff created the *new teacher mentoring and induction program* at WCES for the purpose of developing and educating novice teachers to increase teacher retention and build teacher capacity. During the 2016-2017 school year, the principal implemented a new teacher mentoring and induction program at WCES. Teachers and coaches who participated in the program improved their instructional practices and acquired skills and knowledge to teach students that struggled academically. In addition to improving teacher instructional capacity, student learning improved. WCES improved the school grade from a C to a B. However, many of the new teachers who participated in the new teachers mentoring and induction program left WCES by choice or because of non-reappointment.

Context

Beneath the context title within my *To-Be* chart (Appendix K), I recognized four *To-Be* statements for my study. These are listed below:

- Provision II, Title I school,

- high Reading, Math, and Science scores,
- high teacher retention, and
- no longer under school transformation status.

WCES will continue to be a Provision II, Title I school for the next three years unless changed by the Department of Education because socioeconomic status within the student population. For WCES to increase student achievement and maintain an acceptable school grade, teacher retention and teacher capacity needs be increased. Increasing teacher capacity at WCES means teachers effectively and consistently deliver instruction to students that leads to an increase in the Reading, Math, and Science scores on the state's tests. To get from under the umbrella of STO, student learning and academic performance needs to improve and attain satisfactory state testing scores.

Culture

The ideal culture related to my study that will change as a result of my change leadership plan is listed below:

- teachers are committed to effective instruction—an attitude not a level of performance,
- consistent focus on core contents, and
- open, two-way communication regarding change—a way of organizational life.

WCES will provide teachers additional time to collaborate with their mentors and instructional coaches to develop effective lessons. In addition, this additional time will allow for teachers to show their mentees and instructional coaches how they plan to deliver instruction to their students. By doing this, the mentors and instructional coaches will be able to preview the lessons in advance as well as provide feedback to help

enhance and or improve lessons prior to teaching the lessons to the students. According to research, no person can transform what is basically a communally engendered organizational system (Brown & Moffett, 1999). By allowing teachers time to collaborate with their mentors and instructional coaches, the overall climate will promote togetherness, partnerships, and teamwork.

Also, administration will monitor and ensure that core contents are taught equally by the teachers and delivered with consistency during instruction. The leadership team and instructional coaches will continue to conduct classroom observations, participate in common planning, and provide actionable feedback to teachers to make sure that the core content standards are taught to students. In addition, there will be an intense focus on scheduling equal class time to allow teachers to teach effectively the content in subjects to their students to ensure learning equity and equal opportunity for each.

As changes are made, the leadership team will conduct professional development or trainings. They will do that in addition to having meetings during common planning time to communicate any curriculum changes including school-wide changes to help the new teachers adjust to different transitions that may occur throughout the school year. Kotter (2011) stated, “Establishing a sense of urgency is crucial to gaining needed cooperation” (p. 36). Increasing communication between WCES’ administrators, instructional coaches, and teachers will help reduce the negative perceptions and tension when changes are made within the curriculum or day-to-day operations that need to be addressed immediately.

Conditions

The ideal conditions related to my study that will change as a result of my change leadership plan are listed below:

- scheduled time for teachers to plan for core contents,
- scheduled time for teachers to deepen their knowledge in core contents,
- targeted professional development to improve core content knowledge,
- increased teacher retention,
- content specific classes,
- Provision II schools will receive extended time for teacher content development, and
- decreased number of new teachers with no experience in transformation type schools.

Teachers at WCES were only provided 45 minutes, Monday–Friday, to plan lessons for the Reading, Math, Science, Social Studies, and Writing content areas. Administrators need to offer teachers that work in struggling schools smaller class sizes, additional planning time, and extra professional development (Reeves, 2009). Therefore, at the beginning of the school year, the leadership team and the principal will develop a schedule to include two full days a month, specifically for new teachers, to plan lessons and work with content experts to enhance instructional practices, content knowledge, and pedagogy. In addition, WCES will pay teachers to stay two additional hours twice a week to plan and study lessons with the instructional coaches as well as with their mentors to develop into highly-effective teachers.

West Creek will conduct targeted professional development twice a month on the early scheduled Wednesdays after school for one hour. The professional development will focus on training teachers how to identify and create research-based questions, analyze student data, discussions on various strategies needed to address student needs, and creating student action plans to improve student learning (Kennedy, Deuel, Nelson, & Slavit, 2011). Therefore, the targeted professional development will improve core content knowledge of the standards as well as build teacher instructional capacity.

By increasing teacher retention at WCES, instructional teacher capacity and pedagogy will increase. Drago-Stevenson (2009) stated, teachers need time and room to learn and collaborate in the presence of their colleagues, which will support their overall growth, ability to lead, and their individual maturity. When building teacher capacity, student learning will improve. In addition, building teacher capacity will reduce the number of inexperienced teachers entering schools of transformation. WCES is focused on building more competent teachers from year-to-year and helping them maintain their *effective* or *highly effective* status.

The vision of my change leadership plan is to show the need for district leaders to provide extended time for teacher content development. Often, new teachers are inexperienced in working at schools that are under a transformation because of academic and behavior challenges. New and experienced teachers need ongoing support for adult development (Drago-Severson, 2009). For that reason, teachers need the *time* to develop instructionally and mentally when working in an academically-challenged school.

Competencies

The ideal competencies related to my study that will change as a result of my change leadership plan are listed below:

- experts in core contents and
- teacher leaders can help teachers effectively teach core contents.

Through implementation of the change leadership plan, targeted professional development will be provided to teachers to increase their content knowledge. According to Schmoker (2012), “Mastery requires knowledge and continuous practice” (p. 1).

Through this study, I have found it is challenging to find teachers who are successful at teaching the core contents effectively to students. For example, there were teachers who were effective in teaching Math and Science to students and struggled when teaching Reading and Writing or vice-versa. As a result, my change plan will provide new and veteran teachers additional time to study the different core contents and standards with the content expert coaches to increase instructional content area capacity. To monitor this process, common planning will be facilitated by the instructional coaches in the areas of Reading, Math, Science, and Writing with an intense focus on deconstruction of standards to ensure that lessons and student engagement activities are aligned to the standards. In addition, new teachers will be given the opportunity to practice delivering instruction to the coaches and mentors to make sure that instruction is delivered effectively, so students are able to master essential standards.

Conclusion

Building instructional teacher capacity in low-performing schools is challenging. Schools that struggle academically must build a culture with an intense focus on

curriculum and instruction. When teachers are better prepared to teach the content and required skills dictated by the standards to the students, student learning is more likely to increase. Therefore, it is imperative for low-performing schools such as WCES to invest time and resources (e.g., human resources and instructional resources) into teachers by building a culture that is aligned to standards-based curriculum and instruction to build teacher capacity and improve and or sustain high student achievement. This will help attract and retain high-performing teachers.

The vision of my change leadership plan is to decrease instructional deficiencies of new teachers at WCES. Through the implementation of my change plan, I will transform the context, culture, conditions, and competencies at WCES and increase teacher instructional capacity. For WCES to sustain an acceptable school grade and retain highly-qualified teachers, transformation of the 4Cs is essential. My desired changes are primarily adaptive ones requiring some technical efforts as well. The *Practice of Adaptive Leadership* book speaks about how adaptive challenges are based in the intricacy of standards, views, and allegiances rather than technical elements (Heifetz, Grashow, & Linsky, 2009).

CHAPTER SIX: STRATEGIES AND ACTIONS

Introduction

When creating the *AS-IS* (Appendix J) and *TO-BE* (Appendix K) charts, I took a universal view on the current school status of being a F school as well as what the school needed to transform, including decreasing teacher turnover, increasing teacher instructional capacity, and improving student learning. Therefore, I focused on improving teacher pedagogy and building teacher leaders to retain highly-qualified teachers and increase teacher retention at WCES. To ensure that I assessed critical areas of change for WCES' systems, I used Wagner's 4Cs Framework (Wagner, et al., 2006). Based upon research and best practices in organizational theory, professional development, leadership, and communication, I identified for my organizational change plan strategies and actions to address the issues detailed in the four arenas for change: context, culture, conditions, and competencies.

Wagner's 4Cs Framework

Context

WCES is a Provision II, Title I school and will remain a Provision II, Title I school for the next three years, which means there is little that can be changed with context to this issue. WCES has begun to improve student learning since the implementation of the change plan as the school grade has increased from a F to a B status within the last two years (District Grades, 2016). However, retaining highly-qualified teachers continues to be a challenge at WCES. Also, WCES is still under the supervision of the district office of STO. Therefore, only minor change may be done in

the *context* area until WCES is able to show a continuous and consistent improvement in student learning.

Culture

When creating the *AS-IS* (Appendix J) and *TO-BE* (Appendix K) chart for *culture* at WCES, I knew that for WCES to retain highly-qualified teachers and build teacher instructional capacity school-wide, the overall culture of the school had to change. In past years, students were not mastering content standards resulting in the student's performing low on the statewide standard assessment exams (District Grades, 2016). This was primarily because the teachers at WCES lacked content knowledge on the content and standards for the core contents. Therefore, teachers lacked the ability to deconstruct effectively standards as well as delivering instruction to students inconsistently. For that reason, the change plan has an intense focus on improving teacher pedagogy and content knowledge to teach students effectively and help them master core content and standards to improve student learning and increase teacher capacity and retain highly-qualified teachers. In addition, my change plan focused on training teachers on how to balance their work and personal life to help reduce stress that comes along with working in an academically challenging school such as WCES.

Conditions

By working in conjunction with the district's STO, I was fortunate to have senior administrators and district coaches that were content experts assigned to support WCES. WCES met part of the *To-Be* vision of success. Based on the administrator, mentor, and mentee survey and interview data, the team of WCES' school-based coaches, district coaches, and senior administrators were able to help support and motivate faculty and

staff. Through my change plan, WCES was able to increase and enhance teachers' knowledge in the core content standards as well as develop teacher leaders into content experts. Because the mentors and mentees were receiving additional emotional and instructional support, they were able to teach core content more effectively to their students. In addition, by training mentors and teachers, the mentors and many of the new teachers developed as teacher leaders within the school and can help fellow colleagues that are struggling during the critical first three years of being a new teacher. The increased competence within the teachers and the mentors at WCES produced highly-qualified teachers among the novice teachers, an increase in instructional capacity school-wide, and a continuous improvement of student achievement.

Competencies

WCES provides teachers with a 45-minute common planning as well as a 45-minute uninterrupted planning time. However, more time is needed for new teachers at WCES to plan for core contents when teaching the elementary curriculum. Therefore, the teachers needed more time to develop into effective highly-qualified teachers. For this reason, the change plan provided targeted professional development to help and improve teacher instructional content knowledge. In addition, the plan provided teachers with content-specific classes, in which teachers can teach the contents they are experts in. In addition, the additional time provided for teachers allowed them to plan effective lessons, deepen their knowledge in the core contents, and receive adequate instructional support from the district and school-based coaches and administration. This change plan helped increase new teacher knowledge on how to effectively transition into a school

under transformation. Only part of the vision of success has been met; I anticipate the whole plan will be met.

Strategies and Actions

For WCES to reach its intended goals of reducing teacher turnover and increasing teacher instructional capacity, effective strategies and monitoring procedures needed to be in place to ensure organizational change. Therefore, a plan of action was created that identified strategies and actions needed to achieve a successful organizational change (Appendix L). However, WCES must continue to evaluate and revise its new teaching and mentoring and induction program to address the school's *To-Be* vision quest related to context, culture, conditions, and competencies.

Context Strategies

When looking at the context, one strategy to implement will be to enhance the new teacher mentoring and induction program by increasing and improving the teacher trainings conducted when participating in the program. It is important that WCES build internal experts as well as create an environment that is collaborative and supports collaborations among its employees (Killion & Hirsh, 2012). Therefore, actions by the administrators, coaches, and mentors will be conducted to continue to provide instructional support for new teachers. In addition, targeted trainings such as classroom management, data collection and analyzation, content development, and continuous implementation and use of instructional rounds will be executed throughout the school year.

Also, administrators will increase monitoring of the new teacher mentoring and induction program by continuing to evaluate the program's effectiveness. Administrators

and instructional coaches will conduct monthly surveys to see what is working and not working in the program as well as request feedback to improve the program from the mentors and mentees perspectives. The school leaders will conduct a presurvey at the start of the program to determine what professional development and trainings will be needed to address the mentors and mentees' needs and or concerns. In addition, the mentors will submit weekly logs to administrators as needed to monitor feedback given to their mentee as well as provide the times in which the mentors meet with their mentees to assess how often the mentors is meeting with their mentees and the level of consistency.

Culture Strategies

When looking at the *culture*, one strategy to implement will be providing targeted professional development and trainings to improve teacher instructional capacity. These trainings will be focused on teaching new teachers on how to deconstruct the standards, develop effective lesson plans, assignments, and project-based activities that are aligned to the standard. This will help increase student engagement and ultimately student achievement.

To ensure the success of the new teacher mentoring and induction program and development of new teachers at WCES, I will take action by focusing on areas including classroom management, data collection and analyzation, and implementation of effective instructional strategies and practices in the classroom. Also, I will encourage the mentors and instructional coaches to provide actionable feedback to their mentees or team members. In addition, I will allow the new teachers an opportunity to participate in instructional rounds throughout the school year, so they are able to observe highly-

effective teachers as well as obtain *takeaways* or effective strategies to implement into their classrooms.

Conditions Strategies

When looking at the *conditions*, one strategy to implement is to provide extended common planning time to increase teacher pedagogical skills, curriculum knowledge, and instructional delivery. This time needs to be built into the school's master schedule to avoid teachers working outside of contracted hours. However, teachers will be supplementary paid if planning has to be conducted outside of contracted hours.

WCES will take action by providing mentors and teachers opportunities to meet at scheduled times during contract hours to provide each other feedback as well as communicate school information and changes consistently and in a timely manner. In addition, adequate time to make and adhere to school-wide changes will be provided.

Competences Strategies

When looking at the *competencies*, one strategy will be to develop content experts and teacher leaders within the school. Therefore, WCES will identify teachers who have content knowledge and effective instructional practices to serve as team leaders and or mentors. The identified team leaders and mentors will be given the opportunity to model lessons for teachers as well as their mentees. In addition, to make sure that teachers are teaching the content and standards to the full extent, content experts and or instructional coaches will facilitate common planning in an effort to train team leaders and mentors on how to enhance teacher instructional pedagogy.

Conclusion

WCES developed a change plan and strategies and actions were taken to increase teacher retention and build teacher capacity. When teachers are not provided the opportunity and or training to improve their teaching skills and content knowledge, the individuals who pay the biggest price for inadequate teaching are the students (Kotter, 2011). Therefore, WCES will continue to evaluate and adjust the implementation of the suggested strategies and actions to guarantee successful organizational change and program effectiveness to meet its intended goals and outcomes.

CHAPTER SEVEN: IMPLICATIONS AND POLICY RECOMMENDATIONS

Introduction

WCES is a low-socioeconomic school with a low retention rate among staff and teachers, especially novice teachers, which has resulted in poor academic performance from its students on state wide assessments. Therefore, WCES faces ongoing teacher shortages and is forced to hire certified, but less-qualified teacher candidates from one year to the next. Ninety percent of open teaching positions are created by teachers who leave the profession either by retirement, various personal needs and reasons, and teacher dissatisfaction (Carver-Thomas & Darling-Hammond, 2017). A policy issue that is suggested by the findings from my program evaluation and organizational change plan is a policy that focuses on addressing the overall quality of teacher induction and continuous staff development programs at Title I, low-performing schools.

Schools that maintain high-turnover rates from year-to-year are compelled to higher inexperienced and inadequately prepared teachers to fill vacancies. When vacancies are filled with incompetent and naïve teachers, student achievement can be negatively affected (Carver-Thomas & Darling-Hammond, 2017). The *New Teacher Induction Program Quality Policy* will help enhance teacher pedagogy, improve implementation of instructional strategies, and provide adequate instructional and emotional support needed to help develop highly-qualified teachers and retain them.

This policy is related to my program evaluation and organizational change plan and connects to student learning because the policy will require the following:

- teachers with zero-to-three years of teaching experience must participate in the new teacher mentoring and induction program,

- new teachers must participate in regular instructional rounds and observe experienced teachers' classrooms,
- new teachers' mentors must conduct regular observations of their mentees,
- instructional coaches and mentors must provide instructional feedback to their mentees based on observational data consistently,
- schools must reduce the teaching load for teachers with zero-to-three years of teaching experience,
- the school district must provide new teachers a contingency of three years to develop into a highly-effective teacher,
- the school district must pay new teachers with zero-to-three years of teaching experience an additional supplement to participate in summer professional development and common planning in which instructional and emotional support will be provided by instructional coaches and administration, and
- the school district must provide funding to support an efficient new teacher mentoring and induction program at the school level.

The *New Teacher Mentoring and Induction Program Quality Policy* will help improve teacher pedagogy, improve instructional practices, and increase teacher retention. New teacher induction programs will help to improve the overall performance and retention of new teachers by enhancing skills to ultimately improve students' growth and learning (Ingersoll, 2012). Therefore, implementing a policy that focuses on program effectiveness will help develop inexperienced teachers, improve teacher competency, and retain highly-qualified teachers in efforts of building teacher capacity and improving and sustaining student learning at WCES.

Policy Statement

The policy that I am recommending is a *New Teacher Mentoring and Induction Program Quality Policy*. Although the new teacher mentoring and induction program at WCES improved student learning by increasing the school grade to an acceptable status, teacher retention continues to be an issue. Therefore, this policy is recommended based on the program evaluation and organizational change plan data. WCES continues to struggle with retaining highly-qualified teachers, which is detrimental to improving and sustaining student learning. Induction programs that are provided with additional support require more mentor-mentee interaction and contact is intensely aligned with teacher retention and student outcomes when compared to induction programs that only provide basic support (Moore & Swan, 2008). For this reason, I envision the policy being effective in meeting the problem because the effectiveness of the new teacher and mentoring and induction program at WCES. The program will be monitored, implemented with fidelity, evaluated, and modified based on mentor and mentee feedback, observational data, and student data to meet and address the needs of the new teachers participating in the program because of the policy requirements.

Analysis of Needs

Teacher turnover is greater in schools that are historically academically challenged and service students that are of low-socioeconomic status. As a result, the permutation of poor school performance and inadequate teacher experience makes it difficult for schools like WCES to meet strict state guidelines and educational mandates (Barnwell, 2015). Therefore, in this section, I will offer a reason and analysis regarding the need to implement an effective new teacher mentoring and induction program policy

at Title I, low-performance schools. By examining the six distinct areas of analysis, educational, economic, social, political, legal, and moral and ethical, I will be able to further provide a fuller understanding of the problems involved as it relates to the recommended policy.

Educational Analysis

The educational issue associated with the problem at WCES is a continuing struggle to retain highly-qualified teachers to maintain an acceptable overall level of the school's and students' academic performance. The research conducted in my Program Evaluation Project (PEP) indicated that if new teachers or inexperienced teachers are not provided support during their first three years of teaching, high-teacher-turnover likely will occur, especially in schools that struggle to maintain an acceptable academic status. According to Woods (2016), "New teachers who are poorly supported or underprepared are more likely to leave the profession within the first 5 years" (p. 2). Often, new teachers participate in a district or school-based mentoring program; however, new teachers continue to leave the teaching profession each year, which results in low student performance and a decline in a school's overall performance. Therefore, the *New Teacher Mentoring and Induction Quality Policy* is designed to ensure that schools like WCES provide a comprehensive new teacher mentoring and induction program to hasten the professional and educational growth of new teachers.

Traditionally, new teachers are less effective than veteran teachers when it comes to increasing student achievement; however, the new teacher mentoring and induction programs I propose will help to develop new teachers into effective teachers more quickly when given the correct support (Woods, 2016). As a result of focusing on the

quality of the new teacher mentoring and induction program, teacher retention will increase, improved classroom instructional practices will be implemented by beginning teachers, and there will be an increase in student learning and achievement.

Economic Analysis

The economic issue associated with the problem is that the costs of preventing early attrition is massive. When schools such as WCES have a great concentration of unprepared and inexperienced teachers, they can consume a school's financial budget as well as its human resources (Hammond-Darling, 2003). When reviewing the data from my PEP, teachers at WCES are continuing to leave in great numbers, which leads to WCES having to continue to hire teachers who are inexperienced and or underqualified. As a result of WCES' high attrition, WCES continues to spend large amounts of money to attract highly-qualified teachers to retain them. The costs for providing professional development and training for new teachers, providing additional supplements to pay teachers to mentor teachers, and paying mentors and new teachers to work additional time outside the contracted school hours to reduce teacher attrition and build teacher capacity is massive.

Teachers often leave the profession because of job dissatisfaction, salaries, and working conditions (Hammond-Darling, 2003). Therefore, the policy demands improving the quality of the new teacher mentoring and induction program. This will help to reduce teacher turnover through an intense focus on providing administrative and instructional support as needed to reduce stress that new teachers face when working in schools such as WCES. In addition, the policy will ensure teachers participating in the program are provided an increase in salary because of the additional supplements

teachers will receive to participate in professional developments, trainings, and planning that is conducted outside of contracted school hours. Furthermore, by focusing on improving the program effectiveness through the implementation of my recommended policy, schools such as WCES will retain highly-qualified teachers, reduce teacher attrition, and build teacher capacity, which will help the school and district save money. In addition, it will lessen the costs of reeducating nonpromoted students.

Social Analysis

The social issue associated with the problem is because of statewide academic standards with high-stakes assessments. New teachers are so focused on enhancing and developing instructional practices and how to properly implement them effectively, that they fail to develop effective working relationships with their students. Building relationships with students is essential to fostering a positive school climate. When students feel safe and the teachers' classrooms promote a positive learning environment, student achievement is more likely to increase (Kaplan & Owings, 2015). Therefore, teachers can play an important role in the development of their students, and they have a major impact on both a student's academic and social development.

Additionally, early academic success can make more socially competent persons. Students who fail academically become dropouts who become a burden on the state social support systems, including prisons. For that reason, the policy recommended to improve the quality of the new teacher mentoring and induction program at WCES will focus on improving teacher quality by providing the new teachers with adequate and specific targeted trainings to improve their instructional teaching practices and teach them strategies to build student relationships. As a result of this policy change, having a

positive school climate will help increase teacher retention as well as increase teacher capacity, which will lead to an increase in student learning and achievement.

Political Analysis

The political issue associated with the problem is the emerging growth of efforts at the national and state level to privatize education. According to the Florida Department of Education website, charter schools are largely free to innovate and often provide more effective programs and choice to diverse groups of students. Charter schools are designed to address the perceived level of public schools' failure to educate students. The public school system is there to educate *all* students.

The law states that Title I schools must ensure that *all* students have a fair and equal opportunity to receive a proper education (Education, 2016). Therefore, teachers who teach in Title I schools must be highly-qualified in the core content subject areas to teach students at WCES. However, with 40% of teachers leaving the teaching profession within the first five years, replacing teachers can be difficult (Strauss, 2017). For that reason, the policy recommended to improve the quality of the new teacher mentoring and induction program at WCES will focus on providing new teachers with instructional support to help increase teacher capacity and retain highly-qualified teachers. The success of the new teacher mentoring and induction program at WCES mitigates the political disputes between privatizing education and public education.

Legal Analysis

An important legal issue associated with the problem is ensuring that Title I schools, such as WCES, recruit and retain highly-qualified teachers. In fact, there are national and state laws requiring improved student performance in addition to penalizing

schools that underperform in meeting these educational standards. Furthermore, schools get labeled and taken-over for failure to meet student academic needs as determined by state testing laws. According to the U.S. Department of Education, Title I schools receive Title I funds, which requires them to hire highly-qualified teachers to guarantee that children have a fair and equitable opportunity to obtain a high-quality education (Education, 2016). For that reason, my policy recommendation to improve the quality of the new teacher mentoring and induction program at WCES will help to develop new teachers and enhance their pedagogical skills to ensure students receive a proper education.

Moral and Ethical Analysis

The moral and ethical issue associated with the problem is the assurance that students receive an equitable education. Therefore, adequate provisions must be made by schools to ensure that schools are efficient, safe, and house the most certified and experienced teachers to allow students to receive a high-quality education (Sunshine, 2018). According to the U.S. Department Education, “The Obama Administration has fought to improve outcomes for underserved students through its major education initiatives to ensure quality teaching in every classroom.” Because WCES is a Title I school and struggles academically, it is important that WCES hire the most highly-qualified and effective teachers to educate students that are diverse, economically disadvantaged, and academically challenged. It is equally important to insure they are competent and have the teaching capacity to teach students with special learning needs.

Implications for Staff and Community Relationships

The policy I recommend to improve the quality of the new teacher mentoring and induction program at WCES will have a positive impact on staff relationships. Within the new teacher mentoring and induction program, teachers will be working and collaborating with their assigned mentees as well as working alongside their colleagues to enhance the mentees' pedagogical skills. Creating a collaborative learning environment for teachers to work in will provide support as well as challenge them to grow (Drago-Severson, 2009). Therefore, a collaborative and supportive atmosphere for new teachers to train and develop will strengthen their teaching practices and increase student learning.

The implications for community relationships will increase and be a positive result of the implementation of my recommended policy to improve the quality of the new teacher mentoring and induction program at WCES. If WCES can maintain an acceptable school grade status and continue to increase student learning as a result of retaining highly-qualified teachers, more families and businesses will move into the community and current ones may stay. According to Lindnesy, Robins, and Terrell (2009), school districts that are wealthy tend to have a high-affluent student population; community partnerships and parental support is greater. For that reason, if WCES policy focuses on building teacher capacity and retaining highly-qualified teachers, WCES is likely to increase or maintain an acceptable school grade status indicating positive student learning results.

Other stakeholder relationships that I will consider and will be impacted by the recommended policy are the parents. Schools such as WCES are always attempting to increase parental support from one year to the next. Parents play a vital role in a child's

education. However, if the parents' educational awareness is limited, this becomes a challenge for the child and the school. According to Ravitch (2014), "Children whose parents are poor and have low educational attainment tend to have lower test scores" (p. 36). One-Hundred percent of WCES students are economically disadvantaged, and the probability is their parents' educational level is low. New teachers at WCES must be properly trained and developed to teach and serve WCES diverse student population. This must include the capacity to build relationships with parents and increase parental support for the school.

Conclusion

WCES is a low-socioeconomic school with a low-retention rate among staff and teachers, especially novice teachers, which has resulted in poor academic performance from its students on state wide assessments. A study was conducted of the new teacher mentoring and induction program. The results indicate that modification of the existing program is necessary to reach its goals. This must be done with emphasis on teacher retention.

The essential goal is to increase teacher capacity to improve new teacher retention and improve student learning as measured by the state assessment. Working in a Title I, low-performing, economically and socially disadvantaged school can be a difficult environment for an inexperienced teacher. Therefore, administrators have a unique interest in supporting efforts to ensure the success of new teachers. This can create a winning situation for stakeholders in the school. Increased teacher retention reduces the strain on administrators and can allow the school to grow beyond the staffing concerns prevalent in most Title I environments. My recommended policy change will have a

strong emphasis on how the new teacher mentoring and induction program must be implemented and monitored for fidelity and efficacy. Success of the program is ultimately influenced by the effective monitoring of program protocols by the administrators.

CHAPTER EIGHT: CONCLUSION

Introduction

The problem in my study is the need to retain highly-qualified teachers within Title I schools such as WCES. Throughout my writings, the main goal was to build the instructional capacity of new teachers, an effort to increase student learning from one year to the next. Because of years of deteriorating student achievement and unsatisfactory school grades, WCES reevaluated its needs and implemented a new teacher mentoring and induction program. The new teacher mentoring and induction program was an ongoing one geared towards enhancing instructional practices and professional growth within novice teachers.

Discussion

WCES is a Title I, low-socioeconomic school with a history of academic challenges. To reach state and district achievement goals, corrective measures have been implemented to improve rapidly the academic achievement of low-performing students. This has created a high-demand, high-pressure environment, and as a result, WCES has had difficulties retaining highly-qualified teachers. Because of a revolving door of teachers, WCES is forced to hire certified, inexperienced teachers with zero-to-three years of teaching experience to teach the most academically-challenged students.

Often, these beginning teachers lack sufficient content knowledge and instructional capacity needed to help students master content and standards needed to pass state-wide assessments. The instructional deficiency that beginning teachers tend to have makes it difficult for students attending schools like WCES to achieve high-academic success and an acceptable school grade status. For this reason, the purpose of

my study was to evaluate the current new teacher mentoring and induction program at WCES to retain highly-qualified teachers in the school and build their instructional capacity to raise student achievement.

This process has addressed my purpose by providing me data and strategies that are needed to improve the effectiveness of the new teacher mentoring and induction program at WCES. My research revealed, that new teachers need a reduction in school demands, adequate and sufficient *time* to develop and grow in their content knowledge and pedagogical skills, and targeted professional development to work in schools such as WCES. After reviewing the data, I was able to determine that WCES' new teacher mentoring and induction program had helped to increase student learning, as the school grade increased from a C to a B. However, because of the stressful working environment and high-demands, seven highly-qualified teachers still left WCES at the end of the school year.

My organizational change plan addressed the issue of building beginning teachers' instructional capacity. By reevaluating and initiating changes within the new teacher mentoring and induction program at WCES, I was able to increase the overall school grade from a C to a B. Therefore, it is evident when beginning teachers are provided with targeted professional development with consistent collaboration between administration and the mentors, the probability that student learning will improve drastically increases.

My recommended policy change addresses the need to monitor effectively the quality of the new teacher mentoring and induction program at Title I schools such as WCES. My policy provides a checklist of requirements, which principals and

administrators will need to follow. Although the school district provides some level of a new teacher mentoring and induction program and some individual schools implement a new teacher mentoring and induction at the school-level, the rate of teachers leaving the teacher profession is still unacceptable.

As a result of my research, I was able to determine that time plays a major factor when implementing a new teacher mentoring and induction program in low-socioeconomic schools such as WCES. Beginning teachers need *time* to plan effective lessons, learn how to teach the content and standards, collaborate with their colleagues and mentors, and *time* to develop and enhance instructional skills and practices. In addition, I was able to determine that new teachers must learn how to balance work and home life when dealing with the day-to-day demands from administrators, students, and parents. For these reasons, an effective new teacher mentoring and induction program for teachers with zero-to-three years to participate in is highly-recommended and needed in schools that serve a high, academically-challenged student population.

Leadership Lessons

During this study, I was able to identify two leadership lessons that I learned. The first leadership lesson is new teachers working in schools like WCES need time to develop their pedagogical skills such as how to more effectively individualize instruction. It is my opinion that new teachers need at least three years to fully develop into highly-effective teachers. Just like students, not all teachers learn the same way. Therefore, providing different teachers with sufficient time to progress without fear or judgement from being penalized for things that are outside of their control regarding student

performance will help reduce high-stress levels that new teachers often face. In this sense, teachers like students can benefit from individualized instructional processes.

The second leadership lesson I learned was when implementing a new teacher mentoring program, the principal of the school, must ensure there is sufficient *time* built into the master schedule for the new teachers to meet and collaborate with their assigned mentors and content-specific coaches during contractual time. When analyzing the data, I was able to determine the mentors and mentees were unable to meet and collaborate during the school day because many of the mentors and mentees were on different grade levels. Therefore, providing the new teachers with additional common planning time will allow the new teachers the time they need to deconstruct standards, plan effective lessons, model lessons, and discuss effective instructional strategies to implement in the classroom.

Throughout this study, I have grown in several ways as a leader. The knowledge that I have acquired from the data collection as well as my own observations has taught me that an effective implementation of a new teacher mentoring and induction program will help build teacher capacity and improve student academic performance and negative behaviors. Also, I recognized, as the principal, I must monitor the major components of the program to ensure effectiveness and monitor if the new teacher mentoring and induction program is meeting the needs of program participants. For this reason, the information I gathered will allow me to make the necessary changes within my current new mentoring and induction program to continue to enhance teacher pedagogy and sustain and improve student learning. This will lead to a desired secondary result of an acceptable school grade.

Conclusion

Public education is facing a broad set of challenges. One is the loss of highly-qualified teachers because of attrition, low pay, and other social and political pressures. Students at Title I, low-performing schools have educational needs that require experienced and skilled teachers to maintain and improve academic expectations and results. When corrective measures are implemented in low-performing schools, the expectation for results can create a unique set of pressures and challenges that has created a high-turnover rate for teachers in these situations.

WCES recognized these challenges and has evaluated its new teacher induction and mentoring program. Its purpose was to build new teacher instructional capacity, improve student achievement, and increase its teacher retention in the Title I school environment. The results of my research and program evaluation have yielded valuable information and confirmation of the need for such a program and the potential value of its success.

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Appendix A: Mentor Survey

I am currently a doctoral student at National-Louis University, completing my dissertation, “A Proposed Program Evaluation of the New Teacher Mentoring and Induction Program at One Elementary School.” As part of my research, I would like to survey your responses to the following questions, in order to assess perceptions of areas and resources needed to develop an effective mentoring and induction program at a low performing and low income school. Your participation is voluntary, and I would like to thank you in advance for your consideration. Please indicate below, if you are willing to participate in the interview.

Please circle the degree of your agreement for each of the following statements on the scale below. 1 will represent total disagreement and 5 to represent complete agreement.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I was an effective mentor to my mentee.	1	2	3	4	5
2. I have grown professionally as through participation of the mentoring/induction program.	1	2	3	4	5
3. I have observed my mentee applying effective instructional practices in the classroom.	1	2	3	4	5
4. I received the assistance and support I needed to effectively mentor my mentee.	1	2	3	4	5
5. I received adequate time to meet and effectively address problems and concerns my mentee and I encountered this year.	1	2	3	4	5
6. Training and support has been provided to allow me to model and facilitate the most effective teaching practices.	1	2	3	4	5
7. My principal and administration encouraged collaboration to provide adequate time for meeting opportunities.	1	2	3	4	5
8. The mentoring and induction program at West Creek Elementary was an effective program to service new teacher’s needs and grow them professionally.	1	2	3	4	5

Please answer the questions below in regards to New Teacher Mentoring and Induction Program at West Creek Elementary.

9. What do you perceive as working well in the New Teacher Mentoring and Induction program?
10. What do you perceive as not working well in the New Teacher Mentoring and Induction program?

11. What do you perceive as the greatest challenges in the New Teacher Mentoring and Induction program?
12. As the mentor, what suggestions would you offer to improve the New Teacher Mentoring and Induction program at West Creek Elementary?
13. When serving as a mentor for the New Teacher Mentoring and Induction Program, what components of a New Teacher Mentoring and Induction are needed to support and assist this mentoring and induction program in order for it to be valuable in addressing diverse needs among new teachers with various backgrounds at West Creek?
14. When serving as a mentor, which aspects of the new teacher mentoring and induction program will contribute to the increase of teacher retention at West Creek?
15. What professional impact does the New Teacher Mentoring have on you as the mentor?

_____ **Yes**, I am willing to participate in a 30 min. interview and will email by contact information to tbakerdrayton@my.nl.edu . Please write "WILLING TO INTERVIEW" in the subject line.

Appendix B: Mentee Survey

I am currently a doctoral student at National-Louis University, completing my dissertation, “A Proposed Program Evaluation of the New Teacher Mentoring and Induction Program at One Elementary School.” As part of my research, I would like to survey your responses to the following questions, in order to assess perceptions of areas and resources needed to develop an effective mentoring and induction program at a low performing and low income school. Your participation is voluntary, and I would like to thank you in advance for your consideration. Please indicate below, if you are willing to participate in the interview.

1. Have you ever participated in a New Teacher Mentoring and Induction Program when you began teaching?
 - 1) Yes
 - 2) No

2. If you answered “yes” to question number 3, please explain the impact program had on your teaching experience.

3. In preparation to participating in the New Teacher Mentoring and Induction Program at West Creek Elementary, list four areas in which you would like the program to focus on throughout the school year.
 - 1) Response #1
 - 2) Response #2
 - 3) Response #3
 - 4) Response #4

The West Creek New Teacher Mentoring and Induction Program is designed to support your professional growth. To help administration do so, please rate your current level of comfort when working with the following topics:

School Expectations	Not Comfortable	Somewhat Comfortable	Not Sure	Comfortable	Very Comfortable
4. District Curriculum	1	2	3	4	5
5. Content Standard Based Instruction	1	2	3	4	5
6. School/district policies and procedures	1	2	3	4	5
7. Using and Implementing Technology	1	2	3	4	5
8. Evaluation of teacher Performance	1	2	3	4	5

Please rate your current level of comfort when working with the following topics:

Your Teaching	Not Comfortable	Somewhat Comfortable	Not Sure	Comfortable	Very Comfortable
9. Effective use of teaching strategies	1	2	3	4	5

10. Differentiated Instruction	1	2	3	4	5
11. Lesson Planning	1	2	3	4	5
12. Using data to drive instruction	1	2	3	4	5
13. Effective use of textbooks and Supplemental Resources	1	2	3	4	5

Please rate your current level of comfort when working with the following topics:

Classroom Management	Not Comfortable	Somewhat Comfortable	Not Sure	Comfortable	Very Comfortable
14. Student discipline	1	2	3	4	5
15. Grading student work	1	2	3	4	5
16. Classroom Organization	1	2	3	4	5
17. Documentation and Paperwork	1	2	3	4	5
18. Accessing materials, supplies, equipment	1	2	3	4	5

Please rate your current level of comfort when working with the following topics:

Relationships	Not Comfortable	Somewhat Comfortable	Not Sure	Comfortable	Very Comfortable
19. Parents and community members	1	2	3	4	5
20. Principal and administration	1	2	3	4	5
21. Colleagues	1	2	3	4	5
22. Students	1	2	3	4	5
23. Cultural diversity of students	1	2	3	4	5

Please list any additional resources or services that you would like to see implemented in the New Teaching Mentoring and Induction program that you feel will address your needs in the comment box below.

Please answer the questions below in regards to New Teacher Mentoring and Induction Program at West Creek Elementary.

24. What do you perceive as working well in the New Teacher Mentoring and Induction program?
25. What do you perceive as not working well in the New Teacher Mentoring and Induction program?
26. What do you perceive as the biggest challenges in the New Teacher Mentoring and Induction program?
27. As the mentee, what suggestions would you offer to improve the New Teacher Mentoring and Induction program at West Creek Elementary?

28. What components of a New Teacher Mentoring and Induction are needed to support and assist this mentoring and induction program in order for it to be valuable in addressing diverse needs among new teachers with various backgrounds at West Creek?
29. Which aspects of the new teacher mentoring and induction program will contribute to the increase of teacher retention at West Creek?
30. What professional impact does the New Teacher Mentoring have on you as the mentee?

_____ *Yes*, I am willing to participate in a 30 min. interview and will email by contact information to tbakerdrayton@d21.nl.edu . Please write "WILLING TO INTERVIEW" in the subject line.

Appendix C: Administrator Survey

I am currently a doctoral student at National-Louis University, completing my dissertation, “A Proposed Program Evaluation of the New Teacher Mentoring and Induction Program at One Elementary School.” As part of my research, I would like to survey your responses to the following questions, in order to assess perceptions of areas and resources needed to develop an effective mentoring and induction program at a low performing and low income school. Your participation is voluntary, and I would like to thank you in advance for your consideration. Please indicate below, if you are willing to participate in the interview.

Please circle the degree of your agreement for each of the following statements on the scale below. 1 will represent total disagreement and 5 to represent complete agreement.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. The new teacher mentoring and induction program was an effective way to assist the new teachers at West Creek Elementary.	1	2	3	4	5
2. I have observed teachers using and implementing effective instructional practices in their classrooms on a consistent basis.	1	2	3	4	5
3. Adequate time was provided to meet and address the new teacher’s problems and concerns.	1	2	3	4	5
4. I was properly trained and supported to facilitate the new teacher mentoring and induction program.	1	2	3	4	5
5. I have grown professionally as an administrator as a result of participating in the new teacher mentoring and induction program.	1	2	3	4	5
6. The mentoring and induction program at West Creek was an effective program to service new teacher’s needs and grow them professionally.	1	2	3	4	5

Please answer the questions below in regards to New Teacher Mentoring and Induction Program at West Creek Elementary.

7. What do you perceive as working well in the New Teacher Mentoring and Induction program?
8. What do you perceive as not working well in the New Teacher Mentoring and Induction program?
9. What do you perceive as the biggest challenges in the New Teacher Mentoring and Induction program?
10. What suggestions would you offer to improve the New Teacher Mentoring and Induction program at West Creek Elementary?
11. What components of a New Teacher Mentoring and Induction are needed to support and assist this mentoring and induction program in order for it to be valuable in addressing diverse needs among new teachers with various backgrounds at West Creek?
12. Which aspects of the new teacher mentoring and induction program will contribute to the increase of teacher retention at West Creek?
13. What professional impact does the New Teacher Mentoring have on you as the mentee?

_____ **Yes**, I am willing to participate in a 30 min. interview and will email by contact information to tbakerdrayton@d21.nl.edu . Please write “WILLING TO INTERVIEW” in the subject line.

Appendix D: Mentor Interview Protocol

I am currently a doctoral student at National-Louis University, completing my dissertation, "A Proposed Program Evaluation of the New Teacher Mentoring and Induction Program at One Elementary School." As part of my research, I would like to interview you and analyze your responses in order to assess perceptions of areas and resources needed to develop an effective mentoring and induction program at a low performing and low income school. Your participation is voluntary, and I would like to thank you in advance for your participation.

Please answer the questions below in regards to the impact that the New Teacher Mentoring and Induction Program has on you this school Year.

1. What impact has the New Teacher Mentoring and Induction Program had on you at West Creek Elementary?
2. What impact do you believe, you have had on your MENTEE?
3. List ways that you think was working well when participating in the New Teacher Mentoring and Induction Program.
4. Explain what was not working when participating in the New Teacher Mentoring and Induction Program?
5. List suggestions of what West Creek Elementary can do to improve the effectiveness of the New Teacher Mentoring and Induction Program?

Appendix E: Mentee Interview Protocol

I am currently a doctoral student at National-Louis University, completing my dissertation, "A Proposed Program Evaluation of the New Teacher Mentoring and Induction Program at One Elementary School." As part of my research, I would like to interview you and analyze your responses in order to assess perceptions of areas and resources needed to develop an effective mentoring and induction program at a low performing and low income school. Your participation is voluntary, and I would like to thank you in advance for your participation.

1. Why do you think new teachers leave low performing and low income schools such as West Creek Elementary?
2. What is the main advantage to having a new teacher mentoring and induction program at West Creek Elementary?
3. What impact do you think the new teacher mentoring and induction program will have on student achievement?
4. What impact do you think the new teacher mentoring and induction program will have on instructional practices and implementation of effective strategies in the classroom?
5. What professional impact does the program have on you as the mentee?
6. What do you perceive the role of the principal, mentee, and mentor should be in the new teacher mentoring and induction program at West Creek Elementary?

Appendix F: Administrator Interview Protocol

I am currently a doctoral student at National-Louis University, completing my dissertation, “A Proposed Program Evaluation of the New Teacher Mentoring and Induction Program at One Elementary School.” As part of my research, I would like to interview you and analyze your responses in order to assess perceptions of areas and resources needed to develop an effective mentoring and induction program at a low performing and low income school. Your participation is voluntary, and I would like to thank you in advance for your participation.

1. Why do you think new teachers leave low performing and low income schools such as West Creek Elementary?
2. What is the main advantage to having a new teacher mentoring and induction program at West Creek Elementary?
3. What impact do you think the new teacher mentoring and induction program will have on student achievement?
4. What impact do you think the new teacher mentoring and induction program will have on instructional practices and implementation of effective strategies in the classroom?
5. What components of the new teacher mentoring and induction program are needed in order to help increase teacher retention and improve teacher instructional practices?
6. What do you perceive the role of the principal, mentee, and mentor should be in the new teacher mentoring and induction program at West Creek Elementary?

Appendix G: Informed Consent

Adult Participant Interview

My name is Tamara Baker-Drayton, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your consent to voluntarily participate in my dissertation project. The study is entitled: A Proposed Program Evaluation of One New Teacher Mentoring and Induction Program Orlo Visa Elementary. The purpose of the study is to evaluate the current new teacher mentoring and induction program at West Creek Elementary. My project will address the efficacy of the new teacher mentoring and induction program and how it impacts those involved at West Creek Elementary. The study will also examine how the increase of administrative support and development of effective teacher instructional practices might impact teacher retention. I will use the data I collect to understand the process and changes that may possibly need to be made regarding a new teacher mentoring and induction program at a low performing and low income school.

You may participate in this study by signing this Consent form indicating that you understand the purpose of the interviews and agree to participate in a 30-minute interview, with possibly up to 5 email exchanges in order to clarify any questions I may have regarding your interview data. I will voice record and transcribe the interview data. All information collected in the interviews reflects your experience and opinion as a mentee, mentor, or administrator participating in the new teacher mentoring and induction program.

Your participation is voluntary and you may discontinue your participation at any time. I will keep the identity of the school and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants. Only I will have access to all of the interview tapes and transcripts, and field notes, which I will keep in a locked cabinet at my home or on a password protected hard drive. Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of the implementation process of the new teacher mentoring and induction program at your school and what changes, if any, need to be made.

While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You may request a copy of this completed study by contacting me at tbakerdrayton@my.nl.edu. . If you have any concerns or questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, Dr. Carol A. Burg, email: cburg@nl.edu, or the National-Louis Institutional Research Review Board: Dr. Shaunti Knauth, NLU IRRB Chair, shaunti.knauth@nl.edu, 312.261.3526 National Louis University IRRB Board, 122 South Michigan Avenue, Chicago, IL 60603.

Thank you for your participation.

Principal Name (Please Print)

Principal Signature

Date

Researcher Name (Please Print)

Researcher Signature

Date

Appendix H: Informed Consent

Adult Participant Survey

My name is Tamara Baker-Drayton, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your consent to voluntarily participate in my dissertation project. The study is entitled: "A Proposed Program Evaluation of the New Teacher Mentoring and Induction Program at West Creek Elementary. The purpose of the study is to evaluate the current new teacher mentoring and induction program at West Creek Elementary. My project will address the efficacy of the new teacher mentoring and induction program and how it impacts those involved at West Creek Elementary. The study will also examine how the increase of administrative support and development of effective teacher instructional practices might impact teacher retention. I will use the data I collect to understand the process and changes that may possibly need to be made regarding a new teacher mentoring and induction program at a low performing and low income school. I would like to survey you in regards to your thoughts on the implementation of a new teacher mentoring and induction program at your school.

You may participate in this study by signing this Consent form indicating that you understand the purpose of the study and agree to participate in a printed survey that I will give to you, to be completed and returned using specific instructions I will include at the end of the survey. It should take approximately 30 minutes for you to complete the survey. All information collected in the survey reflects your experience and opinion as a mentee, mentor, or administrator participating in the new teacher mentoring and induction program at your school

Your participation is voluntary and you may discontinue your participation at any time. I will keep the identity of you, the school, the school district, and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants in the report. Only I will have access to the survey data, which I will keep in a locked cabinet at my home and/or on a hard drive that is password protected. Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While you are likely to not have any direct benefit from being in this research study, your taking part in this study may contribute to our better understanding of the implementation process of the new teacher mentoring and induction program and what changes, if any, need to be made.

While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You may request a copy of this completed study by contacting me at tbakerdrayton@my.nl.edu. If you have any concerns or questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, Dr. Carol A. Burg, email: cburg@nl.edu, or the National-Louis Institutional Research Review Board: Dr. Shaunti Knauth, NLU IRRB Chair, shaunti.knauth@nl.edu, 312.261.3526 National Louis University IRRB Board, 122 South Michigan Avenue, Chicago, IL 60603.

Thank you for your participation.

Principal Name (Please Print)

Principal Signature

Date

Researcher Name (Please Print)

Researcher Signature

Date

Appendix I: Informed Consent

School Site Administrator: Consent to Conduct Research at School Site

My name is Tamara Baker-Drayton, and I am a doctoral student at National Louis University, Tampa, Florida. I am asking for your consent for selected staff at your school to voluntarily participate in my dissertation project. The study is entitled: "A Proposed Program Evaluation of the New Teacher Mentoring and Induction Program at West Creek Elementary." My project will address the efficacy of the new teacher mentoring and induction program and how it impacts those involved at West Creek Elementary. The study will also examine how the increase of administrative support and development of effective teacher instructional practices might impact teacher retention. I will use the data I collect to understand the process and changes that may possibly need to be made regarding a new teacher mentoring and induction program at my school. I will survey and interview up to 20 new teachers, up to 20 mentor teachers, and up to 2 administrators in regards to their thoughts on the effectiveness of the new teacher mentoring and induction program at West Creek Elementary.

I will give teachers, mentors, and instructional coaches who volunteer a printed survey to be completed and returned using specific instructions as included, and an Informed Consent form indicating that they understand the purpose of the survey and agree to take the survey. The survey should take approximately 30 minutes to complete. Also, participating teachers, mentors, and administrators may volunteer for one 30-minute interview. I will voice record and transcribe the interview data. I will conduct one 30 minute interview with those participants who have completed an Informed Consent form indicating that they understand the purpose of the interview and agree to be interviewed. All information collected in the surveys and interviews reflects their experience and opinion as a mentee, mentor, or administrator regarding the new teacher mentoring and induction program.

By signing below, you are giving your consent for me to ask for voluntary participation from selected stakeholders to participate in this research study: to complete a survey and participate in 1 interview.

All participation is voluntary and you may elect to not participate or discontinue your participation at any time. Employee participation or non-participation will not affect my view of their performance from an administrative perspective. There will be no administrative pressure for participants to participate in this study. I will keep the identity of the school and all participants confidential, as it will not be attached to the data and I will use pseudonyms for all participants. Only I will have access to all of the surveys, interviews, and transcripts, which I will keep in a locked cabinet at my home, and on a password protected hard drive, to which only I have access. Participation in this study does not involve any physical or emotional risk beyond that of everyday life. While participants are likely to not have any direct benefit from being in this research study, taking part in this study may contribute to our better understanding of the implementation process of the new teacher mentoring and induction program and what changes, if any, need to be made at West Creek Elementary.

While the results of this study may be published or otherwise reported to scientific bodies, your identity will in no way be revealed. You may request a copy of this completed study by contacting me at tbakerdrayton@my.nlu.edu. If you have any concerns of questions before or during participation that you feel I have not addressed, you may contact my dissertation chair, Dr. Carol A. Burg, email: cburg@nl.edu, or the National-Louis Institutional Research Review Board: Dr. Shaunti Knauth, NLU IRRB Chair, shaunti.knauth@nl.edu, 312.261.3526 National Louis University IRRB Board, 122 South Michigan Avenue, Chicago, IL 60603.

Thank you for your participation.

Principal Name (Please Print)

Principal Signature

Date

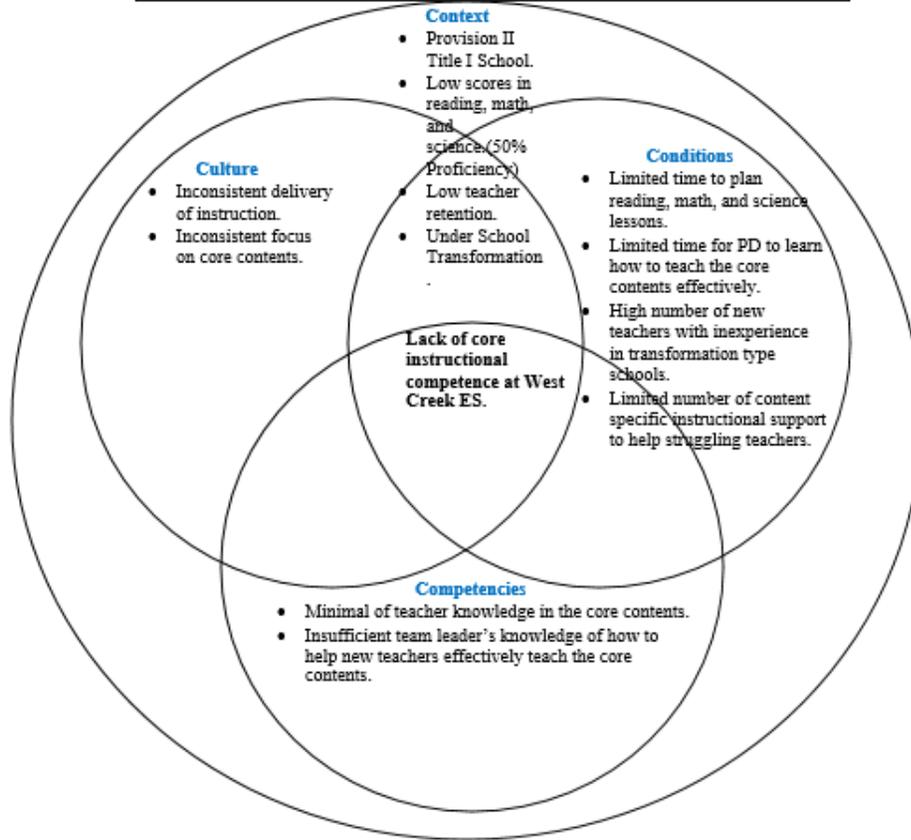
Researcher Name (Please Print)

Researcher Signature

Date

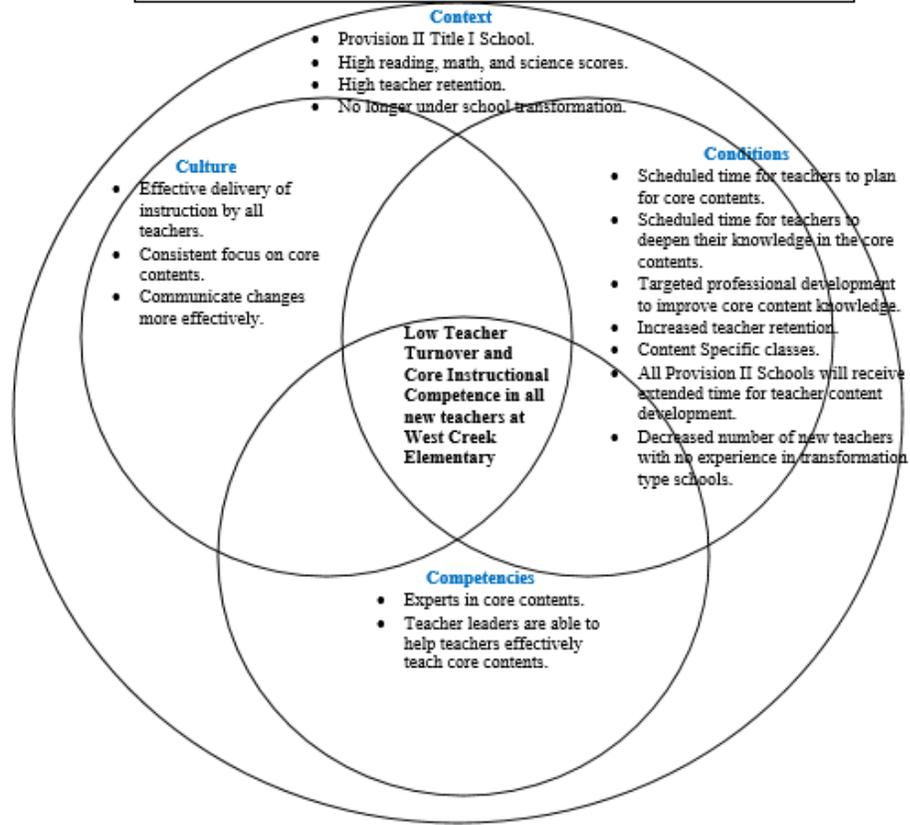
Appendix J: AS-IS Chart

Baseline AS IS 4 C's Analysis for Instructional Deficiencies of teachers at West Creek ES



Appendix K: TO-BE Chart

Vision TO BE 4 C's Analysis for Instructional Deficiencies of teachers at West Creek ES



Appendix L: Strategies and Actions Chart

Context	Strategies	Actions
	<ul style="list-style-type: none"> Continue to implement and monitor the new teacher mentoring and induction program at West Creek Elementary. 	<ul style="list-style-type: none"> Continue to provide instructional support to all new teachers with 0-3 years of teaching experience and increase teacher retention at West Creek Elementary. Increase student achievement and maintain an acceptable school grade.
Culture	Strategies	Actions
	<ul style="list-style-type: none"> Design professional developments to stimulate understanding, knowledge, competences that align with professional growth. 	<ul style="list-style-type: none"> Focused program areas to include Classroom Management, Data Collection and Analyzation, and implementation of effective instructional strategies and practices in the classroom Teachers will participate in instructional rounds throughout the school year and be able to receive and provide feedback from administration, mentors, and other colleagues.
Conditions	Strategies	Actions
	<ul style="list-style-type: none"> Provide additional common planning time that is conducted during contracted hours. 	<ul style="list-style-type: none"> Provide a supplement for teachers to participate in common planning outside of contracted hours. Train teachers on how to deconstruct the standards, implement effective instructional strategies into lessons, learn and implement student engagement strategies, and develop and enhance teacher pedagogy. Time provided for teachers to effectively plan lessons and practice instructional delivery. Provide opportunities for the mentees and mentors to provide feedback to each

		other to improve teacher behavior and instructional practices.
Competencies	Strategies	Actions
	<ul style="list-style-type: none"> • Develop content experts and teacher leaders 	<ul style="list-style-type: none"> • Identify teachers who have content knowledge and effective implementation of instructional practices to serve and lead as mentors as well as share and model lessons to other teachers. • Instructional Coaches and mentors will lead and facilitate common planning within the area of their expertise.