Supporting New Teachers through Induction Programs: New Teacher Perceptions of

Mentoring and Instructional Coaching

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ABSTRACT

Novice teachers need support as they enter their career in education. Supports can

be given through various forms including mentoring and instructional coaching. The supports

are put into place by school districts to assist with student achievement as well as teacher

retention. This case study examines a school district's elementary schools and the supports

put into place for novice teachers, with a particular focus on mentoring and instructional

coaching. The case study drew from interviews, observations, and document reviews from

four different elementary schools and eight individuals, including novice teachers, mentors,

and instructional coaches. Coding took place and a thematic analysis took place.

Triangulation of all three data points kept this qualitative study reliable and accurate. The

three findings include: 1) Perceptions of mentoring and instructional coaching program

components, 2) Novice teachers perceptions of mentoring and instructional coaching support,

and 3) Mentors and instructional coaches perceptions of their roles in supporting novice

teachers. The findings focus on recognizing the perceptions of those involved in induction

programs for novice teachers and how those supports provide the necessary needs for new

teachers to stay in the field of education. Specifically, perceptions were identified to indicate

if one program served a better purpose for what novice teachers want and need to be

successful. The purpose of the research was to understand how novice teachers perceive types of support and how the supports effect their retention and performance. The results of the study would assist a school system in terms of where to invest funds to provide the most needed support for novice teachers.

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GENERAL AUDIENCE ABSTRACT

Novice teachers need support as they enter their career in education. Supports can be given through various forms including mentoring and instructional coaching. This case study examines a school district's elementary schools and the supports put into place for novice teachers, with a particular focus on mentoring and instructional coaching. The case study research drew from interviews, observations, and document reviews from four different elementary schools and eight individuals, including novice teachers, mentors, and instructional coaches and will serve for a basis for school systems to examine which supports best assist in the retention of new teachers.

The three findings of the study related to the research questions and were determined through a preponderance of evidence as a result of a thorough data analysis based on the triangulation of data. The findings resulted in showing the need for classroom procedures over initial academic support and also a need for emotional support that was provided by mentors more so than instructional coaches.

DEDICATION

This study is dedicated to the hardest working people I have ever met – those in education, and in particular teachers. Teachers give so much of themselves, and this study was completed in order to see how to retain and support teachers so that they can have a fulfilling future. There is nothing greater than realizing that you can impact a child positively and shape their future. Kids are our ultimate investment and we must always believe in them and each other.

Thanks for all that you did today in your classroom…

For making a million little split second decisions for the benefit of your students.

For putting your own needs on hold and keeping them the focus of your day.

For planning for them long before today ever got rolling.

For changing those plans because they didn't fit someone who needed a little extra.

For smiling, laughing with them and reassuring their efforts, trials and mistakes.

For placing your hand on a shoulder that was exactly what someone needed.

For getting down on the physical level of your students because it matters.

For thinking of a new way to reach someone who wasn't getting it.

You matter.

Yes –

You matter.

- *Leslie, Kindergarten Works*

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Chapter 1

Background of Study

Experienced educators regard education to be a challenging, yet rewarding, field. They write lesson plans, teach and maintain behaviors, confront growing poverty in many schools, align state curriculums to local districts pacing guides, and complete a myriad of other daily functions that fall in the job description of a quality educator. These tasks, even for an experienced educator, can seem daunting. These tasks can be very overwhelming for a teacher just starting their career. Due to this, education systems are looking into ways to support new teachers.

Induction programs have been an important aspect of the field of education in terms of teacher assimilation, growth, and retention (Weiss, 1999). Traditionally, the new teachers start with a pre-service form of education, followed by an induction process which takes teachers to their early career stage (Luft, Gillian, & Patterson, 2003). With this support path, new teachers have the potential to reach the culmination of their teaching career, which is being a master teacher (Luft, et al., 2003). However, without this support, new teachers are faced with making it in a challenging field on their own.

Historically, few states and school districts across the nation have had programs to support new teachers and assist them in their development (Britton, Raizen, Paine, & Huntley, 2001). Districts expected that teachers would leave college prepared to be hired and start right away in a classroom with little to no support. However, this notion was soon learned to be inaccurate (Anderson & Shannon, 1988). Unlike countries such as Japan and Germany, the United States has no consistent national induction model with guidelines for teacher induction

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(Fideler & Haselkorn, 1999). Research has indicated that before the 1980s teacher induction and mentoring was considered the missing piece of successful teacher retention and careers (Fideler & Haselkorn, 1999). School districts have increased the creation and implementation of induction programs (Weiss, 1999).

Induction programs often incorporate mentoring programs, and increasingly, instructional coaching programs. Induction programs are structured differently and reflect a variety of needs based on school district goals and priorities. Weiss and Weiss (1998) suggest that some induction programs are structured around best teaching practices and the mastering of teaching skills, including an emphasis on academic standards and achievement. In contrast, other programs focus on informing teacher behavior and supporting them in the challenges of teaching and finding their comfort in school environments.

Drummond (2002) showed that having a program does not support teachers effectively if the program functions poorly. For example, she cited a study of 110 new teachers, of whom 97 had mentors. Survey results showed that only 17% of the mentors ever observed their assigned mentee teach a class. This study reinforces the need to understand the support systems that new teachers desire and need to become successful, long-lasting teachers.

<div align="center">**Need for the Study**</div>

The United States needs quality teachers who will stay in their career for more than five years. Jerald and Boser (2000) reported a study of all 50 states regarding various teaching aspects of beginning teachers, including recruitment, training, and teacher education. They reported that 23% of new teachers leave teaching within the first three years of their career. The problem of

losing new teachers contributes to the teacher shortages suffered across the nation. Ingersoll (2012) argued that teacher shortages in the United States can be partially attributed to the retirement, or "graying" of teachers, but the primary problem involves the inability of school systems to keep novices in the field of teaching.

The teacher shortages would not exist if more new teachers stayed in the field. The total K-12 student enrollment increased by 19% between 1980 and 2008 (Ingersoll, 2012). However, the teaching force increased at over 2.5 times that rate, by 48%. Given these numbers, it would stand to reason that the nation would have a surplus of teachers. The reason for the shortage, Ingersoll argued, is not specifically related to a lack of teachers, but more so due to the "revolving door" where large numbers of teachers leave the profession well before retirement, many within the first five years of teaching. School districts are always looking for ways to maintain their teaching staff and retain new teachers. When teachers are retained, the shortages diminish and school districts save money on recruiting and training costs. To achieve this balance between retention and recruitment, school districts and administrators have to look for ways to support our novice teachers so that they stay with this challenging career.

Purpose of Study

The purpose of this study is to investigate how new teachers in one school system perceive induction program experiences. The research will consider what teachers with 1-5 years of teaching experience view as the most valuable components of their induction program. Specifically, the induction program components of mentoring and instructional coaching will be the primary focal points. As previously mentioned, school systems have concerns about teachers leaving the profession after just a short time, which leads to frequent turnover, more recruitment,

and professionals who have spent several years in college only to be drawn away from their desired field of study.

Research Questions

The research questions will focus on participants' perceptions of mentoring and instructional coaching experiences. This research will also provide additional information regarding how best to direct funding to new teacher support. School districts must be informed about the most useful aspects of programs as they make programmatic decisions. These research questions will help school systems identify the perceptions of teachers and how mentoring and coaching support a novice teacher.

1. What are the perceptions of mentoring and instructional coaching as new elementary teacher support in NVPS?

Sub-questions:

A. How do novice teachers perceive elementary NVPS induction programs?

B. How do instructional leaders (lead mentors and instructional coaches) perceive new elementary teachers' induction experiences?

Definition of Terms

Throughout this dissertation, I will use several terms that have various and often closely related definitions. Basic definitions are listed below; however; I will introduce and reference more specific definitions from researchers throughout the literature examined in Chapter 2 as needed.

Induction Program: Ingersoll (2004) defines induction as a program for beginning elementary and secondary teachers during the transition into their first teaching jobs to provide support, guidance, and orientation programs.

Instructional Coaching: Coaching that uses professionals to incorporate research-based instructional practices into their (teachers) teaching (Knight, 2006, p. 30). They provide on the spot teacher training. Coaching types include literacy coaching, cognitive coaching, instructional coaching, content coaching, classroom management coaching, and leadership coaching. An instructional coach is someone whose primary professional responsibility is to bring practices that have been studied using a variety of research methods into classrooms by working with adults rather than students. They spend a significant portion of their time offering classroom modeling, supportive feedback, and specific observations (Kowal & Stiener, 2007).

Job Embedded Professional Development: A process where teachers use a learn-try-evaluate cycle that repeats over time and has active teacher involvement, immediate implementation, and guidance from a professional coach (School Improvement Network, 2013).

Professional Development: Ongoing learning opportunities available to teachers and other

education personnel through their schools and districts.

Teacher Attrition: Teachers leaving the classroom for other professions.

Teacher Induction: Program that offers new teachers assistance when beginning a teaching

career. Induction programs are comprehensive in nature.

Teacher Mentoring: Part of the induction program that pairs up a novice teacher with a more

experienced teacher to offer advice, feedback, and support during their first years of

teaching.

Teacher Mobility: Teachers leaving one school for another school.

Teacher Retention: Length of time spent in the teaching field by a teacher.

Teacher Turnover: The rate of teachers leaving the field of education and new teachers being

hired.

Limitations and Delimitations

This study of teacher perceptions of induction program components, specifically

mentoring and instructional coaching, will take place through a case study. Data will be

triangulated after completing interviews with novice teachers. Other data that will be looked at

include feedback forms from new teachers and classroom observations. Utilizing face to face

interviews will allow for a greater understanding of teacher experiences and their perceptions.

The study will primarily focus on novice teachers' perceptions of mentoring and instructional coaching.

Some limitations of the study may include the small number of participants in one school system in addition to studying only one school district. It would be difficult to replicate the research due to the qualitative nature of the study. Interviewing, as pointed out by Schutz (1967), is difficult because those being interviewed can't be understood perfectly, as we do not always know their exact stream of thought. Additionally, it is important to note that this study will not include or focus on the calibrating of SOL scores and/or student achievement in relation to new teacher support but rather just the supports needed for teachers to be successful in terms of retention in the education field.

Delimitations to the study will include interviewing teachers in one school district at the elementary level who have experience with mentors and instructional coaches in their building who have provided support to them throughout their initial teaching experience. Instructional coaches will include lead teachers, whose job description includes working with teachers and curriculum and classroom observations with built in support. While the number of participants and geographic parameters delimit this study, it will provide rich and detailed explorations of new teachers' perceptions and experiences. This degree of depth is currently underrepresented in the literature.

<div align="center">**Summary**</div>

Teacher retention is an area of concern, especially with novice teachers just beginning their career. Consequently, school districts are looking for ways to support these teachers so they can be successful and have a fulfilling career in education. Induction programs have been a part of the education process to retain novice teachers, but research points to the need to help

ascertain what aspects of new teacher support is most beneficial to teachers. This study looks at how one school district supports its elementary school novice teachers and how that support has either kept them in the field or caused them to seek a change.

In Chapter 2, I will review topics of induction programs, mentoring, and instructional coaching. Specifically, literature will be reviewed to see research on the history and the background of induction programs, mentoring, and coaching. In addition, I will review the purpose, design, and need for each program. Finally, I will seek and analyze literature to determine what outcomes have come out of the above mentioned programs.

Chapter 2

In this literature review, I will present research related to the different aspects of new teacher induction programs. Both mentoring and instructional coaching programs will be investigated for their role in the new teacher induction process. More specifically, I will consider research and scholarship about the background, purpose, design, need and outcomes of induction programs, mentoring programs, and instructional coaching programs. Finally, consideration will be given to the areas of overlap between mentoring and instructional coaching programs and the implications that this comparison holds for this body of research.

Induction Programs

Induction programs are essentially a comprehensive introduction to teaching for new teachers just entering the field of education. These programs are important because of increasing numbers of retiring teachers, the number of new teachers coming into school systems, and financial pressures on school districts to include categorical funding streams requiring funds to be spent specifically for recruiting and training new hires. Words to describe induction programs could include orientation, retention programs, and support workshops. More specifically, and for the purpose of this research, Ingersoll (2004) defines induction as a program for beginning elementary and secondary teachers during the transition into their first teaching jobs to provide support, guidance, and orientation programs. Wong (2012) has expanded on this definition, defining induction as an inclusive professional development process consisting of carefully chosen people and activities designed to "acculturate and train a new teacher on the goals and visions of a school and of the school district" (p. 1).

Background of induction programs

The first year of teaching can be filled with excitement, but also can be laden with challenges, frustrations, and tears. Teachers enter not only a new profession, but also a new building that has its own norms and expectations established. There has been a rapid growth of teacher induction programs in recent decades to help new teachers overcome the challenges. In the early 1990s, induction program participation in the United States was at 40%; by 2006, participation rose to more than 80% (Russell, 2006).

Induction programs are becoming more prevalent in the United States. However, not all states have formal induction programs. Wood (2001) points out that the United States has no national form of teacher induction, unlike some other countries, such as Japan and Germany. According to Mirel and Goldin (2012), students in Finland and Japan outperform US students on international tests because collaboration amongst teachers in those countries, cultivated through induction programs, is an essential part of the educational process.

Although teachers are in classrooms with over twenty students, the feeling of being alone and in isolation is one that is a growing concern. Time limitations and a lack of in school planning time are factors contributing to this feeling of isolation. Teachers often find school planning time as their only chance to collaborate and discuss data. According to a study by Ingersoll (2012) isolation can be "especially difficult for newcomers, who, upon accepting a position in a school, are frequently left to succeed or fail on their own within the confines of their classrooms – often likened to a 'lost at sea' or 'sink or swim' experience" (p. 1).

Since the early 1990s, school districts and states started to realize the need for these induction programs – not only for new and beginning teachers, but also for teachers who are

going from an elementary school to a secondary school (National Foundation for the Improvement of Education (NFIE), 1999). However, they also faced a critical challenge that was more true several years later:

> Demographic and policy trends now lend greater importance to induction and mentoring programs than perhaps at any other time in recent memory. Increasing student enrollments, an escalation of teacher retirements, and the popularity of class-size reduction efforts in many states represent serious challenges to districts seeking to ensure the quality of classroom instruction. (NFIE, 1999, p. 2).

Finances play an important role in new teacher support in the United States. Research states that many induction programs have been "dismantled or severely limited due to lack of funding and/or funding patterns. Cost-benefit research needs to be conducted on existing induction programs, as well as on the exploration of creative funding resources for collaborative induction programs" (Wood, 2001, p. 74). Barnes, Crowe, and Schaefer (2007) show that the average cost for districts replacing a single teacher can range from $4,366 to $15,325. In Boston, the cost of the new teacher induction process was $3,043,232 ($ 4,972 per teacher) which went into the training and support given to 612 new teachers in 2006-2007 (Levy, Joy, Jablonski, & Karelitz, 2012). Countries, such as Singapore spend money on professional development for new teachers by giving one hundred hours of fully paid professional development yearly. Additionally, Finland, South Korea, and Japan build time into their school day schedule on a daily basis to allow for teacher collaboration, peer observations, and reflection (Killion & Hirsh, 2012). Lack of funding for induction programs has long been a concern and a contributing factor to the "slow expansion" of induction programs (Wood, 2001, p. 73).

Purpose, design, and need for induction programs

Many parts of teacher induction support the development of skills and dispositions that are best learned on the job site rather than in teacher preparatory programs. How student teachers and new graduates transition into a teaching position is primarily dependent upon the school and or school district. Large differences exist in the United States in regards to how induction programs are established. These differences make induction programs very inconsistent (Wood, 2001). Britton, Raizen, Paine, & Huntley (2001), researchers who studied examples of effective induction programs in the United States and abroad explain that United States induction programs tend to be more reactive than proactive and lean towards supporting basic professional skills, such as classroom management. In contrast to this, school districts in New Zealand, Shanghai, and Switzerland all give proactive attention to basic teaching skills such as: 1) daily and long-term planning of a lesson's content, teaching strategies, and logistics, 2) assessing students' work and creating teacher made tests, 3) writing informative reports to parents regarding the progress made by students, and 4) how to communicate in general about students to their parents.

Induction programs vary from country to country, state to state, district to district, and sometimes school to school. While this may seem problematic, this may not always be the case. Britton, Raizen, Paine, & Huntley (2001), proposed the idea of personalization in induction programs, stating that teachers need more subject specific induction programs rather than general programs. They state that content knowledge is important, stating that "while teachers need to command general teaching skills, they also need specific knowledge of how to help students learn different subjects" (p. 4).

It stands to reason that assessment and evaluation must be taken into consideration in induction programs. Britton et al (2001) also discussed the need for induction programs to be a balance of assistance versus assessment. It is important to remember that not all feedback given to a new teacher needs to be used for formal evaluation. Rather, they suggest, formative feedback can be given with an eye to improvement as part of assistance offered to new teachers and new teachers need to realize that the feedback is for growth, not for evaluation. International research from Japan and China (Padilla, Riley, Bryan, & Ikeda, 1999) described how new teachers often teach lessons while being observed by several experienced teachers. The personalized support inherent in this observation process provides new teachers the opportunity to show the extent of what they know about subject matter as well as methods.

Teaching assignments are also a key factor in teacher induction and their retention. Many schools tend to assign veteran teachers classes with fewer students who exhibit behavior challenges and courses that may be easier to teach or plan because of perceptions that the veteran teachers have earned it, similar to a rite of passage as Britton et al (2001) explained. However, he continued to explain that this leaves new teachers with the toughest classes and again, with potentially little support. Induction programs should assist new teachers with teaching assignments that will be challenging but not overburden them with items that a veteran teacher may be able to handle more easily due to their expertise and experience. In New Zealand, the national government provides supplemental funds to every school with a new teacher and reduces their teaching assignment to an 80% teaching load in the first year rather than a full 100% teacher load that veteran teachers have (Britton et al, 2001).

The American Federation of Teachers (2001) reports show that beginning teacher attrition rates range from 20-30% and reach 50% in some areas within the first five years of teaching. Many teachers in this report cite reasons including a lack of support that should come from induction programs. To this end, Smith (2013) raised important questions in a research article about the design and implementation of induction programs for teachers. He suggested that those creating induction programs should address a number of considerations. First, program designers should ask what content should be featured in the induction program. For example, questions like "Should there be a focus on classroom management or subject matter?" are important. Second, Smith submitted that it is important to consider which induction content has a greater impact on desired results. Measures of student performance on state tests or questions about how to engage students should be taken into account when designing induction program curriculum. Third, Smith recommended debating the length of the induction program, the featured components, and the length of time spent on those topics. Costs and benefits for the school, district, and student achievement must also weigh into any design and decision making processes. Lastly, variations in new teachers' contexts need to be kept in mind. For example, rural, urban, socio-economic and racial demographics might allow for more personalized induction programs to be created. Research about the outcomes of new teacher induction programs suggests that this kind of effort can be beneficial for new teachers (Smith, 2013).

Outcomes of induction programs

Induction programs outcomes have one explicit intended result, and that is to support and retain new teachers. To this extent, Britton et al (2001) suggest that every induction program could be seen as effective. They come to this conclusion with the understanding that new

teachers face such extreme challenges that any assistance would be helpful to them. Teachers seek assistance and need assistance that induction programs can offer to support them in being instructionally sound teachers.

Evidence is growing that appears to show the positive impact of teacher induction programs on teacher retention, costs, teacher quality, and student learning. The National Center for Education Statistics' Schools and Staffing Survey has provided evidence that suggests when schools participate in comprehensive induction programs, teacher attrition is cut in half (NFIE, 1999). Additionally, it has been found that induction programs can save money for school districts. Although this has been indicated as an area of difficult data to ascertain, Britton et al (2001) found that for every $1.00 invested in induction, there is an estimated payoff of nearly $1.50. This same study showed that compared to other new teachers who were not part of an induction program, the teachers who did participate in induction programs "used more complex and challenging instructional materials, were more successful in motivating students and setting high expectations for students with diverse backgrounds, and made greater use of states curriculum frameworks" (Britton et al, 2001, p.2)

Several researchers have gathered facts regarding induction programs in the United States. Ingersoll (2014) found that when teachers had a comprehensive induction program which included time for networking and collaboration, reduced numbers of students in classes, and fewer lessons to prepare, the probability of new teacher turnover was drastically reduced. Ingersoll's (2010) meta-analysis of 15 empirical studies of induction programs found that induction programs generally have positive outcomes. New teachers who had some sort of induction process experienced positive effects on their satisfaction at work and commitment,

while districts saw similar effects on teacher retention after participation in induction programs. Additionally, new teachers who had participated in an induction program had better classroom practices (Ingersoll, 2012). They were better at keeping students on task, creating lesson plans, using good questioning techniques, differentiating, practicing good classroom management, and maintaining a positive classroom atmosphere. Lastly, most of the studies showed that students who had beginning teachers who participated in some sort of induction process had higher scores/gains on academic achievement tests. For example, in a study conducted within the Islip (NY) Public School system, student achievement (based on diploma rate and AP class placements) prior to an induction process in place was significantly lower than three years later after an induction process was implemented (Wong, 2004). Specifically, the data from Wong's study indicates that prior to induction for new teachers the Regents diploma rate was 40% whereas after three years of supporting novice teachers, the rate went to 70% (Wong, 2004).

Mentoring and instructional coaching programs often have been components of induction programs. Mentors serve as advisers and guides for teachers entering the field of education. Instructional coaches assist with the nuances of curriculum and instructional strategies for the teachers beginning their trek with teaching a new curriculum. The following sections include a brief overview of both mentoring programs and coaching programs and some research regarding both.

Mentoring Programs

Teaching has been described by critics as an occupation that "cannibalizes its young". It is noted by these critics that the initiation of new teachers is "akin to a sink or swim, trial by fire, or boot camp experience" (Wong, 2010, p. 28). The overarching question is what can be done to

assist new teachers to help correct the current rate of new teacher turnover in schools. It has been estimated that over 1 million teachers move in and out of schools annually. In addition to this statistic, between 40 and 50 percent leave the profession entirely within five years (Neason, 2014). One of the primary forms of guidance is through induction programs. Again, it's important to realize that induction is the overall, collective process for assisting new teachers and mentoring is just one aspect of induction. Other aspects of the induction process could include reduced workloads, group activities, and other multiple layers of support, including mentoring.

History of mentoring programs

The term mentoring has its historical roots dating back to Homer's *Odyssey*. The Goddess Athena was disguised as a character named Mentor. Mentor assisted Odysseus' son in learning and developing what was needed in order to be the successor to the throne of the Kingdom of Ithaca and to sail against Troy (Garvey, 2011). Other historical literary works "linked mentoring with cognitive development, emotional development, leadership and social integration" (p. 9).

Anderson and Shannon (1988) report that the account of Mentor in The Odyssey helps us make conclusions about mentoring. First, they report that mentoring is an *intentional process*. Mentor intentionally carried out his responsibilities for Telemachus. Second, mentoring is a *nurturing process*, which they report assist with fostering the growth and development of the protégé toward full maturity. Third, mentoring is an *insightful process* in which the wisdom of the mentor is acquired and applied by the protégé. Fourth, mentoring is a *supportive, protective process*. Telemachus was to consider the advice of Mentor, and Mentor was to "keep it all safe" (Anderson & Shannon, 1998, p. 38).

Mentoring has served as a basis for providing support and discussions with the often younger and less experienced mentee. Garvey (2000) indicated that teacher mentoring programs have been around for about a generation with more than twenty-five states in the United States requiring a mentor for entry level teachers. This creates opportunities for reflection and growth. In Homer's classic literature, it is noted that the theme of the writings was for the "mentor to support discussions with reflective and challenging questioning and would tend to hold back from handing out uninvited advice" (Garvey, p. 10).

Mentoring is the most common form of teacher support in the United States (Britton et al, 2001). As years progress and teaching demands increase, mentoring services increased. With this increase, program effectiveness still remains as a question. Over one million new teachers have participated in mentoring programs between the years of 1993 and 2003, but little research on the effectiveness of the mentoring has been conducted (Wong, 2010).

Purpose, design, and need for mentor programs

Mentors serve beginning teachers as guides and advisors (Kaufmann, 2007). Mentor programs have become to many school districts the "norm" for supporting new teachers (Fletcher, Strong, & Villar, 2008). Ragins and Kram (2007) explained the role of mentors as a more experienced person helping a less experienced protégé develops his/her career. Mentoring is a developmental relationship that generally takes on two roles: career and psychosocial. Ragins and Kram (2007) described career functions are as a range of behaviors that help new professionals and protégés learn the business and prepare them for advancement. Psychosocial functions were described as building trust, intimacy, and interpersonal bonds in the mentor relationship that helps promote personal and professional

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growth (p. 659). Mentoring programs can vary according to their purpose. They can range from a single meeting to a series of highly structured meetings over the course of a year or more (Ingersoll & Smith, 2004).

Mentoring has changed as needs grow and shift in schools. Research has shown that mentors are not only supporting, but they are beginning to challenge the traditional induction through mentoring approach. For example, mentors look at more innovative and creative ways to support teachers including focusing on ways to understand classroom challenges rather than how to simply control classroom challenges (Shruck, et al, 2011). Shruck (2011) also found that working more innovative approaches and styles of supporting teachers gives them a sense of belonging and a way to make a connection to colleagues.

According to Britton et al (2001), two operating questions should be asked to start off a good teacher mentoring program. First, what are the goals of the mentoring program and secondly, can the programs design and activities accomplish these goals? Mentoring, again, is providing support, guidance and feedback to new teachers. Britton et al (2001) suggested that effective mentoring practices include selecting mentors who meet the individual's needs, solid training of mentors, and using multiple mentors for support. Based on their study of induction programs and the program design elements across the United States, Britton et al (2001) continues to suggest that mentors in the United States need training and get little to no training. On the contrary, he indicates that in some Asian countries, such as Japan and China, schools and districts will go above and beyond to get trained mentors and even consider changing a mentor's job assignment for a year to go train/mentor a new teacher (Britton et al, 2001, p. 7).

The objective of teacher mentoring programs is to equip new teachers with a "local guide" to operating as a newcomer to education (Ingersoll & Smith, 2004, p. 30). Programs may vary depending on their specific purpose. Some programs are designed to monitor and assess and potentially "weed out" those newcomers not suited for the profession while the majority of programs are provided for support and guidance (Ingersoll & Smith, 2004, p 29). Ragins and Kram (2007) found that mentoring is expanding. They stated that there are new forms of mentoring, such as peer mentoring, cross-gender mentoring, cross-cultural mentoring, mentoring circles, and e-mentoring. This research led to an understanding that mentoring has evolved from an acknowledgement of "constellations of relationships" to an emphasis on "developmental networks" (Kram & Ragins, 2007, p. 659). This paradigm shift follows closely on forming relationships in a developmental context. When quality relationships are formed, teachers learn more from one another and new teachers feel supported. Research affirms that when professional educators serve as mentors, these educators can assist beginning teachers in working through their personal and professional challenges (Shuck, et al, 2011).

Relationships can change the path for new teachers. Forming relationships in a mentorship helps to ease the vulnerability that new teachers often face as they begin their teaching career. Johnson, Down, Le Cornu, Peters, Sullivan and Hunter (2016) argue that novice teachers are particularly vulnerable to pressures of inadequacy and isolation. Aspfors and Fransson (2015) found that to assist with forming relationships, mentors themselves have to have time and space to "meet, interact, and share their experiences and mentors and build a culture of openness and trust" (Aspfors & Fransson, 2015, p. 84).

It is important to realize that while mentoring is a form of professional development for new teachers, research is showing that mentor teachers need professional development in their mentoring skills as well. Aspfors and Fransson's (2015) research shows that mentors vary in how they practice mentoring. Programs and courses varied that mentors used based on resources and how much time was allocated to the mentors. Orland-Barak (2014) agrees, based on a meta-synthesis of ten studies on mentoring with similar findings indicating that professional opportunities need to be developed to provide support that is critical for teaching mentors how to mentor. They also report, as supported by research completed by Wang (2001), that policy makers and program developers need to design a mentoring structure that supports time and professional growth aspects. Furthermore, Wang (2001) found that mentor education is moving toward the growth of the knowledge base for mentors to refine their skills and to become more versed in critical thinking skills, reflective skills, and analytical skills, thus supporting the need for more training for mentors to assist new teachers (Aspfors & Fransson, 2015).

Outcomes of mentoring programs

Regins and Kram (2007) say that "after twenty years of research, it is time to step back and assess where we have been, where we are, and where we need to go in the field of mentoring" (p. 4). Richard Ingersoll (2004) reports that two-thirds of beginning teachers indicated working closely with a mentor teacher during their first years as a teacher. As stated in an earlier study, Ingersoll (2003) shares a collection of data and results he refers to as sobering in regards to teacher attrition. He submits that teachers leave teaching during the first year at a high rate. He estimates that between 40% and 50% of new teachers leave the

profession after just one year of teaching. In addition, he concludes that the attrition rates of first year teachers have increased by about one third in the past two decades. Kaufman (2007) found that when new teachers have support and training, they are more likely to stay in the teaching field, which leads to an increase in teacher retention rates (Kaufmann, 2007). According to Ingersoll and Strong (2011, 2004) mentoring increases retention and professional commitment.

Even though induction and mentoring are very popular, there is not much known about their impact of mentoring on employee turnover and skill acquisition (Wong, 2010). Nearly all published and unpublished evaluations of mentoring programs used research methodologies that have not given credible estimates of the causal impacts of mentoring and induction (Wong, 2010). Other researchers have also identified this problem Serpell (2000), Ingersoll (2004), and Strong (2005). It appears that there is a lack of studies regarding mentoring and its effects on new teachers. Feiman-Nemser (1996) wrote that, "a review of twenty years of claims about mentoring reveal that few studies exist that show the context, content, and consequences of mentoring" (p. 15). Ingersoll and Kralik (2004) shared similar concerns that current research is not providing definitive evidence that there is value to mentoring programs and that the programs keep new teachers from leaving the profession. Wong (2010), while studying mentoring, found research completed by Rockoff (2008) that stated even if mentors with similar backgrounds (educational experience and grade level) don't seem to have either a negative or positive impact on teacher retention performance. Wong stated that this is despite the fact that this type of mentor pairing is "often stressed by state law and supporters of mentoring programs" (Wong, 2010, p. 1). New and beginning teachers who receive mentoring support earn higher salaries and receive more promotions

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than those non-mentored individuals (Ragins & Kram, 2007). Although many of these studies were done outside of an educational setting, they suggest that there is merit in the strength of mentoring.

The NFIE (1999) states that while not a panacea, carefully designed mentoring programs can help the field of education. First, they can be used as recruitment tools. Often times, new teachers will ask hiring school districts what type of mentoring programs they offer to a new employee. The more appealing the mentorship, the better the chance of successful candidate recruitment and hiring. Secondly, mentoring programs can improve teacher retention rates, and lastly they can help improve the skills and teaching knowledge of both the mentor and the mentee. This is an important gain of mentoring that is often overlooked. When veteran teachers are sharing their support and listening to new teachers, both can end up learning from one another. Mentoring has a main purpose of assisting new, less experienced teachers. However, the process generally finds the mentor often benefiting. Mentors report that their job satisfaction and knowledge increases while they build a sense of leadership among themselves (Stock & Duncan, 2009).

Instructional Coaching Programs

In addition to the general induction programs and mentoring programs, a newer philosophy for assisting teachers in the profession is coaching. Joyce and Sowers (1983) indicated that coaching is a collegial approach wherein the art of teaching is analyzed for the purpose of integrating mastered skills and techniques. There are many types of coaching offered within the educational setting. These include challenge coaching, cognitive coaching, collegial

coaching, content-focused coaching, peer coaching and instructional coaching (Killion and Harrison, 2006). According to a study by the University of Kansas Center for Research on Learning (2004), instructional coaching was found to significantly increase the implementation rate of newly learned practices. This study was completed by researchers Jim Knight and several others who studied factors related to professional learning and how to improve academic outcomes for students. One aspect of this study was an examination of supports provided by instructional coaches. Knight and his colleagues have done several studies in school districts across thirty states. Knight indicated that while many of the instructional coaching research is preliminary, his findings are assisting in understanding the complexities behind instructional coaching.

Coaching is a profession that is built around certain understandings of people and revolves around philosophies and insights into why people behave the way they do. Reiss (2006) states that "it's cool to have a coach. Coaches are everywhere these days" (p. 5). Reiss (2006) also indicates that "coaching is flourishing as results are becoming known. For organizations, it has become an effective, beneficial strategy for managing change, developing and retaining employees, and changing cultures" (p 14). To this statement, it is important to realize the context in which the term coaching was used was in a broad sense, which included business coaches, life coaches, in addition to instructional coaches in a school setting.

History of coaching programs

Coaching has emerged from a number of different fields that have used the technique to improve performance. Reiss (2006) stated that coaching has roots in psychotherapy. She further indicates that "Carl Jung, Alfred Adler, Carl Rogers, and Abraham Maslow are antecedents to

today's therapy practice – and modern day coaching" (Reiss, 2006, pg. 11). Moran & Moran (2011) share that United States schools have historically had roots in bureaucratic principals, which consisted of special supervisors and other resource personnel that supported teachers. These personnel were noted to be prevalent in the early 18th century through 20th century but dropped off only to resurface in the late 21st century as coaches (Moran & Moran, 2011, p. 11).

Research on instructional coaching is said to have begun with Joyce and Sowers in the 1980s (Poglinco, et. al, 2003). Joyce and Sowers used a model of coaching called *peer coaching*, which worked to improve instruction of teachers through dialogue. According to Poglinco et al, 2003, Joyce and Sowers saw coaching as a reciprocal model and argued that "coaching provides companionship and technical feedback, prompts the analysis of applications of knowledge to instruction, encourages the modification of instruction to meet students' needs, and facilitates the practice of new methods" (Poglinco, et al, pg. 1). Due to the promise that these researchers began to see in coaching, new forms of coaching began to evolve.

Within the last decade, there has been an "explosion of interest" regarding coaching (Knight, 2009, pg. 1). Knight noted that while attending a conference on staff development in 1997, the word coaching was used 19 times in the presentation. However, in the same conference ten years later, the word coaching was used 193 times (Knight, 2009). So, while historical significance primarily may relate to the thought of coaching in terms of sports, in the educational setting, coaching really is just coming into prominence throughout the last decade.

Purpose, design, and need of coaching programs

Instructional coaches have evolved into serving many roles (Killion and Harrison, 2005). They state that coaches are catalysts for change, classroom supporters, curriculum specialists,

data coaches, instructional specialists, learning facilitators, mentors, resource providers, and school leaders. Killion (2009) states that some coaches will serve all roles, while others will have a narrow focus depending upon their job description or task for the school system they are assigned. Killion submits that different types of interactions must occur as these roles emerge. For example, Taylor (2007) created a summary of the types of interaction needed for outcomes of coaching programs to be successful. These included classroom management assistance, curriculum assistance, instruction assistance, workshop and training, among several others.

School systems are not the only organizations that are beginning to utilize instructional coaches in attempts to strengthen their work. The Department of Defense schools have instructional coaches (Makkabin & Sprague, 2011). Using instructional coaches is a successful model of teacher improvement because it allows for practical feedback that is not evaluative, but rather it is supportive (Makkabin & Sprague, 2011). Bohm (2000) states that dialogue and exploration of ideas allows partners to engage in conversation and explore ideas together.

Coaching has been utilized by school systems because there is an assumption that high quality professional development and learning improves teaching skills and will increase student achievement (Cornett & Knight, 2009). Further research also supports embedded professional development for new teachers. This embedded professional development reported that student outcomes improved with the use of quality professional training within the classroom setting (Wenglinsky, 2000). Wenglinsky (2000) further submitted that "changing the nature of teaching and learning in the classroom may be the most direct way to improve student outcomes" (p. 11).

According to Taylor (2008), the instructional coach's role is one of shared leadership for instructional change with support of central office staff and principals. Other research indicates

that instructional coaches provide intensive support to teachers in order for them to better teach

using proven practices (Knight, 2006). Instructional coaches also model lessons, observe

teachers, and simplify explanations (Knight, 2006). It's clear from the research, that a coach's

role is primarily building and/or district specific.

Working relationship among coaches, administrators, and teachers need to be carefully

considered (Barkley, 2012). He states that communication should occur prior to the coaching

role regarding whether the coaching relationship will be open or closed. In other words, will the

coach work with the administration to support the teacher or will the relationship be just between

the teacher and the coach. It is important to note that in many readings of Barkley (2012) and

Knight (2005), an instructional coach is not a teacher evaluator, but a supporter. This naturally

leads to an easier way for the coach to serve as a mentor.

School based coaches have a role that is both challenging and complex. Schools began

looking more at professional development after the No Child Left Behind Act of 2001 became

law in 2002 (Knight, 2009). He stated that schools and school leaders had to start looking at a

variety of approaches to professional learning to improve teacher performance. Professional

development for teachers should provide chances for the teachers to be analytical and reflect on

their practice as they form new ways of thinking about their pedagogy and content (Garcia,

Jones, Holland & Mundy, 2013). In a study by Perez, Swain, and Hartsough (1997) perceptions

of new teachers' support in the classroom, interactive components and practices such as

conferencing and coaching were perceived as more effective than items such as newsletters,

videos, and meetings. Coaching, therefore, can help supply teachers with an "array of

pedagogical tools" to assist in student learning while providing ongoing professional support for the teacher (Boatright & Gallucci, 2008, p. 3).

The needs of instructional coaching include being able to work on teacher growth with a partnership approach. With this partnership approach, an instructional coach's most critical task when working with new teachers is to model lessons (Cornett & Knight, 2009). Coaches also have to learn how to work with and support adult learners (Marsh, Kerr, Ikemoto, Darilek, Suttorp, Zimmer, & Barney, 2005). Coaches, like mentors, need to have the proper training and qualifications to assist new teachers in becoming high quality educators in order to accomplish the above successfully.

Instructional coaches need a framework to follow in order to best support new teachers (Knight, 2005). Knight's research, which was identified the top four areas for instructional coaches to begin assisting teachers: classroom management, content, instruction, and assessment for learning –" (Knight, 2005, pg. 23). He further suggests that instructional coaches use a partnership approach containing guiding principles to support teachers (Knight, 2005). The partnership approach has been broken up into seven principles, which Knight (2009) refers to as the "seven partnership principles" (pg. 31). The seven principles are as follows:

1) Equality: This principle establishes that instructional coaches and teachers have equal relationships and are equal partners.

2) Choice: This principle indicates that when in partnerships, teachers and instructional coaches work together to come up with what to learn and how to learn.

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3) Voice: Instructional coaches encourage teachers to speak and share opinions on what is being learned and discussed.

4) Dialogue: When coming to decisions, dialogue should occur between the partners.

5) Reflection: Instructional coaches see reflection as an integral part of professional development and professional growth. Reflective thinkers will support teacher growth.

6) Praxis: As defined by Knight (2009), "teachers should apply their learning to their real-life practice as they are learning" (p 33).

7) Reciprocity: Instructional coaches can learn and get just as they teach and give.

When working together with teachers, especially when working with new teachers, instructional coaches have a unique chance to support teachers in growth, learning and change. In addition to the above principles, Knight (2009), in his studies of more than 200 research publications which led to the publication of his book *Instructional Coaching: A Partnership Approach to Improving Instruction* (2007) pinpointed eight components that are needed in an instructional coach's role. The components compliment the seven principles above and include: enroll, identify, explain, model, observe, explore, refine, and reflect. In addition to these components, Kegan and Lahey (2001) noted that data is a crucial part to an instructional coach's work. They suggest using a top-down feedback process and to back up the discussions they have while coaching teachers with student data (Kegan & Lahey, 2001).

Outcomes of coaching programs

Joyce & Sowers (1996) in their early research on coaching noted that coaching appeared to be a promising strategy for instructional improvement. Neuman & Cunnigham (2009) noted

that researchers Gamston, Linder, and Whitaker (2003) studied coaching by following teachers who were tasked with coaching other teachers. These coached teachers reported increased collegiality and a deepening of their own reflection toward their performance. Poglinco and Bach (2004) led a study through the Consortium for Policy Research in Education (CPRE) which found that coaching was growing as a promising form of professional development for teachers. This study was completed on select K-8 grade schools through surveys of teachers and administrators, site visits, interviews, document reviews and a collection of student performance measures. In this study, researchers concluded that coaching yielded a high teacher satisfaction rate and overall improvements in teacher practices.

To further support that the indications that coaching produces improvements in learning, Neuman & Cunningham (2009) aimed to see if coaching would improve early language and literacy scores. Their study consisted of the administration of a pre and post test to three groups: a group of teachers only receiving professional development, a group of teachers receiving both professional development and coaching, and a control group. They found that the students who had teachers receiving both professional development and coaching outscored the other two groups by roughly eight percentage points. The researchers state that coaching does "seem to matter" in regards to improved test scores (Nueman & Cunningham, 2009, p. 556).

Studies by Payne and Allen (2006) and Nuefeld and Ropert (2003) provide additional evidence that coaching is a contributing factor to improved student and teacher learning (Killion and Harrison, 2006). Wong (2010) states that the most effective schools have coaches. He states that coaches in these schools are in the classrooms working with students and the teachers. This coaching work is job-embedded, which is the method he notes that teachers "learn best from to

become skilled and effective" (Wong, 2010, p. 2). Coaching can be an effective form of professional development and a method for enhancing and supporting teacher growth. However, research shows that coaching must be teacher-centered, no-fault, and strengths based (Moran & Moran, 2011).

Expectations must be clear for a coaching initiative to produce the needed outcomes. Due to a lack of planning, Richard (2004) states that the practice of coaching is "promising but often a poorly focused school improvement tactic" (p. 12). Elmore (2009) late spoke to the same phenomenon, suggesting that "the problem is not that the schools don't have access to knowledge. The problem is that they don't have a process for translating that knowledge systematically into practice" (p. 9). Elmore (2009) continues, stating that the "knowledge and support that most schools receive fall on an organization that is weakly equipped to use these offerings, because it doesn't have the internal structures, processes and norms that are necessary to pick up the knowledge and deploy it in classrooms" (p. 9). This raises a question: how do schools employ coaching programs to meet the instructional needs of teachers and students?

In a project called Pathways to Success at the University of Kansas, Knight determined that coaching can be the missing piece for teacher success (Knight, 2005). Knight (2005) (who was the program director) revealed that 85% of the research participants used proven teaching practices when working with an instructional coach versus just having a one-time professional development training with no follow-up by a coach. In addition, effective teaching was studied and found that when coaching was added to a teachers professional development program, whether a new teacher or veteran teacher, the rate of implementation of new skills increased almost 85% (Bush, 1984).

Coaching and mentoring within an induction program

When viewed as a combination of processes, there are areas of overlap within induction programs which are powerful and important professional learning venues for new teachers, such as aspects of coaching and mentoring to include support with classroom management and teaching performance. There are also areas of overlap in mentoring and coaching programs. In order to support on-going teacher development, professional development is key. The goal of supervision and support is to help teachers grow by giving them feedback about effective practices. Improvement and induction practices should be matched to needs when supporting teachers and the goal should be to make them self-directed in their growth (Wood & Thompson, 1993).

Although modified by particular local contexts, commonly accepted goals of teacher induction have "remained consistent over time (Schlechty, 1983; Fox & Singletary, 1986; Huling-Austin, 1984; Odell, 1986; Hegler & Dudley, 1987") according to Ann Wood (2001, p. 70). In her study on collaborative teacher induction programs based in California, Wood (2001) lists several purposes of induction programs such as improving new teachers' teaching performance, increase novice teacher retention, and providing strategies for the beginning teacher to acquire additional knowledge and skills, among many more. Additionally, Wood (2001) states that new teachers need to be mentored by experienced support providers or coaches and those coaches need to collaborate with new teachers on the reflection of teaching practices. This process will support teacher performance and student achievement.

Wong (2013) used Guskey's (2011) research on student learning and coaching to define the differences between mentors and coaches for new teachers in the current educational arena

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today. He submits that mentors are available for survival and support and to react to more crisis situations while coaches are there to provide ongoing, professional leadership and guidance. Table 1, provided below, presents an adapted, research-based synthesis comparing mentoring and coaching presented in Wong's (2005) study regarding new teacher induction and professional development, showing the a comparison between the two programs.

Table 1

The Difference Between Mentoring and Coaching

Mentoring	Coaching
Guide and advisor through a developmental and personal relationship	Relationship based on academic needs and support
Provide emotional support, ongoing through new teacher tenure	Coach to improve instructional skills on a sustained basis; often based on data results
Intentional, insightful, and supporting process	Academically focused and staff development centered process
Trust with personal and professional growth	Trust with professional growth

Note. The items in the table are adapted from Harry Wong's "New Teacher Induction: The Foundation for Comprehensive, Coherent, and Sustained Professional Development, 2005.

As is becoming clear, coaching and mentoring can go together to create positive working environment for new teachers. Coaching is prevalent in teacher mentoring and induction programs in many instances. According to Chakravarthy (2011), the purpose of coaching and mentoring are very similar, and that is to enhance the knowledge, skills, and ability of individuals to increase their overall performance. That being said, Chakravarthy (2011) points out that mentors and coaches are different. He shares that a coach assists the individual in

learning the needed attitude, behavior, and skills to perform the job whereas a mentor focuses more on conversation geared toward the general working situation, rather than specific skill.

An effective coaching program follows the "big four", which are described as the four major areas for teacher improvement (Knight, 2009). These are classroom management, content planning, instruction, and assessment for learning. As mentioned above, mentors often find themselves focusing on classroom management more than other items. Under the big four approach by Knight (2009), coaching expands more on the academics needs of new teachers.

In regards to teacher retention and methods of support, research has indicated that teachers who have intentions to leave the profession and teachers who have intentions of staying in the teaching position have different forms of support that they prefer (Burke, Aubusson, Schuck, Buchanan, & Prescott, 2015). These intentions relate closely to mentoring and coaching. It was found that those teachers who want to leave the profession find value in "sharing resources, cooperative teaching and planning, offsite discussions about classroom management and programming with mentors" (Burke et al, 2015, p. 251). This is in comparison to those who want to stay in the profession saying they would prefer observations and conversations about teaching with those that are seasoned in the field (Burke et-al, 2015).

What remains to be seen is how new teachers experience the mentoring and instructional coaching relationships. What benefits do they find? What challenges? Are they worthwhile? What makes them so? This will be important for school leaders and districts to know when planning mentoring and coaching programs and in aligning the budget to support these programs. In addition, it will support school leaders understanding of what new teachers need out of the induction programs components.

Summary

Teaching is a career that can be considered very isolated. Once the students enter a classroom door the teacher is on their own to do what needs to be done to educate the student - their customer. As Johnson & Birkeland (2002) stated,

> Achieving that sense of success depends largely on the conditions new teachers encounter at their schools – their roles on the faculty, their relationships with colleagues, the availability of curricula and resources, and the presence of supportive structures that focus the life of the school on teaching and learning (p. 23) .

Heider (2005) indicates that according to Carroll and Fulton (2004), in the year 2000 over 500,000 teachers left for other schools or left the profession due to feelings of teacher isolation. Research completed by Flinders (1998) suggested two different conceptual orientations to teacher isolation. The first is the condition under which teachers work – meaning their work environment and the opportunities or lack of opportunities for teachers to interact with coworkers. The second orientation is considered a psychological state rather than a work condition. This is explained as "isolation that depends more on how teachers perceive and experience collegial interaction than it does on the absolute amount of interaction in which they are involved" (Flinders, 1998, p. 20). Heider (2005) reports that, "The era of solo teaching in isolated classrooms is over. To support quality teaching our schools must support strong professional learning communities" (p. 13).

According to the AEE (2008), across the United States approximately ½ million teachers leave the profession or their school each year. Right now, based on the review of literature to this point, there seems to be clear indications through data that induction programs and mentoring

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programs do help with the retention of teachers in the field. However, gaps in research make it difficult to understand exactly what components of induction programs are most helpful in retaining teachers and also data shows gaps in ruling out other controlling background factors for teachers having to leave the profession. According to Stanulis & Ames (2009), mentoring "without specific and targeted support risks becoming merely a buddy system" (Stock & Duncan, 2010, p. 59). Drummond (2002) supports the idea that mentoring alone isn't always the best support for teachers. For example, she reported that a study completed in New Jersey had 110 new teachers being surveyed. Out of those 110, 97 had mentors, but said only 17% of those mentors ever watched them teach a class. While this format may help with retention of employees it may have little to no impact on their effectiveness (Stanulis & Floden, 2009).

A main factor in the induction and mentoring process is finding not only the funds for such programs but also the time. In addition, findings suggest that "rather than regarding teaching as a calling and a lifelong commitment, many new teachers – both those who completed traditional teacher preparation programs and those who did not – approach teaching tentatively or conditionally" (Peske, Liu, Johnson, & Kardos, 2001, p. 306). This means that induction programs have to now not only educate teachers, but also have to entice them and support them to make that short-term career a lifelong career. With this understanding, we turn toward instructional coaching and mentoring as a form of induction.

For my study, my research questions will guide the process to finding out what novice teachers need to have a long, successful teaching career. I will seek to find if the utilization of instructional coaches will be the best next step for supporting new teachers into a lifelong, successful career. Will instructional coaches be the bridge that is needed to keep the turnover rate

down for teachers or do teachers crave the support that mentoring provides? Through studying

the perceptions that new teachers have toward these two induction program components, I will

be able to focus in on which type of support is most desired.

Chapter 3

Methodology

School districts and administrators have concerns about teachers leaving the profession after just a short time in the field. This leads to frequent turnover and expensive, time consuming recruitment efforts for school districts. Induction programs are one way that districts address this turnover issue. These programs are intended to support new-comers' teaching abilities and enable new-comer teachers the opportunity to be as successful as possible. This study looked at two specific components of induction programs; mentoring and instructional coaching. To provide a solid understanding of the components of the induction program, perceptions of mentors and coaches were studied. Additionally, novice teachers perceptions were studied to gain a perspective of the types of support that these two different induction program components provide.

This chapter discusses the study's research methodology. It begins with a review of the research questions for the study. The site selection and participant selection process are explained. Additionally, data collection and data analysis procedures are included with a specific look at data collection and analysis techniques, such as the interview procedures, observations, and document collection. Completing a case study through qualitative research allows for the primary form of data collection to be through interviews, with triangulation of results, which leads to clear themes coming forward and findings regarding new teacher support. I used a thematic analysis to organize the data. It is important to note that this analysis goes well beyond just counting words or phrases within the documents, but rather identifies and pinpoints the ideas within the data (Gregg, 2012). Raw data is searched for the themes and coding takes place prior

to any interpretation, as suggested by Boyatzis (1998). It is after this coding and theme

emergence that findings begin to emerge and the research questions become critical to hone in on

the most critical aspects of the study.

Research Questions

My research revolves around questions that focus on participants' perceptions of

mentoring and instructional coaching experiences. This research can also provide additional

information regarding how best to direct funding to new teacher support. School districts must be

informed about the most useful aspects of programs as they make programmatic decisions.

1. What are the perceptions of mentoring and instructional coaching as new elementary

    teacher support in NVPS?

    A. How do novice teachers perceive elementary NVPS induction programs?

    B. How do instructional leaders (lead mentors and instructional coaches) perceive new

    elementary teachers' induction experiences?

Site selection

An appropriate site for a qualitative study is one in a natural setting that provides the

opportunity to access data to address a problem (Creswell, 2003). This study took place within

New Venland Public Schools (NVPS), a fictitious name, which is a school district consisting of

six schools. The school district is a suburban school system, in the mid-Atlantic region of the

United States. According to the State's Department of Education website, the school district

serves approximately 4,300 students. Demographic information indicates that 45% of the

students are white/non-Hispanic, 33% are all races/Hispanic, 11% are black/non-Hispanic and 11% are other/non-Hispanic. There are four elementary schools, one middle school, and one high school. Currently, two of the elementary schools are targeted for assistance with Title I funds.

The district utilizes instructional coaches in each of the schools, primarily for mathematics and language arts instruction and teacher support. As stated in the research question, the primary focus of this study will be on the elementary schools. The elementary schools each have an instructional math coach and lead teachers that serve as instructional coaches. Additionally, one elementary school has an instructional coach for both Language Arts and math due to their designation as being in "Improvement Status" as a result of state accreditation results. The elementary schools house students in PK through 4th grade. They vary in size, ranging from 280 students to 580 students. Table 2 below shows more detailed information for each elementary school in the district including the number of students, mentors, and instructional coaches in each school.

Table 2

School Demographics of Each Elementary School in NVPS

School	# of Students	# of Instructional Coaches	# of Mentors
School A	280	2	6
School B	535	2	9
School C	579	2	7
School D	489	3	8

Each elementary school provides special education programs and also has English language learners. The percentage of ELL students attending each elementary school ranges from 18.37% to 30.61%. The average ELL population for the elementary schools is 27%. This percentage continues to grow each year.

This site was of particular interest for case study because of the number of new teachers at the elementary level and recent turnover of new teachers. NVPS schools administration has expressed desire to improve the induction process. Specific data on NVPS shows that during the 2015-16 school year 21 new teachers were hired with 0-5 years of experience. At the end of the 2015-16 school year, 52 teachers left NVPS. Of those 52 teachers, 11% were novice teachers leaving the teaching field. Stake (2006) indicates that a case study allows the researcher to understand the functions and activities associated with a specific phenomenon. Through studying the phenomenon of new teacher support in NVPS elementary schools, my research will help distinguish common themes and help me gain an understanding of how induction program components can best support new teachers.

Participant selection

I conducted interviews with new teachers who have experienced new teacher induction services of both mentoring and instructional coaching programs. Purposeful sampling, which allows for careful selection of participants, was the chosen sampling method for the study. According to Merriam (2009), purposeful sampling will result in gaining the most information related to the study. In line with this thinking, I interviewed two instructional coaches, two mentors, and four new teachers who have received both instructional coaching and mentor services. The purpose of this selection was to be able to get an understanding of how the

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instructional coaching and mentoring programs worked and what services or support they provided. Interviewing these individuals also allowed me to gain an understanding of what mentors and instructional coaches saw as their roles, responsibilities, opportunities, and challenges in the induction program processes. Four new teachers within their first three years of teaching were interviewed to gain perspective into the type of support they need and how the services of the instructional coaches and mentors have assisted them throughout their first years of teaching.

Overview of Research Process

I debated various methods for research, including studies of a quantitative nature. The quantitative approach has been criticized of neglecting important aspects of human lives which I wanted to make sure were included in my research (McCracken, 1988). The nature of a qualitative study tends to focus on people and experiences. Creswell (2007) describes qualitative research as research that "begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem" (p. 37). Through many attempts at securing a firm understanding of qualitative studies, it became clear that there was no one certain definition. For example, Rossman and Rallis (2003) defined qualitative research as being empirical, natural, and focusing on people:

> Qualitative researchers seek answers to their questions in the real world. They gather what they see, hear, and read from people and places and from events and activities. They do research in natural settings rather than in laboratories or through written surveys (p. 4).

Shank (2002) used the metaphor of a lantern to explain qualitative research. According to Shank (2002), by shedding light on areas of interest, the area can be seen more clearly and can be better understood. This study illuminated an understanding of how induction programs can support new teachers. It relied primarily on interviews of eight individuals. The interviews were held at locations of the participant's choosing and were completed using an interview protocol (Appendices A-C). Interviews will be recorded and transcribed immediately following to ensure validity. The study also relied on the triangulation of data from observations and document reviews.

My research is a case study of the NVPS district. It is an in-depth study of the elementary schools in this district and their induction programs that support new teachers. The induction program components being analyzed are the mentoring program and the instructional coaching program. This case study will present the opportunity to collect comprehensive, systematic, and in-depth information regarding the phenomenon that I am interested in in a specific context (Patton, 2003): new teacher induction. The case study allowed me to focus on issues within a program then seek to provide insight on that issue (Creswell, 2007).

Data Collection Procedures

Data collected included interviews of new teachers, mentors, and instructional coaches, observations, and document reviews. The primary sources of data were the interviews. To triangulate the data, I conducted observations and a document review of district and teacher documents. In the following paragraphs, I explain each form of data collection. Additionally, Figure 3 shows a diagram of the data collection process through triangulation. Patton (2003) states that triangulation strengthens a study because data collection methods are being combined.

He states that "a rich variety of methodological methods can be employed to illuminate an

inquiry question" (Patton, 2003, p. 248). Triangulation is important in qualitative research

because using only one method can create vulnerability in the study.
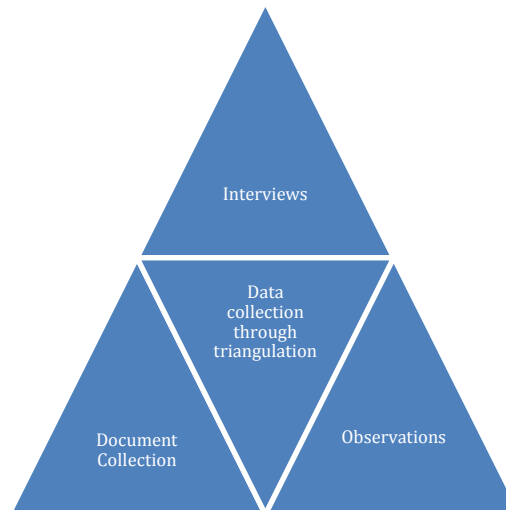
Figure 3. Triangulation, (Patton 2002). This figure illustrates the sources utilized for
triangulation of data.

Data collection in this study followed the format illustrated in Table 4. Reflexivity

occurred inherently through the protocols used in the document review and observation protocols

(Appendices D & E). The information organized into Table 4 was also used to guide the

collection process and help me align the route of data collection to ensure I was following the

method, source, and the number of data sources for the study.

Table 4

Process for data collection with number of sources.

Data collection method	Data source	Number of sources
Interviews	In person interviews with novice teachers, instructional coaches, and mentors.	Four novice teachers Two instructional coaches Two mentors
Observations	Mentor/Mentee meetings Coach/Coachee meetings Classroom observation	Two mentoring meetings Two coaching meetings Two classroom observations
Document Review	Coaching minutes Mentor meeting minutes Teacher feedback forms District handbooks and job descriptions	Two coaching session minutes Two mentor meeting minutes and logs Two feedback forms One handbook One instructional coach job description

Interviews

In-depth interviews can be viewed as vulnerable because they can be unstructured, flexible,

and have a responsive nature (Arthur & Nazroo, 2003). However, when in-depth fieldwork is

carried out with consistency and planning, themes can be elicited from the data. The interviews

in this study followed a combined approached, drawing on informal conversation techniques

within the context of a standardized interview format (Patton, 2003). This type of interview style

allowed flexibility in the interview depending upon what emerged from the participants answers

(Patton, 2003). In order to achieve this particular interview approach, I had a set of pre-

determined base questions and included prompts that allowed for questions to be added or

altered, depending on what was being said during the interview. This process allowed me to seek

deeper, more pointed and specific understandings of what was being said. The questions were open-ended and allowed for broader, more descriptive information. Interview questions also generated personal accounts of experiences and allowed for understanding of the impact and outcomes that each program had on the teachers. Following all of the interviews, I created narrative profiles of each participant. I used these profiles to refer to and assist in recalling any of my initial thoughts and reactions about the participants. This came naturally through the use of the reflexivity protocol (Appendix D) after each interview occurred. The field notes protocol examines reflexivity by seeking self-reflexivity, reflexivity about the participants, and reflexivity regarding the audience (Patton, 2001). It does so by asking questions such as:

- What do I know?

- How do I know what I know?

- How do those studied know what they know?

- How do those who receive my findings make sense of what I give them?

- What perspectives do they bring to the findings I offer?

- How do they perceive me? How do I perceive them?

- How do these perceptions affect what I report and how I report it?"

This protocol is provided in-depth later in Chapter 3. Patton (2003) says that asking questions is an art, advising that they should be "open-ended, neutral, singular, and clear" (pg. 353). My questions were modeled on Patton's types of questions framework to include questions with a focus on background, behaviors and experiences, opinions, feelings, and knowledge. Merriam (2009) recommended following an order for questions. Following this recommendation, I began with probes for descriptive information and then sought opinions and feelings regarding

the phenomena being studied. Table 5 displays the questions that I asked based on Patton's

(2003) suggestions for questions.

Table 5

Research Study Interview Questions Modeled from Patton (2003)

Patton's Question Types	Interview Questions for New Teachers	Interview Questions for Instructional Coaches	Interview Questions for Mentors
Background *These questions provide standard background information and help the interviewer understand the interviewee in relation to other people.*	**Please tell me about your background in education. (prompts: education, occupation, number of years of teaching, other relevant experiences)**	**Please tell me about your background in education. (prompts: education, occupation, number of years of teaching, other relevant experiences**	**Please tell me about your background in education. (prompts: education, occupation, number of years of teaching, other relevant experiences**
Behavior & Experience *These questions seek to determine what a person does or has done through experience and actions.*	**Please describe your experiences with the coaching program. (prompt: support, perceptions of impact on your PD/classroom practices/understanding of your role, other?** **If I was in the coaching/mentoring program with you, what type of support could or would? I have received?** **Please describe your experiences with the mentoring program (prompt: : support, perceptions of impact on your pd/classroom practices/understanding of your role, other) What aspects of the program have had the greatest impacts?**	**If I were to follow you through a coaching/mentoring session, what would I observe you doing?** **If I was in the coaching/mentoring program with you, what type of support could or would I have received?**	**If I were to follow you through a coaching/mentoring session, what would I observe you doing?** **If I was in the coaching/mentoring program with you, what type of support could or would I have received?**
Opinions *These questions seek to find out what people think about an experience. They seek to answer people's goals, intentions, and expectations.*	**What do you think are the most beneficial aspects of new teacher support?** **What would you like to see added to the programs for additional, needed support?**	**What aspects of the program have had the greatest impacts?** **What do you think of the program?**	**What aspects of the program have had the greatest impacts?** **What do you think of the program?**
Feelings *These questions provide background to interviewee's feelings and responses to experiences.*	**How did you feel as a first year teacher?** **How did you feel before, after, and during the support from the programs?**	**How do you think novice teachers perceive the support and guidance that the coaching program provides?**	**How do you think novice teachers perceive the support and guidance that the mentor program provides?**
Knowledge *These questions seek factual information.*	**What are the requirements and intended outcomes for each program?**	**What are the requirements and extended outcomes for the program?**	**What are the requirements and extended outcomes for the program?**

Individuals interviewed included new teachers in their first 1-5 years of teaching, teachers who serve as mentors, and instructional coaches within the district being studied. In Table 6 is a description of each participant interviewed. All names that I used to identify participant names are pseudonyms.

Table 6

Participant Age and Career Information

Participant	Age	Years Teaching
Teacher Brian	20-25	1
Teacher Phil	20-25	1
Teacher Olivia	25-30	2
Teacher Jenny	25-30	3
Mentor Patty	45-50	32
Mentor Tracey	35-40	19
Coach Tricia	40-45	22
Coach Susan	40-45	16

Observations

Observation is another method I used for data collection. Observation is gathering data by carefully watching participants or activities and then systematically recording what was seen and heard (Mertler, 1995). It is important to realize that to do observations, there needs to be a tremendous amount of observer training and preparation. As an administrator, I have the ability to practice observing teachers, teacher assistants, custodians, and substitutes and therefore can and have been practicing methods and techniques for ensuring observations are done with accuracy and reliability.

Patton (2003) suggests that observers should practice writing descriptively, learning how to complete field notes, and learning to pay attention to what should be heard and seen.

Currently, I have been examining a new program that my school is using to support phonics. To observe this program in action, I have been going into the classrooms where they are using the program, taking descriptive notes such as noting the goals for the lesson, the directions and modeling by the teacher, the wait time, the responses by the students, the number of students responding, the nature of the responses (correct and incorrect responses), and general notes regarding teacher enthusiasm and student enthusiasm for the program. This experience is, in turn, great practice and what Patton (2003) recommends. While this is slightly different from what I did in the research because I am not taking into the account descriptions of the settings, the skills that it hones in on allows me to complete observations with confidence for my research needs.

When thinking through the type of data sources that would be most beneficial for the case study, I wondered what observations could provide that would enhance what I learned in interviews. Observations allowed me to see first-hand the programs of mentoring and instructional coaching to help me better understand how the program design is enacted. It was my hope that this, in turn, may generate more pointed interview questions or probes. Through the process, I was indeed able to better focus my interview questions and probes to relate specifically to the program offered at NVPS. Patton (2003) also states that observations can provide information that individuals are unwilling to discuss in their interviews. Specifically, I looked at the interactions between the teacher and the instructional coach and mentors during lessons and meetings. This allowed me to better understand how the interactions between the participants occur. Understanding the context within which people interact was essential to gaining a holistic perspective (Patton, 2003). One coaching session and one mentoring session was observed. Additionally, following those observations, I observed the following classroom session to see any implementation of topics covered.

Observation data was recorded in a field note and observation journal using the field notes reflexivity protocol. The field notes allowed the observation data to be collected systemically and support the validity and reliability in the data collection process (Appendix D). The field notes reflexivity protocol asks:

- "The pensieve" (thoughts to put aside for later):

- Thick, rich description (including context):

- Quotes:

    Additionally, the protocol allows for reflection through the following questions with prompts adopted from Patton (2001). These include:
- Self Reflexivity

Prompts: "What do I know? How do I know what I know? What shapes and has shaped my perspective? How have my perceptions and my background affected the data I have collected and my analysis of those data? How do I perceive those I have studied? With what voice do I share my perspective? What do I do with what I have found?" (p. 495)

- Reflexivity about participants

Prompts: "How do those studied know what they know? What shapes and has shaped their world view? How do the perceive me, the inquirer? Why? How do I know?" (p. 495)

- Reflexivity about audience

Prompts: "How do those who receive my findings make sense of what I give them? What perspectives do they bring to the findings I offer? How do they perceive me? How do I perceive them? How do these perceptions affect what I report and how I report it?" (p. 495)

The field notes protocol examines reflexivity by seeking self-reflexivity, reflexivity about the participants, and reflexivity regarding the audience (Patton, 2001). Specifically, for each of the three areas above regarding reflexivity, prompts, as suggested by Patton (2001) will be used seeking to determine what the researcher knows and how the audience and participants perceive them (p. 495).

Document Review

To complete the triangulation of my data, I needed a third data source, which was a document review. The goal of using a document review was to enhance the data that had been collected through interviews and observations. Document collection is authentic because documents were "created for something other than the research at hand" (Merriam, 2009, p. 139). It helped me to understand the phenomena being researched through analysis and further identify important issues. Patton (2003) indicates that by analyzing documents related to a study, the researcher may find information that could not be observed. Documents may also reveal things that took place prior to the study. In this case, the documents yielded goals and decisions that were made regarding the induction programs not evident in observations or interviews. Therefore, the documents I collected included the coaching feedback forms and notes, teacher observation notes, lead mentor minutes, and mentor logs. I anticipated that as the study progresses, more documents for study may emerge. This anticipating was correct as I found myself in need of studying the NVPS mentor handbook and also needing to review job descriptions of instructional coaches. Each document was analyzed using a document analysis authenticity protocol (Appendix E). This protocol follows what Merriam (1988) suggests be used

to determine authenticity, including identifying their purpose, accuracy, author, and origin. The document review asks:

- What is the history of the document?

- How did I get it?

- What guarantee is there that it is what it pretends to be?

- Is the document complete, as originally constructed?

- Has it been tampered with or edited?

- If the document is genuine, under what circumstances and for what purposes was it produced?

- Who was/is the author?

- What were they trying to accomplish? For whom was the document intended?

- What were the maker's sources of information? Does the document represent an eyewitness account, a secondhand account, a reconstruction of an event long prior to the writing, an interpretation?

- What was or is the maker's bias?

- To what extent was the writer likely to want to tell the truth?

- Do other documents exist that might shed additional light on the same story, event, project, program, context? If so, are they available, accessible? Who holds them?

Data Analysis Procedures

Case study research involves the collection and analysis of data. Data analysis, in a naturalistic approach, is a multi-step process during which themes emerge (Creswell, 2003). Data collected for this study included interviews of novice teachers, instructional coaches, and

mentors. It also involved observations of new teachers, coaching sessions, and mentoring meetings and a document review of mentor notes, coaching notes, feedback notes, classroom observations and evaluations, and the district handbook and job descriptions.

The data analysis was a multi-step process in this study. The process included transcribing and coding interview responses. I transcribed each interview myself which took an incredible amount of time, but I was able to get to know the participants and their responses on a deeper level. I also wrote and coded the observations and field notes, and the document reviews and then looked at the codes across all of the documents to lead to the uncovering of emerging themes for further organization. Each data source then went through an analysis for the emergence of themes (Appendix F). The process was broad at first and filtered down into more specific themes that I determined most relevant to the research questions. To complete this, I used use a thematic analysis through coding (Boyatzis, 1998) with an inductive analysis (Patton, 2003).

Boyatzis (1998) states that thematic analysis is a process of encoding qualitative information. Through a thematic analysis, I conducted an inductive analysis to reduce the volume of data and information and sort this into organized data (Mertler, 1995). Through this inductive analysis, patterns, themes, and categories were discovered and synthesized (Patton, 2003).

Organizing data can be difficult. For this particular study, there was a significant amount of coding and de-identifying that took place. Guba (1978) indicates that a qualitative analysis must first overcome the challenge of "convergence, which is figuring out what things fit together" (as cited in Patton, 2003, pg. 465). An organization of the emerging categories by data

source was formed. I first needed to look for central, critical themes. I started with some ideas based on research and then used those to begin to discover my own. I began by deciding not to utilize a computer program for this. I used highlighting, cutting, sorting, and matching as I read through the transcribed interviews and document reviews. After this, I further organized data with a word-processed table indicating the codes by number and the topic or category next to it. Table 7 demonstrates the coding and theme organization that I followed.

Table 7

Coding and Themes

Code	Theme
1	Mentoring program design
2	Coaching program design
3	Participants reactions to mentoring
4	Participants reactions to instructional coaching
5	Observations of participants interactions
6	Effects of programs
7	Examples of program process
8	Classroom management support
9	Instructional support
10	Survival
11	Follow-up

I then looked at each category in relation to the research questions and worked on unifying the themes by sorting the data based on the coding, which Guba (1978) refers to as "divergence or fleshing out" (as cited in Patton, 2003, pg. 466). Early in the process of interviews, it became evident that I was going to have more themes emerge than anticipated. My original seven themes needed to be adjusted with additional themes to allow for better data

organization. At first, this seemed like I was doing the opposite of what research above said the

researcher should be doing, but for organization purposes, the additional themes help solidify the

final findings. As mentioned above, with the use of triangulation of data, the significance of

findings presented themselves with more strength and validity after the initial frequency chart

used which tracked the number of times phrases or keywords were discovered in the data.

(Appendix F). Since determining my themes through the triangulated data took a few attempts to

narrow down to the most substantial themes, I used Stakes (2006) Worksheet 2 to verify their

rationale and inclusion for the study. Table 8 contains the final eleven themes and the rationale

for the inclusion.

Table 8

Final Eleven Themes and the Rationale for Inclusion

Final 11 Themes	Original Themes and Rational for Inclusion of Additional Themes
Theme 1: Mentoring program design	Original Theme 1: no change
Theme 2: Instructional coaching program	Original Theme 2: reworded to specify type of

design	coaching.
Theme 3: Participants reactions to mentoring	Original Theme 3: no change; found need to include novice teachers, mentors, and instructional coaches.
Theme 4: Participants reactions to instructional coaching	Original Theme 4: no change; found need to include novice teachers, mentors, and instructional coaches.
Theme 5: Observations of participants interactions	Original Theme 5: no change
Theme 6: Effects of programs	Original Theme 6: no change
Theme 7: Examples of program process	Original Theme 7: no change
Theme 8: Classroom management support	Participants stated this as an important need
Theme 9: Instructional support	Improvement in teaching; resources and assistance; exposure to this support versus too much
Theme 10: Survival	Classroom experiences; staying in the job
Theme 11: Follow-up	Desire for more across all data points

A primary source for the study findings came from interview quotes. Observation quotes and document review statements were also used to support the findings. For this, I utilized Stakes (2006) Worksheet 7 (Appendix G), which allowed me to organize themes with each case. In addition it allowed me to identify the impressions and quotes aligned with each theme. This was a critical aspect when it came to looking at quotes and statements and recognizing those as perceptions and aligning the data. As the quotes aligned within the worksheets, findings became to be more prominent.

Through this process, I was searching for what Patton (2003) calls substantive significance, which I used as my findings. I had to examine key items, as referenced by Patton (2015) such as identifying solid and consistent findings and seeing if those findings increase understanding of the phenomenon under study. Additionally, I had to seek the usefulness in terms of whether the findings are contributing or informing to a practice. Table 9 (Appendix H) shows an example of how substantive significance was determined through interocular significance. Patton (2003) explains interocular significance as important information that hit you in the face as you are analyzing. As will be mentioned in Chapter 4, there are some avenues that a researcher can take to determine and justify findings: preponderance of evidence or alignment with the study's research questions. My study tended to do both naturally, but for the purpose of guidance, I utilized the research questions to ascertain the final findings discussed in Chapter 4. I organized the themes and findings information into a graphic organizer to support my thinking (Appendix I).

Table 9

Interocular and Substantive Significance

Interviews:	Substantive Significance	Substantive Significance	Substantive Significance
Themes	**Finding 1**	**Finding 2**	**Finding 3**

Mentoring Program Design (MPD)	(I1, Q1, Q3) (I2, Q2)	(I5,Q3)	(I6, Q2)
Instructional coaching program design (CPD)			(I7, Q1, 7)
Participants reactions to mentoring (RM)	(I5,Q1)	(I4, Q1, 2, 9, 11)	(I2, Q6)
Reactions to Instructional Coaching (RIC)	(I8, Q2/3)		(I1, Q10)
Observations of participants interactions (OI)			
Effects of programs (EF)			(I5, Q4)
Examples of program process (EX)			
Classroom management support (CM)	(I3, Q1)		(I7,Q5)
Instructional support (IS)			
Survival (S)	(I2, Q10) (I3, Q2)	(I1, Q3/Q7)	(I7/8, Q1/9)
FU	* (I3, Q11)		*

Note: The *I* represents the interview number and the *Q* respresents quote numbers. The * correlates to an emergence in data that didn't warrant a finding, but is spoken about in Chapter 4.

Authenticity and Trustworthiness (reliability and validity)

Validity in a qualitative study is often focused on the extent to which "the phenomena under study is being accurately reflected" (Ritchie and Lewis, 2003, pg. 285). When conducting research, reliability and validity in the study can cause concerns. Stake (2006) indicates that

triangulation is a recommended data collection technique to ensure proper procedures were followed in research. Yin (2009) indicated that multiple data sources need to be analyzed through triangulation to lead to consistent results in the study. The researcher must verify the validity and reliability of the data as they have an important bearing on credibility of the study.

Reliability refers to the replication of the study and whether the findings would be similar. Steps that will be taken to ensure that the study is reliable in terms of consistency and dependability of data include factors discussed by Richie and Lewis (2003). These steps can create focus questions for the researcher to keep in mind to ensure reliability throughout the study. Below are the questions that I considered as I designed this research methodology and used to guide my research process. They included:

- Is the sample design and selection completed without bias?
- Is the fieldwork carried out in a consistent manner?
- Are there opportunities for those being interviewed to cover relevant information and fully portray their experiences?
- Is the analysis carried out systematically? Is the analysis of data comprehensive?
- Is the interpretation well supported by the evidence and data?
- Does the design allow for equal opportunities for all perspectives to be shared?

These guiding questions connect to my specific research and study being completed. They allowed me to make sure that in all I do, I was seeking the perspectives of all individuals being studied. They served as a check point to make sure the analysis was carried out in a consistent and clear manner. Additionally, these guides helped to make sure that the interview participants were being asked the most pointed questions to get at the research questions at hand.

As explained earlier in Chapter 3, I used additional methods to support authenticity and trustworthiness. These methods will build off of the data collected through the methods for triangulation of data (interviews, document review, and observations). I supported authenticity and trustworthiness through peer debriefing, member checking, and utilization of an interview protocol. These are explained in detail in the following paragraphs.

Specifically, I used peer debriefing (Creswell, 2013) to ensure the collection of valid information. Peer debriefing is defined as a "process of exposing oneself to a disinterested peer…for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the researcher's mind" (Lincoln & Guba, 1985, p. 185). Peers read my interview questions and were instructed and encouraged to ask me questions. These questions assisted with my own clarification, in addition to, challenging my own thinking throughout my research. This method kept me fresh to the research and brought in other perspectives and generated questions that I did readily see. I used three peers. One peer was a doctoral candidate who is completing a qualitative study. Two other peers are doctoral graduates who are in the field of education and also completed qualitative dissertations. I sought input via face-to-face conversations or written feedback and kept a written record of the feedback.

Additionally, I allowed for member checking. According to Creswell (2003), member checking is a way to ensure the validity of data collection because it leads participants to verify the accuracy of the data. After interviews, each teacher and coach interviewed had the ability to read their interview after I had transcribed it. At that time, they had the option to modify, add, or delete information. Nobody in the study felt the need to do this.

Lastly, I used an interview protocol (see Appendices A-C) to support validity as mentioned in the data analysis information above. The protocol for the interviews was established based on the questions generated using Patton (2003) related to my research question. Because my protocol includes open-ended questions, I also developed and included specific probing questions which may help support the thinking of each participant as related to the research questions of this proposed study. With the use of an open-ended questioning format, Patton (2002) states that using a protocol will guide the interviewer to make sure that they have carefully decided how to best use the limited time of the interview (p. 343).

Each of these steps helped promote the validity of my research. These steps also supported and related back to the research question that the case study is exploring. Following these steps allowed me to remain reflexive on the results and support a non-biased approach to the research. These steps allowed for an appropriate and thorough qualitative study.

Role of the Researcher

As an administrator in an elementary school, I am interested in studying the effects that induction program components, specifically mentoring and instructional coaching, can have on teacher performance and ultimately their longevity in the field of education. For school leaders, it can be difficult to understand the challenges that new teachers face in their classroom each day. This research will help ascertain the levels of meaningful support for teachers and also show areas where we can improve in providing supportive services to newcomer teachers. My role as the researcher and an administrator creates challenges and potential biases that need to be accounted for. I have included in my research process multiple protocols that will force me to attend to reflexivity.

Ethics

This research looked at how this school district supported new teachers throughout their induction process, including mentoring and coaching of new-comers. This research will indicate how the school district's actions affected new teacher performance and therefore, is considered sensitive information. In order to protect the identity of the school district, mentors, coaches, and other individuals or schools, pseudonyms were used for all. This research involved human subjects and therefore required Virginia Tech's Internal Review Board (IRB) approval. This approval was granted and the study commenced after the approval and required signatures took place.

Research studies raise ethical concerns, and therefore careful considerations need to be given. The intent is for the study to be non-intrusive and non-disruptive. Participation in the study was voluntary. The consent of the teachers, coaches, and mentors were obtained prior to the study beginning and any data being collected. This consent provided information on several aspects of the study, including the purpose, who the researcher is, what the data will be used for, and the time needed to participate. As stated by Ritchie and Lewis (2003), the informed consent will be based on the clear understanding that participation is voluntary. The participants need to realize that there is no feeling of obligation since the researcher is connected to a few of the participants through a professional relationship. This was addressed and clearly stated in the IRB. I followed all of the expectations of me as a researcher as governed by the IRB at Virginia Tech to include providing a justification of the study and detailing the study process and how the study involves and impacts any participants.

Summary

There are many ways to support new teachers as mentioned throughout the previous chapters through induction programs. My study has broken induction program into two components for analysis. Studying how new teachers perceive the support provided through two components of an induction program (mentoring and coaching) is what this study and the research questions seek to determine. My overall research question asks: *what are the perceptions of new elementary teachers in NVPS regarding the induction program offered by the district?*

To accomplish studying this research question, I employed a case study which was completed through interviews, document collection, and observations. Interviews were the primary data collection tool. The triangulation occurred through the observation and artifact analysis. My goal is to gain an understanding of the purpose and impact of new teacher support within mentoring and instructional coaching programs.

Chapter 4

Novice teachers need various supports as they begin their careers in education. Supports exist through a variety of venues, such as a buddy teacher, a mentor, and instructional coach. Teacher shortages are occurring in the nation, but these shortages could be offset by having novice teachers stay in the field of education longer. This can occur with the proper support and guidance through induction programs. Teachers often leave the field of education within their

first five years of teaching, which leads to low retention rates for new educators and stress on school systems as they seek to recruit and hire qualified applicants. Supporting new teachers is critical to their overall career success and ultimately influences student achievement. There are a variety of ways to support new teachers which are part of the induction process. Two approaches are mentoring and instructional coaching. The focus of this research centered on the overall question:

1. What are the perceptions of mentoring and instructional coaching as new elementary teacher support in NVPS?

   a. How do novice teachers perceive elementary NVPS induction programs?

   b. How do instructional leaders (lead mentors and instructional coaches) perceive new elementary teachers' induction experiences?

Through a review of literature, research was sifted through and studied with the detailing of two primary types of induction programs: mentoring and instructional coaching. The history and background of each induction program component that is offered to teachers was explained. Program design and outcomes were also presented to explain the purpose and intention of each method of support that new teachers are given in most school systems around the nation. Lastly, mentoring and coaching were compared and contrasted to delineate what each aspect of an induction program could offer a novice teacher as they embarked on their career.

I began research began for the study by using a qualitative case study organized beginning with coding for thematic emergence. I then used Stake's analytic methods to determine and support themes and then findings. I studied one primary site which consisted of

four elementary schools. Within this site, I interviewed eight participants, conducted six document reviews, and completed six observations to complete an embedded qualitative study. Reliability and validity methods were explained as well as offering some insight to personal bias which was off-set through peer reviews and member checking techniques. Personal bias consisted of my own feelings toward how the programs support teachers in my own experience as an administrator.

In this chapter, I present my findings and substantiate each. The findings emerged from the multi-step process of coding and theme emergence. Finding one will speak to each programs functionality and the perceptions of each as provided from all sources of data. Finding two will explain the types and degree of support that novice teachers really want and need. Finding three will examine the instructional leaders' (mentors and coaches) role of new teacher induction programs. The findings provide insight about what support new teachers receive, what they desire and how a school system can provide that support. Additionally, studying perceptions allows for the research to find how novice teachers felt toward the support and if it was what they wanted and needed as they embarked on their educational career.

Background

Perceptions, in rather simplistic terms, are the ways in which someone views or thinks about something. For this study, perceptions guided the process and the research questions. In this qualitative study, I wanted to know and understand how teachers, mentors, and instructional coaches felt and thought about supporting new teachers. Studying perceptions provided a clear picture into the everyday life of being a novice teacher and the supports that followed.

The findings below represent perceptions that align directly with the research questions for the study. Finding one fleshes out the structures that define and operationalize the induction programs utilized within NVPS, specifically mentoring and instructional coaching. Mentor and instructional coaching programs can have many overlapping qualities and supports. Due to this, I found it imperative to look into what novice teachers saw as their perceptions of each program. Findings two and three present the perceptions of novice teachers and the instructional leaders (mentors and instructional coaches) toward induction program supports and what best matches the needs of a novice teacher in public education in NVPS.

As previously discussed, this research study was designed to learn about and answer questions regarding novice teachers perceptions of support they are given as they begin their career. In order to answer this question, I conducted eight interviews, six document reviews, and six observations. My findings are presented in the following sections. However, I felt it prudent to provide a short portrait of each interview participant as their quotes and statements are shared throughout the findings of this study.

As a reminder from Chapter 3, four novice teachers within their first three years of teaching were interviewed for this research study. Two teachers were finishing their first year, one was in her second year, and the final teacher was in her third year of teaching. Two mentors (both lead mentors in the NVPS school system) and two instructional coaches were interviewed as well. Both the mentors and coaches ranged in experience from 16 years to 23 years.

Novice Teachers

Brian. Brian is a first year teacher. He has his undergraduate degree in Elementary Education PreK-6th grade. Brian was hired shortly after graduating college. He had experience

working during summers and evenings with students and after school programs, but had no other formal education experience prior to coming to NVPS.

Phil. Phil is a first year teacher. He graduated with an undergraduate degree in Elementary Education PK-6th grade. Phil was hired within two months of his graduation. Like Brian, Phil also had some experiences with non-profit groups who work with kids but had no formal work experience in education prior to joining the staff at the studied school.

Olivia. Olivia is in her second year of teaching at the elementary level, although she had been planning to teach at the middle school level. Her undergraduate degree is in Elementary Education PK-6th grade and Special Education 5-8. Olivia served as a teaching assistant for one year before working full-time as a teacher.

Jenny. Jenny, a third year teacher who is still receiving induction services, has been teaching the same grade level since she began working at her elementary school. She holds a bachelor's degree in Elementary Education PK-6 and Early Childhood Development. She was a substitute for approximately one month in another school system before coming to NVPS.

Mentors

The mentors interviewed were all lead mentors in the school system. This means they had responsibilities for the oversight of multiple mentoring partnerships as well as responsibilities serving as mentors to specific novice teachers in their buildings.

Patty. Patty has taught for over 30 years in three different elementary schools. She has been at her current school for more than seven years. She holds an undergraduate degree in

Elementary Education PK-4 and a Special Education degree which can serve grade K-12. She

has served in both general education and special education teaching roles. Patty has been a

mentor for over five years at her current school.

Tracey. Tracey, another lead mentor, has been in the profession for more than 15 years.

She holds a bachelor's degree in Elementary Education PK-6 and is currently pursuing a

master's degree. She has been a lead mentor for six years and a mentor in her current school for

over nine years.

Instructional Coaches

The instructional coaches gave their perceptions on how their program supports novice

teachers. The coaches that were interviewed each had at least five years' experience as an

instructional coach. The instructional coaches provided the following information about how

they felt the induction program influenced the new teacher's experiences.

Tricia. Tricia is an instructional coach with over five years of instructional coaching

experience. Tricia has been a classroom teacher for more than 15 years within the elementary

level. She holds an undergraduate degree in Early Elementary Education. She continued her

education and obtained a Master's degree in Reading. She additionally holds an administrative

endorsement for grades K-12.

Susan. Susan has been an instructional coach for NVPS for the past few years. She holds

two bachelor's degrees: PK-4 Early Education and Early Childhood Special Education. She has

worked at four different schools with a focus on supporting the primary grade levels.

Findings

Finding One: Mentoring and Instructional Coaching Program Components:

Classroom Procedures to Academic Achievement

Throughout previous chapters, it became evident that an understanding of each program would be critical to complete a thorough data analysis on induction programs. This finding helps to set the stage to understand what exactly NVPS intends for their new teachers to receive in terms of support. The finding also builds an understanding of what mentors and instructional coaches do to provide support to novice teachers within the induction process. Finding one is divided up into two sections: mentoring and instructional coaching. Literature showed that these programs are very different in nature in terms of program design and purpose. While both programs are intended to support teachers in their career, there are different approaches to both. One program focused on emotions and "survival" in the early years of teaching while the other focused on the use of student data and academic content. The findings speak to the different perceptions that exist about which approach best meets the needs of novice teachers.

 Mentoring

All novice teachers and lead mentors stressed that they perceive a mentoring program as one designed to give support to new teachers in terms of "survival" and "housekeeping" items. Novice teachers spoke of the program being designed to give teachers an understanding for how an individual school (the one where they work) operates on a daily basis. Teachers and mentors also referenced that mentors often provide help that is not given in college. Phil, a new teacher, said that he had no idea how to perform everyday tasks like creating online gradebooks and attendance spreadsheets. Mentor logs referenced the need to review procedural school related

items at each mentor meeting, including items such as behavior systems, recess coverage, and using the teacher substitute program when needing to call out of work. The perception of mentoring programs, as expressed by novice teachers, was that the program's intended support was to teach novice teachers things that they didn't have the ability to get in college because they didn't have their own classroom. Evidence for this finding was found within two themes as a result of the analysis: Mentor program design (theme 1) and participants reactions to mentoring (theme 3). Each of these themes showed that the emotional and housekeeping support was critical for new teacher success.

Document analysis showed that the mentor program served to support the novice teacher and provide them with knowledge to handle the everyday operations of a teacher. Minutes from a mentor meeting indicated that the topics included items such as taking attendance and lunch counts. Additionally, statements from interview questions showed that a mentor program was not intended to impact students or student achievement, but rather was there to support the teacher. For example, novice teacher Jenny was asked what she thought her mentor was there to provide in terms of support. She responded by saying:

> I think I always thought the mentor was for me. Not really to directly be helping kids do better, but to help me not want to quit and to show me the ways of the school. Maybe it was selfish thinking, but I assumed the mentor was my helper.

The analytic review of documents, which included mentor meeting agendas and minutes, verified that the overwhelming focus was on teacher support, teacher morale and retaining quality teachers. First year teacher Brian indicated in a mentor meeting that, "I feel the mentor program here is supposed to help me learn everyday things. I needed to know simple things - like

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how to take lunch count, how to do the fire drills, and how much homework I should be giving the kiddos." Phil provided another example, stating in a direct manner, that "as a new teacher I was told in college I would have a mentor to help me with the little things. I assume that is why I was never taught how to take attendance on a computer in college."

Lead mentors had a similar feeling in regards to what makes up a mentor program within their school district, but stated specifically what their goals are as a lead mentor and what they are also supposed to do as a mentor for a novice teacher. One of the lead mentors, Patty, said in her interview:

> We are given a two day training and attend a workshop. Lately, we have looked at generational differences, such as baby boomer versus millennials. We are given a calendar and an agenda of meetings to be held and topics that need to be covered. Personally, I change the calendar because I think there are more seasonal approaches that need to be taken into account, like parent teacher conferences, keeping the student engaged before holiday breaks and so forth.

> Another lead mentor, Tracey, stated in her interview that:

> The mentor program is designed to create a successful and positive experience that is good and professional. It needs to support fellow professionals and build relationships. It needs to help also with professional development and the development of the teacher. Mentor programs have to give teachers dignity with an ultimate purpose of retaining the teachers in the program.

Subsequent observations and reflections highlighted that the teachers were supported, taught, and knew the procedures that the mentors had mentioned in their interviews. Phil, a new teacher who had met with his mentor had it written in his plans and feedback notes of what the mentor would be focused on during a classroom visit after discussing concerns with his classroom management and student behavior. The document review of mentor logs indicated that the meetings held early in the school year did indeed focus, across the board, on procedures and those "housekeeping" items that the novice teachers referred to frequently. For example, after reviewing mentor logs and agendas, housekeeping (turning in forms, lunch counts, etc.) and school procedures were first on the list of items to discuss. Mentors clearly operate on similar basis of providing support to new teachers through planned activities focusing on daily routines and procedures.

Finding one was based on induction programs, in this section specifically looking at mentoring, and the services and support provided from that service. The mentor program for NVPS operates under the umbrella of classroom management, housekeeping, and emotional support for teachers. Data collected and analyzed from novice teachers and lead mentors supported Finding one in explaining what a mentor program does and is supposed to do to support new teachers. In this study, finding one showed that the NVPS mentor program focused primarily on classroom and school day procedures.

Instructional Coaching

Novice teachers and instructional coaches provided information on the design and purpose of NVPS instructional coaching program. As the data were collected and analyzed,

information on how the teachers and coaches perceived the coaching program came forward. A significant theme that surfaced was student performance and overall student success in terms of their academic achievement. It was evident by statements made by Jenny, a novice teacher and Tricia, a coach. Both of these study participants referenced increased student achievement scores several times when speaking of their instructional coaching experiences. Jenny indicated that when working with the instructional coach, her experience was to always focus on improving student scores through teacher instruction. Additionally, having completed the document review of the instructional coach's role, I was able to ascertain a clear focus of questions to ask during the open-ended interview session to seek out the perceptions of how this program aligned to supporting teachers. This granted the opportunity for me to determine exactly what the coach's roles were and how those roles supported novice teachers.

Instructional coaches view their purpose as supporting teachers to help them better instruct their students and to learn how to read data to guide their instruction. Tricia, a very experienced coach, identified her purpose succinctly, stating, "I am to provide real-time support and provide job embedded professional development to teachers." She stated that there had to be a clear process to what a coaching program provides teachers:

> As a coach, a coaching program must look at data and plan from there. The program must have a qualified applicant in the position. A coach should have a master's degree with a significant understanding of classroom experience. They must somehow have additional knowledge in teaching. This allows for the staff (teachers) to validate their knowledge and expertise.

The job description for an instructional coach within the NVPS school system requires 3-5 years of elementary teaching experience and a master's degree. Two neighboring school districts had the same requirement. Instructional expertise is not explicitly mentioned in the reviewed NVPS job description; however it was mentioned in the neighboring schools descriptions with statements such as "proven record of high student achievement". Through the document review and observations, it was evident that the NVPS instructional coaches realize that they need to prove to the teachers they work with that they have a solid understanding of instruction. Phil, a new teacher, noted in a feedback form regarding his coaching session that "I can tell Susan has been in the classroom and knows her stuff. I like that being shared with me."

In terms of sharing information and instructional skills, Susan, indicated that coaching is "a collaborative program where I simply help the teacher teach the students." She said of the program that:

> ...to be a coach they provided me training, but this is because of the grade level program I am working with. There was no formal program training within NVPS for me as an instructional coach. The job requirements were the usual 3-5 years teaching experience which I clearly have. My coaching job requires me to be in the classroom and providing trainings outside of the school day --- so there is a mixture of how my services are given. The program though, is based off of teachers needs.

Teachers all generally had the same feelings as to what makes up an instructional coach's program and perceptions aligned with instructional coach's duties. Teachers said that instructional coaching supports them in their planning and instructional delivery as well as learning how to track data. They agreed that instructional coaches support the teacher; however,

the support comes in the form of embedded training and modeling within the classroom and is focused on teaching, not the teacher. Brian said, "The coach was about instructional feedback and data." He went on to indicate that the coaching program "seems more geared toward student achievement than teacher support and having an experienced teacher was good for that. However, there were times I need a softer approach as I felt overwhelmed."

Nearly all cases supported Finding one, with the exception of one that provided little insight into the make-up of the programs. It was evident that that the novice teachers, mentors, and instructional coaches perceptions of each program within the NVPS induction process was aligned to the actual services provided.

Finding Two: Novice Teachers Need Emotional Support Followed by Academic and Instructional Guidance

This finding presents the perceptions regarding novice teachers need for induction programs. It is important to remember that this study was localized on one school district and supports offered through mentoring and instructional coaching. The findings expressed in this section will be only those garnered from novice teachers: including interviews, feedback forms, and observations. Studying and analyzing teachers perceptions was a critical piece of this study. Additional perceptions from mentors and instructional coaches will be reported in subsequent findings.

When teachers were asked how they felt as a first year teacher, most of the teachers indicated feelings of isolation and needing support. A second year teacher said "I felt at first like

I was on an island by myself because I didn't know things" (Olivia). Brian said that as a new teacher he was "very overwhelmed. I mean, I think I have grown a lot, but even with help it was just such a feeling of being unsure and, yeah, overwhelmed.". Jenny mentioned that "without both programs it would have been tough. I would have been really lost because it turns out that I just understood the *idea* of teaching."

In the next section, I will present evidence from the study detailing exactly how novice teachers felt toward each individual program. It is important to note that in NVPS district, novice teachers receive both mentor and instructional coaching services during their first three years of service. After year three, mentor services stop formally. Teacher support may continue through instructional coaching if warranted by data and student achievement results that are below average.

Mentoring

An important perception that teachers had toward mentoring focused on support. Specifically, perceptions revolved around survival, school business, school procedures, and classroom management. Teacher perceptions were positive in nature regarding the services provided by their mentors. Phil, when talking about his first year of teaching, said that mentoring "kept me going throughout some of the toughest times". The data also indicated that mentors supported more than just classroom and school management at times with a focus on lesson planning and record keeping, which was a shift from what was stated throughout the literature review. However, the basis of the support was still non-academic in terms of teaching performance. Teachers indicated that mentors provided support with instruction through help

with planning and locating resources for classroom instructional delivery. Olivia said of the mentoring experience:

> The mentoring program has been very helpful, especially as a first year teacher last year. It allowed me to know a lot of the little things they don't teach you I college – a lot of the practical things – like deadlines, where do I go if I need this, how do I go about this particular things. Having that checklist was very helpful just so we get certain things done by a certain time of the year. But what surprised me was how much my mentor helped with my lessons and learning how to plan the way the school wanted it done.

"I needed the help" was a common theme across the analysis for mentoring which was built into this finding. Mentoring was noted in feedback forms as being helpful. Mentoring was viewed as a benefit in terms of having the support prior the first day of school and being able to set up the routines and get to know procedures before the students arrived on the first day. One teacher indicated that, "Emotionally, my mentor was just what I needed. She was there every day, talking to me. I could talk to her about anything; she was just across the hallway when I needed her" (Phil).

A second year teacher was able to reflect a little bit more on being a first year teacher and how the mentor program helped her. She said,

> I think as a first year teacher you come in here and you are excited to teach but then again there are so many things you don't know about of the school – how the school goes about its business that aren't related to teaching and having a mentoring program allows an

experienced teacher to really guide you and help you through a lot of those, um, different

variables (Olivia).

As mentioned earlier, themes that emerged throughout the analysis revolved around

support from the mentor and the program components. This support helped to fight the feeling of

isolation. A novice teacher put it very succinctly.

I felt very fortunate in a sense that the team around me was so supportive and helpful and

supportive. Not just at my grade level, but just the whole school in general, from the

administration, staff members, very helpful – so I didn't feel like I was left on an island

by myself. I felt that I was very supported which definitely made me feel more at ease

(Jenny).

Instructional Coaching

Perceptions of coaching came across in themes regarding support and instruction. This

finding provides evidence that coaching was more geared toward instructional support.

Specifically, one teacher indicated that "coaching was there later in the year for me, as I guess

my data wasn't showing what it needed to show" (Olivia). Similar to mentoring, general

perceptions of coaching were also positive in nature. The same teacher from above stated that

they "think the coach really just set me up in the right direction to keep going as a teacher and

using different techniques for different students and I learned a lot about differentiation and

working with different students at different levels" (Olivia).

One teacher out of the four interviewed mentioned classroom management, which was one outlier in the theme's emergence. This teacher said:

My coach was very helpful toward classroom management, instructional practices and data analysis, but mainly data and making me a better teacher. Coaches in the rooms have been very good with providing me strategies and methods to improve my teaching – both academically and behaviorally. They have also been able to help me organize data and effectively use the data to better improve my instruction (Phil). The documents that I reviewed and analyzed, such as the meeting minutes and coaching logs indicated that classroom management was not a priority for instructional coaches. Instructional coaches spoke of their time being dedicated to improve teacher performance which would filter down to improved academic success for the students and the school. A document reviewed was the instructional coaching feedback form that teachers filled out – similar to a survey asking what teachers want from their coach. A need for support in classroom management was a common occurrence. The classroom management need was suggested through teachers asking for and seeking ways to increase engagement and decrease off task behavior during their lessons. In observations, one coaching session was focused on that engagement piece, but all other observations were strictly focused on student achievement and the instructional delivery by the teacher. In an instructional coaching meeting with the Brian, data from a reflexivity journal showed that the teacher attempted to bring up classroom management and support; however, the coach turned the conversation to data and student performance.

Comparing Mentoring and Coaching

As themes presented themselves there were similarities between both programs. However, there were also differences. Table 10 below shows which themes were representative of each induction program.

Table 10

Theme Comparison by Induction Program

Mentoring	Instructional Coaching
Mentoring program design	Coaching program design
Participants reactions to mentoring	Participants reactions to instructional coaching
Observations of participants interactions	Observations of participants interactions
Effects of programs	Effects of programs
Classroom management support	Instructional support
Survival	Follow-up

As mentioned, the data showed that mentoring was geared toward more of the everyday routines of being a teacher, classroom management, and school procedures. Another theme that came out as differentiating between mentoring and coaching programs was the support of the emotional well-being of novice teachers, which was more prevalent in mentoring than in coaching. Student achievement and teacher performance was a theme that appeared with instructional coaching that was not prevalent in mentoring. As the researcher, I had to delve

more into the perceptions between the programs, which was done through the open ended interview questions and instructional coaches and mentors feedback logs. I needed to see how teachers felt about the two of them, in particular, the two of them working simultaneously to support the novice teacher.

The feedback logs of both the coaching sessions and mentoring sessions indicated that both types of programs were there to provide support. The data, however, showed that survival and "making it through the year" were all factors in strictly the mentoring program of new teacher induction. A first year teacher said of a comparison between both programs that:

Yeah, I think the mentoring program is more the practical side of teaching and learning the ways of the school and how to get things done. You are going to learn how to be efficient with you time and how to be effective – more so organizational skills and everything that isn't instructionally related. With the coaching you get the data and learning best instructional practices. You learn how to read data and record data and how to use it to improve your teaching. So, those are the big differences between the two programs. But, I found I need the nuts and bolts of teaching before I can be instructionally ready (Brian).

The triangulated data collected regarding induction programs by teachers indicated that each program gave novice teachers support, but the support was different. New teachers overwhelmingly sought out survival tactics, housekeeping support, and classroom management. This type of support came from mentoring. New teachers received support from instructional coaches, but that support was missing some of the "needs" that new teachers desperately desired. This finding could be compared to Maslow's Hierarchy of Needs (Maslow,

1943). Teachers need to feel emotionally supported (safe, loved, and basic needs met) prior to reaching the pinnacle of acquiring the skills and reaching their highest potential (academic success).

Finding Three: Mentors and Instructional Coaches Roles in Supporting Novice Teachers: Emotional Support vs Academic Support

Part of this study was also studying and analyzing instructional leaders within the induction process. For this study, the instructional leaders were the lead mentors and the instructional coaches. Interview analysis showed that leaders in both groups felt that they were responsible for supporting new teachers; however, mentors had more showings in the analysis of being responsible for teacher retention. This finding shares only thoughts from the mentors and instructional coaches that were interviewed just as Finding two shared perceptions of only teachers toward their induction services. This separation allowed for a clean break between the perceptions of each group of individuals, as was the purpose behind the research questions.

Mentors and coaches have different jobs in terms of how to support teachers. There primary difference is between academics and daily routines. A mentor who has served in this capacity for over ten years became very passionate as she explained how her service as a mentor helps. She said that her service as a mentor provides a more "feel" good type of support as compared to instructional coaches. She elaborates by saying:

> Well, I think the program has been good - I have been good. Oh, I think in this particular building, the mentors and the mentees and new teachers feel – I think the new teachers have been very pleased. I have point blank asked them to know if they feel like they are supported and do they feel like they are welcome and do they feel communication is

good, have you had a good year, is there something more that we can do for you…every

answer I have gotten is that they feel welcome, they felt very supported, they felt

comfortable asking question. One suggestion was made by a new teacher that they get

more training for new programs…like FUNdations phonics program. Just more training

on how to do it. Interestingly one mentee said he would like a mentor on another grade

level next year to learn a different perspective. So really on some ways you might be able

to broaden mentoring. Like having a 1st grade teacher with a 2nd grade mentor – they

could know what's coming. It might not be a bad idea. For a 2nd year teacher, not a first

year teacher (Patty).

For a coach, when asked how they think a new teacher perceives the support and

guidance they stated that:

I think its [instructional coaching] a necessary element that schools should offer to

support their new teachers. I think that we can train and empower our new teachers to

stay in education because new teachers leaving education in the first five years is a trend

and I feel that coaching is a support to bring success in their first three years which is

critical. (Tricia).

In an interesting moment of the study, another coach I interviewed compared her services

to that of a mentor without prompting. She elaborated and said that:

I think that it's very helpful and they [new teachers] are appreciative of the real time

feedback and support. Many times a mentor is teaching in another classroom and the new

teacher can touch base with that teacher only at lunch or planning but a teacher can reach

out to a coach during the day in a real-time way and get embedded staff development

where the feedback is immediate. It is not a formal process that has to go through

paperwork necessarily. So it is a set of experienced eyes to help a new teacher solidify

their instruction and grow (Susan).

An exciting emergence, albeit not one that was strong enough to warrant a finding due to

a lack of substantive significance through the interocular finding process, was the concept of too

much help for teachers. A lead mentor, Tricia, explained this:

Communication is the biggest key. I think sometimes it can be overwhelming to a new

teacher to have too much help – because they don't know what they don't know yet

(giggle). And so they might not even understand where an instructional coach or someone

is coming from because they don't know the missing piece yet. Again, I think the

matching up the strong teacher and building that relationship and having that one mentor

is very helpful. I do think though that if they have questions that the instructional coach

can really help and clarify – maybe the mentor is doing it wrong. It always helps to be on

the same page and, you know, the same wavelength.

It was evident in this finding that each induction service provider sees incredible value in

the service they offer to novice teachers. In meeting minutes from both mentor meetings and

coaching sessions, each focused on different avenues of support. The coaching sessions aligned

with academic improvement and support while the mentor meetings focused on emotional well-

being and everyday tasks of a teacher. Their perceptions aligned with research and teacher

perceptions that one program seems to fit more emotional needs while the other more academic

needs. Both mentors and instructional coaches mentioned being important for teachers and a

critical part to helping them stay in the field of education.

Summary

This chapter showed the resulting three findings of the case study analysis of the NVPS school system new teacher induction programs. The findings provided a preponderance of evidence through the triangulation of data from the interviews, observations, and document reviews. Together, the accounts of the interviews, observations, and documents reviewed begin to illustrate the induction programs of mentoring and instructional coaching and the perceptions that stakeholders (teachers and instructional leaders) have of each which correlated into three primary findings. The findings included:

- Finding One: Mentoring and Instructional Coaching Program Components: Classroom Procedures to Academic Achievement

- Finding Two: Novice Teachers Need Emotional Support Followed by Academic and Instructional Guidance

  - Finding Three: Mentors and Instructional Coaches Roles in Supporting Novice Teachers: Emotional Support vs Academic Support

The participants in the study and their participation in meetings, along with the review of documents related to their induction program gave a tremendous amount of insight into their first years as a teacher and the support that is provided and how that support is perceived. The components of the mentoring and instructional coaching programs were provided through the eyes of those going through the programs and those serving as facilitators in those roles. Perceptions were learned about each program to prove their function and importance.

Chapter 5

In Chapter one, I discussed teacher shortages in the nation and why novice teachers need support and guidance when entering this challenging career. This chapter set the basis for the purpose of this study and the need to examine support for new teachers throughout their first few years of teaching. Chapter one reiterated the fact that teachers are often leaving the field of education within their first five years of teaching, making retention of novice teachers low. Mentioned in Chapter one were types of supports that new teachers may encounter in their induction process.

In Chapter two, I examined research on two primary types of induction programs: mentoring and instructional coaching. The chapter presented the history and background of each support offered to teachers. Program design and outcomes were also presented to explain the purpose and intention of each method of support that new teachers are given in most school systems around the nation. Lastly, mentoring and coaching were compared and contrasted to delineate what each aspect of an induction program was to offer a novice teacher as they embarked on their career.

In chapter three, I further defined the purpose of the study while explaining the research methods that would take place. Included in chapter three were the procedures for the study and steps to analyze the data that was collected. Additionally, reliability and validity were explained as well as the strengths and limitations that were part of the study. Within this chapter, each type of data collection was explained and described and the reasoning behind triangulation of the data was explained.

Chapter four presented the findings that resulted from a thorough analysis of eight interviews, six document reviews, and six observations. The themes that emerged and the findings were explained and analyzed to show the perceptions that novice teachers held toward the new teacher induction process within NVPS.

In this chapter, I discuss the primary findings and their implications for school districts to support new teachers within their induction programs. With the data and research, I conclude with the need to further invest in support programs for new teachers, calling for mentoring services being at the forefront as new teachers begin their career. This case study of NVPS highlighted the background and purpose of induction programs for novice teachers. The study then examined the aspects of induction programs that new teachers find most supportive looking through the lenses of new teachers, mentors, and instructional coaches. This allowed for the study of their perceptions which resulted in the following findings.

- Finding One: Mentoring and Instructional Coaching Program Components: Classroom Procedures to Academic Achievement
- Finding Two: Novice Teachers Need Emotional Support Followed by Academic and Instructional Guidance
- Finding Three: Mentors and Instructional Coaches Roles in Supporting Novice Teachers: Emotional Support vs Academic Support

Finding one focused on determining the background of the programs offered at NVPS to set the stage for the study. Finding two allowed for perceptions of new teachers to be analyzed regarding induction support to find out what the most desired supports are and which program offered them. Finding three showed the ways mentors and instructional coaches offer support to

the new teachers within NVPS through their services and how those supports can differ while provided critical support that new teachers desire.

Finding One Discussion

The research review within chapter two presented program details on a larger scale which allowed for me to work under the assumption that the programs being used in NVPS were similar to those that have been used in previous research. However, in seeking quality research and the most accurate findings, using that assumption was not enough. I wanted to make sure I understood the systems of support within the NVPS school system and to ensure that their programs and the perceptions of the programs matched what research said.

Again, data in Finding one indicated that the programs are very similar to what was described in research throughout chapter two. Ingersoll (2004) had described new teacher induction programs as a way for novice teachers to transition into their first teaching job while providing support and guidance. When research (Wood, 2001) pointed out that, within the United States, there is no consistent formal induction program it was critical for me to ascertain the program components used in NVPS. Finding one showed how the induction programs within NVPS parallels with what research said are best practices: emotional support, classroom structure support, and academic support. This finding showed that NVPS has a mentor program that is intended to support novice teachers as well as an instructional coaching program. The finding, however, went beyond program components and showed how the program components together worked best and how novice teachers perceived the two different methods of induction support.

This study showed that mentor programs can vary, even from school to school. Ingersoll & Smith (2004) said that mentor programs can range from a single meeting to a series of highly structured meetings, which was the case at NVPS. This meeting structure was designed to provide meetings with an agenda for discussions of everyday things that a new teacher will come across. Just as Shuck (2011) expressed with mentors needing to provide teachers with ways to understand classroom challenges, the NVPS programs were designed to do the same. Mentors serve as guides and advisors (Kaufmann, 2007) and research within this study showed this was taking place in NVPS and teachers were benefitting from it. While research spoke of new ways to carry out mentoring, such as peer mentoring, mentoring circles, and e-mentoring, this study showed that NVPS operates under a traditional approach to mentoring for which the teachers appreciated the support. Further research could be examined through the piloting of other ways to mentor new teachers aside from the more traditional approach used by NVPS.

Instructional coaching in NVPS aligned to much of what the research said an instructional coaching program should contain. This included academic support and teacher feedback geared toward teacher performance and improvement and also student achievement. Instructional coaching was described as a partnership with modeling of lessons (Cornett & Knight, 2009). This matches many of the descriptions that were used to determine themes for coaching in this research. Words used by the participants in this study included *modeling* and *working closely* which aligns with the idea that teachers wanted to learn and be supported by their peers. Perceptions by teachers also aligned with research presented by Perex, Swain, and Hartsough (2007) indicating that coaching should contain interactive practices and embedded professional development. Novice teacher Brian said it well when he said that "the parts that

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make up what instructional coaching are: being in the classroom and improving his performance to benefit students academically".

The induction program descriptions and the participant's perceptions, in addition to the real time application, suggested that current practices within NVPS are consistent with research. The review of literature indicated that mentoring programs are more teacher oriented while instructional coaching provides more focus on student outcomes. It was because of these major structural differences that presented itself through the research review that it was important for me to examine the structure for each program operating at NVPS and how the novice teachers, mentors, and instructional coaches perceived each program.

NVPS has a system in place to support novice teachers and as far as this study is concerned, has the right people in place to perform the task in terms of their educational experience. This statement is evidenced by the fact that there was no negative feedback regarding those providing the support to novice teachers within NVPS. The mentoring program seemed to lack some consistency in terms of meetings and program guidelines which indicates an area to be studied further to ensure new teachers are getting the best program possible.

Finding Two Discussion

The concept that teachers perceive the induction programs differently has important implications for how school systems can and should provide and align their support for novice teachers. This study validates both mentoring and instructional coaching as forms of new teacher support. The study also supports the perception that teachers often have the feeling of being alone or isolated. Ingersoll (2012) explained that this feeling leads to teachers exiting the

profession. In observations of novice teacher Brian, he said in the post discussion that this support he is getting really is helping him reach his "comfort zone". In interviews with both Olivia and Jenny, they noted that they both felt supported from the programs, but that the feeling of being alone was best met with support through their mentor.

Schools have a large focus on academics and achieving the scores that are needed for accreditation and other state and national benchmarks. This academic focus can create an amount of stress that is often unexpected to novice teachers. An implication for induction programs is to provide support that is academic in nature to support the testing emphasis, which is where instructional coaching comes to fruition. However, this study indicated that the support, at first, needs to be in the form of emotional support and relationships building. Aspfors and Fransson (2015) say that mentors have to build a culture of openness and trust and develop relationships. Similar thoughts are shared toward instructional coaches. The perception that new teachers valued mentoring as their primary means of support was evidenced throughout all triangulation of data and within the findings presented in Chapter 4. Teachers within the first year were more drawn to the support of mentors, but even teachers within their second and third years of teaching still needed that mentor support. The more seasoned novice teachers indicated that they were beginning to be ready for the instructional coaching, but admitted that at first, they needed the emotional support of their mentor. NVPS is aligned with a best practice here of providing mentor support throughout the first few years of teaching focusing on "being there" for the teachers as they begin and become more comfortable in their career.

An implication of this finding shows that the NVPS school system, and any school system, needs to focus on what novice teachers need most: emotional support. While all novice

teachers were appreciative of the instructional support, the desire for more attention to their

everyday needs outweighed instruction. As a school administrator, I often tell teachers that once

they have classroom management, the art of instruction will follow. This mindset could hold true

for novice teachers based on their perceptions and needs evidenced by the study – that once

emotional support and classroom procedures are in place, they are ready for more support

academically. This study says: mentoring first, then help me master the art of teaching.

Finding Three Discussion

The immediate reaction in education is to support teachers who are new by providing

guidance through some sort of induction programs. Instructional coaches and mentors were the

focus for this finding to see how they perceive their function as support for novice teachers. This

support was compared to the researcher also in terms of what their job entailed which was

brought forth by document reviews and also through research noted in Chapter 2.

Research in Chapter 2 noted the role and function each of these positions fulfill within a

school district. For example, Cornett and Knight (2009) noted that instructional coaches should

provide embedded professional development and Taylor (2008) added that coaches have shared

leadership for instructional change to take place within a school. Mentoring was noted as

providing assistance to teachers because novice teachers are vulnerable to pressures of

inadequacy and also feelings of isolation (Johnson, Down, Le Cornu, Peters, Sullivan and

Hunter, 2016). Evidence in the study confirmed that these functions were consistent with the

support the NVPS instructional support personnel were providing and needed to provide.

It was evident to me that those instructional leaders interviewed and those observed were

completing the assigned tasks to provide the teachers with the required support. It was clear that

instructional coaching was more academically based whereas mentoring was more guidance and emotionally driven. Mentoring also was more routines, procedures and classroom management oriented. An interesting trend from data in the teacher feedback forms was how the academic support provided by the coach could also be woven into classroom management, including engagement. This was discussed by three of the study participants and was seen in both interview answers and classroom observations. Brian, a novice teacher, attempted to marry the two programs together in a coaching meeting, but as discussed in Chapter four, the coach continued to stay focused on just data. This data leads to the question if NVPS could combine the roles of a mentor and an instructional coach? That is a strong recommendation of this study.

As discussed briefly in Chapter four, a topic that came out of this study revealed that at times there can be too much help at times that can be overwhelming to new teachers and also potentially provide contradicting information depending upon who is delivering the service or information. While only a few subjects in the study showed this as a concern, as a researcher and public school administrator, I think it warrants further perceptual studies to hone in on over saturating new teachers to a point of confusion.

Suggestions for Further Research

This study has raised a number of issues that warrant further research. Based on the findings of this research and the research in Chapter 2, additional studies could be completed to examine items explained below. Furthering the research in the areas described below could strengthen findings already presented in this study by building off of the results of the data.

One area for further research could take place to examine what happens when mentoring ends after the three or five years that novice teachers are provided with this service. Are there services in place that combine the two services of coaching and mentoring and is that successful? As Tricia said, she believes that what sets new teacher support apart needs to be the follow-up throughout the process. She said that, "It is not just a single day workshop or an idea that is shared and hope the teacher goes with it – there needs to be follow-up…so that the instructional changes can better impact student learning and teachers can feel good and comfortable." This validates the need of alignment of the support through the years to see growth. Future research studies should follow teachers over time to consider teachers who leave the profession as compared to those who stay in the profession after a certain period of service time. For example, future studies could consider 3rd year, 5th year, and 7th year teachers and the support they received through coaches and/or mentors in their first year as teachers. Such studies could then compare results of those who may be considering leaving the profession the following year and consider the relationship between such decisions and the quality of mentoring and coaching support received as novice teachers.

Another area for future research could look at secondary schools. This study just begins to examine new teacher support through the perceptions of two components of support programs that the NVPS school system provides at the elementary level. This study had only eight people interviewed, four of them being new teachers within their first three years of service. Inclusion of additional novice teachers in both large and small school districts in future research would be useful in building a more complete picture of perceptions of their needs. Additionally, this study focused on elementary teachers and personnel only. Adding secondary teachers, with different job demands, would also present more complete findings for whole school districts.

Lastly, additional research could take place to study the quality of student preparatory programs in preparing students as teachers. Are there aspects that some colleges or universities focus on that allow for less mentoring to be needed? Research could determine if some preparatory programs do a better job at preparing students and why that is.

Implications for School Leaders

Induction programs are needed for novice teachers. Large numbers of new teachers will leave the profession within 1-3 years of service (Darling-Hammond, 1997). When a teacher resigns, the hiring process launches and the search for the most qualified candidate begins. When this occurs, the principal has to orient a new staff member, assign resources to support the teacher, and much more. This process can be time consuming and drain resources. School systems and their leaders need to validate and understand the needs of a novice teacher and be prepared to support those needs to limit the number of resignations of novice teachers. School leaders need to realize that support can draw a new teacher to a district knowing that they will receive what is needed to become a successful educator. This care will attract teachers to come to a school district and stay in the profession. However, as this study showed, the support has to be what new teachers perceive as most important.

School leaders must ensure that novice teachers are provided the tools to survive through a solid mentoring program that allows for emotional needs to be met. School leaders must make sure that novice teachers are not isolated as they embark on this noble profession. This study proved the need for emotional support; a close relationship where ideas and concerns can be shared, and ways to be a better teacher – often focusing on classroom management at first. That being said, school leaders must remember to include guidance in their instructional performance,

without being overwhelming. This can take shape through a myriad of structures, such as observations, peer observations, and more. Novice teachers perceptions indicated that too much support can be burdensome and confusing. School leaders have to find the ideal balance. This is where school leadership and principal understanding is critical. As Fullan (2003) stated, novice teachers need to be afforded the opportunity to operate in networks of shared and complementary expertise which can often be found in mentor programs.

Researcher Reflections

Through the study, I had to ensure controls for my personal biases as an educator with positive beliefs about the effectiveness of instructional coaches. These controls included: peer reviews, the triangulation of data, and a reflexivity protocols and journal. Through my experiences as a (principal, assistant principal, lead mentor, and teacher) I believe that instructional coaches are a key factor in new teacher retention. This research study results differed from what I initially believe I would find, which was the desire and need for instructional coaching and academic support as the most critical type of support for a novice teacher. When considering the perceptions of teachers through the research methodology used in this study, teachers perceived that mentors were a more effective method of support for their needs. Specifically, mentors provided necessary emotional support that differed from what teachers received from instructional coaches. The study's research questions analyzed the perceptions of the new teachers about the support they received from mentors and instructional coaches. While teachers appreciated and valued the support of the instructional coaches, they felt that mentors led to their continuation in the profession.

Conclusion

Data has indicated that novice teachers leave the teaching profession early in their career. Between 40% and 50% of novice teachers have left education within their first few years of teaching (Neason, 2014). This study looked at how induction programs can possibly lower the attrition rate. The study was that of perceptions of novice teachers and instructional leaders. Studying the perceptions of mentoring and instructional coaching programs allowed me to generate ideas for improvement and possible extensions of the induction programs for the benefit of new teachers.

While this study focused on novice teacher support, a common occurrence in the analysis was the effect of the new teacher support on student achievement. Effective teaching from a novice teacher can produce higher achievement for their students (Allington, 2003). Induction programs can improve teaching, raise retention rates, eliminate those who are unfit for the career, and increase the performance of students (Fideler & Haselkorn (1999).

Having an induction program that includes both mentoring and instructional coaching can help reduce the rates of teachers leaving the profession according to this study if the support that is given is adequate and meets the needs of the teacher. It is has been shown that mentoring is the most desired form of support for a first year teacher as the service provides the emotional support and correlates more closely to the survival needs that novice teachers face their first years of teaching. Teachers stressed that need for emotional support and classroom management, and those two areas need to be specifically planned for in mentor programs. This is the place to start, according to perceptions of the NVPS novice teachers, to build a lasting career in education.

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APPENDICES

Appendix A: Interview Protocol for Teachers

1. Please tell me about your background in education. (prompts: education, occupation, number of years of teaching, other relevant experiences) information about yourself including your education, occupation, and number of years teaching.

2. Please describe your experiences with the coaching program. (prompts: support, perceptions of impact on your PD/classroom practices/understanding of your role, other? If I was in the coaching/mentoring program with you, what type of support could I have received?

3. Please describe your experiences with the mentoring program (prompt: : support, perceptions of impact on your pd/classroom practices/understanding of your role, other)

4. What aspects of the program have had the greatest impacts?

5. What do you think of the program?

6. What do you think are the most beneficial aspects of new teacher support?

7. What would you like to see added to the programs for additional, needed support?

8. How did you feel as a first year teacher?

9. How did you feel before, after, and during the support from the programs?

10. Explain what you know are the requirements and intended outcomes for each program?

TRANSCRIPTION REVIEW

☐   *I would like the option to review the transcripts of this interview. I understand that I will have 7 days to review the transcripts from the date that the researcher sends them to me. If I do not respond with edits during that time frame, the researcher will assume that I do not want to make any changes and will move forward with the transcript analysis.*

☐   *I do not want the option to review transcripts.*

Appendix B: Interview Protocol for Coaches

1. Please tell me about your background in education. (prompts: education, occupation, number of years of teaching, other relevant experiences

2. If I were to follow you through a coaching/mentoring session, what would I observe you doing?

3. What aspects of the program have had the greatest impacts?

4. What do you think of the program?

5. How do you think novice teachers perceive the support and guidance that the coaching program provides?

6. Explain what you know are the requirements and extended outcomes for the program?

TRANSCRIPTION REVIEW

☐ *I would like the option to review the transcripts of this interview. I understand that I will have 7 days to review the transcripts from the date that the researcher sends them to me. If I do not respond with edits during that time frame, the researcher will assume that I do not want to make any changes and will move forward with the transcript analysis.*

☐ *I do not want the option to review transcripts.*

Appendix C: Interview Protocol for Mentors

1. Please tell me about your background in education. (prompts: education, occupation, number of years of teaching, other relevant experiences

2. If I were to follow you through a coaching/mentoring session, what would I observe you doing?

3. If I was in the coaching/mentoring program with you, what type of support could I have received?

4. What aspects of the program have had the greatest impacts?

5. What do you think of the program?

6. How do you think novice teachers perceive the support and guidance that the mentor program provides?

7. Explain what you know are the requirements and extended outcomes for the program?

TRANSCRIPTION REVIEW

☐ *I would like the option to review the transcripts of this interview. I understand that I will have 7 days to review the transcripts from the date that the researcher sends them to me. If I do not respond with edits during that time frame, the researcher will assume that I do not want to make any changes and will move forward with the transcript analysis.*

☐ *I do not want the option to review transcripts.*

Appendix D: Field Notes Reflexivity Protocol

Date: **Participants:**

Location: **Facilitator?**

Field notes /Reflexivity Protocol

1.) "The penseive" (thoughts to put aside for later):

2.) Thick, rich description (including context):

3.) Quotes:

4.) **Self Reflexivity**

Prompts:" What do I know? How do I know what I know? What shapes and has shaped my perspective? How have my perceptions and my background affected the data I have collected and my analysis of those data? How do I perceive those I have studied? With what voice do I share my perspective? What do I do with what I have found?" (Patton, 2001)(p. 495)

5.) **Reflexivity about participants**

Prompts: "How do those studied know what they know? What shapes and has shaped their world view? How do the perceive me, the inquirer? Why? How do I know?" (p. 495)

6.) **Reflexivity about audience**

Prompts: "How do those who receive my findings make sense of what I give them? What perspectives do they bring to the findings I offer? How do they perceive me? How do I perceive them? How do these perceptions affect what I report and how I report it?" (p. 495)

Date

Document Analyzed

Document analysis authenticity protocol

Questions for determining authenticity

- √ What is the history of the document?
- √ How did I get it?
- √ What guarantee is there that it is what it pretends to be?
  Is the document complete, as originally constructed?
- √ Has it been tampered with or edited?
  If the document is genuine, under what circumstances and for what purposes was it produced?
- √ Who was/is the author?
- √ What was he trying to accomplish? For whom was the document intended?
  What were the maker's sources of information? Does the document represent an eyewitness account, a secondhand account, reconstruction of an event long prior to the writing, an interpretation?
- √ What was or is the maker's bias?
  To what extent was the writer likely to want to tell the truth?
- √ Do other documents exist that might shed additional light on the same story, event, project, program, context? If so, are they available, accessible? Who holds them? (Merriam, 1998,p. 122) citing (Lincoln & Guba, 1981) citing Clark (1967, pp. 238-239)

Appendix F: Key Word/Phrase Coding Frequency Chart
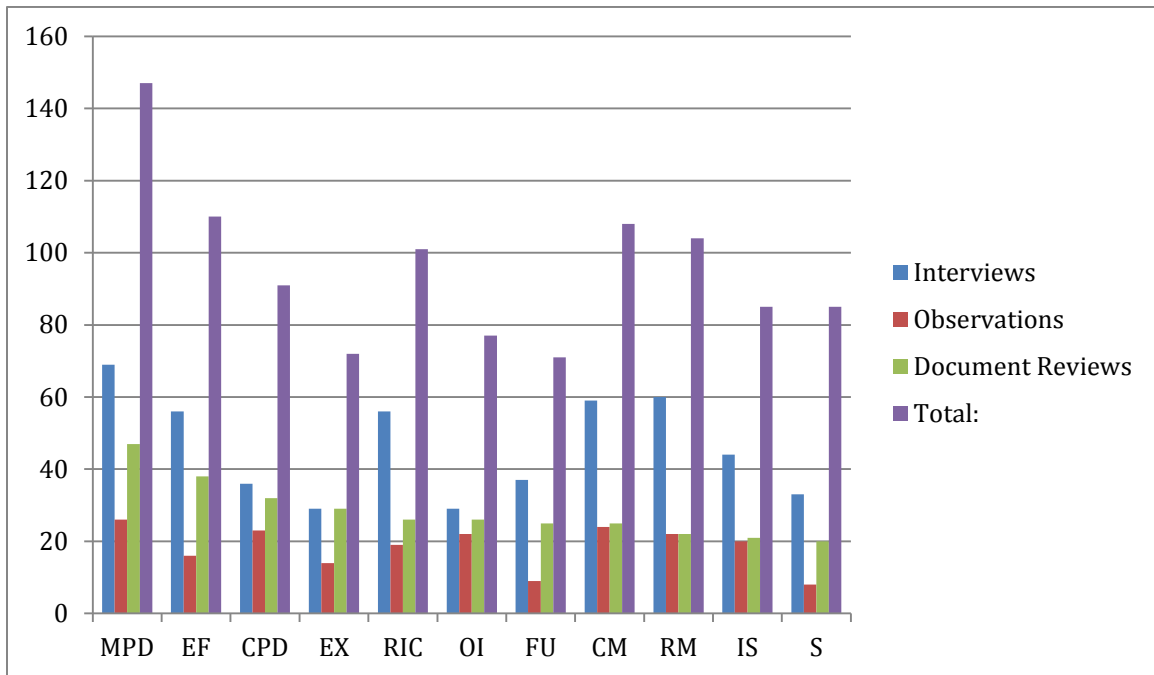
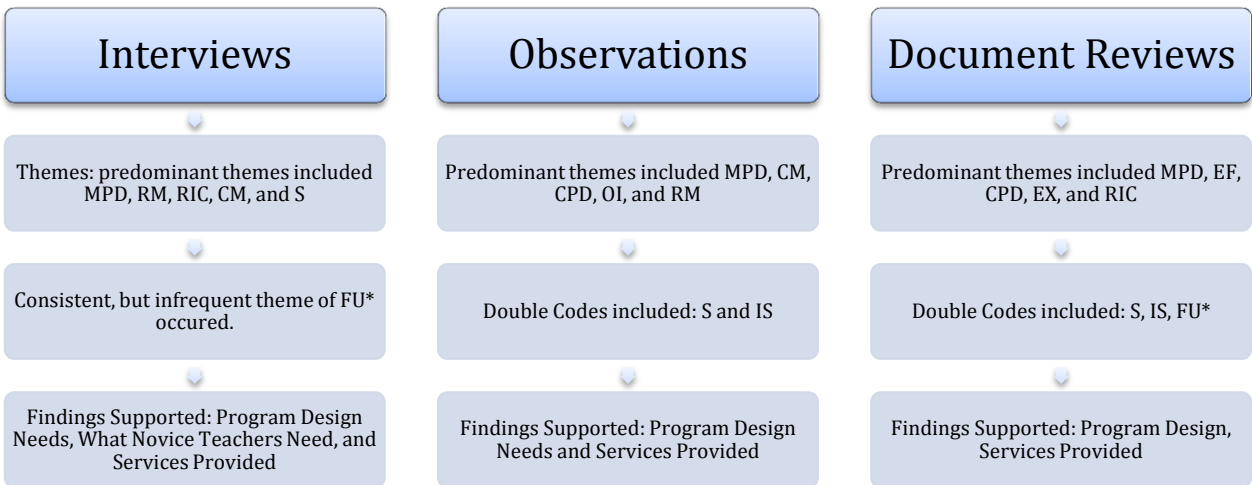# Appendix G: Document Review Quote Collection/Theme Process

Situation:	Data I Document Coach	Data J Document Coach	Data K Document Mentor	Data L Document Mentor	Data M/N Document Feedback
Themes					
Theme 1: Mentoring program design	Q1: Did you review this with your mentor? Q2: Your mentor will probably assist you with that.		Agenda: Support first on agenda. Question: What else is needed? Answers: Mentor program needs more notice of meetings. Mentors are helpful. Looking forward to next month as the agenda has topics I have questions on already.	Q1: Only a 2 hour training for mentors = not enough time. Minutes: Questions about school rules, business, procedures, first. Followed by "how can I help with the students" Support x 5 School business x 7	Q1: The support of the program was what I needed. Thank you! The morale here is great thanks to a mentor like you. Morale x 5 (M)
Theme 2: Coaching program design	Q3: It would be great to begin two weeks earlier with your support in the PLCs.	Meeting agenda: Instructional concerns first on agenda. Followed by pacing and lesson planning.			Q12: Susan was great at gearing her modeling of lessons so I understood what to do. (C)
Theme 3: Participants reactions to mentoring	Mentoring question in minutes followed up by another question about what if their mentor doesn't review the same layout choices for plans --- who is right? *** Interesting comment		Support x 9 Q3: everyday things I need to know "Everything is fine"	Pleased x 2 Expectations clear for meetings and assignments	Q3: I needed the support of how to do much of what she showed me to do. I didn't have to ask. Somehow she knew I needed to know where the colored copy paper was! (M) Q5: I needed my mentor more than the first year. The start of my 2nd year was rough, but I was at a new grade level.
Theme 4: Participants reactions to instructional coaching	Q5: I appreciated the support you provided me with lesson plans.	Q1: I can tell Susan has been in the classroom and knows her stuff. I like that being shared with me. Support x 6		Q3: Engagement will increase with help from coach on lesson planning.	Q4: My lesson plans matched more of what the Principal wanted to see which helped me align the standards better. (C)
Theme 5: Observations of participants interactions	Q4: Professional relationships and conversations begin prompt w/ answers.	Q8: Some think they already know it all. * Written on the side.	Log noted teacher upset and mentor not there at meeting.	Conferencing and Evaluations	Mentee/Mentor observations (M) Coaching roundtable meetings with new grade level teachers (C)
Theme 6: Effects of programs	Q8: The modeling was great!	Student benchmark score improvement Lesson plan rubric increase	Q2: Natural relationships development	Q2: What are the plans for next months meeting? Could we talk more about relating with the kids?	Q2: This support will keep me on track and help me as a teacher for years. When I start to sink, they help me stay above water.
Theme 7: Examples of program process	Q7:Calendar with dates, monthly meetings, focused agendas	Modeling x 2	Planning time meeting weekly		Q6: Get to know the ins and outs Modeling of instruction x 3 (C) Peer observations x 7 (M)
Theme 8: Classroom management support	Stated goal on document: Improve teacher instruction through data knowledge and support.	Q4: Assist with classroom management when school starts more Math workshops	Student not staying in seat, tried techniques shared by mentor and had some initial success. Q2: I think I got Billy to stay in his seat using the cotton ball jar.	Love and Logic presentation on agenda Shared concerns of challenging students in one of the special education classes.	See theme 3. Q7: I feel the mentor program here is supposed to help me learn everyday things. Support x 9 mentoring / x 1 coaching Teachers want engagement help (C x 2)
Theme 9: Instructional support	Q6: I struggled knowing how to meet the guidelines of the lesson format for the school.	Academic support x 3 (lessons and assessments)	Q1: Mentors are in the trenches so they can help with instruction. (Outlier)	Agenda for next meeting: Engaging the unfocused student.	Support x 4 for mentoring / x 3 for coaching
Theme 10: Survival	Q9: You need to prepare yourself for the state review coming in. What do you need?	Q6: Hard job. You are thrown on your own and up to you to make it happen.	On-off task support in the classroom. Report Cards on Google	Money procedures for field trips, working long hours after school and on weekends - balance discussion noted.	Q8: making it through the year was tough Q11: There are so many things happening and mentors and coaches say different things. I don't know which to do.
Theme: 11 Follow-up	Q5: Follow-up needed frequently.	Meetings with short turnaround concern	Q5: Continue to check in on new teacher, checklist Creation of mentor "to-do" list	Not enough meetings Classroom observation log and growth plan for mentee and mentor	Q10: Coaching was more assignments than support. Requesting techniques for student behavior and on-off task/attention needs. Coaching follow-up on set dates. Mentoring occurs on-going with set dates.

Appendix H: Frequency of Themes Chart

Interviews:	Substantive Significance	Substantive Significance	Substantive Significance
Themes	**Finding 1**	**Finding 2**	**Finding 3**
Mentoring Program Design (MPD)	(I1, Q1, Q3) (I2, Q2) (I5,Q3)		(I6, Q2)
Instructional coaching program design (CPD)			(I7, Q1, 7)
Participants reactions to mentoring (RM)	(I5,Q1)	(I4, Q1, 2, 9, 11)	(I2, Q6)
Reactions to Instructional Coaching (RIC)	(I8, Q2/3)		(I1, Q10)
Observations of participants interactions (OI)			
Effects of programs (EF)			(I5, Q4)
Examples of program process (EX)			
Classroom management support (CM)	(I3, Q1)		(I7,Q5)
Instructional support (IS)			
Survival (S)	(I2, Q10) (I3, Q2)	(I1, Q3/Q7)	(I7/8, Q1/9)
FU	* (I3, Q11)		*

Note: The *I* represents the interview number and the *Q* represents quotes. The * correlates to an emergence in data that didn't warrant a finding, but is spoken about in Chapter 4.

Appendix I: Themes to Findings

Interviews	Observations	Document Reviews
Themes: predominant themes included MPD, RM, RIC, CM, and S	Predominant themes included MPD, CM, CPD, OI, and RM	Predominant themes included MPD, EF, CPD, EX, and RIC
Consistent, but infrequent theme of FU* occured.	Double Codes included: S and IS	Double Codes included: S, IS, FU*
Findings Supported: Program Design Needs, What Novice Teachers Need, and Services Provided	Findings Supported: Program Design Needs and Services Provided	Findings Supported: Program Design, Services Provided

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants in Research Projects Involving Human Subjects
Supporting New Teachers Through Induction Programs: New Teacher Perceptions of Mentoring and Instructional Coaching
Investigator(s): Dr. Kami Patrizio kpatrizi@vt.edu
Mr. Matthew Wygal mattwyg@vt.edu

I. Purpose of this Research Project

The purpose of my study is to contribute to the research about how new teacher support is perceived. Specifically, I want to understand how new teachers, mentors, and instructional coaches perceive the usefulness of their aspects of an induction program to support novice teachers. My purpose for this study is to understand each participant's experience and how they relate to the districts overall outcome for novice teacher support and retention of novice teachers. The subjects will be 6 teachers from a common school system. The participants (teachers) will include four teachers with 1-3 years of experience, two instructional coaches, and two mentors. The results of this study will be used in a dissertation and published.

II. Procedures

Observations:

- Observations will take place by the researcher. Programmatic aspects of the mentoring and programs being researched will be the focus of each observation. Only the researcher will be able to connect your observation notes to your identity, and that the information will not be released to anyone else.
- Within the classroom, students will be present but not directly observed. Student performance will not be recorded as part of the observation. The focus will be on the you --- the teacher, the mentor, and/or the instructional coach and your performance in regards to the programatic functions to be implemented. The observations will take place prior to interviews of any participants and may or may not include the same individuals.
- The observation reflexivity protocol will be shared and you may ask any questions prior to signing the consent form.
- You will be given the opportunity to withdraw your participation within three days of the observation.

III. Risks

Potential minimal risks may involve emotional distress caused by reflection on being a new teacher. If there is any distress during any part of the research, you may withdraw from the

study. Observation topics/questions will be provided in advance so that you know the focus of the observation. Methods will be followed to promote an ethical and valid qualitative research study. Risk may also involve concerns regarding confidentiality.

IV. Benefits
The anticpated benefits to you and the general population is to contribute to the research regarding how to best support new teachers. No promise or guarantee of benefits has been made to encourage you to participate.

V. Extent of Anonymity and Confidentiality
Each observation will be given a number based on the order in which the descriptive data is collected. The researcher will create a key and will use the case number and identifying characteristics. These will be kept in a separate, secured location from the actual data. The case number will be used on all data collection documents including the observation schedule, descriptive data forms, observation notes, data analysis, and in the written dissertation about the data and participants.

The Virginia Tech (VT) Institutional Review Board (IRB) may view the study's data for auditing purposes. The IRB is responsible for the oversight of the protection of human subjects involved in research.

Note: in some situations, it may be necessary for an investigator to break confidentiality. If a researcher has reason to suspect that a child is abused or neglected, or that a person poses a threat of harm to others or him/herself, the researcher is required by Virginia State law to notify the appropriate authorities. If applicable to this study, the conditions under which the investigator must break confidentiality must be described.

VI. Compensation
There will be no compensation to you.

VII. Freedom to Withdraw
It is important for you to know that you are free to withdraw from this study at any time without penalty. You are free not to answer any questions that you choose or respond to what is being asked of you without penalty.

Please note that there may be circumstances under which the investigator may determine that a subject should not continue as a subject.

Should you withdraw or otherwise discontinue participation, you will be compensated for the portion of the project completed in accordance with the Compensation section of this document.

VIII. Questions or Concerns

Should you have any questions about this study, you may contact one of the research investigators whose contact information is included at the beginning of this document. Should you have any questions or concerns about the study's conduct or your rights as a research subject, or need to report a research-related injury or event, you may contact the VT IRB Chair, Dr. David M. Moore at moored@vt.edu or (540) 231-4991.

IX. Subject's Consent

I have read the Consent Form and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____ Date_____

Subject signature

_____

Subject printed name

(Note: each subject must be provided a copy of this form. In addition, the IRB office may stamp its approval on the consent document(s) you submit and return the stamped version to you for use in consenting subjects; therefore, ensure each consent document you submit is ready to be read and signed by subjects.)

Virginia Tech Institutional Review Board Project No. 16-182

Approved March 22, 2016 to March 21, 2017

Appendix K: Virginia Tech IRB Approval Document

VirginiaTech

Office of Research Compliance
Institutional Review Board
North End Center, Suite 4120. Virginia Tech
300 Turner Street NW
Blacksburg, Virginia 24061
540/231-4606 Fax 540/231-0959
email irb@vt.edu
website http://www.irb.vt.edu

MEMORANDUM

DATE: March 22, 2016

TO: Kami M Patrizio

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires January 29, 2021)

PROTOCOL TITLE: Supporting New Teachers Through Induction Programs: New Teacher Perceptions of Mentoring and Instructional Coaching

IRB NUMBER: 16-182

Effective March 22, 2016, the Virginia Tech Institution Review Board (IRB) Chair, David M Moore, approved the New Application request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report within 5 business days to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at:

http://www.irb.vt.edu/pages/responsibilities.htm

(Please review responsibilities before the commencement of your research.)

PROTOCOL INFORMATION:

Approved As: **Expedited, under 45 CFR 46.110 category(ies) 5,6,7**
Protocol Approval Date: **March 22, 2016**
Protocol Expiration Date: **March 21, 2017**
Continuing Review Due Date*: **March 7, 2017**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals/work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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