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The Impact of a New Teacher Support System on Teacher Efficacy

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Walden University
2016

Abstract

The Impact of a New Teacher Support System on Teacher Efficacy

by

Tonja Denise Simpson

MA, University of Central Florida, 1995

BS, Florida A&M University, 1992

Doctoral Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

April 2016

Abstract

Retaining novice teachers is a major concern for school districts across the United States. At an urban high school in a Southeastern state, over 30% of novice teachers hired over a 3-year period did not return after their first year of teaching. The purpose of the study was to examine novice teachers' perceptions of support received during their first year to determine how school-based support could increase novice teacher retention. The theoretical framework was Bandura's theory of self-efficacy and the concept of teacher efficacy espoused by Tschannen-Moran, Woolfolk-Hoy, and Hoy. The research questions focused on the perceptions of novice teachers regarding (a) support received at their school, (b) the most beneficial support structures, and (c) needed training or assistance. Purposive sampling was used to select 8 novice teacher participants who met the inclusion criteria of being in their 1st to 5th year of teaching. The qualitative case study design involved a survey and an interview. Four themes emerged: the importance of having a mentor, guidance and support, professional development, and opportunities for collaboration. Findings from the study were used to develop a 2-year Teachers Supporting Teachers professional development project to address the needs identified by the novice teachers. Implications for social change include helping schools and districts plan and implement support programs for novice teachers to increase their retention.

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Dedication

I would like to dedicate this study to my daughter, Kanetra Wright. You have been my true motivation throughout this process. Thank you for always looking at me through rose-colored lenses. I hope I have inspired you to always believe in yourself and know that "With man this is impossible, but not with God; all things are possible with God" (Mark 10:27, NIV). I love you.

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Table of Contents

ii

List of Tables

Section 1: The Problem

Introduction

Learning to teach is a developmental process that happens over time, often requiring several years (Ingersoll, 2012; Johnson & Kardos, 2003). In spite of this, few schools view beginning teachers as novices who need help to master the art and craft of teaching. Rather, new teachers are held accountable for skills that require time to develop (Ingersoll, 2001; Ingersoll & Perda, 2013). Allen (2005) commented in a report for the Education Commission of the States that "new teachers are not finished products" (p. 2). According to Allen, expecting new teachers to perform the same duties as veteran teachers may demoralize new teachers and cause them to question their efficacy.

It is not surprising that public schools across the United States are struggling to retain new teachers. Ingersoll and Perda (2013) asserted that nationwide approximately 15% of new teachers quit within their first year. Similarly, the National Center for Education Statistics (NCES, 2013) reported that nearly 30% of new teachers leave the profession within the first 3years, and 50% leave within the first 5 years. The loss of so many teachers at the start of their career highlights the importance of retaining qualified teachers and understanding the factors that influence teachers to leave the profession.

The continuous increase in attrition rates of teachers within the first 5years of entering the profession has been attributed to the lack of adequate support for new teachers (Alliance for Excellent Education, 2008; Ingersoll & Perda, 2013). MetLife (2012) concluded that novice teachers leave primarily because of (a) lack of administrative support, (b) lack of collegial support, (c) student discipline, and (d) poor working conditions. Other researchers cited reasons similar to those listed by MetLife for

new teacher attrition (Anhorn, 2008; Borman & Dowling, 2008; Hobson, Grant, &

Harris, 2013; Southern Regional Education Board, 2013). Along with identifying

challenges and reasons for leaving the teaching profession, Hobson et al. (2013) asserted

that novice teachers stay in the profession when they are supported by administrators,

provided mentors, and receive professional development focused on classroom

management. In a manner similar to Hobson et al. (2013), the Southern Regional

Education Board (2013) reported that new teachers consistently cited ongoing support

from administrators and colleagues as reasons for remaining in teaching.

Definition of the Problem

Teacher retention and attrition continue to be relevant areas of concern for school

districts and state departments of education throughout the United States as many reports

are surfacing correlating the performance of students with the attrition of teachers

(Ingersoll & Perda, 2013). This attrition is exacerbated by the loss of teachers during the

first 5 years of their teaching career, when they are referred to as novice teachers

(Ingersoll & Perda, 2013; Keigher, 2010). The problem of novice teacher attrition was

evident in the urban school district in which this project study took place.

During the time in which this project study took place, the school district had a

novice teacher retention rate of 59%, even though it offered an induction support program

for teachers for the first 3 years of their careers. The program, called the Teacher Support

Specialist Program (TSSP), provided trained mentors (teacher support specialists) with

cognitive coaching skills for novice teachers. Teacher support specialists assisted

beginning teachers, those newly transferred to a school or grade level, those with

professional development plans, or those in need of additional support. Although each

school in the district was targeted for the TSSP, novice teacher support at the local site level was the primary responsibility of the school principal.

In spite of offering support through the TSSP, over 30% of the new teachers at a high school in the district did not return over a 4-year period from 2009 to 2013. The problem that was addressed in this study was the high teacher attrition rate at the high school, hereinafter referred to as the research school. The research school was selected because I work at the school. The research school, which is located within a historic neighborhood in the southeast quadrant of the city, sits on 40 acres. In addition to the self-contained Freshman Academy, the main building houses a gymnasium, cafeteria, theater, classrooms, and offices spread over five acres. During the time of this study, the school had an enrollment of 1519 students, and was one the largest of the school district's 21 high schools. Of the 1519 students, 97% were African American, 1% was Caucasian, 1% was Hispanic, and 1% was Multiracial. English language learners made up 1% of the total student population, and students with disabilities made up 10%. Of the total student population, 961 students (64%) received free or reduced-price lunch and were, therefore, considered economically disadvantaged (DCSS Division of Teaching and Learning, 2012).

The school had a six-member administrative team (one principal, four assistant principals, and a head counselor) and a faculty and staff of 140, consisting of 88 teachers and 52 support personnel. Of the 88 teachers, 19 had worked fewer than 5 years. These teachers were part of a population of 29 novice teachers employed at the school over a 3-year period from 2009 to 2013. Table 1 reflects the attrition and retention of the novice teachers.

Table 1

New Teacher Attrition and Retention at Research School, 2009 - 2013

Year	#New Teachers Hired	#New Teachers Leaving	Attrition Rate	#New Teachers Remaining	Retention Rate
2009-10	8	2	25%	6	75%
2010-11	8	4	50%	4	50%
2011-12	7	4	57%	3	43%
2012-13	6	1	17%	5	83%
Total	29	11	38%	18	62%

Of the 29 novice teachers, only 18 remained at the school (9 left voluntarily and 2 were terminated), representing an attrition rate of 38% or a retention rate of 62%. Although lower than the school district's new teacher attrition rate of 41%, the new teacher attrition rate at the research school exceeded the state new teacher attrition rate of 25% and the national new teacher attrition rate of 30%.

The consistently high levels of teacher attrition at the school prompted me to investigate factors that could be addressed to increase teacher retention. In order to explore reasons for novice teacher retention, it was necessary to consider the perceptions of the novice teachers regarding their experiences and the support that they received. The purpose of this project study was to (a) identify the factors that contributed to novice teacher retention at the research school, and (b) examine effective strategies to support novice teachers at the school.

During the time of this research, I was the chairperson of the mathematics department at the research school. During my tenure at the school, I have served as a mentor for novice teachers. My interest in this project study was sparked by having

worked closely with novice teachers and wanting to explore ways to increase their retention at the school.

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

The single most important factor impacting student achievement is the quality of the teaching force (Ingersoll, 2012). According to Darling-Hammond (2003), "research indicates that the effects of well-prepared teachers on student achievement can be stronger than the influences of student background factors such as poverty, language, and minority status" (p. 6). In order to positively impact student success, teachers, like other professionals, need time in which to hone their skills. According to Kardos and Johnson (2007), this is especially true for novice teachers. Other professions invest more time developing their novices than education (Kardos & Johnson, 2007). Danielson (2007, 2011) concurred, maintaining that "novice teachers need time to improve their skills under the watchful eye of experts – and time to reflect, learn from mistakes, and work with colleagues as they acquire good judgment and tacit knowledge about teaching and learning" (p. 26).

Evidence of the Problem at the Local Level

In the Southeastern state in which the school district is located, the new teacher attrition rate was around 50% for the first 3 years, with an even higher attrition rate of novice teachers in urban school districts with high minority, low income populations (Partnership for Excellence in Education, 2006). According to the NCES 2009 School and Staffing Survey, the percentage of teachers in the state that had been in their current schools less than 9 years exceeded the national rate of 68.6%. Similar data from the state's Department of Education revealed that approximately 25% of novice teachers in

the state leave the profession within the first 5 years of teaching (Governor's Office of Student Achievement, 2010). Teacher retention rates varied widely across the state with rural school districts having the highest retention rates (72.7%) and school districts within the 20 county metropolitan area having the lowest rate (58.7%).

To address novice teacher attrition, the state funded a teacher mentor program in 2002. The program, which provided all beginning and newly hired teachers with trained mentors during the first 2 years of teaching, included a teacher support specialist to train the mentors to work with the novice teachers. However, in 2005, the state suspended funding for the program due to budget deficits. The state left the responsibility for novice teacher support up to local school districts (Southern Regional Education Board, 2013).

Evidence of the Problem from the Professional Literature

The first years of teaching are critical to the development of teacher efficacy (Darling-Hammond, 2003). Novice teachers have specific learning needs that cannot be addressed in advance or outside the contexts of teaching. In order to keep novice teachers in teaching, educational stakeholders must help them become good teachers. Feiman-Nemser (2010) maintained that "the first years of teaching should be treated as a phase in learning to teach and novice teachers should be surrounded with a professional culture that supports their learning" (p. 26). Essentially, Feiman-Nemser was suggesting on-the-job training for novice teachers. At the school level, this translates into creating a climate that encourages supportive relationships and professional learning.

A review of the research on new teacher retention indicated a connection between well-prepared teachers and teacher retention. Wong (2004) contended that "in order to maintain effective teachers, professional development training must be provided

throughout their career" (p. 5). Similarly, other researchers cited teacher induction programs as a means of supporting and retaining new teachers (Anhorn, 2008; Barrera, Braley, & Slate, 2010; Corbell, Osborne, & Reiman, 2010; Darling-Hammond, 2003; Ingersoll & Smith, 2004).

Corbell et al. (2010) declared that factors that influence new teachers to remain in the classroom include mentoring, collaboration with colleagues, and administrative support. Other researchers (Darling-Hammond, 2003; Grossman & Davis, 2012; Ingersoll & Strong, 2011) also stressed the importance of collegial and administrative support as well as mentoring for novice induction. As a solution to the problem of new teacher retention, various states have implemented induction programs to provide support for new teachers. Mentoring is a common component of most of the induction programs. Although the design and depth of the induction programs vary from state to state by school district or individual school, one thing is certain: The aim of each program is to reduce novice teacher attrition and increase novice teacher retention. According to the NCES (2011), participation in comprehensive induction programs can cut attrition by 50%.

Strong induction processes can assist in keeping effective teachers in the profession and supporting ineffective teachers to either become effective or consider another profession. Corbell et al. (2010) maintained that intensive, mentor-based induction programs can significantly reduce teacher attrition and help novice teachers focus on improving instruction. School systems across the United States are realizing the importance of formal novice teacher support programs to alleviate high attrition rates.

Investing in novice teacher support programs could increase retention and save districts the expense of constantly having to hire new teachers (Ingersoll & Perda, 2013).

School districts have a financial interest in retaining teachers as well as a moral obligation to their students who benefit from the retention of highly qualified teachers (Hoover, 2010). According to Shockley, Guglielmino, and Watlington (2006), districts spend 25% to 200% of the exiting teachers' salary on teacher turnover. Ingersoll and Perda (2013) also contended that high attrition rates have a direct impact on student achievement, allocation of resources to recruit and train, classroom management, and unstable educational programs.

Definitions

The following terms are essential to this study:

Induction: Induction is the period of time ranging from the first to the third year of a teacher's career (Ingersoll, 2001).

Mentor: A mentor is a person whose basic function is to help a novice teacher (Wong, 2004).

Mentoring: Mentoring refers to one-on-one assistance and support given by an experienced professional to a novice (Policy Matters, 2006).

Novice Teacher: A novice teacher is a new teacher in his or her first 5 years of teaching (Ingersoll, 2002).

Self-efficacy: Self-efficacy is an intellectual activity by which one forges one's beliefs about his or her ability to achieve a certain level of accomplishment (Bandura, 1977).

Support: For this study, support refers to assistance provided to new teachers as they grow and develop in their capacity as professional educators (Ingersoll, 2012).

Teacher efficacy: Teacher efficacy is a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998).

Significance of Problem

Boyer and Hamil (2008) asserted that although teaching may appear to be easy, it is, in fact, very demanding. In spite of the demanding nature of teaching, new teachers entering the profession are expected to handle the job as efficiently as veteran teachers (Danielson, 2007, 2011). New teachers are left to figure things out on their own or, as some researchers declare, to sink or swim (Anhorn, 2008; Ingersoll, 2012). Challenging work conditions and insufficient support have caused nearly half of new teachers to leave the classroom within the first 5 years.

Novice teachers need time to develop the skills they need to be effective in the classroom (Ingersoll, 2012). They need continuing support as they transition from teacher preparation into their own classrooms (Feiman-Nemser, 2010). They also need time to become proficient teachers and develop self-efficacy (Feiman-Nemser, 2010; Ingersoll, 2012). According to Ingersoll, novice teachers need 3-5 years of experience to attain a level of proficiency.

At a time when large numbers of novice teachers are leaving the profession each year, it is increasingly important for state policymakers and district and school leaders to investigate the factors that influence novice teachers to stay or leave the profession. The research has identified the challenges faced by novice teachers as well as what schools

and school districts should do to retain these teachers (Anhorn, 2008; Hobson et al., 2013; Ingersoll, 2012).

The National Association of State Boards of Education (2008) maintained that well-designed induction support programs lower attrition rates of novice teachers and improve their classroom skills. Evidence from the teacher follow-up survey conducted by the NCES (2011) also suggested that participation in comprehensive induction programs decreases attrition. As a result, there has been an increase in the number of teacher induction support and mentoring programs across the United States. However, although several states have mandated and funded induction support programs, there has been inconsistency in implementation across school districts and within schools in a district.

The need for novice teacher induction programs is well documented in the literature. However, there is little research on how novice teachers perceive the support received. The significance of this project study is that it focused on what matters to novice teachers in terms of needed support. I sought input from novice teachers about their induction experiences and how these experiences affected their perceptions about education as a career.

Research Questions

Ingersoll and Strong (2011) and Jones (2012) asserted that if novice teachers are to become skilled professionals and remain in the profession, ongoing support must be provided. Similarly, the Alliance for Excellent Education (2008) suggested that novice teachers need nurturing and support to develop proficiency in teaching. However, the Alliance for Excellent Education added that determining exactly what support is needed requires conversations with the novice teachers themselves. In this project study, I

examined factors that contributed to novice teacher retention at an urban high school. The following research questions guided the qualitative study:

1. What are novice teachers' perceptions of support at their school?

2. Which support structures do novice teachers perceive to be beneficial?

3. What do novice teachers perceive as needed training or assistance that is not being offered?

Review of the Literature

A high attrition rate of novice teachers poses a problem for school personnel who are responsible for hiring, supporting, and retaining teachers (Alliance for Excellent Education, 2008; Scherer, 2012). The early exodus of novice teachers has been linked to several issues that novice teachers experience in fulfilling their teaching responsibilities (Anhorn, 2008; Grossman & Davis; 2012; Ingersoll, Merrill, & May, 2012; Scherer, 2012). Thus, it appears that the solution to the problem of high novice teacher attrition is to explore what is needed to retain the teachers. It is important, therefore, to understand novice teachers' expectations of teaching and how these expectations compare to their actual teaching experience and their view of self-efficacy (Ingersoll & Smith, 2004).

This literature review focuses on topics related to novice teacher attrition and retention. It begins with a discussion of the theoretical framework as it relates to determining the impact of novice teacher support on teacher efficacy. After a brief historical perspective of teacher attrition, the literature review presents an analysis of the factors related to teacher attrition and retention. The literature review was developed using online resources such as Walden University's EBSCOhost, Education Research Complete, the Educational Resource Information Center (ERIC), ProQuest Information,

SAGE full-Text Collection, and texts presenting research studies and methodologies.

Search terms used to compile this literature review included *teacher attrition*, *teacher retention*, *teacher induction programs*, *teacher mentoring programs*, *new teacher support*, *novice teacher support*, and *teacher self-efficacy*.

Theoretical Framework

The theoretical framework for this project study is the concept of self-efficacy (Bandura, 1977) and the concept of teacher efficacy (Tschannen-Moran et al., 1998). Both theories focus on beliefs about one's ability. However, the concept of teacher efficacy (Tschannen-Moran et al., 1998), which evolved from Bandura's theory, focuses specifically on teachers' beliefs about their capabilities. Self-efficacy emerged as a prominent concept within Bandura's (1977) social learning theory. "Self-efficacy refers to belief in one's capabilities to organize and execute the course of action required to manage prospective situations" (Bandura, 1995, p. 2). Simply put, self-efficacy is what an individual believes he or she can accomplish using his or her skill or abilities (Snyder & Lopez, 2007).

Bandura's social learning theory later evolved into social cognitive theory (Pajares, 2002). Like social learning theory, social cognitive theory was based on the idea that people learn by observing others, with the environment, behavior, and cognition as the chief factors influencing development. Social cognitive theory illustrates that individuals do not just respond to environmental influences, but rather they actively seek and interpret information (Gibson, 2004). The theory is based on observational learning/modeling, outcome expectations, self-efficacy, and goal setting. According to Bandura (1986), as a result of observation, the observer anticipates similar outcomes to

his or her behavior. The accomplishment of these expectations is influenced by the observer's self-efficacy.

Bandura (1997) suggested three factors that influence self-efficacy: behavior, environment, and personal/cognitive factors. Human functioning is the result of the interaction among all of these factors. Bandura (1997) suggested four sources of information for individuals to use to form their self-efficacy: performance outcomes or mastery experiences, vicarious experiences, verbal persuasion, and physiological feedback. According to Bandura, performance outcomes are the most important source of self-efficacy. In addition to using the results of their own actions to form beliefs of self-efficacy, people form their self-efficacy beliefs vicariously by observing others or working with a mentor (Bandura, 1997).

Bandura (1997) maintained that individuals can also develop self-efficacy beliefs as a result of verbal persuasion, or simply put, encouraging or discouraging feedback. Similarly, Bandura contended that "people experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy" (p. 22). Bandura refers to this emotional arousal as physiological feedback. According to Pajares (2002), how people perform can be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing.

Bandura (1997) asserted that "personal learning and self-efficacy are significant to an individual's learning and development" (p. 3). Teachers' beliefs about their capabilities influence their actions in the classroom and the outcomes they achieve. Teachers' perceptions of their capabilities pertain to the competence to fulfill the requirements of teaching. These requirements include (a) planning and preparing lessons;

(b) managing the classroom environment; (c) delivering instruction; (d) communicating with students, parents, and colleagues; and (e) assessing student achievement (Danielson, 2007, 2011; Wong, 2004).

As a construct, self-efficacy beliefs are an integral part of the teaching process (Pajares, 2002). While many authors refers to teachers' sense of self-efficacy as their beliefs about their ability to perform the actions necessary to teach, others have identified a specific form of self-efficacy pertaining to teaching, called teacher efficacy (Ashton, 1984; Gibson & Dembo, 1984; Tschannen-Moran et al., 1998). Teacher efficacy was developed from two strands of research: Rotter's (1966) work on locus of control, and Bandura's (1977) self-efficacy theory (Tschannen-Moran et al., 1998).

Teacher efficacy was first discussed as a concept in studies conducted by researchers at the Rand Corporation (Armor et al., as cited in Silverman & Davis, 2009). The researchers referred to teacher efficacy in terms of locus of control, the degree to which an individual believes that the perceived cause of an intended outcome is within his or her control (Rotter, as cited in Silverman & Davis, 2009). Ashton (1984) expanded the concept of teacher efficacy to include the extent to which teachers feel they are capable of bringing about learning outcomes. Ashton identified two dimensions of teacher efficacy: general and personal. General teacher efficacy is the extent to which a teacher believes students are able to learn (Ashton, 1984). Personal teacher efficacy is the extent to which a teacher believes his or her students can learn under his or her instruction (Ashton, 1984).

Other researchers developed a link between teacher efficacy, as conceived by Rotter (1966) and implemented by Rand researchers, and Bandura's theory of self-

efficacy (Fives, 2003; Silverman & Davis, 2009). Gibson and Dembo (1984) created an instrument to measure teacher efficacy to assess outcome expectations (general efficacy) and efficacy expectations (personal efficacy). According to Gibson and Dembo, general teaching efficacy refers to teachers' expectations that teaching can influence learning. Personal learning is more specific in terms of the individual teacher's belief in what he or she can accomplish (Tschannen-Moran et al., 1998).

Tschannen-Moran et al. (1998) also used Bandura's (1977) theory of self-efficacy as a foundation to focus on efficacy as it pertained to teachers' beliefs in their ability to perform tasks related to teaching. Tschannen-Moran et al. (1998) defined teacher efficacy as "a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (p. 783). In a manner similar to Bandura (1977), Tschannen- Moran et al. (1998) cited sources of efficacy beliefs as mastery experiences, vicarious experiences, verbal persuasion, and physiological cues. Tschannen- Moran et al. contended that these sources pertain to cognitive processing, which leads to efficacy in teachers.

Self-efficacy is an essential element needed to continue working in teaching or any profession (Futernick, 2007). Similarly, teacher efficacy is essential to impact student achievement (Tschannen-Moran et al., 1998). Teacher efficacy as a belief is expected to guide teachers in their behaviors, decisions, and motivation with regard to teaching (Fives, 2003). The first years of teaching are critical to the development of self-efficacy and teacher efficacy (Darling-Hammond, 2010). Yost (2006) asserted that novice teachers should not have total responsibility for their professional development. Rather,

Yost contended that "measures should be taken to improve novice teachers' personal teaching efficacy" (p. 195).

Novice Teacher Attrition

Of the thousands of new teachers who enter U.S. classrooms each year, 40-50 % of them drop out of teaching within the first 5 years. This exodus of new teachers far exceeds the number of teachers who enter the profession each year (Darling-Hammond & Berry, 2006; Ingersoll & Merrill, 2010; Ingersoll & Smith, 2004). According to the NCES (2011), teaching has the highest attrition rates of any profession. Scherer (2012) maintained that 78% of the need for new teachers each year is from teacher attrition. However, some attrition is inevitable due to retirements, teacher dismissals, and personal circumstances such as spouses moving, pregnancy, or other reasons.

The national attrition rate for teachers is 6%; however, for novice teachers the attrition rate is about 15% (DeAngelis & Presley, 2010; Ingersoll, 2002, 2012; Ingersoll & Smith, 2004; Kardos & Johnson, 2007). According to Ingersoll (2001, 2012) and Kardos and Johnson (2007), nearly 40% of teachers exit the profession within their first 5 years on the job; over a fifth of teachers leave their positions within the first 3 years after entry; and 9% of teachers leave before they complete their first year in the classroom.

High attrition in the first few years of teaching has long been a problem. Darling-Hammond (2003) cited the first instance of teacher attrition when describing a mass exodus of teachers in 1947:

Teachers were leaving the profession in huge numbers due to low salaries and poor working conditions, which included overcrowded classes as well as parents

losing confidence in public education resulting in low morale. This is the first

time that America faced a teacher shortage. (p. 31)

In spite of this exodus, Darling-Hammond asserted that the first study on teacher attrition

did not emerge until the 1980s. The study, which addressed teacher turnover from the

1960s and 1970s, only encompassed one large urban school district from 1965 to 1974.

"Results indicated a 16% chance that a first-year teacher would leave education during

the 1965-1967 school years and these numbers almost doubled for the 1971-1974 school

years at 33%" (Darling-Hammond, 2003, p.31).

The new-teacher attrition rate in the United States has decreased from 33% in

1974 to 12% (NCES, 2011). The attrition rate data obtained from the teacher follow-up

survey administered by NCES included retiring teachers and teachers who were

dismissed, as well as *leavers*, those who voluntarily left the profession, and *movers*,

teachers who went from one school, district, or state to another (NCES, 2011). Of the

leavers, 39% said they left to pursue a better job or career, and 29% cited dissatisfaction

with teaching as a career or with their specific job as a main reason for leaving. Of the 29

% who listed job dissatisfaction as a major reason for leaving, more than three-fourths

linked their quitting to low salaries. Additionally, they cited discipline problems, lack of

support from school administration, poor student motivation, and lack of teacher

influence over school-wide and classroom decision-making (NCES, 2011).

Yost (2006) and Ingersoll and Perda (2013) suggested that novice teachers'

decisions to remain in their schools and in teaching are influenced by a combination of

intrinsic and extrinsic rewards they receive in their work. Intrinsic rewards include such

things as the pleasure of teaching children or teaching the subject matter one loves.

Extrinsic rewards include salary, benefits, and public recognition of one's accomplishments (Yost, 2006). There are several other reasons offered in the literature as to why novice teachers leave, including personal and organizational factors.

Personal Factors Influencing Novice Teacher Attrition

DeAngelis and Presley (2010) asserted that the personal factors that play a role in novice teachers' decision to leave the profession include (a) gender, (b) age, (c) race, (d) educational preparation, and (e) academic skills. Other researchers also cited one or more of these personal factors as influencing novice teachers to leave the teaching profession (Borman & Dowling, 2008; Feng, 2009; Ingersoll, 2001; Quartz, 2003).

Teaching is largely a female-dominated profession. In fact, 76% of U.S. teachers are female (NCES, 2013). Just as females outnumber males in the profession, so do they outnumber males in terms of leaving the profession (Keigher, 2010; MetLife, 2012; NCES, 2011). Quartz (2003) maintained that female teachers are more likely to leave the profession earlier than their male counterparts because of job dissatisfaction. Although females exit for issues related to job satisfaction, the predominant reason cited in the literature was to give birth or take care of a newborn (Borman & Dowling, 2008; Darling-Hammond, 2003, 2010; Feng, 2009; Ingersoll, 2001, 2012). Other reasons included marriage, relocation due to a change in a spouse's job, or a career change (Feng, 2009; Quartz, 2003).

Age is a factor in teacher attrition at both ends of the spectrum: young and not so young. Ingersoll (2012) and Quartz (2003) asserted that teachers who enter the profession at a young age (under 30 years) leave early, usually in the first 5 years. The majority of beginning teachers are young adults. The conflict between the roles of teacher and young

adult often leads new teachers to perceive that neither role is being given sufficient time and attention. This perception can lead to strong feelings of guilt and unhappiness and cause young teachers to exit the profession (Feiman-Nemser, 2012).

Conversely, Ingersoll (2001) stated that novice teachers who are near the traditional retirement age (over 50) are also more likely to leave. A meta-analysis by Borman and Dowling (2008) supported Ingersoll's (2001, 2012) assertion that teachers who are 51 years of age or older are nearly two and a half times more likely to quit teaching than teachers who are 50 or younger. Borman and Dowling also concluded that older teachers were more likely to leave because of the workload, and the younger teachers were more likely to leave because of salary or personal circumstances.

Race appears to factor into who enters and exits the teaching profession (Feng, 2009; Keigher, 2010). Although Whites account for 82% of the teachers in the United States, they do not have the highest attrition rates among novice teachers (NCES, 2013). According to the NCES (2013), African Americans represent only 7% of the total teaching force, but they make up the largest percentage of beginning teachers. Using the results of the 2008-09 Teacher follow-up survey conducted by the NCES, Keigher (2010) reported that 12% of U.S. teachers exit the profession during the first 3 years. Likewise, the largest percentage of new teachers leaving the profession is African American (NCES, 2013).

Preparation for novice teachers exerts more influence over the decision to leave the profession than educational attainment or ability. It appears that the more training novice teachers have, the more likely they are to remain in the profession. Novice teachers who lack adequate initial preparation are more likely to leave the profession

(Borman & Dowling, 2008; Darling-Hammond, 2003; Feng, 2009; Ingersoll & Smith, 2004; NCES, 2013). However, attrition rates among teachers with advanced degrees are reportedly higher than those of teachers without advanced degrees (Borman & Dowling, 2008).

Novice teachers who receive nontraditional certification are more likely to leave. The 2013 teacher follow-up survey (NCES, 2013) found that 29% of new teachers who were part of an alternative certification program and who had not had any student teaching experience, left within 5 years, compared with only 15% of those who had done student teaching as part of a teacher education program. The same study found that 49% of new teachers who participated in alternative certification programs left within 5 years compared with 14% of new teachers who completed traditional teacher preparation programs. New teachers recruited under alternative certification programs, designed to attract those who have subject area knowledge but lack a background in education fare even worse, with an estimated 60% of those who enter teaching by alternative routes leaving by their third year (Feng, 2009).

A few studies indicated that teachers of high ability are more likely to leave teaching or move from one school to another (DeAngelis & Presley, 2007; Scherer, 2012). According to DeAngelis and Presley (2007), the teachers who leave are usually in mathematics or science and they leave for more lucrative job opportunities, better working conditions, or the opportunity to move from a low performing to a high performing school. DeAngelis and Presley described high ability as measured by college entrance exam scores, degrees from highly selective colleges and universities, passing

certification exams on the first attempt, National Board certification, and advanced

degrees at entry to teaching.

Organizational Factors Influencing Novice Teacher Attrition

Gordon and Maxey (2000) asserted that many of the difficulties that novice

teachers encounter are organizational or environmental in nature; they are grounded in

the culture of the teaching profession and the conditions of the school as a workplace.

According to the researchers, the major reasons new teachers leave are (a) difficult work

assignments, (b) unclear expectations, (c) inadequate resources, (d) isolation, (e) role

conflict and (f) reality shock. "Reality shock is the collapse of the ideals formed during

teacher training and the beginning teacher's realizations about the world of teaching and

his/her lack of preparation for many of the demands and difficulties of the classroom"

(Gordon & Maxey, p. 5).

Other researchers expanded Gordon and Maxey's (2000) organizational factors

that influence teacher attrition to include (a) salaries; (b) administrative support; (c)

collegial collaboration; (d) high percentage of low-income, minority, or low performing

students; (e) school climate; and (f) discipline and safety and (g) student behavior (Boyd,

2009; Darling-Hammond, 2003; Feng, 2009; and Ingersoll, 2001). Of all the factors, six

appear to most influence novice teacher attrition: poor working conditions; lack of

collegial collaboration; high percentage of low income, minority, or low performing

students; discipline and safety; lack of administrative support; and low salary (Boyd,

2009; Boyd et al., 2011; Darling-Hammond, 2003; Ingersoll, 2001).

Poor working conditions. Regardless of the quality of academic training and the

success that is experienced in student teaching, novice teachers may become disillusioned

by poor working conditions (Ingersoll & Strong, 2011). If working conditions make it impossible for teachers to achieve the intrinsic rewards for which they entered teaching, they are likely to leave. Drago-Severson (2007) maintained that one's working conditions affect one's performance, and thus, the satisfaction derived from one's work. Likewise, Ingersoll & Strong (2011) asserted that when teachers feel demoralized, disrespected, and unsatisfied, their morale suffers and this affects their work.

Novice teacher follow-up surveys have long shown that working conditions play a major role in teachers' decisions to leave the profession or switch schools (NCES, 1998, 2003, 2011). Poor working conditions include school climate, work assignments, workplace conditions, unclear expectations, inadequate resources, lack of collegial support, excessive paperwork, and responsibilities and duties.

While other professions gradually increase the novice's work responsibilities over time, in the teaching profession, beginners start out with the same responsibilities as veteran teachers (Danielson, 2007, 2011). Sometimes, novice teachers are assigned more responsibilities than veteran teachers and are expected to perform all of their duties with the same expertise as experienced professionals (Darling-Hammond, 2003; Ingersoll & Perda, 2013). Gordon and Maxey (2000) also concluded, "New teachers are often given the most time-consuming and least rewarding assignments as well as larger classes, more difficult students, and more duties than experienced teachers" (p. 2).

Jones (2012) and Gordon and Maxey (2000), asserted that schools have formal expectations that are often new and unclear to beginning teachers. According to Gordon and Maxey, there are many informal rules and customs that are difficult for new teachers to learn. To further complicate things, different groups expect different things from

beginners. These conflicting expectations of administrators, other teachers, students, and parents contribute to novice teachers' confusion and dissatisfaction with the workplace. Novice teacher dissatisfaction is further exacerbated by other factors such as availability of resources (Boyd, 2009). Novice teachers often find their classrooms devoid of instructional resources and materials. The lack of resources and the need to use personal funds can lead to teachers leaving the school or the district.

High-poverty schools. There are various school and school district-based factors that influence novice teachers' decisions to leave. Novice teacher attrition rates are higher in schools with a high percentage of minority students (Feng, 2009). Conversely, suburban and rural schools have lower novice teacher attrition rates (National Commission on Teaching and America's Future, 2007; NCES, 2003; NCES, 2011). Similarly, teacher turnover is 50% higher in high-poverty schools than in low-poverty schools and new teachers in urban districts exit or transfer at higher rates than their suburban counterparts (Ingersoll & Smith, 2004; Ingersoll & Perda, 2013).

Some researchers contend that working conditions differ for teachers in high- and low-poverty schools (Darling-Hammond, 2003; Ingersoll, 2001). Commenting on the differences in working conditions in high-poverty and low-poverty schools, Darling-Hammond (2003) maintained, "Even though most teachers enter the profession for noble reasons and with great enthusiasm, many of those in urban schools know little about their students and find it hard to teach them" (p. 8). Darling-Hammond also noted, "Teachers working in low-poverty schools face fewer resources, poorer working conditions, and the stress of working with many students and families who have a wide range of needs" (p. 8). Novice teachers in these schools are often underprepared and unsupported to

handle the aforementioned challenges and therefore, leave the profession (Darling-Hammond, 2003; Scherer, 2012).

Discipline and safety. Other characteristics of the school environment, such as discipline issues and safety concerns also frustrate novice teachers and cause them to leave the profession. Hobson et al. (2013) surveyed 114 first-year teachers as to reasons why they would leave the profession. The teachers ranked student behavior as among the top three reasons, after lack of administrative support and low salary. An analysis of the data from the 2012 MetLife Survey of the American Teacher revealed that being in a school that has problems with student behavior or where teachers fear for their safety causes novice teachers to leave. Similarly, responses to the 2011 Teacher follow-up survey, administered by the NCES, revealed that new teachers who left after their first year reported that, in spite of their formal training, they did not feel adequately prepared for obstacles such as classroom management or student discipline (NCES, 2013). This feeling of inadequacy escalates when beginning teachers are assigned to teach the most difficult students or subjects in which they lack adequate preparation (Ingersoll, 2001, 2012; Ingersoll & Perda, 2013).

Lack of collegial collaboration. Novice teachers often suffer from emotional, professional, and social isolation. They are isolated in terms of their teaching, learning, and a collaborative culture that encourages reflection and experimentation (Ingersoll, 2012). Research by The Project on the Next Generation of Teachers (2009) revealed that new teachers want time during the school day to collaborate with colleagues, and more professional growth opportunities. According to the NCES (2013), when novice teachers are not provided the opportunity for collegial collaboration, they become dissatisfied.

Rowland and Gillespie (2005) and Ingersoll and Merrill (2010) contended that novice teachers often encounter difficulties as they transition from pre-service to first-year teaching. The teachers become frustrated because they are unable to implement practices learned at their universities (Rowland & Gillespie, 2005). They need support from fellow teachers, however, novice teachers do not always ask for help because they do not want to appear to be incompetent (Ingersoll & Merrill, 2010). Neither do they always receive assistance from colleagues even when it is apparent that the novice teacher is experiencing difficulty (Ingersoll & Merrill, 2010).

Lack of administrative support. The level of administrative support is also correlated to the development of novice teachers (Bandura, 1977; Boyd et al., 2011; Darling-Hammond, 2003; Hobson et al., 2013). Unclear principal expectations of novice teachers and the lack or poor quality of principal support of novice teachers are frequently cited as problems for novice teachers and as reasons some leave the profession (Alliance for Excellent Education, 2008; Anhorn, 2008; Ingersoll & Smith, 2004; NCES, 2011, 2013). Results from the teacher follow-up survey administered by NCES (2011) indicated that approximately 40% of the teachers who moved from one school to another reported the lack of support from administrators as the reason for their transfer (NCES, 2011). Likewise, Hobson et al. (2013) reported that one-fourth of 114 first year teachers listed issues related to administrative support as the top reason for leaving the profession.

Johnson (2006) and Kardos (2005) asserted that the level of support for novice teachers is determined by the professional culture of the school. Johnson suggested that principals have a major influence on a new teacher's decision to stay or leave. In a manner similar to Johnson (2006), Kardos (2005) contended that new educators become

disheartened quickly and need a sense of accomplishment or success in order to remain in the field of education. Therefore, a school's professional culture and supportive methods can encourage new teachers to stay and improve the school and hence student academic performance. Without adequate support, only the strongest and most determined teachers survive their first year of teaching (Fantilli and McDougall, 2009).

Low salary. Because the starting salary for teachers is often lower than the salaries of other professions, many college graduates do not choose to enter teaching and many novice teachers eventually leave (Darling-Hammond, 2003; NCES, 2011). The teacher follow-up survey of novice teachers hired from 2007 to 2010 revealed that low salary was one of the major determinants of teacher attrition, ranking just behind working conditions (NCES, 2011). Conversely, Feng (2009) concluded that salaries have more of an impact on a novice teacher's decision to change districts rather than leave the profession all together. According to Feng, new teachers in districts that pay higher salaries are less likely to leave than teachers in districts that pay lower salaries. Rather, teachers are more likely to leave when they work in districts that offer lower wages and when their salaries are low relative to alternative wage opportunities, especially teachers in high-demand fields like science and mathematics. Novice teachers' feelings about poor working conditions, lack of support, and low salary are strongly related to their reasons for leaving (Darling-Hammond, 2003, Hobson et al., 2013; Ingersoll, 2001, 2002, 2012). However, there is evidence in the research that a collegial work environment, support from administration, and self-efficacy encourage novice teachers to remain in the profession (Darling-Hammond, 2003; Hobson et al., 2013; Ingersoll, 2001, 2012; Kardos, 2005; Wong, 2001). As Boyer and Hamil (2008) asserted, while there is no "one size fits

all" solution, there are steps that can be taken to ensure that beginning teachers do not leave the profession prematurely (p. 8).

Novice Teacher Retention

More than one third of beginning teachers leave the profession within their first 3 years (Alliance for Excellent Education, 2007; Boyd et al., 2011; Ingersoll, 2012). This translates to approximately 157,000 teachers leaving every year (Alliance for Excellent Education (2008). When the estimated 232,000 teachers who change schools for better working conditions or for wealthier, higher performing schools are factored in, these leavers and movers account for 12% of the total teacher workforce and 5% of the teacher attrition rate (Alliance for Excellent Education, 2008; Boyd et al., 2011). Ultimately, if new teachers are dissatisfied with their jobs it will affect their decision to remain in teaching (Boyd et al., 2011; Darling-Hammond, 2003; Ingersoll & Smith, 2004; Ingersoll & Strong, 2011; Kardos, 2005). This assertion was verified in the NCES Teacher follow-up survey analysis of teacher attrition wherein novice teachers identified several factors that caused them to become dissatisfied with teaching and, therefore, to leave education. Darling-Hammond (2003) asserted that understanding why teachers leave is the first step to getting them to stay.

Interestingly, some of the variables that impact novice teacher attrition also impact retention. Collegial collaboration and administrative support may contribute either to novice teachers' decisions to leave or their decisions to stay (Ingersoll & Perda, 2013). Additionally, another variable that impacts novice teachers' decision to stay has been resonant in the literature -- self-efficacy. According to Boyd et al. (2011), regardless of the hardships they endure, many novice teachers remain in education because of their

belief that what they are doing is important and that they are making a difference in the lives of their students (Futernick, 2007; Keough, Garvis, Pendergast, & Diamond, 2012).

Collegial collaboration. A supportive work environment is crucial to the professional growth and development of novice and veteran teachers (Kardos & Johnson, 2007; Ingersoll & Perda, 2013; Darling-Hammond, 2003, 2010). Research shows that professional experiences and support from colleagues factor into the decision to remain in education. Data from the MetLife Survey of the American Teacher revealed that 44% of teachers responded that their time to collaborate with colleagues was inadequate. Similarly, 72% of respondents said that their school or district did not provide adequate opportunities for professional development. According to MetLife (2012), "These factors are associated with an increased likelihood to leave teaching: (p. 19).

Support from administrators. Administrators play an important role in developing novice teachers. Positive perceptions of administrative support can cause novice teachers to remain in teaching (Darling-Hammond, 2003, 2010; Fantilli & McDougall, 2009). Conversely, lack of support from administrators influences teacher attrition, (Boyd et al., 2011; Ingersoll & Perda, 2013; Roberson & Roberson, 2009). According to Roberson and Roberson (2009), administrators must focus on providing an environment where new teachers are supported through professional development and collegial learning opportunities. Drago-Severson (2007) and Ingersoll and Perda (2013) asserted that administrators can demonstrate support for novice teachers by providing mentoring or other induction programs.

Yost (2006) and Roff (2012) conducted case studies of novice teachers to examine factors that influenced teacher retention. Both researchers concluded that

administrative support played a significant role in the novice teachers' decisions to remain in teaching. The support and attention to the new teachers' needs included things such as allowing common planning time for new teachers and their mentors, granting professional leave to attend conferences, and meeting regularly with the new teachers to discuss concerns, answer questions, or voice their opinions about their working environment and experiences. Yost (2006) maintained that there is an important link between a teacher's sense of being successful, satisfaction with work, and retention. Novice teachers choose to stay at schools where sustained and consistent supports are in place and where they can grow in their profession over time (Darling-Hammond, 2003, 2010). However, when novice teachers do not feel supported, they tend to leave the profession.

Implications

Teaching has long been one of the largest occupations in the United States, accounting for approximately 5% of the civilian work force (Locklear, 2010; NCES, 2013). However, the turnover rate for teachers is consistently higher than many other occupations in the nation, and this factor is causing an inability to maintain high quality teachers in the classroom (Ingersoll, 2001, 2012). Examining teacher attrition at local schools in a given region may uncover factors that can be addressed to improve working conditions, job satisfaction, self-efficacy, and novice teacher retention rates.

This project study revealed valuable information on the kind of support that is more helpful in the early years of teaching to increase teacher efficacy. As a result of examining novice teachers' perceptions of existing support and needed support at the research school, I will develop a 1-year professional development project to help the

novice teachers improve their instructional practice. The project has the potential to improve the quality of instruction, student achievement, and novice teacher retention. The findings from this project study may provide valuable information to educators and policy-makers for identifying novice teacher needs; providing support to novice teachers; and structuring new, or improving existing, novice teacher support programs. These improvements may promote social change by providing novice teachers with a positive, nurturing work environment (Roff, 2012). Ultimately, providing such support may influence novice teachers' decisions to remain in teaching.

Summary

This section introduced the problem and the rationale for the problem and the project study. The section also defined special terms associated with the problem, discussed the significance of the problem, and presented the research questions to guide the project study. Following the introduction of the theoretical framework and a review of the literature relevant to the problem, the section concluded with implications for possible project directions and a summary. Section 2 discusses the methodology to be employed for the study, identifies participants, and explains data collection and data analyses.

Section 2: Methodology

Introduction

In this project study, I examined the perceptions of eight novice teachers at an urban high school in one of the largest school districts in a Southeastern state, regarding the support received at the school. The purpose of the study was to (a) to identify the factors that contributed to novice teacher retention at the study school, and (b) to examine effective strategies to support novice teachers at the school. This study included a qualitative approach to describe and interpret the phenomena from the perspective of the novice teachers (Creswell, 2012).

Qualitative Design and Approach

Given the naturalistic nature of the project study, a qualitative approach seemed more appropriate for collecting data to address the research questions (Patton, 2002). I selected the case study design because it allowed the novice teacher participants to provide their own accounts of their induction experience. Additionally, it allowed me to collect data to understand the support received or needed from the novice teachers' perspectives.

I considered the five major designs of qualitative research: biography, case study, ethnography, grounded theory, and phenomenology (Creswell, 1998, 2012, 2012). Although each of the traditions uses interviews as a source of data collection, the focus of each tradition varies. Biography explores the life of a single individual and presents a detailed picture of the individual's life (Johnson & Christensen, 2004; Creswell, 1998, 2013). Because I wanted to focus on several individuals, biography was not appropriate for this study.

Ethnography focuses on describing and interpreting a cultural or social group (Creswell, 1998, 2012). According to Creswell (1998), ethnography requires researchers to find a cultural group to which one is a "stranger" (pp. 112-13). I did not select ethnography because of familiarity with the novice teachers at the research school, which is where I work.

A phenomenological design is used to understand the essence of experience about a phenomenon (Creswell, 1998, 2013). This design involves collecting data using a long interview protocol to describe one or more individuals' experience of the phenomenon (Creswell, 1998, 2013). Additionally, in phenomenological research interviews, after the first question, subsequent questions are guided by the response of the interviewee, with a focus on the phenomenon being researched (Creswell, 2012). Although this study addressed the perceptions of novice teachers regarding induction processes at their school, the interview protocol consisted of 10 semistructured questions. Because of the brevity of the semistructured interview protocol, I did not select phenomenology.

Grounded theory research is used to build substantive theory about real world situations (Merriam, 2002). The method requires the researcher to "derive a general, abstract theory of a process, action, or interaction 'grounded' in the views of the participants" (Creswell, 2008, p. 13). Data collection in grounded theory research usually involves interviews with 20-30 individuals to achieve saturation in categories and develop a theory (Creswell, 2008). Additionally, grounded theory research requires advanced research competence and extensive time because "theory must be developed through an interactive process of data analysis and theoretical analysis" (Merriam, 2002, p. 8). Three factors contributed to my decision not to use the grounded theory design.

First, this was my first time conducting research. Second, the sample only included eight novice teachers. Third, the time frame for the project study was 6 weeks. Therefore, due to my inexperience with research, the small sample, and the limited research frame, the grounded theory design was not selected.

Because the central purpose of the study determines the choice of methods (Creswell, 2008), I selected the case study design as most appropriate for this qualitative study. According to Creswell (2008) and Merriam (2002), the choice of a case study approach is a way to gain understanding of a situation (case) through the collection of in-depth data using an inquiry process rather than outcome process of the research. Similarly, Yin (2009) asserted that "as an empirical inquiry, a case study investigates a contemporary phenomenon within its real life context especially when the boundaries between phenomenon and context are not clearly evident" (p. 13).

Merriam (2002) maintained that "the single most defining characteristic of case study research lies in defining the object of study: the case" (p. 27). According to Merriam (2002), a case is "a phenomenon that is inherently bounded, with a finite amount of time for data collection, or a limited number of people who could be interviewed or observed" (p. 27). Using Merriam's (2002) definition, I chose a case study to examine the perceptions of eight novice teachers regarding support at their school. The case being studied was novice teachers and the phenomenon was perception of support. The case was bounded by 4 weeks of data collection from January 5, 2015 to February 5, 2015 at the research school.

Participants

Because qualitative inquiry is used to understand the meaning of a phenomenon from the perspectives of the participants, Merriam (2002) maintained that it is important to select a sample based on the purpose of the research and from which the most can be learned. Merriam called this process purposive sampling, a form of nonprobability sampling, wherein the researcher makes decisions concerning the individuals to be included in the sample. I selected novice teachers in their first to fifth year of teaching because they had knowledge of the research issue (Merriam, 2002).

The original aim of this project study was to use a purposive sample composed of novice teachers from two schools in the study school district. However, because I was unable to access the novice teachers at one of the schools to introduce the project study, the actual sample did not include novice teachers from that school. Specifically, I was unable to access the novice teachers because I could not confirm a meeting date with the principal. Although the principal had given me verbal permission to conduct the study at the school, repeated attempts by phone, intraschool mail, email, and in person to arrange a meeting with the novice teachers yielded no results.

On January 13, 2015, I met with the principal at the school, who agreed to allow me to address the novice teachers at a staff meeting on January 21, 2015. When I reported to the school, the principal informed me that he had a guest presenter from the State Department of Education; therefore, I could not meet with the novice teachers. When I requested another date, the principal asked me to send him an email with all the details of the study so that he could forward the information to the novice teachers. In spite of my

compliance with the principal's request and subsequent attempts at contact, the principal did not allow me to meet with the teachers.

The lack of participants from that school meant that all of the participants in this qualitative study were from one school. However, the study still involved novice teachers and their perception of the support provided them at their school. According to Creswell (2007), "one general guideline in qualitative research is not only to study a few sites or individuals but also to collect extensive detail about each site or individual studied" (p. 126).

After receiving permission in December, 2014, from the principal at the research school and the Walden University IRB (Approval number 0376646), I began data collection and analysis activities for the project study (see Appendix B). I met with novice teachers at the research school to discuss the project study. I discussed confidentiality and informed the novice teachers that participants would be allowed to review a summary of the transcribed interviews to verify the accuracy of the information. Prior to soliciting the voluntary consent of the novice teachers, I allowed time for questions. One teacher asked if the study was supposed to be just for first-year teachers. I responded that the target sample for the study was first- through fifth-year teachers.

At the conclusion of the meeting, I distributed the informed consent for participation form (see Appendix C). The informed consent form included the purpose of the study, the steps to be taken to maintain privacy and confidentiality, and information regarding the participant's right to withdraw from the study at any time. I asked the novice teachers to return the consent forms within 2 days through the school's interoffice mail. I received a total of six informed consent forms within the requested time frame. I

sent a reminder email to the two novice teachers who did not return the consent forms. The next day, I received informed consent forms from the two teachers.

To maintain confidentiality and facilitate clarity in data analysis, I assigned numerical identifiers to each participant. As I retrieved the consent forms, a number from one to eight, in chronological order, was placed in the top right hand corner of the consent form. I created individual research file folders for each participant and placed the informed consent forms in the respective participant folder. The names of the participants and their identifier numbers were placed on a list to serve as the participants' roster for the study. I saved the list on a flash drive with a protected password and secured the written list, the individual research file folders with the informed consent forms, and the flash drive in a locked file cabinet in my home office.

Table 2 presents the participants according to information from Section I of the survey. All of the participants were African-American. Two of the teachers were in their first year of teaching. The others were in their second to fifth year. With the exception of one male, all of the novice teachers were female. There was an equal distribution of teachers with bachelor's and master's degrees. There was also an equal number of novice teachers who were certified through college or university teacher preparation programs and novice teachers who completed alternative certification programs. Five of the teachers were 26-34 years old, two were 18-25 years old, and one was 41-45 years old.

Table 2

Demographic Characteristics of Participants

Participant	Gender	Age Range	Education	Certification	# Years Teaching
1	Female	26-34	Bachelor's	College	2
2	Female	18-25	Master's	Alternative	3
3	Female	18-25	Master's	College	3
4	Male	41-45	Bachelor's	Alternative	4
5	Female	26-34	Master's	College	1
6	Female	26-34	Bachelor's	Alternative	5
7	Female	26-34	Bachelor's	College	1
8	Female	26-34	Master's	Alternative	5

Data Collection

Following Merriam's (2002) guidelines, I selected two methods of data collection for this study: interviews and a survey. Both methods allowed me to gain in-depth information from the novice teachers within a limited time frame. Both included questions about support received or needed by the novice teachers. However, the survey also asked for demographic information.

I used previous literature on novice teachers to develop survey and interview questions to address the research questions. The survey and interview questions were designed to solicit the novice teachers' thoughts and feelings about support at the school. Using guidelines for question development espoused by Bernard (2002), Gall, Gall, and Borg (2003), and Patton (2002), I designed the survey (Appendix D) and the interview questions (Appendix E) to address the research questions. Although they were worded

differently, the interview and survey questions addressed the same constructs. The questions assessed the novice teachers' perceptions of support.

For the purpose of this study, I used a combination of structured and semistructured interview approaches espoused by Bernard (2002). The structured approach was used in the first part of the survey to gather sociodemographic data (e.g., age, gender, ethnicity, degrees obtained, certification, number of years teaching, and grade or subjects taught). The semistructured approach was used for questions in the second part of the survey and in the interview questions. The semistructured approach allowed the novice teachers to express their personal ideas without constraints. It also ensured a level of consistency from one interviewee to another while providing each interviewee the freedom of expression. Using semistructured survey and interview questions with each participant supported reliability of the data collection method (Yin, 2009).

I engaged a peer reviewer, a female educational leadership consultant with a doctorate who was knowledgeable of qualitative research interview design, to review the survey and interview questions. I met with the peer reviewer in the library conference room at the research school in January, 2014. The purpose of the meeting was to discuss the project study to examine the survey and interview questions for clarity and relationship to the research question constructs. The peer reviewer agreed with the format and content of the survey questions. However, she suggested changes to three of the interview questions.

The first part of the data collection process involved the completion of the researcher-designed survey. The survey was divided into two parts: Section I and Section

II. Section I contained seven structured questions, and Section II contained five

semistructured, open-ended questions. The purpose of Section I was to gain demographic

information and information about the novice teachers' educational backgrounds and

grade/subject assignment. The purpose of Section II was to examine the novice teachers'

perceptions of the support received during their first year of teaching.

The questions in Section II of the survey explored the novice teachers' thoughts

or feelings regarding (a) reasons for becoming a teacher, (b) perceptions of the school's

support, (c) rationale for leaving the field [if leaving], (d) rationale for remaining in the

teaching profession [if staying], (e) perceptions of obstacles for first-year teachers, and (f)

suggested initiatives to retain teachers. Table 3 illustrates the relationship between the

survey questions and research questions.

Table 3

Relationship between Survey Questions and Research Questions

Survey Question	Research Question
1	1, 2
2	1, 2
3	3
4	1, 3
5	3

On January 9, 2015, I distributed the survey by way of the school's interoffice

mail to the eight study participants. I included a note requesting that the survey be

returned by way of interoffice mail within 3 days using the enclosed self-addressed

envelope. Five of the participants returned the surveys as requested. I emailed

participants for whom surveys had not been received, and subsequently received the

surveys.

Prior to placing each survey in the respective individual file folder, I created a spreadsheet for the information from the first section of the survey. Subsequently, I created individual participant transcripts of the responses to the questions in the second section of the survey. The transcripts were saved onto the password-protected research file flash drive. I secured the hard copies of the surveys and the flash drive in a locked, fireproof file cabinet in my home office that could only be accessed by me. All of the survey data will be stored in the file cabinet for a period of 5 years.

The second part of the data collection process involved one-on-one interviews with the novice teachers. The interview guide consisted of 10 semistructured), open-ended questions (see Appendix E). Questions 1 through 9 examined the novice teachers' thoughts, feelings, and interpretations about support, challenges faced their first year, and perceived needs. Specifically, the questions focused on the kinds of support new teachers felt they needed and how they perceived the support received at their school. The questions also probed into the novice teachers perceptions of the impact of the support received on their professional growth and their decision to stay in the teaching profession. Additionally, the interview questions examined two variables from the research regarding the school: collegial collaboration and administrative support. The last interview question allowed participants to address anything that they desired that was not covered in questions one to nine.

During the aforementioned meeting in January 2014, the peer reviewer offered suggestions for changes to three of the interview questions - numbers 4, 5, and 6. Question 4 originally was worded, "What kind of collegial support did you receive?" The peer reviewer suggested changing the question to specifically address how the novice

teacher felt collaborating with other teachers had helped the novice teacher to grow professionally. Question 5 was originally worded, "How was administrative support?" The peer reviewer suggested asking the novice teachers exactly how they felt that they were supported by administrators. Question 6 was originally worded, "How has the professional development training at your school been beneficial to you as a teacher?" The peer reviewer suggested asking the novice teachers to identify the specific professional development that they felt helped them to become more effective teachers. I modified the three interview questions as recommended by the peer reviewer. The correlation of the interview questions to the research questions and the literature is reflected in Appendix F.

In addition to the changes to the three interview questions, the peer reviewer suggested adding some *icebreaker* questions at the beginning of the interview. Working with the peer reviewer, I developed the following *icebreaker* introductory questions:

1. How long have you been teaching?
2. Why did you decide to teach?
3. Are you teaching the grade or subject that you wanted to teach?
4. What do you find most rewarding about teaching?
5. What do you find least rewarding about teaching?
6. On a scale of one to five, with five being the highest and one being the lowest, how would you rate the success of your first year of teaching?

Because these questions did not have a direct correlation to the research questions, the participants' responses to these introductory questions were used, in conjunction with the information from the first section of the survey, to develop the participant introductions.

I scheduled one interview per day, 4 days per week, on Monday through

Thursday. I allowed sixty minutes for each interview. From January 19, 2015 to January

29, 2015, I conducted the semistructured) interviews in the conference room of the

school's media center. The room, which was decorated with plants and framed

motivational sayings, was located in a secluded, far corner of the media center. I chose

the conference room because it was soundproof and had five small, round tables with

four comfortable chairs each, allowing for privacy, proximity to the participant, and

space for a laptop. Table 4 reflects the schedule for the one-on-one interviews.

Table 4

Novice Teacher Interview Schedule

Participant	Date	Start Time	End Time	Length
1	1/19/2015	3:45	4:22	37 minutes
2	1/20/2015	4:00	4:35	35 minutes
3	1/21/2015	3:45	4:16	31 minutes
4	1/22/2015	4:00	4:34	34 minutes
5	1/26/2015	3:45	4:21	36 minutes
6	1/27/2015	4:00	4:39	39 minutes
7	1/28/2015	3:45	4:16	31 minutes
8	1/29/2015	4:00	4:37	37 minutes

Although I allowed 60 minutes for each interview, the average interview time was 35

minutes.

To assist in the interviewing process, I developed an interview protocol (see

Appendix G) to accompany the interview guide (Merriam, 2009). Before beginning each

interview, I introduced myself to the participant and explained the purpose of the study.

Once I started the interview, I asked the interview questions in the same order for each

participant. If I was not clear on the meaning or intent of a particular response, I asked a

follow-up question to clarify the participant's response or to provide deeper insight (Yang, 2009).

Although a laptop computer with a microphone and a digital recording program was used to record the individual interviews, I also took notes in a journal, to describe voice inflections, facial expressions, body language, or other relevant actions; for the purpose of asking follow-up questions; and in case of problems with the digital recorder (Creswell, 2008). A reflective log was also used to note any opinions, thoughts, or biases on the part of the interviewer (Merriam, 2002). I listened to each audio recording at least three times in order to be as accurate as possible in the transcription. I saved each transcript as a separate Microsoft Word file. As a back-up, I also stored the transcripts on a password-protected flash drive.

On January 26, 2015, I emailed each of the participants from the first week's interviews a copy of his or her interview transcript to review for accuracy. The email included a request for the participants to return the transcripts with corrections in red within 3 days. I also requested that the participants return the survey and type APPROVED on the subject line, to indicate that no changes were necessary, if they felt the transcript was an accurate representation of their interview. Similarly, following the second week's interviews, I emailed each of the participants from the second week's interviews a copy of his or her interview transcript to review for accuracy. The email included a request for the participants to return the transcripts with needed changes in red within 3 days. I also requested that the participants return the survey and indicate, APPROVED on the subject line to indicate that no changes were necessary if they felt the transcript was an accurate representation of their interview. I received all of the

transcripts by the requested date. None of the participants had additions or deletions to the interview transcripts. All indicated APPROVED in the subject line when they returned the interview transcript. A sample of a participant interview transcript is included as Appendix H.

I maintained a journal from the beginning to the end of the data collection process in order to have a record of all activities. The journal contained the name and numerical identifier for each participant, the dates of distribution and receipt of informed consent forms and surveys, and anecdotal notes from the interviews. Throughout the research process, I also kept reflective notes of personal thoughts. Additionally, I set up individual participant folders for the informed consent forms and surveys and created a password-protected computer filing system to organize the survey and interview transcripts. I secured all data, including audio recordings, surveys, interview transcripts, and journal and reflective notes in a locked file cabinet in my home office.

Role of the Researcher

My personal and professional interest in the growth and development of novice teachers and my concern over the high novice teacher attrition rate at my school prompted this project study. My role in this project study was to (a) secure participants for the project study, (b) establish the interview protocol and create the interview guide, (c) conduct the face to face interviews, (d) develop the survey, (e) distribute survey to the novice teachers, (f) analyze data from the interviews and survey, and (g) interpret and report findings. During the time of this research, I was in my twenty-first year as a teacher. I had taught mathematics at the research school for 11 years. I had served in a

leadership position at the school as chairperson of the Mathematics department. Additionally, for the past six years, I served as a mentor to novice teachers at the school.

Although I worked at the research school with the novice teacher participants, contact with the teachers was limited to project study activities. Therefore, my position at the school did not likely affect data collection. During the time of the project study, I did not supervise or mentor the novice teacher participants. Aside from securing participants and collecting data for the project study, I had limited contact with the novice teachers. Furthermore, I arranged for the novice mathematics teachers to be under the supervision of the mathematics instructional coach. To avoid prolonged participation, I limited total contact with individual participants to under 2 hours. The only face-to-face contact was during the meeting to introduce the project study and the one-on-one interviews. The brevity of the project study and the limited interaction with participants prohibited instrument change.

To further minimize researcher presence, I used email and interoffice mail to maintain contact with participants. Thus, the possibility of "going native" was minimal. I electronically documented all responses to survey and interview questions and maintained a journal of field notes. Additionally, I used a peer debriefing process to review the coding development process for data analysis, and to ensure the credibility of the research by reducing the bias of a single researcher.

Data Analysis

I began the data analysis process for this project study on January 15, 2015 with the receipt of the surveys, and continued through March 2015. I transcribed the survey and interview responses for each novice teacher into a Microsoft Word

file named with the identifier number of the teacher. After reading through the data at least twice, I divided the responses for each question into categories (Creswell, 2007; Yin, 2009). As suggested by Christensen (2008) and Creswell & Plano-Clark (2007), I assigned codes based on the number of categories mentioned by the participants in the interviews and survey responses.

I used different-colored highlighter markers to designate the various categories. I then summarized and sorted the comments to reduce overlap and redundancy of codes, grouping the codes into themes or broad categories. Comments that did not appear to be similar were placed into a miscellaneous category. After identifying the categories, I compared the data within each case and across cases. I placed the codes used for the various topics or units of meaning and the frequency of their appearance across the data sets in a table (See Appendix J).

After initial coding, I used the constant comparative approach (Christensen, 2008) to continually code similar or different categories between participants. The units representing each individual novice teacher's thoughts were compared and contrasted with the units representing other novice teachers' thoughts for each question. Each case file was read several times to check for possible missed categories and to establish saturation (Creswell, 1998, 2012). Once the categories were developed and the units sorted into each of the categories, I compared and contrasted the names of the categories, to determine the extent to which themes emerged from a combination of categories (Creswell & Plano-Clark, 2007). After all the data was categorized, I asked the

aforementioned peer reviewer to analyze the raw data to make sure that I had grouped the data appropriately. I compared the peer reviewer's analysis to my categories and themes. Then, I discussed the differences in the analyses with the reviewer until we reached consensus about the categories and broad themes.

Once the categories and themes were established, I organized the data to address the research questions (Creswell & Plano-Clark, 2007). Next, I created a Microsoft Excel spreadsheet to note emergent themes to answer the research questions. Finally, I formed generalizations and conclusions, and used rich, thick description to represent the findings (Merriam, 2002) in narrative form. I used two systems to keep track of data for the study—coding and journaling. Through the use of a research journal, I was able to record dates, times, and actions taken during the research process. I noted participant information regarding informal consent forms; numerical identifiers; survey distribution and receipt; interview schedules, transcripts, and notes; member checking process; and data analysis.

Throughout the data review process, I also maintained a separate, reflective journal to note personal thoughts, beliefs, and assumptions. The reflective journal enabled me to put aside personal knowledge and experiences to focus more acutely on the participants' experiences from their perspective. The literature supports the use of a reflective journal to avoid superimposing the researcher's thoughts onto the participants (Creswell, 2012).

Findings

The categories and themes identified from the analysis of the interview and survey responses aligned with the literature review presented in section 2. Table 5 reflects the categories and themes identified in the data analysis.

Table 5

Categories and Themes Identified in Data Analysis

Categories	Themes
Mentoring Relationship	Selection criteria for mentors
	Need for confidentiality
	Reduces isolation
	Assistance with discipline problems
	Pedagogical guidance
	Emotional support
	Instructional strategies
	Problem solving
	Lesson plan support
	Help with classroom management
Guidance and Support	Collaboration with content area teachers
	Grade level meetings
	Shared experiences with other novice teachers
	Shared materials and resources
	Assistance with lesson planning
	Instructional strategies
Reasons for remaining in education	Passion for teaching
	Mentor support
	Love for students
	To make a positive impact on students
	Guidance and support from colleagues
Desired support and strategies	Frequent interaction with administrators
	Common planning time with mentors
	Planning and organization/time management
	Mentor selection/assignment criteria and training
	Lesson planning
	Collegial collaboration
	Locating materials and resources
	Observations and feedback
	Classroom management
	Communication with parents

Four predominant themes emerged: the importance of having a mentor, guidance and support, professional development, and opportunities for collaboration. These themes are

presented as related to the research questions that guided the project study. Examples of participants' statements in support of the emergent themes are included.

Research Question 1

The research question addressed novice teachers' perceptions of support at their school. Overall, the novice teachers felt supported at the research school. They described the support received in terms of mentoring and guidance. However, when commenting on the support that contributed to their professional growth, the novice teachers overwhelmingly pointed to the mentoring relationship.

Importance of having a mentor. The novice teachers spoke positively about their mentor teachers and of the importance of having someone to help them, encourage them, and offer feedback to them. The novice teachers indicated that the mentor teachers helped them to acclimate to the myriad responsibilities of being a teacher, suggested instructional strategies, and assisted them in solving problems. The teachers also stated that they received emotional support as well as pedagogical guidance from their mentor teachers.

Commenting on the mentoring relationship, Participant 1 remarked, "My mentor teacher was like a second mother to me, always checking to see how I was doing, if I understood everything, if I had any questions." Likewise, Participant 3 said, "I had a mentor who came in and checked on me from time to time. I was always able to get help if I needed, or to ask questions about certain matters." Participant 7 offered similar support for the importance of having a mentor:

> I never had to worry about how to do lesson plans, she showed me how to do everything. She had everything, she pretty much walked me through the things

that I struggled with before I even had to get in front of the students, helping me

to stay prepared and keeping me organized. It took off a lot of pressure. It's

always good to have someone to bounce ideas off of and come up with new ideas,

so it's definitely been a tremendous help.

The teachers attributed their growth from student teacher to professional to the tutelage of

their mentors. They also credited their mentors with enabling them to not only survive

their first year, but to thrive.

Guidance and support. In addition to their mentors, the novice teachers

indicated that they received guidance and support from various sources. The teachers

mentioned administrators, academic coaches, other teachers, students, and alternative

certification programs. For example, Participant 1 commented, "The feedback from my

co-teacher, administrator, and students helped me become a better teacher." Another

teacher, Participant 3, named specific colleagues who provided assistance: "The

department chair and academic coach constantly checked on me periodically and were

willing to assist me if I was struggling. The academic coach always offered me strategies

that ranged from classroom management to instruction."

Overall, the novice teachers indicated that they felt supported by administrators.

However, they described assistance from assistant principals more often than assistance

from the principal (Participants 1, 2, 3, 5, and 6). Participant 3 stated, "On the assistant

principal level, I feel like they've been a lot more supportive just checking on us."

However, she added that the principal provided support if approached: "With the

principal, if I have an issue I can go to him present my problem and he'll usually try to

come up with a strategy; so I think the administration provides a lot of support if you

ask." As to the kind of support received from administrators, the participants' responses including problem-solving, locating materials and resources, and assistance with discipline issues.

The novice teachers also stressed how beneficial it was to be surrounded by other colleagues from their subject-area departments and grade level teams. According to the novice teachers, these individuals shared materials and resources, and provided assistance with lesson planning, instructional strategies, curriculum mapping, and classroom management. Through observation, interaction, and reflection, the novice teachers learned from these colleagues.

Research Question 2

The second research question examined the support structures that the novice teachers perceived to be beneficial. Three predominant themes emerged from the research data. These themes were the importance of having a mentor, guidance and support, and opportunities for collaboration.

Importance of having a mentor. All of the novice teachers indicated that having a mentor was the most beneficial support provided during their first year. The novice teachers described the different ways in which the mentor teachers contributed to their growth and development and helped them adjust to the school. They repeatedly related how valuable it was to just have someone with whom they could share problems or concerns. They also emphasized how the mentor teachers shared instructional strategies, kept them focused, and helped with classroom management.

One novice teacher, (Participant 5) commented, "I don't know what I would have done without my mentor. In addition to having someone to talk to, my mentor helped me

plan lessons, gave me instructional strategies, answered my questions, provided resources, and helped me handle discipline problems." Another novice teacher (Participant 2) remarked, "The mentor pairing was very good. My first year, I was in Teach for America, so I always had a mentor to go to, observe me, and tell me what I could have done better or what I did really well."

Guidance and support. The novice teachers also valued the guidance and support received from their non-mentor colleagues. As with the mentors, the novice teachers attributed their professional growth and development to association with other individuals at the school, whether teachers of the same subject, teachers within their respective department, or resource personnel. Offering her view of the value of collegial guidance, Participant 5 declared, "Talking to different teachers regardless of their content area, that's one thing I do a lot. I talk to teachers and just really get down to their practices, giving me a broader understanding of how veteran teachers handle different things." Other novice teachers addressed the importance of having someone with whom to share and exchange ideas, and to keep them focused:

Participant 1: I could go to them to ask them how they would handle situations or how could I better explain a lesson.

Participant 3: Although they didn't teach math, we all taught a grade level. Most of them had already been there for a while, so school wide stuff we had to do, they would make sure I knew how to do it, got all the forms.

Participant 4: It gives me another perspective on things, just seeing how other people run their classrooms or like the curriculum, different ways I can teach

something or activities I could do. Just having an extra mind and not having to do it all on your own.

The novice teachers also deemed the support provided by administrators as beneficial. They indicated an appreciation for the administrators' willingness to address their concerns, and their assistance in obtaining needed resources. However, overwhelmingly, the novice teachers expressed appreciation for administrative support as applied to assistance with classroom management and discipline. The following are sample comments regarding support from administrators:

Participant 2: Whenever it's something particular I need as far as materials or if it's behavior management, I am able to access them easily and let them know my matter, my issues, and my concerns.

Participant 5: They have been very supportive. You always hear horror stories but I really do like this school. I don't feel judged. There's an understanding that I'm new and of course I'm held to an expectation but I'm still helped, and it's understood that I'm going to make minor mistakes.

Participant 6: Helping with the children that have discipline problems; that's been the biggest thing and the biggest help because if you have to worry about behavior you can't really focus on the teaching.

Opportunities for collaboration. The overwhelming sentiment of the novice teachers was that the best way to learn how to teach is to watch someone with experience. They mentioned the opportunities for collaboration provided through co-teaching, as well as departmental, team, and grade-level meetings. They also addressed how collaboration with other teachers helped them with school rules, routines, and procedures; lesson

planning; instructional strategies; and classroom management. According to the teachers, being able to work with experienced colleagues helped shape their teaching perspective. The comments that follow provide evidence of how the novice teachers regarded the opportunities for collaboration:

Participant 3: I feel like the ninth grade academy was supportive, friendly and willing to help, so, even if I felt overwhelmed, or just going through anything, I could find support in any of my coworkers. I knew that if I ever came across a major issue, somebody would be there to back me up or help me out. That made me realize that you don't get that everywhere, so that made me come back.

Participant 6: The support that I get from my co-teachers that teach the same subject helps me focus on my class. It's always good to have people you can talk to and figure stuff out when you're at school.

Participant 7: Because things went so well and I had so much support, it just went so smoothly, I was excited about coming in to my next year.

Participant 8: I would say it's more so the communicative interactions with some of the teachers, just providing that support within the school day, because you are going to have days where the students are not at their best. You need someone that you can talk to that's not going to pass judgment but someone that's going to help you get to a different level of understanding as far as what's going on, because as a new teacher you may not understand as much about the students.

Research Question 3

The research question examined the novice teachers' perceptions of needed training or assistance that is not being offered. Although the novice teachers acknowledged the importance of having a mentor, they expressed that the mentoring relationship needed improvement. They also expressed a need for more administrative guidance and support, opportunities for collaboration, and professional development.

The importance of having a mentor. Although the novice teachers ranked the mentoring relationship as the most important aspect of support, they also offered suggestions for how to improve the mentoring experience. They expressed a desire for early contact with mentors; ongoing, structured time with mentors, and increased opportunities for informal observations by the mentors. According to Participant 7, the novice teachers need "more presence over an extended time." Similarly, Participant 8 remarked that the novice teachers needed regular support from mentors, "even if it's not a weekly check-in, maybe a monthly check-in to see how the teacher is adapting to the different changes within the school day or all the additional things outside of teaching."

The novice teachers also suggested ways to improve the mentoring relationship. While Participant 8 stressed the need for confidentiality between the mentor and novice teacher, other participants' recommendations addressed changes to enhance the relationship. The suggestions included (a) assessing whether the mentors wanted to work with novice teachers, (b) matching mentors and novice teachers who taught the same subject or grade level, (c) providing time for mentors and novice teachers to work together at the beginning of the year, (d) scheduling common planning time for mentors

and novice teachers to work together throughout the year, and (e) providing training for mentors in building relationships.

Opportunities for collaboration. The novice teachers viewed working with colleagues as essential to their growth and development. However, they wanted more than an occasional chat with the teachers. Rather, they wanted structured opportunities for collaborations. For example, Participant 7 remarked:

We shouldn't be left alone to find out everything that we don't know. We work in a building surrounded by people who have been there and done that. We need to be able to work with and get help from other people in the building, not just our mentors.

In addition to the desire for comradery, the novice teachers consistently expressed a desire to be able to observe and learn from other teachers within and outside of the school.

The novice teachers wanted collegial observations in order to receive constructive feedback. Participant 2 said: "I think observations help when the person observing is not too intimidating and understanding. They can actually go to that person and let them know what they need and that person can make suggestions based off what they know." Likewise, Participant 3 commented, "Nothing like our formative evaluations; just need somebody to actually sit in the classroom because sometimes it's hard for you to see if you're doing something wrong. "It's good to have an experienced person offer suggestions."

Guidance and support. Although the novice teachers valued the guidance and support from administrators, they found it lacking in terms of frequency. The novice

teachers noted that most of their administrative assistance was from assistant principals. As a result, the novice teachers felt a need for more direct interaction, communication, and support from the principal. The teachers expressed a need to feel supported by the principal beyond when the teachers initiated the interaction. Participant responses varied from wanting more time to interact, to wanting to feel more supported and appreciated. Commenting on more time for interaction with administrators, Participant 3 stated, "I think the principal should meet with new teachers maybe once a month." Regarding administrative support, Participant 6 said, "Teachers need to feel the administrators have their back. This can be done by enforcing rules, and making students suffer consequences when in violation of school/teacher rules." As to appreciation, Participant 8 added, "Principals should do things to show appreciation to novice teachers."

Professional development. The novice teachers' had divergent views regarding the professional development provided during their first year. Some of the participants (3, 5, and 6) acknowledged that they had received varied professional development at the research school. For example, Participant 6 stated, "We have a lot of professional development opportunities. I can't even think of all of them but it's always something going on." Others, like Participants 2, 4, and 7, perceived the professional development provided during their first year as insufficient to assist them in meeting the challenges that they faced in the classroom. Participant 7 commented, "A lot of times it's hard to sift through it to determine what's actually helpful, especially being in higher math. I feel like things are geared towards English or social studies." Only one novice teacher (Participant 1) responded that she had not received any professional development.

Most of the novice teachers mentioned workshops in their content area or training in identifying and assisting students with special needs. However, the teachers did not always credit just the research school for providing relevant professional development. Rather, they also attributed the professional development to their alternative certification programs or district English or mathematics training. One novice teacher (Participant 8) indicated that the professional development that was most impactful to her was through her alternative certification program. Regarding the benefit of the training, the teacher remarked, "We were able to learn new concepts and then apply them real-time."

All of the novice teachers indicated that they would have benefitted from more professional development that was tailored to meet their needs. The novice teachers' perceptions of needed training was based on the challenges that they faced in planning and preparing for teaching, managing the classroom environment, delivering instruction, assessing learning, and communicating with parents. Overwhelmingly, the novice teachers expressed a need for training in classroom management and communication with parents. Other areas of need included planning and organization, time management, curriculum mapping, lesson planning, instructional strategies, locating materials and resources, and standards-based assessment.

The novice teachers did not elaborate on the format of the desired professional development. However, the suggestions for improving support included offering professional development specific to novice teachers at the beginning of the year, as well as ongoing professional development throughout the year. Commenting on the need to begin professional development prior to school opening, Participant 1 stated, "I think they should do professional development classes beginning of the year to show us what

we may face and how we should deal with it." Another teacher (Participant 3) expressed

a desire for professional development opportunities outside of the school. Specifically,

the teacher indicated that she would like the administration to (a) sponsor her

participation in external professional development, and (b) allow her to visit another

school in the area to observe exemplary teachers.

Classroom management and parent communication were the most frequently

mentioned areas (Participants 1, 3, 6, and 7). The participants admitted to being at a loss

in handling student misbehavior after exhausting the management strategies learned in

teacher preparation programs. However, Participant 6 professed a lack of preparation in

classroom management from her alternative certification program. Specifically,

Participant 6 commented,

> I think with new teachers, (it) will depend on what kind of degree they have.
>
> Maybe with education degrees they touch on this, but I don't have an education
>
> degree so classroom management is something that I don't think new teachers are
>
> fully aware of because a lot of people think content is the most important thing;
>
> but I've learned it's actually classroom management.

Regarding parent communication, Participant 3 said, "I had to get used to parents being

upset and how to handle it instead of blowing up. I had to realize I was in a professional

setting and I couldn't take everything to heart."

While the major categories included classroom management and parent

communication, the teachers also cited instructional tasks such as lesson planning and

locating resources. According to Participant 2, "One of the biggest obstacles in my first

year of teaching was planning. It was very hard for me to know how things actually

played out and what to do if things did not go as I planned." Another teacher (Participant 4) remarked, "First year teaching, lesson planning was the hardest because I really didn't understand what it looked like all together and how it actually looked in the classroom." Similarly, Participant 8 stated, "I would say going through the lesson, making sure I'm maximizing time and differentiating instruction because of the learning curves of all the students; we have such a great variety."

The novice teachers also addressed areas related to instruction such as prioritizing tasks and time management. Participant 3 expressed feeling "overwhelmed by a lack of appropriate time management, trying to balance all the stuff to do, and submitting paperwork on time." Likewise, Participant 5 expressed a need to "learn to scale back tasks, and really identify what's more important."

Accessing appropriate instructional resources, particularly as applied to curriculum standards, was another challenge for the participants. For example, Participant 6 commented, "I would say gathering resources. I was actually thrown into a class in November so school had already started. I didn't know what a standard was; I didn't know any of that, so just getting help and resources for the class." Similarly, Participant 2 indicated, "I can get more practice when it comes to sifting out important points when I'm using different materials from different websites or from the book; what is actually standards or actually sifting through what the standards mean."

Discrepant Cases and Non-Conforming Data

For the most part, the themes and patterns that were developed through the data analysis aligned with the data collected. One exception was regarding the participants' perceptions of support received at the research school. Participant 8 cited assistance

received from parents. There were a few other instances of nonconforming or discrepant data. The greatest variation in responses was regarding how the school could retain novice teachers. Participants' comments focused primarily on school administration. One participant (8) commented on a lack of communication with leadership. Two others (3 and 6) attributed challenges that they faced to the leaders' lack of sensitivity to the need for novice teacher growth before assigning them to difficult classes. Participant 3 stated, "New teachers should not have classes that consist of predominantly low performers and behavior problems."Similarly, Participant 6 declared, "Something needs to be done about oversized classes. New teachers should have modified (reduced) class sizes." Isolated topics included addressing the overwhelming amount of paperwork that teachers have to complete, hiring support staff, placing a cap on additional requirements outside of teaching, providing leadership development opportunities, and more scheduled time off.

Another discrepant case pertained to Participant 2. Although in her second year of teaching, Participant 2 worked at a different school during her first year. She had a mentor, however, the mentor was not school-based. Rather, the mentor was provided through her alternative certification program. Likewise, she was exposed to professional development through the alternative certification program. As a result of her participation in the alternative certification program, the support that she received during her first year of teaching was different from that of the other novice teachers.

Evidence of Quality

I conducted this project study in accordance with the requirements of Walden University. I followed the qualitative research guidelines and procedures set forth in the literature (Creswell, 2013; Merriam, 2009; Shenton, 2004). Additionally, I used

triangulation of data; member checking; and peer review to ensure credibility of the research.

Triangulation occurred by using the survey responses, interview transcripts, and an audit trail to compare data collected from the novice teachers. Through triangulation I was able to arrive at the themes used to answer the research questions. Triangulation also ensured that I could be more confident with the results because different methods or sources of data lead to the same results (Creswell, 2013).

Member checking was achieved by allowing each participant to review the interview transcript to verify accuracy. I gave each participant an opportunity to correct errors of fact, challenge what were perceived to be wrong interpretations, and volunteer additional information or recall additional things that were not mentioned (Creswell, 2013). Each participant acknowledged receipt of the interview transcript and indicated approval that the transcript was an accurate reflection of the interview.

In order to demonstrate that the findings emerged from the data, I only reported the experiences and ideas of the participants (Creswell, 2013). Additionally, I engaged an educational consultant with a doctoral degree to conduct a peer-review of (a) the survey and interview questions used for data collection, (b) the coding of the data, and (c) the interpretations of the data. Evidence of interview transcripts and coding are included in the appendices.

Outcomes

The novice teachers cited having a mentor as the most significant influence on their decision to remain at the school. Additionally, the novice teachers indicated that the guidance and support that they received from administrators, academic coaches, and

other teachers in the school, helped them navigate their first year. However, in spite of

the support received, the novice teachers indicated that they would have benefitted from

professional development in areas such as planning and organization, classroom

management, lesson planning, curriculum mapping, standards-based assessment, locating

materials and resources, time management, and communication with parents. The novice

teachers also wanted more opportunities to collaborate with mentors and colleagues.

Additionally, they wanted more guidance and support from administrators.

I summarized the findings of the project study in relation to the research questions

that guided the study. Table 6 illustrates the correlation of the four emergent themes to

the research questions. In the table, abbreviations are used to denote each theme.

Table 6

Correlation of Emergent Themes to Research Questions

Research question		Emergent theme
RQ1	What are novice teachers' perceptions of support at their school?	M, G/S
RQ2	Which support structures do novice teachers perceive to be beneficial?	M, G/S, C
RQ3	What do novice teachers perceive as needed training or assistance that is not being offered?	M, G/S, C, PD

Note: Guidance and support (G/S); importance of having a mentor (M); professional development (PD); and opportunities for collaboration (C).

The findings from the project study indicate that although the novice teachers

perceived mentoring to be beneficial, by itself it is not enough. The novice teachers need

more administrative support, opportunities for collaboration with colleagues, and

professional development in order to be successful. I will develop a project to address the

identified needs of the novice teachers.

Limitations

As with any research study, this project study has limitations. First, due to the fact that this study only involved eight novice teachers at one urban high school in a Southeastern state, the generalizability of the findings may be limited. Second, the study may be limited to the honesty of the participants in responding to the interview questions since I work at the research school.

Conclusion

The purpose of this qualitative case study was to (a) identify the factors that contributed to novice teacher retention at the research school, and (b) examine effective strategies to support novice teachers at the school. This section discussed the qualitative case study methodology employed for the study, identified the eight novice teacher participants, explained data collection and data analyses, discussed and reported findings, and summarized the outcomes in relation to the problem and guiding research questions.

The findings of this research revealed the need to increase novice teacher support at the research school. Section three introduces the project that will be developed as an outcome of this research, provides a review of the literature relevant to the project, and discusses the project in terms of resources, supports, barriers, implementation timeline, roles and responsibilities, and evaluation. The section also discusses implications for professional practice. Section four offers reflections on the project's strengths and limitations in addressing the problem, makes conclusions, and presents recommendations for future research.

Section 3: The Project

Introduction

This project study focused on the perceptions of eight novice teachers regarding their induction experiences. The purpose of the study was to (a) identify the factors that contribute to novice teacher retention at the study school, and (b) examine effective strategies to support novice teachers at the school. Findings from the study revealed that although the eight novice teacher participants acknowledged that their mentor teachers were the most influential support during their first year(s) of teaching, participants also offered suggestions for how the mentoring support could be improved. The suggestions included (a) matching mentors and novice teachers based on grade level or content area, and (b) providing training for mentors on how to facilitate the personal and professional growth of novice teachers. The novice teachers also expressed the need for professional development in the following areas: lesson plan design, classroom management, identifying and locating appropriate materials and resources, curriculum mapping, standardized assessment, planning and organizing, prioritizing tasks, time management, and communicating with parents. Additionally, the novice teachers expressed a desire for more administrative support and opportunities for collaboration with colleagues.

The findings of the project study validate Ingersoll's (2012) belief that "schools must provide an environment where novice teachers can learn how to teach, survive, and succeed as teachers" (p. 1). According to Ingersoll, "teaching is such complex work that the pre-employment preparation that novice teachers received is insufficient to provide all the knowledge and skills necessary for successful teaching. Additionally, some knowledge can only be acquired on the job" (p. 1). In a manner similar to Ingersoll,

Hoover (2010) and Roberson and Roberson (2009) maintained that schools should offer support as a means of increasing novice teacher efficacy, effectiveness, and retention. Other researchers (Darling-Hammond, 2010; Feiman-Nemser, 2012; Ingersoll & Strong, 2011) also suggested that schools should offer support for novice teachers to enhance their teaching skills, increase their self-efficacy, and ultimately improve student achievement.

The review of the literature on novice teacher induction and the results of the project study at the research school highlighted the need for support of novice teachers. The next section introduces the project to address this problem, the goals of the project, and the rationale of how the problem will be addressed through the content of the project. Subsequent sections will address needed resources, existing support, potential barriers, and the implementation timetable. After a review of the literature related to the project is presented, the roles and responsibilities of the mentor teachers, the novice teacher mentees, and induction team members are clarified. The section concludes with the project evaluation and implications for social change.

Description and Goals

The findings from the data analysis revealed that although the novice teachers had varied levels of experience, their needs were similar. The predominant themes that emerged were the importance of having a mentor, guidance and support, professional development, and opportunities for collaboration. These themes mirror findings in the literature on novice teacher support (Bieler, 2012; Cuddapah & Burtin, 2012; Darling-Hammond & McLaughlin, 2011; Ingersoll, 2012; New Teacher Center, 2011). Guided by

the findings of the project study and the review of the literature, I will develop this project to facilitate the growth and development of the novice teachers.

I chose professional development as the genre to address the novice teacher needs because a review of the educational research revealed that it is the most commonly used method to actively engage teachers and facilitate their growth (Corley, 2011; Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Wei, Darling-Hammond, & Adamson, 2010). For the purposes of the proposed project, professional development refers to "the specific training that is intended to help teachers improve their knowledge, competence, skill, and effectiveness" (Great Schools Partnership, 2013, p. 1). According to Corley (2011), professional development is the most effective way to increase knowledge, influence attitudes, and improve skills performance in novice teachers. The professional development may occur in a variety of formats, including books, one-on-one interactions, conferences, group discussions, workshops, or online webinars (Great Schools Partnership, 2013). However, a workshop is the most prevalent model for delivering professional development for novice teachers (Gulamhussein, 2013).

Tohill (2009) also supported professional development as a means of increasing novice teachers' professional knowledge and teaching skills. However, Tohill added that "for professional development to be effective, it is essential that the trainers understand not only teaching and the nature of teachers' work, but also how teachers grow and develop as individuals and as members of a school's staff" (p. 601). Guided by Tohill's assertion, I will enlist the support of personnel from the research school, the school district, and the State Department of Education to implement the proposed Teachers Supporting Teachers project.

The Teachers Supporting Teachers professional development project will be designed to provide support and meet the needs of novice teachers through structured activities. The activities will include a series of workshops as well as interactions with colleagues. The project will take place over one school year to allow novice teachers time to practice, refine, and gain a deeper understanding of the art of teaching. The professional development will be facilitated by the school-based, novice teacher support team consisting of myself, as project coordinator; the school principal; the mentor teachers; and the content-area instructional coaches. Guest presenters from the State Department of Education's novice teacher induction office and the school district's division of professional learning will also assist with implementation of the project.

The professional development will begin with a 3-day orientation workshop prior to the opening of school for the 2016-2017 school year. The 3-day orientation workshop will be conducted at the school 1 week prior to the official start date for teachers. The content for each day of the workshop will be aligned with the project goals. The first day will involve all participants and will focus on cultivating supportive relationships, particularly between novice teachers and their teacher mentors. The second and third days will offer separate sessions for novice teachers and mentors. The novice teacher sessions will include (a) an orientation to the school, and (b) activities to help novice teachers navigate the first days of school. The mentor teacher sessions will focus on helping the mentors acquire the skills needed to support the novice teachers. Both the mentor and novice teacher sessions will include topics from the project study's findings and the literature on novice teacher induction. These topics will include lesson planning, classroom management, organization and time management, and parent communication.

On the third day, the novice teachers and their mentor teachers will work collaboratively to prepare for the opening of school. The orientation workshop will begin at 9:00 a.m. each day and end at 4:00 p.m. with two 15-minute breaks, one in the morning and one in the afternoon; and a 1-hour lunch break.

The professional development will continue throughout the school year with monthly activities. The monthly sessions will include training modules that will be designed to develop or enhance the pedagogical skills and facilitative skills of the novice teachers. Like the orientation workshop, the monthly sessions will focus on the topics identified as needs in the project study's findings and the novice teacher support literature. The sessions will be from 90 minutes to 2 hours in length and will take place at varied times during and after the school day. The format will be the same for each session: an introductory icebreaker activity, a developmental activity, an interactive collaborative activity, and a novice teacher reflection/mentor teacher feedback activity.

Jenkins and Agamba (2013) asserted that the goal of any novice teacher professional development should be to improve instructional practice and student achievement. As such, the professional development should cover topics that facilitate adjustment to the procedures and mores of the school site and school system, as well as the development of effective instructional and classroom management skills (Gulamhussein, 2013; Recruiting New Teachers, 2000). Additionally, the professional development should be focused on the novice teacher needs and how best to meet those needs (Desimone, 2011).

The goals of the project are as follows:

1. facilitate novice teachers' professional growth and development,

2. help novice teachers develop effective instructional and classroom management skills,

3. provide collegial support for novice teachers, and

4. help novice teachers improve instructional practice to increase student achievement.

To determine the most efficient way to achieve these goals, I examined the literature on professional development and novice teacher training and aligned the ideas from the literature with the findings of the project study to create activities for the project.

As a result of participating in the Teachers Supporting Teachers activities, I anticipate that the novice teachers will become familiar with school policies and personnel. I also anticipate that the teachers will collaborate with mentors and colleagues to develop and implement effective instructional and classroom management plans. Finally, I expect that the novice teachers will develop instructional practices that will increase student achievement. The objectives, activities, and expected outcomes of the project are detailed in Appendix A.

This project differs from the existing beginning teacher induction program provided by the school district. The school district assigns a mentor, called a teacher support specialist, to novice teachers for 3 years. However, the teacher support specialist may not work in the same building as the novice teacher. The teacher support specialist orients the novice teacher to school district policies and procedures, including curriculum standards and standardized student assessments. In the Teachers Supporting Teachers project, the mentor teacher will be housed in the same building with the novice teacher. Likewise, the orientation to policies and procedures will pertain to the school rather than

the district, and training topics will address specific needs identified by novice teachers, as opposed to generic topics.

The Teachers Supporting Teachers professional development project will provide internal and external sustained support to the novice teachers. Through the orientation workshop and monthly activities, the novice teachers will collaborate with colleagues in the school. Additionally, the novice teachers will interact with the district and State Department of Education specialists who facilitate the workshop topics and activities.

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

The absence of support during the first 5 years (the induction period) has been identified as a primary reason for novice teacher attrition (Carver & Feiman-Nemser, 2009; Feiman-Nemser, 2012; Ingersoll, 2012; Wong & Wong, 2003). Ingersoll (2012) asserted that to prevent novice teachers from leaving the profession within the first 5 years, the problems that they experience during the induction period must be addressed. If appropriate support is not provided, the inevitable results will be frustration, negative attitudes, poor instructional performance, and lower student achievement (Gordon & Maxey, 2000; Ingersoll, 2012). The Teachers Supporting Teachers professional development project has the potential to alleviate the frustration faced by novice teachers, improve the quality of their instruction, and ultimately increase novice teacher retention.

I chose professional development as the genre for this project based on novice teacher responses to the survey and interview questions used to collect data in the project study. My choice of genre was also influenced by the educational literature suggesting that it is important to consider teachers' perspectives when designing professional

development (Lustick, 2011). Finally, I examined the literature on novice teacher induction to guide development of the Teachers Supporting Teachers project.

Review of the Literature

"Novice teachers have two jobs – to teach and to learn how to teach" (Carver & Feiman-Nemser, 2009, p. 309). This statement captures the sentiments expressed by the novice teachers in the project study from which the Teachers Supporting Teachers professional development project evolved. Although some of the difficulties experienced by novice teachers are characteristic of the induction years and will resolve themselves with time in the classroom, many challenges require targeted assistance (Carver & Feiman-Nemser, 2009). The literature review for the development of the proposed project pertained to providing assistance for novice teachers. The following key words were used to guide the literature search: *novice teacher support*, *beginning teacher support*, *new teacher support*, *mentoring*, *new teacher training*, *professional development*, *professional learning*, *novice teacher development*, and *professional development workshops*. A combination of the key words provided information that enabled saturation to be reached for the literature review.

Professional Development

Carver and Feiman-Nemser (2009) maintained that there are things that novice teachers need to learn that they are not able to learn before actually being in the classroom. According to Carver and Feiman-Nemser, novice teacher induction should continue the learning process that begins with teacher preparation by offering sustained professional development that helps the novice teachers gain the skills and knowledge to transition from theory to practice. Other researchers (Beane-Katner, 2014; Grossman &

Davis, 2012; Ingersoll, 2012; Wong, 2004) also contended that through sustained

professional development, novice teachers can improve their teaching efficacy and at the

same time impact student learning.

Although professional development is one of the most popular methods used to

facilitate novice teacher growth (Bambrick-Santoyo, 2013; Feiman-Nemser, 2012;

Grossman & Davis, 2012; McLeskey, 2011), not all novice teachers have the benefit of

support through professional development (Darling-Hammond et al, 2009;

Gulamhussein, 2013; Kardos, 2003). According to Gulamhussein (2013), the problem is

not that novice teachers do not receive professional development; the problem is that the

professional development currently being offered novice teachers as part of the induction

process is ineffective at changing the teachers' practice or impacting student learning.

Gulamhussein (2013) contended that it is important that those who are responsible for

designing professional development for novice teachers understand how to structure the

professional development. When novice teacher professional development is designed so

that it engages participants in sustained content-related learning, provides opportunities

for active engagement, and promotes collaboration and reflection, it can improve the

pedagogical skills of the novice teachers (Gulamhussein, 2013; Johnson, 2007).

There is much empirical research indicating that professional development for

novice teachers should be designed based on the teachers' needs and experiences

(Burkman, 2012; Darling-Hammond, 2010; Guskey & Yoon, 2009; Ingersoll, 2012;

Jenkins & Agamba, 2012; Lustick, 2011; White, 2013). Because novice teachers will not

have the same level of expertise and experience, assessing participant prior knowledge

and experience will enable the workshop developer to provide information that is of

value to all participants (Burkman, 2012; McLeskey, 2011). While it is important to consider the needs and experience levels of novice teachers when designing professional development, Guskey and Yoon (2009) asserted that the professional development also "must be adapted to the unique contextual characteristics of the particular school" (p. 224).

Craig (2011) asserted that professional development activities should be thoughtfully planned and implemented in order to develop or enhance novice teachers' knowledge and skills. Craig suggested that individuals who are responsible for designing the professional development should begin by identifying the training needs, aligning instructional strategies with the training needs, and involving subject matter experts. Furthermore, according to Craig, once the professional development is underway, developers must verify that learning outcomes are met and assess the effectiveness of the training.

DeMonte (2013) and Desimone (2011) also offered suggestions for developers of professional development. According to DeMonte, the following are characteristics of high-quality professional development:

1. Aligns with school goals, state and district standards and assessments, and other professional learning activities.

2. Focuses on core content and modeling of teaching strategies for the content.

3. Includes opportunities for active learning of new teaching strategies.

4. Provides the chance for teachers to collaborate.

5. Includes follow-up and continuous feedback. (p. 6)

In a manner similar to DeMonte (2013), Desimone (2011) suggested that effective

professional development is characterized by five core features: content focus, active

learning, coherence, duration, and collective participation.

     Content focus. Much of the professional development provided by schools and

school districts across the nation is generic, assuming that the topics will benefit veteran

and novice teachers in the same way (Gulamhussein, 2013; Liljedahl, 2014; Wong &

Wong, 2003). When there are common topics regarding policies or areas of need that

apply to all teachers, generic professional development may be feasible. However,

because novice teachers have varying professional development needs (Darling-

Hammond et al., 2009; Liljedahl, 2014), the content of professional development for the

novice teachers should be relevant and coherent.

     While the content of professional development for novice teachers could be

related to the novice teachers' grade-levels or subjects (Gulamhussein, 2013; Jenkins &

Agamba, 2013; Sanchez, 2012), it could also address specific needs such as lesson

planning, classroom management, or parent communication (Darling-Hammond, 2010;

Darling-Hammondet al., 2009; Liljedahl, 2014). Additionally, the novice teacher

professional development could "focus on how students learn the content" (Desimone,

2011, p. 69).

     The novice teachers need to understand how the training will help them to

improve or enhance their practice (Liljedahl, 2014). The content of the professional

development for the novice teachers in this project will be based on the needs identified

by novice teachers in the project study. At the onset of the Teachers Supporting Teachers

professional development project, the participants will be given an overview of the

content and direction of the training. Additionally, the novice teachers will be engaged in collaborative discussions with peers of how the content and related activities can be applied to real classroom situations.

      Active learning. In a professional development workshop, the method of delivery can either create interest or discourage participation (Burkman, 2012). A considerable body of research identifies active learning as a critical feature of effective professional development (Chan, 2012; Darling-Hammond & Richardson, 2009; Desimone, 2011; Gulamhussein, 2013; Hugh, 2011; Tohill, 2009). Nevertheless, many professional development workshops involve teachers as passive listeners only (Gulamhussein, 2013). According to Tohill (2009), "teachers are influenced in their learning by their personal approaches to thinking, their knowledge base, their own pattern of intelligences, their ways of learning, their social background and environment, as well as their willingness to engage actively in new learnings" (p. 595).

      Darling-Hammond and Richardson (2009) and Hough (2011) suggested that developers of professional development use a variety of training methods to involve novice teachers in their own learning. For example, the researchers recommended using demonstration, modeling, role play, group discussions, games, questions and answers, and interactive technology. Desimone (2011) also suggested a variety of ways to promote active learning for novice teachers, including (a) observing teaching videos and vignettes and discussing them with colleagues; (b) practicing teaching strategies and receiving feedback; (c) role playing, or making presentations; and (d) interacting with peers and colleagues.

Professional development workshops which aim to teach new skills and concepts have been shown to be more successful when they actively engage teachers in their own learning in varied ways (Bambrick-Santoyo, 2013). Guskey and Yoon (2009) reviewed nine studies that showed a positive relationship between professional development that actively engaged teachers and improvements in student learning. According to Guskey and Yoon, the most effective professional development "focused on the implementation of research-based instructional practices, involved active-learning experiences, and provided teachers with opportunities to adapt the practices to their unique classroom situations" (p. 496).

The active learning component of professional development is based upon the premise that learning is best accomplished when participants explore and do, and as a result, form their own understanding (Chan, 2012). Desimone (2011) suggested that when teachers are actively engaged, they construct knowledge based on their past experience, the context of their classrooms, and the new skills and teaching strategies they are practicing. Thus, in order for a professional development workshop for novice teachers to be effective, the presenters should engage the teachers through varied approaches so they can actively participate in making sense of new learning (Bambrick-Santoyo, 2013; Gulamhussein, 2013). The workshop information should be presented in such a manner as to build capacity in the novice teachers so that they will be able to emulate the facilitators when they apply the learned strategies in their classrooms (Burkman, 2012; Hanna, Salzman, Reynolds, & Fergus, 2010; Sandlin et al., 2010).

Coherence. What teachers learn in professional development should be consistent with school, district, and state curriculum standards, instructional goals, policies, and practices (Blank & Kershaw, 2009; Desimone, 2011). Blank and Kershaw maintained that developers of professional development activities must ensure that the content is coherent with novice teachers' specific instructional assignments. In a similar manner, Desimone (2011) asserted that there needs to be an alignment between what is being offered in professional development and teachers' content and grade-related responsibilities.

Desimone conducted studies of large-scale samples of teachers and found that teachers who participated in professional development that was coherent were more likely to change their instruction and increase their knowledge and skills. In a manner similar to Desimone (2011), Blank and Kershaw (2009) conducted a study to analyze the relationship between quality measures of professional development and the instructional content being taught. Blank and Kershaw found that coherence with the curriculum being taught and focus on content were positively associated with greater alignment of instruction to standards.

Duration. Although professional development workshops can play a significant role in novice teacher growth and development, if the time allocated is not sufficient to meet the goals of the professional development, it is pointless (Desimone, 2011; Feiman-Nemser, 2012; Ingersoll, 2012; Wong, 2004). According to Ingersoll (2012), in order for novice teachers to develop effective instructional and classroom management skills, the professional development should be more than a brief orientation at the beginning of the school year or a pairing of a veteran teacher with a novice teacher (Ingersoll, 2012).

Rather, novice teacher professional development should be more comprehensive (Desimone, 2011; Liljedahl, 2014; Wong, 2004).

Although the time allocated in the research on professional development varied from a few hours to multi-years, the one constant that researchers agreed on was that whatever time is allowed must be adequate enough to accomplish the goals of the professional development (Darling-Hammond & Richardson, 2009; Desimone, 2011; Gulamhussein, 2013; Zhao, 2013). According to Desimone (2011), the duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and implement it. Desimone (2011) recommended comprehensive professional development for novice teachers to improve or increase their knowledge, skills, and classroom practice.

Desimone suggested, "Professional development activities should be spread over a semester and should include 20 hours or more of contact time" (p. 69). However, Ingersoll (2012), Feiman-Nemser (2012), and Wong (2004) recommended more comprehensive support lasting from 1 to 2 years. The authors suggested that the professional development activities take place over a period of 1 to 2 years in order for the novice teachers to experience professional growth, and use the knowledge and skills gained to improve their instruction. However, all of the researchers agreed that extending the duration of the professional development will allow the novice teachers to improve their pedagogical skills and possibly, student learning (Desimone, 2011; Feiman-Nemser, 2012; Ingersoll, 2012; Wong, 2004).

Hartsell, Herron, Fang, and Rathod (2009) declared that it is important to provide novice teachers with professional development opportunities across a longer period of

time. In a manner similar to Hartsell et al., Wong (2004) maintained that professional development for novice teachers should be a "systematic continuum of training offered over a period of 2 or 3 years" (p. 48). According to Wong, the training should begin with an initial 4 or 5 days of orientation before school starts and should continue throughout the year with ongoing opportunities for novice teachers to network with colleagues.

McLeskey (2011) contended that novice teacher professional development should be of sufficient duration to ensure that the teachers gain in-depth knowledge of instructional practices. Similarly, Gulamhussein (2013) asserted that professional development that is longer in duration has a greater impact on advancing teacher practice, and in turn, student learning. In a manner similar to McLeskey and Gulamhussein, Darling-Hammond et al. (2009), Liljedahl (2014), and Zhao (2013) also asserted that extended professional development is more effective at enhancing or improving novice teachers' practice. The researchers also suggested that ample time should be provided during and after activities to allow novice teachers to conduct in-depth investigations, work collaboratively with others, and reflect upon the experiences individually and with other participants.

Liljedahl (2014) conducted a study to determine the effectiveness of professional development workshops designed around a variety of different topics, ranging in time from 1 ½ hours to 6 hours, with no follow-up sessions. Based on participant feedback, Liljedahl concluded that such workshops are ineffective means of facilitating teacher growth. In a manner similar to Liljedahl, Darling-Hammond, et al. (2009) examined nine different experimental research studies of professional development workshops for novice teachers ranging from 4 to 9 weeks. The researchers found that professional

development programs of greater duration were positively associated with teacher change and improvements in student learning. Similarly, Hartsell, et al. (2009) investigated whether a 4-week professional development workshop for mathematics teachers helped improve their ability to integrate technology into instruction and teach mathematics concepts. Results of the study indicated that the professional development workshop improved the teachers' technology skills in using graphing calculators and different software programs, and increased the teachers' overall confidence in teaching different mathematics topics.

Carver and Feiman-Nemser (2009) examined three novice teacher induction programs that varied in duration from 1 to 2 years: California's Beginning Teacher Support and Assessment Program (BTSA), Cincinnati's Peer Assistance and Evaluation Program (PAEP), and Connecticut's Beginning Educator Support and Training Program (BEST). According to Carver and Feiman-Nemser, each of the programs was created because the state required all novice teachers to be involved in a formal induction process to help the novice teachers build content knowledge and pedagogical skills. However, the duration of each program was determined by the specific induction goals of the individual states. Cincinnati required 1 year of participation by novice teachers, however, both California and Connecticut mandated a 2-year induction process (Carver & Feiman-Nemser, 2009).

Carver and Feiman-Nemser (2009) concluded that the extended duration of the programs enabled the novice teachers to continue the learning that they started in their preparation programs with support that was actually connected to the classroom. Additionally, the teachers were able to collaborate with colleagues and to receive regular

and on-going feedback concerning teaching or content standards (Carver & Feiman-Nemser, 2009). According to Carver and Feiman-Nemser, this added benefit of being able to collaborate with colleagues reduces the isolation that novice teachers often experience (Ingersoll, 2012).

Collective participation. As indicated by the findings of this project study, novice teachers want time to interact with colleagues. The literature offers much support of novice teachers' need for collaboration (Danielson, 2011; Feiman-Nemser, 2012; Kardos & Johnson, 2009). According to Sanchez (2012), professional development for novice teachers should include time for the novice teachers to work collaboratively and engage in meaningful learning with colleagues. Likewise, Hartsell et al. (2009) stated, "In order for change to occur, it is important to allow novice teachers to interact with colleagues in a professional setting that permits them to observe, share ideas and concerns, and learn" (p. 62).

Other researchers have offered support for professional development activities that promote collective participation. Desimone (2011) suggested, "Groups of teachers from the same grade, subject, or school should participate in professional development activities together to build an interactive learning community" (p. 69). In a manner similar to Desimone (2011), Tohill (2009) asserted that teachers should collectively participate in professional development with other professionals who share similar interests and knowledge. According to McLeskey (2011), when such collective participation occurs, "professional development then becomes a collaborative endeavor between the novice teachers and other professionals who can contribute to their learning and improved practice" (p. 28).

There is also much empirical support in the literature for professional development that allows novice teachers to interact with colleagues. For example, a qualitative study conducted by Sanchez (2012) examined novice teachers' perspectives of a summer professional development workshop called the South Texas Writing Project Summer Institute. The results of the study revealed that the factors that most influenced the teachers' professional learning were being actively engaged in the workshop, and having opportunities to collaborate with other teachers. Other influences included the focus on content and the coherence of the activities (Sanchez, 2012).

Wong (2004) reported on novice teacher induction programs in school districts in California, Illinois, Louisiana and New York that included professional development where novice teachers networked with other teachers, shared ideas, observed the teachers, and were observed by the teachers. As a result of the collaborative efforts, Wong declared that each of the districts had an attrition rate between 2% and 4 % over a 4-year period. One district, in particular, the La Fouche Parish Public Schools in Thebodaux, Louisiana, only lost 11 of the 279 teachers hired over the 4-year period.

Cuddapah and Clayton (2011) also examined how collective participation can influence novice teacher growth. The researchers conducted a qualitative study of a professional development cohort of novice teachers in an urban school district that met each month to discuss concerns and share ideas. According to Cuddapah and Clayton, the novice teachers reported feeling more supported and confident because of the regular interaction and collaboration with peers.

Guskey and Yoon (2009) asserted that the benefits of novice teacher professional development are enhanced when the professional development is combined with

sustained support that also addresses the novice teachers' personal needs. Guskey and

Yoon suggested that schools should provide opportunities for novice teachers to continue

learning from colleagues as they address the challenges of the teaching profession. One

way to do this would be to incorporate mentoring as a complement to the novice teacher

professional development (Carver & Feiman-Nemser, 2009; Feiman-Nemser, 2012;

Ingersoll, 2012; Wong, 2004).

Mentoring

According to Feiman-Nemser (2012), mentoring has a greater impact on novice

teacher effectiveness than any other training. The findings of the project study mirrored

Feiman-Nemser's assertion. The novice teachers in the study maintained that the support

of their mentor teachers was the most significant aspect of their induction and most

influenced their decision to remain in teaching. However, the novice teachers had

different ideas about what mentoring meant, how it should be done, and how the people

involved should relate to each other. The novice teachers also had concerns regarding the

criteria for the selection and assignment of mentors. These findings prompted me to

include a mentoring component as part of the Teachers Supporting Teachers professional

development project.

Much of the educational literature on novice teacher support suggests that a

mentoring component should be included in any professional development for novice

teachers (Carver & Feiman-Nemser, 2009; Grossman & Davis, 2012; Ingersoll, 2012;

Kardos & Johnson, 2007; National Association of School Boards of Education, 2012;

Wong, 2004). According to the Great Schools Partnership (2013), "Schools should

consider pairing new and beginning teachers with more experienced, mentor teachers or

instructional coaches who model effective teaching strategies, expose less-experienced teachers to new ideas and skills, and provide constructive feedback and professional guidance" (p. 1). Gulamhussein (2013), maintained that such pairings may increase novice teacher learning, improve instructional practice, and impact student achievement.

Ingersoll (2012) asserted that in order to enhance novice teacher professional growth, increase satisfaction, and reduce isolation, novice teacher professional development should be comprehensive, in duration and content scope, with a strong mentoring component. In a manner similar to Ingersoll, Grossman and Davis (2012) contended that every school should offer a multi-year induction process that includes professional development and on site mentoring support. Likewise, the National Association of School Boards of Education (2012) suggested that novice teacher induction should be a multi-year support process that includes ongoing professional development and mentoring.

Burkman (2012) recommended combining novice teacher professional development with mentoring to create a solid foundation of learning and offer sustained support. According to Burkman, a mentoring component offers a structure for observing, modeling, and reflecting on effective teaching strategies. Other researchers supported incorporating mentoring to increase the effectiveness of novice teacher professional development (Beane-Katner, 2014; Darling-Hammond, 2011; Great Schools Partnership, 2013; Gulamhussein, 2013; Ingersoll, 2012; Kardos & Johnson, 2010; Kemmis, Heikkinen, Fransson, Aspfors, & Edwards-Groves, 2014; Ligadu, 2012).

In order for novice teachers to benefit from the mentoring experience, they need to understand the concept of mentoring. Likewise, in order for the mentor to contribute to

the growth and development of the novice teacher, it is important that they develop a

relationship (Ambrosetti, 2014). According to Feiman-Nemser (2012), the conditions that

support effective mentoring relationships include physical proximity, grade-level and or

subject-matter similarity, and personal compatibility. Other authors also contended that

mentors should be assigned to novice teachers based on similarities in grade level or

subject-area assignment (Carver & Feiman-Nemser, 2009; Gschwend & Moir, 2009;

Ingersoll, 2012; Wong & Wong, 2003). Additionally, the New Teacher Center (2012)

supported careful selection of mentors, advance and ongoing training, and allocation of

time for mentors and mentees to meet.

According to the New Teacher Center (2012), "The recruitment and selection of

mentors is arguably the single most important task facing developers of novice teacher

induction programs" (p. 10). The criteria for selecting mentor teachers varies from one

school, district, or state to another. However, the most common factors used to determine

mentor qualifications include teaching experience, professional competence, and

communication and interpersonal skills (National Association of School Boards of

Education, 2012; New Teacher Center, 2012).

According to the National Association of School Boards of Education (2012), 35

states, including the one in which the proposed project will be implemented, use some or

all of the following as criteria for selecting mentors for novice teachers:

1. at least 3 years of experience in the school district,

2. teacher commitment to the goals set out in the local mentor plan

3. confidentiality in the relationship between mentor and new teacher, and

4. demonstrated excellence of content area knowledge and pedagogy.

5. Certification in the subject area of the new teacher.

6. Knowledge of a school's culture.

7. Knowledge of resources and opportunities for new teachers within the district.

8. Letters of recommendation.

9. Completion of comprehensive mentor training. (p. 12)

The state in which the proposed project will take place added four additional requirements to the above criteria, (a) knowledge of beginning teacher professional development and adult learning strategies, (b) effective interpersonal and communication skills, (c) ability to discuss state performance assessment, and (d) willingness to engage in formative assessment processes.

Kardos and Johnson (2010) examined novice teacher mentoring experiences across multiple school districts and states. They identified the aspects of mentoring that lead to better novice teacher practice as knowledge and understanding of teaching and learning, ability to effectively collaborate and build collegiality, and ability to reflect on one's own practice. Tan (2013) also examined the mentoring experience of beginning teachers and mentors. The researcher concluded that beginning teachers enjoy working with mentors who are sensitive to their needs and committed to helping them develop professionally.

Carver and Feiman-Nemser (2009) reported on novice teacher induction programs in three different states that had mentoring components. The programs were similar in that each provided support to all novice teachers for at least one year. Additionally, each used teacher mentors to help the novice teachers build content knowledge and pedagogical skills within the context of their classrooms.

Although each program used teacher mentors to help novice teachers learn in and from practice, the responsibilities of the mentors differed from state to state. The BTSA program in California included 2 years of mentoring support for novice teachers. During this time the mentors were expected to provide the novice teachers with support in developing standards-based practice (Carver & Feiman-Nemser, 2009).

The PAEP in Cincinnati offered 1 year of mentoring support, however, if it was deemed that the novice teacher needed more professional development, the support could be extended. The mentors were expected to assist the novice teachers in their orientation and acclimation to the school district. The mentors focused on the district's expectations, standards, policies, and procedures. Additionally, the mentors had the responsibility for evaluating the novice teachers and making recommendations regarding renewal of their contracts (Carver & Feiman-Nemser, 2009).

The BEST program in Connecticut was a combination of 1 year of mentoring and 1 year of professional development wherein the novice teachers received assistance in completing their performance-based portfolios. The mentors assisted the novice teachers in completing their performance-based portfolios that included records of practice such as analyses of student work, examples of instructional planning, and videotapes of the novice teachers teaching. The focus of the BEST program was on helping the novice teachers become reflective practitioners (Carver & Feiman-Nemser, 2009).

Hudson (2013) declared, "Mentoring necessitates clear articulation of expectations and practices, as well as providing the mentor and the mentee with various viewpoints about teaching" (p. 774). Similarly, Carver and Feiman-Nemser (2009) asserted, "Novice teacher induction should focus attention equally on the expectations for

novice teachers and their mentors" (p. 309). In each of the aforementioned induction programs, the expectations were different for the mentors, however, the mentor teachers in each program were provided training so that they could be actively involved in the professional development activities.

Prior research supports engaging mentors in novice professional development and providing training for the mentors to help them develop the needed skills to facilitate the professional growth of the novice teachers (Feiman-Nemser, 2012; Grossman and Davis, 2012; The New Teacher Center, 2012). The National Association of School Boards of Education (2012) suggested that any training for mentors should include a discussion of adult learning theory, how to adapt mentoring to the novice teachers' preferred modes of learning, and how to organize adult learning activities. Likewise, Grossman and Davis (2012) and Carver and Feiman-Nemser (2009) asserted that the mentor training should focus on how to build trust with novice teachers, establish collaborative relationships, facilitate reflective practice, use appropriate support strategies, and assist with problem-solving.

Because the mentors in the Teachers Supporting Teachers proposed project will be directly involved in the novice teacher professional development activities, it is important that they understand how to engage adult learners. The initial professional development for the mentor teachers will provide an overview of the Teachers Supporting Teachers project, and explain their roles as mentors. Subsequent training will focus on developing the skills needed to assist the novice teachers with their personal and professional needs.

Local Measurable Goals

The overarching aim of the Teachers Supporting Teachers professional development project is to train, support, and retain novice teachers at the research school. There are four local measurable goals. The first goal is to improve the novice teachers' instructional effectiveness as evidenced by lesson plan review and direct observation. The second goal is to improve the novice teachers' classroom management skills as evidenced by their disciplinary referrals. The third goal is that student learning will improve as evidenced by an analysis of student work and assessments. The final goal is that novice teachers will feel supported as evidenced by their responses to a survey related to the effectiveness of the Teachers Supporting Teachers professional development project.

Implementation

Potential Resources and Existing Supports

Human and material resources will be needed to effectively implement the Teachers Supporting Teachers professional development project. Human resources include the facilitators that will be needed to carry out the activities each day. In addition to the school-based mentor teachers and instructional coaches, teacher support specialists from the school district's novice teacher support office will assist with the professional development activities. Guest presenters will also come from the State Department of Education's novice teacher induction division. The material resources needed for the project include a lap top computer, a projector and screen, books and DVDs, three-ring notebooks, copy paper, flipcharts, markers, pens, Post-It notes, index cards, and name tags.

As evidenced by the literature review and the findings from the project study, administrative support is essential to the success of this project. Although it will be my responsibility, as project coordinator, to implement the professional development, I will need the endorsement and support of the school principal. Specifically, I will need the principal to (a) authorize use of the school as the location for implementing the Teachers Supporting Teachers professional development project, and (b) provide a list of novice teachers and mentor teachers, including their contact information. Additionally, because the project will have associated costs in terms of participants, facilitators, supplies and materials, and refreshments, I will need a financial commitment from the principal.

In addition to the support of the school principal, this project will need the support of the school district and the State Department of Education. Both entities encourage local schools to implement structured novice teacher support systems, and each provides guest presenters at no cost to facilitate induction professional development. I will enlist the support of individuals from the school district and the State Department of Education who have experience in facilitating professional development to help with planning the Teachers Supporting Teachers professional development project.

Prior to the start of the professional development, I will work with the principal to (a) identify novice teacher participants, (b) select mentors for the novice teachers, (c) choose dates for the professional development, and (d) decide on the best location at the school for the activities. Subsequent to the meeting with the principal, I will work with district and State Department of Education facilitators to develop the training modules for each day and identify needed resources. Additionally, I will plan and organize the daily activities, schedule facilitators and guest presenters, prepare materials, secure needed

equipment, arrange for refreshments, notify participants regarding the workshop, and develop an evaluation instrument.

Potential Barriers

Although there are existing supports in place for the implementation of the Teachers Supporting Teachers professional development project, there are also several barriers that may threaten implementation. First, not all of the associated costs can be absorbed through the school's current professional development budget. Locating additional funding sources will alleviate this barrier.

Second, the duration of the Teachers Supporting Teachers professional development project may serve as a barrier for participation. Novice teachers may have scheduling conflicts with the orientation workshop time frame. Although teachers traditionally start their work year 3 days prior to the start date for students, because the novice teachers may be unaware of the workshop when they plan their vacations or other activities, the timing of the workshop may not be convenient. Notifying the novice teachers 2 months in advance of the workshop and informing them that they will be paid to attend the 3-day workshop may remove this potential barrier.

Another potential barrier could be the time in which the monthly activities are scheduled. Because the activities will take place during the school year, most of the sessions will have to take place after school. However, after school is not considered as the best time for professional development for myriad reasons, including that teachers are tired, or have personal responsibilities (Carver & Feiman-Nemser, 2009; Wong, 2004). Several options could be considered to remove this barrier. First, the professional development sessions could be scheduled during the day when teachers at the school

meet in professional learning communities or with collaborative teams. Second, some sessions could be scheduled on the professional development days that are built into the district's calendar. If the sessions do have to be scheduled after school, participants could be paid for their extended work day through the school's federally-subsidized *Title I* funding.

Proposal for Implementation and Timetable

The Teachers Supporting Teachers professional development project will be implemented during the 2016-2017 school year. The timetable of activities is as follows:

1. Meet with the school principal to discuss the project and request approval for implementation (Month 1).

2. Work with professional development experts from the school district and state department of education to develop the training modules for the 3-day orientation and monthly professional development sessions (Month 2-Month 5).

3. Secure facilitators and presenters for the orientation and professional development sessions (Month 6).

4. Obtain names and contact information of novice teachers and mentor teachers from the principal (Month 7).

5. Contact novice teachers and mentor teachers via e-mail to inform them of the 3-day orientation and request a reply within 5 days of their intention to attend or not attend (Month 8).

6. Purchase supplies and materials for the workshop (Month 8-Month 9).

7. Implement the Teachers Supporting Teachers professional development project (Month 1-Month 7).

Various individuals will assist in the implementation of the Teachers Supporting

Teachers professional development project.

Roles and Responsibilities of Student and Others

As project coordinator, I will have the primary responsibility for the planning,

implementation, and evaluation of the professional development. Guided by the project

study's findings and the research on professional development and novice teacher

support, I will design the Teachers Supporting Teachers professional development

project. I will plan activities; handle scheduling logistics; contact participants, facilitators,

and guest presenters; procure materials and supplies; and set-up the location for the

training sessions.

Although this project will be designed to improve the pedagogical skills of the

novice teachers, the novice teachers will be expected to be active participants in the

professional development. The novice teachers will be engaged in collaborative activities

with the school principal, mentor teachers, instructional coaches, and district and state

level personnel. The novice teachers' responsibilities include participating in all of the

professional development activities.

As evidenced by the findings from the project study and the literature review

(Darling-Hammond & McLaughlin, 2011; Ingersoll, 2012), the school principal's support

is essential to the implementation of this project. The principal of the research school will

be involved with structuring and coordinating the Teachers Supporting Teachers

professional development project. Additionally, the principal's role will be to support the

project by (a) providing space in the school for the professional development to take

place, (b) identifying and pairing novice teachers and mentor teachers, (c) providing a

budget for the project, (d) sanctioning time for the mentoring and professional development activities, and (e) attending the professional development sessions. By attending the sessions, the principal will not only provide support to the novice teachers as they build their pedagogical skills, but to the mentor teachers as they build their facilitative skills.

Project Evaluation

This project is designed to facilitate the growth and development of novice teachers by addressing needs identified by novice teachers themselves. The project aims to provide the necessary support to help novice teachers adjust to their teaching responsibilities. The effectiveness of the Teachers Supporting Teachers professional development project will be assessed through a formative evaluation. I selected a goal-based evaluation to determine whether the project's three goals are achieved. The first goal is to assist novice teachers in their adjustment to the challenges of teaching and the performance of their duties. The second is to help the novice teachers develop effective instructional and classroom management skills. The third is to help novice teachers improve instructional practices to increase student achievement.

I chose formative rather than summative because I wanted the evaluation to be non-threatening. Formative evaluation is appropriate for the novice teacher professional development because it will take place while the professional development is being implemented, it will facilitate the growth of the novice teachers, and it will provide information for continuous program improvement (Gordon & Maxey, 2000; Liljedahl, 2014). The formative evaluation will be based on a variety of measures, including

observations, lesson plans and classroom management plans, collaboration logs, and participant surveys.

At the end of the 2016-2017 school year, the novice teachers will be asked to complete a survey regarding the professional development's effectiveness (see Appendix I). The survey questions will address all aspects of the professional development activities, including the impact of the training on the mentoring relationship, their teaching skills, classroom management, communication with parents, and their overall professional growth and development.

Feedback on the professional development will also be gathered from the mentor teachers. Like the novice teachers, the mentor teachers will also complete a survey regarding the professional development at the end of the school year (see Appendix J). However, the mentor survey will address the impact of the professional development on the mentor's ability to contribute to the growth and development of the novice teachers. The mentor teachers will also maintain a collaboration log to note meeting dates with the novice teachers.

I will analyze all of the evaluation data to determine if the goals of the project were met. In addition to assessing the overall effectiveness of the professional development, I will use the data to revise the format and content of the Teachers Supporting Teachers professional development project as needed for future implementation. Finally, I will share the data via a Power Point presentation with the principal, the school novice teacher support team, the novice teacher participants, the mentor teachers, and representatives from the school district and State Department of Education.

Implications Including Social Change

The novice teacher induction period has been characterized as a time of isolation, stress, and fear of failure (Alexander & Alexander, 2012; Ambrosetti, 2014, Feiman-Nemser, 2012; Ingersoll, 2012). As a result, many novice teachers leave the profession. In order to stop this exodus and improve novice teacher retention, schools must put intentional mechanisms and support systems into place. The review of the literature revealed a connection between novice teacher support and retention in teaching (Carver & Feiman-Nemser, 2009; Ingersoll, 2012; Wong, 2004).

Local Community

This project will address the needs of novice teachers at the research school by providing support and facilitating their growth and development. The Teachers Supporting Teachers professional development project may enhance the efficacy of the novice teachers through collaboration with peers, mentor teachers, and other school staff. This project may promote social change by providing novice teachers with a positive, nurturing work environment. Ultimately, providing such support may influence the novice teachers' decisions to remain in teaching. Additionally, it may improve student achievement.

Far-Reaching

The project has the potential to serve as a model of successful novice teacher support for other schools in the study district. Social change is also possible at a larger level if other school districts in the state and across the nation implement professional development similar to the Teachers Supporting Teachers professional development project. Ultimately the project may benefit all stakeholders because it provides an

infrastructure for accelerating novice teacher professional growth, improving student learning, and increasing novice teacher retention.

Conclusion

I chose professional development as the genre for the project based on the findings of the project study and the literature on novice teacher support. The Teachers Supporting Teachers professional development project will offer the guidance and support that novice teachers need to be successful in the classroom. This section introduced the goals of the project, the rationale for choosing professional development, and the resources needed to successfully implement the project. The section also delineated the roles and responsibilities of the persons who will be responsible for implementing the project, and offered a review of the literature relevant to the project. The section concluded with a discussion of how the effectiveness of the project will be assessed.

Section 4 includes reflections and conclusions regarding the project. The section focuses on the project's strength and limitations, and includes recommendations for ways to address the problem differently. In the section, I discusses what I learned about the research process, including what I learned about myself as a scholar, practitioner, and project developer. The section concludes with my overall reflections on the importance of the work and implications, applications, and directions for future research.

Section 4: Reflections and Conclusions

Introduction

This section provides an opportunity to reflect on the project study, particularly regarding its strengths and weaknesses in addressing the problem of novice teacher attrition at the research school. The section presents the strengths and limitations of the project; recommendations for addressing the problem differently; and reflections on what was learned about the research process and about myself as a scholar, practitioner, and project developer. The section ends with an overall reflection on the importance of the project and a discussion of the implications, applications, and directions for future research.

The findings from the project study revealed that the eight novice teachers attributed the support and guidance provided by their mentor teachers as the factor that most influenced their decision to remain in teaching. However, the novice teachers expressed the need for specific training for the mentor teachers and for the novice teachers themselves to assist in their personal and professional growth. They also expressed a desire for opportunities to collaborate with colleagues. Additionally, the novice teachers cited needed professional development in planning and organization, developing lesson plans, classroom management, time management, and communicating with parents.

Based on the findings from the project study and the review of the literature, I will design a 1-year professional development project for novice teachers entitled Teachers Supporting Teachers. In addition to orienting novice teachers to the school culture and

norms, the Teachers Supporting Teachers professional development project will provide novice teachers with sustained support and training to enhance or improve their pedagogical skills.

Project Strengths

A common thread throughout the novice teachers' responses to the survey and interview questions was the desire to collaborate with peers. The literature on novice teacher attrition also cites the desire to collaborate with colleagues as a need for novice teachers (Feiman-Nemser, 2012; Kardos & Johnson, 2007). Likewise, the literature on novice teacher induction addresses the benefits of collaboration to novice teachers (Darling-Hammond, 2010; Ingersoll, 2012; Kardos, 2003; Wong & Wong, 2004). The opportunity for collaboration is the greatest strength of the proposed project. The collaborative activities of the Teachers Supporting Teachers professional development project will allow mentor teachers and instructional coaches to assist novice teachers in developing their pedagogical knowledge, skills, and strategies. The mentor teachers and instructional coaches will work with the novice teachers to develop lesson plans and classroom management plans, and practice different instructional strategies.

The various interactive activities will afford the novice teachers many opportunities to work with, learn from, and receive feedback from colleagues including other novice teachers. Additionally, the novice teachers will be able to reflect on their own teaching practice and make adjustments as necessary. Having the opportunity for such collaboration has been pointed out in the literature as being a key element in reducing the isolation that novice teachers often feel (Ingersoll, 2012).

Recommendations for Remediation of Limitations

Although this project will have merit, it will also have limitations. Foremost will be the need for money to cover the cost of human and material resources for the duration of the project. The school's professional development allocation will be insufficient to compensate the teachers for participation in the 3-day orientation and the monthly activities that extend beyond their contracted day. This limitation could be remediated by supplementing the school's professional development budget allocation with monies from other funding sources such as the school's Title I budget. Additionally, funds for teacher stipends could be made available for after-school activities through the school district's Extended Day budget. If such funding is not available, some of the Teachers Supporting Teachers activities could be offered during common planning periods, on the school's scheduled professional development meeting days, or during the school district's scheduled professional development days throughout the year.

Another limitation will be the lack of established criteria at the school for selecting mentor teachers or a strategic method to match mentor teachers with novice teachers. Both the data analysis from the project study and prior research referred to this need regarding mentor teachers (Ingersoll, 2012; National Association of School Boards of Education, 2012; Wong, 2004). To improve the mentoring component, Ingersoll (2012) suggested that highly effective novice teacher induction programs take the time to put into place processes to ensure the appropriate matching of mentors and novice teachers. Using selected criteria from the state department of education's established guidelines for selecting and matching mentors would remediate this limitation. Specifically, according to the state guidelines, the mentor teachers in the Teachers

Supporting Teachers professional development project should have (a) at least 3 years of experience in the school district, (b) demonstrated excellence of content area knowledge and pedagogy, (c) certification in the subject area of the new teacher, (d) effective interpersonal and communication skills, and (e) completed comprehensive mentor training.

Although the data analysis in the study influenced the selection of professional development as the genre for this project, the literature also suggested other ways to address the needs of novice teachers. As a means of addressing the problem differently, the school district's technology infrastructure could be used to create an online novice teacher induction process to provide instructional webinars and collaborative sessions. The webinars would include the same topics and activities as the Teachers Supporting Teachers professional development project. The novice teachers could ask the mentor teachers questions or request assistance with specific situations and receive immediate feedback. The website could also feature instructional videos and teaching vignettes.

Another option would be to create a resource guide with the information that would be presented in the Teachers Supporting Teachers professional development project. The resource guide could be referenced by the novice teachers as needed. Finally, creating a novice teacher professional learning community would provide novice teachers with an opportunity to collaborate with peers and learn from each other.

Scholarship

I began this project study because of my interest in examining ways to increase the retention of novice teachers. The information gained from the review of the literature and the data analysis of the project study have increased not only my awareness of factors

that influence novice teachers to remain in teaching, but also how much influence I as a mentor have on the personal and professional growth of these individuals. As a result of this project study, I have gained a different set of lenses through which to view myself.

Although I am an educator by profession, this journey toward completion of the requirements for my doctoral degree forced me to become a student again. I always considered myself to be disciplined; however, I had no idea of the tenacity and discipline that would be required to complete the online curriculum and the research study. Like the novice teachers, I discovered that I needed to develop my planning, organization, and time management skills to keep up with the online curriculum. I had to learn to manage my time efficiently to complete my assignments according to schedule. As a result, I am more focused and deliberate in my personal and professional life.

I developed improved scholarship skills through the research process. Although I was initially uncertain about what scholarly writing would entail, through the guides and prompts provided by Walden University, my writing skills improved. I learned to review relevant literature and summarize it in relation to my work. With the assistance and encouragement of my professors and committee members, I learned how to write with clarity and purpose.

Through the discussion posts and the residency, I developed an appreciation for the value of collaboration. Interacting with instructors provided illumination in moments of uncertainty. Sharing and exchanging ideas with peers diminished the isolation of my journey. Like the novice teachers, I needed the opportunity to collaborate.

My view of learning changed as a result of participating in this process. Through the activities and assignments, I learned to engage in reflective thinking. I also learned

not only to be a consumer of information, but also to determine its usefulness for my purposes. Additionally, I have been challenged to think critically about my role as an educator.

Project Development and Evaluation

The responsibility for developing this project forced me to face a harsh reality: Although I had attended numerous professional development workshops, I had no knowledge of what was involved in the actual planning process. I learned that it is much more than developing an agenda. I learned that I had to begin by examining what influenced my choice of a genre for this project: the findings from the project study. I had to constantly remind myself that the findings and the literature review were the compass to guide everything that I needed to do to develop this project. That realization forced me to abandon my preconceived notions about what the project should look like. I also had to keep in mind that developing this project was an opportunity to have an impact on novice teacher retention at my school.

Deciding how the project would be evaluated was another challenging area for me. Essentially, I had to figure out how I would assess the effectiveness of the Teachers Supporting Teachers professional development project in meeting the needs of the novice teachers. I had to decide whether formative or summative evaluation would be better. Again, I relied on the findings of the project study and prior research to guide me. In addition to considering ways for the teachers to demonstrate learned skills such as lesson planning and classroom management, I was able to develop the survey to be administered at the end of the workshop. I will use the results from the survey to guide future

improvements to the Teachers Supporting Teachers professional development project t

for novice teachers.

Leadership and Change

I have been an educational leader for more than 10 years; however, it was not

until I immersed myself in the development of this project that I realized what it actually

meant to be a leader: to have responsibility for the guidance, growth, and development of

someone other than myself. Developing this project forced me to become proactive and

assertive regarding providing support to novice teachers. I recognized that to address the

needs of the novice teachers at my school, it would be necessary to do more than just

assign them a mentor teacher. I had to be the change agent for novice teacher induction at

my school.

Navigating the research process for the project study required me to use all of the

leadership skills that I had developed through my matriculation at Walden University.

Additionally, I had to develop resiliency regarding how I responded to unexpected

changes. I experienced a setback when the principal of one of the original target schools

for the project study did not allow me to discuss the study with novice teachers at his

school. I was disappointed because the principal had given verbal permission for me to

conduct the study. I was also frustrated because I had made more than 10 attempts over a

2-week period to contact the principal by phone, email, and in person.

I became distraught because I thought that not having participants from the two

schools would derail my plans. I thought that my research was destined for failure.

However, after discussing the matter with my dissertation committee chairperson, I

realized that I could still conduct the study without the participants from the second

school because the study was not designed to be a comparison between the two schools. As a result of this challenge, I grew as a leader because I learned to be flexible and adaptable. More importantly, I learned that failure was not an option.

The responsibility of developing the Teachers Supporting Teachers professional development project forced me to see myself beyond my current leadership position. My role as project coordinator will require me to apply all that I have learned throughout my matriculation at Walden University and throughout this research process. I will be expected to lead others as I form a novice teacher induction team at the school that will include the principal, the instructional coaches, and the mentor teachers. As the coordinator of the induction team, I will have to communicate my vision for the project, get buy-in, provide direction, decide on roles and responsibilities, create an implementation timeline, develop an agenda, determine resources to be used, plan activities, and schedule internal and external facilitators.

The myriad responsibilities of coordinating the novice teacher induction team and planning and designing the project will hone my communication and decision-making skills. My leadership skills will also be developed in my role as a mentor for novice teachers. I no longer see myself as someone who only provides emotional support to novice teachers. Instead, I see myself as a leader with the responsibility of guiding their professional growth and development.

Analysis of Self as Scholar

This project study afforded me an opportunity to examine and potentially influence a concern about which I am passionate: novice teacher retention. Although I have served as a mentor teacher for the past 6 years, I have often felt powerless in

influencing novice teachers to remain in teaching. Through the project study and the review of the literature, I gained insight into what novice teachers need in terms of support during their induction years. From the project study to the proposed project, I have grown as a scholar. Through the classes, assignments, research, and discussions with professors and peers, my knowledge has increased. Undertaking this effort has been an affirmation of my desire to be an advocate for novice teacher support.

Analysis of Self as Practitioner

Through the knowledge gained from the classes at Walden and my research, I learned that I could be a leader and change agent in improving novice teacher retention at my school. As a practitioner, I was able to apply what I learned in the classes on learning theories, qualitative research, and program evaluation to complete the project study. Further, I was able to use the findings from the project study and the literature on novice teacher support to propose the Teachers Supporting Teachers professional development project project to improve novice teacher retention.

Analysis of Self as Project Developer

During my 21 years in education, I have undertaken many tasks related to school improvement. However, I have always been a participant or member of a team. Undertaking the project study allowed me the opportunity to be in charge and to develop something from start to finish. As a result, I am confident in my ability to use the knowledge and skills gained through my matriculation at Walden and the implementation of the Teachers Supporting Teachers project. The project has the potential to impact novice teacher retention at my school and serve as a model for other schools in the district, state, and nation.

The Project's Potential Impact on Social Change

The findings of the project study and the review of the literature confirmed that there is a relationship between the supports provided through novice teacher induction programs and retention in teaching. The proposed project has implications for social change because it includes components perceived to be important by novice teachers themselves. The project has the potential to augment current efforts to support novice teachers and to positively impact novice teacher retention. Novice teacher retention can positively impact social change by decreasing the financial costs and student academic setbacks caused by novice teacher turnover.

Implications, Applications, and Directions for Future Research

As indicated by the novice teachers, mentoring and collaboration with colleagues are the factors that most influence their teaching efficacy and their decision to remain in teaching. By focusing on mentoring and providing time for collaboration with colleagues, this project aims to enhance or increase the novice teachers' content knowledge and pedagogical skills. In doing so, the project has implications for impacting student achievement. As the novice teachers' identified needs are met, and the teachers become more confident in their abilities, it is hoped that they will remain in teaching and students will not be subjected to a revolving door of teachers, thereby providing consistency and continuity in learning.

There are a variety of possible applications of this project. The professional development could be incorporated into existing novice teacher induction programs in the study school district, the state, and across the nation. The topics from the Teachers Supporting Teachers professional development project could also be applied to traditional

and alternative teacher preparation programs. Additionally, the professional development modules could be offered online or incorporated into handbooks and resource guides for novice teachers.

In order to significantly impact novice teacher retention, the direction of future research will need to shift. Because the novice teachers in the project study valued mentors, and the novice teacher research also supported the importance of mentors, future research should expand the mentoring component. Specifically, future research should place more emphasis on establishing criteria for mentor selection and pairing, providing common planning time for mentors and novice teachers, and offering focused training for mentor teachers. Consideration should also be given to providing differentiated professional development based on the novice teachers' needs and teaching experience.

Conclusion

From the proposal for the project study to the proposed project, I have been immersed in research that required extensive reading, analysis, synthesis, and reflection. I have also been required to think introspectively and present my research through scholarly writing. I have selected professional development as the genre to develop a project to meet the identified needs of the novice teachers. The Teachers Supporting Teachers professional development project will be designed to offer support and guidance to the novice teachers through mentoring and collaborative activities. In addition to helping the novice teachers grow professionally, the project has the potential to reduce the isolation that often causes new teachers to leave the profession.

The instruction at Walden and the research that I have had to do for this project have expanded my capacity as an educator, a scholar, a practitioner, and a project

developer. I evolved as a scholar through the coursework, interactions with professors and peers, and the residency. I became a practitioner through the research process of the project study. And finally, I became a project developer through the Teachers Supporting Teachers professional development project. I have learned so much and I have evolved into a more capable and competent educational leader.

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Appendix A: Project

Teachers Supporting Teachers

Goals, Outcomes, and Objectives

Goals

1. Facilitate novice teachers' professional growth and development.

2. Help novice teachers develop effective instructional and classroom management skills.

3. Provide collegial support for novice teachers.

4. Help novice teachers improve instructional practice to increase student achievement.

Outcomes

1. Novice teachers will become familiar with school policies, procedures, and routines.

2. Novice teachers will understand their role in the mentoring relationship.

3. Novice teachers will collaborate with peers and mentors to develop and implement lesson plans.

4. Novice teachers will collaborate with peers and mentor teachers to develop a classroom management plan.

5. Novice teachers will be able to communicate effectively with parents.

6. Novice teachers will feel supported by administrators, mentors, and peers within the school.

Objectives

1. As a result of the professional development, novice teachers will understand the role of mentors and mentees.

2. As a result of collaboration with peers and mentors, novice teachers will demonstrate effective teaching strategies.

3. As a result of collaboration with peers and mentors, novice teachers will design lessons that can be implemented in their classrooms.

4. As a result of the professional development, novice teachers will create a classroom management plan.

5. As a result of the professional development, novice teachers will demonstrate effective communication skills.

Sources for Participants

The First Days of School: How to Be an Effective Teacher – Resource Book and DVD: Wong Publications

Enhancing Professional Practice Teaching Vignettes Video Series: Association for Supervision and Curriculum Development

Classroom Management that Works –Professional Development Video Series: Association for Supervision and Curriculum Development

Websites: Retrieved from http://www.mc3edsupport.org

Teachers Helping Teachers (This website provides resources for teachers by teachers.)

Survival Guide for New Teachers (This U.S. Department of Education publication discusses how new teachers can work effectively with veteran teachers, parents, principals, and teacher educators.)

Beginning Teachers' Tool Box (The Beginning Teachers' Tool Box is a community of educators with the mission of empowering new teachers for classroom success.)

Target Audience

Novice teachers

Professional Development Outline

The *Teachers Supporting Teachers professional development project* project will be a 1-year learning process that includes activities designed to allow novice teachers to practice, refine, and gain a deeper understanding of the art of teaching. The school principal, teacher mentors, instructional coaches, and district and state personnel will assist the project coordinator in the implementation of the project. The professional development will begin with a 3-day orientation prior to the opening of school and will continue throughout the 2016- 2017 school year with monthly activities.

The 3-day orientation will be conducted at the school 1 week prior to the official start date for teachers. The workshop will begin at 9:00 AM each day and end at 4:00 PM with two 15-minute breaks, one in the morning and one in the afternoon; and a 1-hour lunch break.

The monthly professional development sessions will focus on activities designed to assist the novice teachers in meeting the standards of the state Teacher Assessment Program. The sessions will be from 90 minutes to 2 hours in length and will take place at varied times during and after the school day. The format will be the same for each session: an introductory icebreaker activity, a developmental activity, an interactive collaborative activity, and a novice teacher reflection/mentor teacher feedback activity.

The workshop presenters and facilitators will deliver the curriculum for the professional development. This group will consist of the school mentor teachers and instructional coaches, the school district teacher support specialists, and representatives from the State Department of Education. The school-based novice teacher support team will conduct the orientation to the school culture and will engage in the professional development activities with the novice teachers, assist with the development of lesson plans and classroom management plans and provide feedback to the novice teachers.

The mentor teachers will be responsible for providing instructional, professional, and personal support to the novice teachers. In addition to participating in the *Teachers Supporting Teachers professional development project* activities, the mentor teachers will meet with the novice teachers on a weekly basis to address concerns; provide support; and assist with school procedures and routines, acquisition of materials and resources, curriculum, instruction, classroom management, and student assessment. The mentor teachers will also provide assistance to the novice teachers in meeting the performance standards of the State Teacher Assessment Program.

The instructional coaches will also serve as in-house facilitators for the novice teacher professional development. They will help the project coordinator and the principal conduct the orientation to the school. Additionally, they will work with the mentor teachers to assist the novice teachers with lesson planning and classroom management.

The district teacher support specialists and the State Department of Education representatives will assist the project coordinator in developing the professional development training modules. Additionally, they will assist the school-based induction

team in delivering topic-specific instruction such as time management, planning and organization, and effective communication with parents.

Format

Varied approaches will be used to encourage collaboration and make the workshop interesting. The following is a list of sample activities:

- Think/Pair/Share question and answer

- Games

- Video Vignettes

- Role play and simulation exercises

- Modeling and demonstration exercises

- Case Studies

Timetable:

Planning for the *Teachers Supporting Teachers professional development project* will begin during the year prior to implementation of the project. After receiving permission from the principal at the research school, the project coordinator will begin developing the agenda for the 3-day orientation and planning the monthly activities. Other tasks to be accomplished prior to implementation include administrative selection of mentors, logistical arrangements, and procurement of facilitators, supplies, and materials. The schedule that follows reflects the implementation timetable:

1. Meet with the school principal to discuss the project and request approval for implementation (Month 1).

2. Work with professional development experts from the school district and state department of education to develop the training modules for the 3-day

orientation and monthly professional development sessions (Month 2-Month 5).

3. Secure facilitators and presenters for the orientation and professional development sessions (Month 6).

4. Obtain names and contact information of novice teachers and mentor teachers from the principal (Month 7).

5. Contact novice teachers and mentor teachers via e-mail to inform them of the 3-day orientation and request a reply within 5 days of their intention to attend or not attend (Month 8).

6. Purchase supplies and materials for the workshop (Month 8-Month 9).

7. Implement the *Teachers Supporting Teachers professional development project* (Month 1-Month 7).

The following schedule reflects the activities for the *Teachers Supporting Teachers professional development project*.

Orientation Agenda

Day 1 – *Teachers Supporting Teachers*: The Journey to Excellence

9:00 – 9:30   Registration and Continental Breakfast

9:30 – 10:00   Welcome and Project Overview

10:00 – 10:45   Introduction of Novice Teacher Support Team

                          Professional Development Calendar Overview

10:45 -- 11:00 Break

11:00 – 12:00   Mentor-Mentee Meet and Greet Activity - "Getting to Know You"

12:00 – 1:00   Lunch

1:00 – 3:00   Breakout Sessions

          I – Novice Teacher Orientation to School Culture

          II – Mentor Teacher Training

3:00 – 3:15   Break

3:15 – 4:00   *Teachers Supporting Teachers*: The Journey to Excellence

          Purpose of Mentoring

          Roles of Mentors

          Roles of Mentees

Days 2 and 3– **Mentor Professional Development:** *Teachers Supporting Teachers*

Topics:

- Building Meaningful Relationships

- Needs of Novice Teachers

- Mentoring Methods/Strategies (Peer observation, modeling, observing, co-teaching, conferencing, coaching)

- Non-evaluative Supervision

- Communication Types (Instructive, Collaborative, and Facilitative)

➢ Effective Communication and Interpersonal Skills

➢ Collaborative Conversations

➢ Providing feedback

- Best Instructional Practices

- Classroom Management

- Organization

- Helping Novice Teachers Get Off to a Good Start

> ➤ Textbook assignment

> ➤ Making copies

> ➤ Setting up a grading system

> ➤ Organizing and decorating their room

> ➤ Assigned duties

> ➤ Testing (Diagnostics, SLO pre-test, etc.)

Days 2 and 3 – **Novice Teacher Professional Development: The Journey to Excellence**

Topics:

Orientation to School/District policies and procedures

The First Days of School

Standards-based Curriculum

Supplemental Resources

Student Assessment

Classroom Instruction That Works: Research-Based Strategies for Increasing Student

Achievement

- Managing and Organizing the Classroom

- Planning Instruction

- Instructional Strategies

- Classroom Management

- Organizational Skills

- Time Management

- Interpersonal Communication

> ➤ Teacher-student and teacher-parent relationships

➢ Written communication

➢ Conferencing with parents

Monthly Professional Development Sessions

August: Getting Started

The First Days of School

- Three Characteristics of an Effective Teacher

  ➢ Positive Expectations

  ➢ Classroom Management

  ➢ Lesson Mastery

- Review chapters of Harry Wong book

  ➢ DVD included with book

- Read Unit A: Basic Understandings and Unit B: Positive Expectations "First Days of School" by Harry Wong

- Review and discuss Basic Understandings and Positive Expectations with mentor and document on a Collaborative Log

- Read Unit C: Classroom Management "First Days of School" by Harry Wong

- Read Unit D: Lesson Mastery "First Days of School" by Harry Wong

- Review and discuss Classroom Management (rules, procedures, etc.) with mentor and document on a Collaborative Log

September: Classroom Management

- Complete Self-Assessment

- Complete Professional Growth Plan (PGP)

- Review Self-Assessment and Professional Growth Plan with mentor and document on a Collaborative Log

- Discuss results of self-assessment and goals for PGP at a Collaborative Conversation

- During a Collaborative Conversation review classroom rules and discipline policy. Discuss school discipline expectations. Review and discuss Unit C of Harry Wong and how to implement rules and procedures.

October: Assessment Data & Professional Growth/Communication/Collaboration

- Complete Data Analysis Tool

  ➢ Focus on one class. Locate any state, district, or classroom data (grades) for each student. Identify assessment data needed to be collected at the beginning of the year (pre-test, diagnostic, etc.)

  ➢ Identify demographic, characteristic, and performance data for grouping/differentiation.

- Complete peer teacher observation focused on use of Assessment Data

- Review and discuss peer observation notes and Data Analysis Tool and document on a Collaborative Log

- Read Unit E: The Professional "First Days of School" by Harry Wong

- Review and discuss Professional Growth/Communication/Collaboration with mentor and document on a Collaborative Log

November: Instructional Planning

- Mentor will conduct a Pre-Conference with novice teacher prior to a formal observation of a lesson to be taught this month. Focus on Instructional Planning and Lesson Mastery. Document Pre-Conference with mentor on a Collaborative Log.

- Mentor will conduct a formal observation of teacher lesson.

- Mentor will conduct a Post-Conference with novice teacher following the formal observation. Focus on delivery of instructional plan. Document Post-Conference with mentor on a Collaborative Log.

December/January: Assessment of Student Learning

- Complete peer teacher observation focused on Assessment of Student Learning

- Review and discuss peer observation focused on Assessment of Student Learning with mentor and document on a Collaborative Log

- Share examples of classroom assessments and student results with mentor and conduct an Analysis of Student Work samples. Document on a Collaborative Log.

February/March: Teaching and Learning Cycle

- Select an upcoming lesson to focus on for the cycle.

- Review and discuss with mentor: Assessment Data and Assessment of Student Learning in regards to selected lesson. Document on a Collaborative Log

- Review and discuss with mentor Instructional Planning in regards to selected lesson. Document on a Collaborative Log.

- Review and discuss with mentor Lesson Delivery of selected lesson. Document on a Collaborative Log.

- Review and Discuss with mentor Revision of Lesson and Analysis of Student Work results. Document on a Collaborative Log.

April: Teacher Performance Assessment

- Mentor will conduct a Pre-Conference prior to a formal observation of a lesson to be taught this month. Focus on the Teaching and Learning Cycle. Document on a Collaborative Log.

- Mentor conducts a formal observation of selected lesson.

- Mentor will conduct a Post-Conference following the formal observation. Focus on the Teaching and Learning Cycle. Document on a Collaborative Log.

May: Reflection and Evaluation

- Professional Development Reflections

- Evaluation

- Submit Completed Activities Checklist to Project Coordinator.

Materials and Equipment:

- Agendas

- Participants' Notebook

- Name tags

- Laptop

- Projector

- Screen

- Water, refreshments

- Pens, pencils, note pads, post-it notes, flip chart, markers, copy paper, 3-ring notebooks

"Teachers Supporting Teachers"

"schools must provide an environment where novice teachers can learn to teach, survive, and succeed as teachers" (Ingersoll 2012, p. 1)

Rationale

The absence of support during the first five years, the induction period, has been identified as a primary reason for novice teacher attrition (Carver & Feiman-Nemser, 2009; Feiman-Nemser, 2012; Ingersoll, 2012; Wong & Wong, 2003). Ingersoll (2012) asserted that in order to prevent novice teachers from leaving the profession within the first five years, the problems that they experience during the induction period must be addressed. If appropriate support is not provided, the inevitable results will be frustration, negative attitudes, poor instructional performance, and lower student achievement (Gordon & Maxey, 2000). The "Teachers Supporting Teachers" professional development has the potential to alleviate the frustration faced by novice teachers, improve the quality of their instruction, and ultimately, increase novice teacher retention.

Goals

1. Novice teachers will become oriented to school policies, procedures, and routines.

2. Novice teachers and teacher mentors will develop a supportive relationship.

3. Novice teachers will develop or enhance teaching skills.

4. Novice teachers will developɪp effective classroom management skills

5. Novice teachers will develop the skills needed for effective communication with parents.

Day 1 Participation

- Overview
- Pair novice teachers with mentors
- *Break*
- Team Building Activity
- *Lunch*
- Team Building Activity
- *Break*
- Reflections

Day 2 Participation

- Roles and Responsibilities
  - Principal, Assistant Principals
  - Counselors
- *Break*
- Team Building Activity
- *Lunch*
- Breakout Sessions
  - Novice teachers orientation to the school
  - Mentor sessions will focus on topics such as why mentoring, characteristics of a mentor, mentoring conversations, paperwork (documentation)

Day 3 Participation

- Collaboration
-review content standards
-prepare lesson plans for first 2
  weeks of school
- *Break*
- Collaboration
- *Lunch*
- Work in classrooms
- *Break*
- Reflections

Closing

- Monthly Meetings
      -novice teachers and mentors will choose day of the month
      and time they will hold monthly meetings
- Closing remarks from the Teacher Support Specialist (TSS) team
- Closing remarks from Administrative team
- Reflections

Appendix B: Data Collection and Analysis Timeline

Week 1: December 14-20, 2014

    a. Mailed letter of introduction to principals of proposed research schools
    b. Received permission from principal of research school to meet with novice teachers at research school
    c. Requested and received names of novice teachers at research school from school district's Human Resources Division
    d. Prepared materials for meeting with novice teachers on January 5, 2015

Week 2: January 4-10, 2015

    a. Met with novice teachers at research school and distributed informed consent forms
    b. Collected consent forms confirming participation
    c. Created participant roster
    d. Randomly assigned identifier numbers
    e. Set up individual participant files
    f. Sent surveys to participants

Week 3: January 11-17, 2015

    a. Scheduled dates for interviews
    b. Emailed interview notifications to participants/Attached interview questions Organized materials for interviews
    c. Received surveys
    d. Reviewed and summarized survey responses
    e. Contacted participants to confirm interviews for next week

Week 4: January 18-24, 2015

    a. Interviewed Participant 1
    b. Interviewed Participant 2
    c. Interviewed Participant 3
    d. Interviewed Participant 4
    e. Transcribed the data from interviews of Participants 1-4
    f. Summarized interview transcripts

Week 5: January 25-31, 2015

    a. Emailed interview transcripts to previous week's participants to check for accuracy (member checking)
    b. Received interview transcript responses from participants
    c. Interviewed Participant 5

d. Interviewed Participant 6
e. Interviewed Participant 7
f. Interviewed Participant 8

Week 6: February 1-7, 2015

a. Transcribed the data from interviews of Participants 5-8
b. Summarized interview transcripts

Week 7: February 8-14, 2015

a. Emailed interview transcripts to previous week's participants to check for accuracy (member checking)
b. Received interview transcript responses from participants
c. Finalized interview transcripts
d. Sent thank you notes to participants

Weeks 8-14: February 15, 2015-March 31, 2015 - Data Analysis

a. Reviewed transcript summaries and survey responses
b. Coded transcripts based upon emerging ideas/themes from interviews
c. Coded surveys based upon emerging ideas/themes
d. Developed categories from coded data
e. Reported findings

Appendix C: Informed Consent for Participation

Letter of Informed Cooperation for Teachers

Dear_____

I am a doctoral student at Walden University in the department of Educational Leadership. As a requirement for the Ed. D. degree, I will be conducting a research study entitled *The Impact of a New Teacher Support System on Teacher Efficacy*. The purpose of this project study is to (a) identify the factors that contribute to novice teacher retention, and (b) examine effective strategies to support novice teachers. Participation will involve one 30-minute teacher survey and one 1-hour interview. During the interview, you will be asked about various aspects of your teaching experience and support received as a beginning teacher. Both the survey and interview will be done at the participant's convenience. Possible benefits for the participants of this study are providing information that will help beginning teachers identify their strengths and weakness, know what resources are available to them, and to help them to grow and develop.

Your participation in this study is voluntary. Though your time and input is very valuable to this study, no compensation of any kind will be rendered for participating. There are no risks or direct benefits associated with this study. In addition, please note that your participation in this study will have no effect on your job. Only I will know your status as a participant. You may refuse to answer any questions you consider invasive and may terminate your participation at any time. All the information I obtain from the study will be kept confidential. Your name will not be included in the final report. Any transcript of the interview will remain under my safekeeping and will be destroyed seven years after the acceptance of this dissertation.

If you agree to participate in this study, I will arrange a time to deliver the survey. Once the survey is complete, we will schedule the interview at your convenience. I will provide an opportunity for a follow-up session for you to review your interview transcript and revise your previous answers to the interview, if needed.

By signing below, you are stating that you have read the above and agree to participate in the study, *The Impact of a New Teacher Support System on Teacher Efficacy*. Your signature also indicates that you are granting me permission to audiotape the one-on-one interview. By signing you also agree to the terms and conditions discussed above. Additionally, you understand that there are no other terms and conditions, expressed, or implied. Your signature below indicates your agreement to participate, and you understand that you may withdraw your consent at any time with no consequence. Once this agreement is signed, I will provide you with a copy for you to keep for your records.

If you have any questions about the procedures, please do not hesitate to contact me at 678-522-2949 or via email at tonja.simpson@waldenu.edu. Additionally, if you have any other concerns regarding this research and would like to speak with someone other than

myself, my committee chair is Dr. Tuesday Cooper, and she can be contacted via email at tuesday.cooper@waldenu.edu. If you have question or concerns regarding your rights as a participant in this study, you may contact Dr. Leilani Endicott, Walden representative, at 612/312-1210.

Signature of Participant   Date

Signature of Researcher   Date

Appendix D: Survey - Novice Teacher Perceptions of First Year of Teaching

Section I – Personal Profile

Please, take time out of your busy schedule to complete this survey regarding your first year of teaching. I will use the information you provide on this survey for the purpose of this project study **only**. I will treat all information confidentially. Upon completion, please return the survey in the enclosed self-addressed, interoffice envelope within 2 days.

Instructions: Please circle the letter that best answers the question.

1. What is your gender?
a. Male
b. Female

2. What is your ethnic origin?
a. Black/non-Hispanic
b. Native American
c. Asian/Pacific Islander
d. Hispanic
e. White/non-Hispanic
f. Multiracial
g. Other

3. What is your age group?
a. 18 – 25
b. 26 – 34
c. 35 – 40
d. 41 – 45
e. 46 – 50
f. 50 and above

4. What is your highest level of education?
a. Bachelors
b. Masters
c. Specialist

d.   Doctorate

5.   What type of teacher preparation program did you attend?
a.   College/University
b.   Alternative Certification

6.   How long have you been teaching?
a.   1 year
b.   2 years
c.   3 years
d.   4 years

7.   (For High School Teachers Only)
        What subject(s) do you teach?
a.   Language Arts
b.   Mathematics
c.   Science
d.   Social Studies
e.   Physical Education
f.   Foreign Language
g.   Art
h.   Music
i.   Vocational Education
j.   Other (please specify) _____

        (For Elementary School Teachers Only)
        What grade do you teach?
k.   Kindergarten
l.   1st
m.   2nd
n.   3rd
o.   4th
p.   5th

Section II – Reflection of 1st Year of Teaching

Instructions: Please respond to the following questions with as much detail as possible.

1. What motivated you to continue teaching this year?

2. What kind of support did you receive last year that helped you to become a better

    teacher?

3. What do you perceive as obstacles to the success of the first year teacher?

4. What additional support would have been beneficial to you?

5. What can be done to retain new teachers?

Thank you again for taking the time to complete this survey. Please return it in the
enclosed, self-addressed envelope within two days.

Appendix E: Interview Questions

1. What are the areas in which you most needed help during your first year of teaching?

2. What kind of new teacher support at your school addressed your specific needs?

3. What has been the most beneficial support in helping you to become a better teacher?

4. How has collaboration with other teachers at your school helped you to grow professionally?

5. How have you been supported by the administration at your school?

6. What professional development have you received at your school that has helped you become a more effective teacher?

7. Do you have any professional growth needs that have not been addressed?

8. How has the support that you received last year influenced your decision to remain in or leave teaching?

9. What suggestions do you have for improving new teacher support at your school?

10. Is there anything that I did not ask you that you would like to address?

Appendix F: Correlation of Interview Questions to Research Questions and Literature Review

Interview Questions	Research Question	Literature Review
1. What are the areas in which you most needed help during your first year of teaching?	3	Alliance for Excellent Education (2008) Fantilli & McDougall (2009) Ingersoll (2001, 2002, 2012) Ingersoll & Strong (2011)
2. What kind of new teacher support at your school addressed your specific needs?	1	Alliance for Excellent Education (2008) Fantilli & McDougall (2009) Ingersoll (2001, 2002, 2012) Ingersoll & Strong (2011)
3. What has been the most beneficial support in helping you to become a better teacher?	2	Alliance for Excellent Education (2008) Fantilli & McDougall (2009) Ingersoll (2001, 2002, 2012) Ingersoll & Strong (2011)
4. How has collaboration with other teachers at your school helped you to grow professionally?	1, 2	Ingersoll & Smith (2004) Kardos & Johnson (2007) Scherer (2012)
5. How have you been supported by the administration at your school?	1, 2	Boyd et al. (2011) Corbell et al. (2010) Darling-Hammond (2003) Roberson & Reberson (2009)
6. What professional development have you received at your school that has helped you become a more effective teacher?	1, 2	Danielson (2007, 2011) Hoover (2010) Ingersoll & Merrill (2010) Keigher (2010)
7. Do you have any professional growth needs that have not been addressed?	1, 3	Alliance for Excellent Education (2008) Fantilli & McDougall (2009) Ingersoll (2001, 2002, 2012) Ingersoll & Strong (2011)
8. How has the support that you received last year influenced your decision to remain in or leave teaching?	1	Feng (2009) Hallam et al. (2012) Ingersoll & Perda (2013) Roff (2012) Snyder (2012) Yost (2006)
9. What suggestions do you have for improving new teacher support at your school?	1, 3	Feiman-Nemser (2010) Ingersoll (2012)
10. Is there anything that I did not ask you that you would like to address?	1, 2, 3	Ingersoll (2001, 2002, 2012)

Appendix G: Interview Protocol

I.   **Opening**

   Researcher Introduction

   Project Study Discussion

-   Purpose

-   Informed consent

-   Risks & benefits

-   Confidentiality and safeguarded information

-   Data collection

-   Note-taking and/or recording during this meeting

   Introductory Questions

-   How long have you been teaching?

-   Why did you decide to teach?

-   Are you teaching the grade or subject that you wanted to teach?

-   What do you find most rewarding from teaching?

-   What do you find least rewarding about teaching?

-   On a scale of 1 to 5, with 5 being the highest and 1 being the lowest, how would you rate

   the success of your first year of teaching?

II.   **Interview**

III.   **Closing**

-   Ask clarifying questions

-   Discuss member-checking procedure

-   Thank teacher for participating

Appendix H: Sample Participant Interview Transcript

1. What are the areas in which you most needed help during your first year of

teaching?

Response: Classroom management and parent involvement

2. What kind of new teacher support at your school addressed your specific needs?

Response: I really didn't have no teacher support at my school last year

3. What has been the most beneficial support in helping you to become a better

teacher?

Response: Referring back to my cooperating teacher, I would go back to her

anytime I had a question about anything and she would help me.

4. How has collaboration with other teachers at your school helped you to grow

professionally?

Response: I could go to them to ask them how would they handle situations or

how could I better explain a lesson.

5. How have you been supported by the administration at your school?

Response: My administration helps with discipline. My administration backs me

up 100%.

6. What professional development have you received at your school that has helped

you become a more effective teacher?

Response: I haven't received any professional development thus far at this school.

7. Do you have any professional growth needs that have not been addressed?

Response: Yes. I need to have better communication with my parents.

8. How has the support that you received last year influenced your decision to remain in or leave teaching?

   Response: The support I received last year just helped me to realize that the kids really need us. They really need a positive role model in their life.

9. What suggestions do you have for improving new teacher support at your school?

   Response: I think they should do professional development classes beginning of the year to show us what we may face and how should we deal with it.

10. Is there anything that I did not ask you that you would like to address?

    Response: No.

Appendix I: Novice Teachers' Professional Development Evaluation

The purpose of this evaluation is to assess the effectiveness of the *Teachers Supporting Teachers professional development project*. The information collected will be used to determine whether changes should be made regarding the professional development format and content and to plan future professional development activities.

Directions: Please circle the number that represents your level of agreement with the following statements about the workshop.

1. The professional development helped me to understand what was expected of me as a teacher at this school.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

2. The feedback I received from my mentor and colleagues was helpful.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

3. The format and content of the professional development helped me increase my teaching skills.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

4. Participating in the professional development helped me increase my confidence level as a teacher.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

5. I expect my planning and organization and time management skills to improve as a result of this professional development.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

6. The professional development was engaging and encouraged dialogue and collaboration.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

7. As a result of this professional development, I learned new strategies to help me with classroom management.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

8. As a result of this professional development, I feel better prepared to work with parents.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

9. I feel more supported as a result of this professional development.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

10. Through participation in the professional development, I learned how to locate appropriate content-related materials and resources.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

11. As a result of the professional development, I am able to develop a coherent lesson plan that is aligned to the content area standards.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

12. I am glad that I participated in this professional development.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

13. I will implement what I have learned from the professional development in my classroom.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

Directions: Use the space provided to respond to the following questions.

14. Was the professional development beneficial to you? If not, what needs to change?

15. How effective was the professional development in meeting your personal and professional needs?

16. What new insights do you have regarding your teaching responsibilities as a result of participating in this professional development?

17. As novice teacher, what needs (if any) did you have that were not addressed by this professional development?

18. What type of additional professional development would you like to have offered for novice teachers?

Appendix J: Mentor Teachers' Professional Development Workshop Evaluation

The purpose of this evaluation is to assess the effectiveness of the *Teachers Supporting Teachers* workshop. The information collected will be used to determine whether changes should be made regarding the workshop format and content and to plan future professional development activities.

Directions: Please circle the number that represents your level of agreement with the following statements about the workshop.

1. The workshop helped me to better understand my role as a mentor teacher.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

2. The workshop helped me to understand how to help novice teachers.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

3. As a result of the workshop, I developed my communication and interpersonal skills.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

4. As a result of the workshop, I understand how to use different mentoring and coaching strategies.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

5. The workshop taught me how to provide personal and professional support to my novice teacher mentee.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

6. The workshop provided ample time for dialogue and collaboration with my novice teacher mentee.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

7. As a result of this workshop, I am able to help my novice teacher mentee in terms of planning and organization, instructional practices, and classroom management.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

8. As a result of this workshop, I am able to demonstrate to my novice teacher mentee how to communicate with parents.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

9. As a result of this workshop, I feel better prepared to be a mentor for novice teachers.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

10. I am glad that I participated in this workshop.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

Directions: Use the space provided to respond to the following questions.

11. How effective was the workshop in addressing your needs?

12. Was the workshop beneficial to you? If not, why?

13. What new insights do you have regarding being a mentor after participating in the professional development workshop?

14. As a mentor, what needs (if any) did you have that were not addressed by the mentor training workshop?

15. What type of additional support should be provided to mentors?

Other suggestions or comments:

Appendix K: Frequency of Codes/Development of Themes

Open Codes	Enumeration of open-codes Appearance Across Data Sets	Themes
		Importance of Having a Mentor
MS: Mentor Support	6	
MTR: Mentor Training	4	
POS: Positive 1st Year Experience	1	
TWM: Time with Mentor	8	
		Guidance and Support
AA: Administrative Assistance	3	
AS: Administrative Support	15	
ADY: Appreciation Days	1	
CS: Collegial Support	4	
CL: Communication with Leadership	1	
CP: Communication with Parents	3	
CCM: Curriculum/Curriculum Mapping	3	
DIS: Discipline	1	
FB: Feedback	1	
GU: Guidance	8	
MS: More Support	3	
NTO: New Teacher Orientation	1	
ONG: Ongoing Support for New Teachers	6	
PS: Parental Support	2	
PLO: Planning and Organization	4	
POS: Positive 1st Year Experience	1	
PTK: Prioritizing Tasks	1	
SSP: Staff Support	8	
STD: Standards	1	
TFA: Teach for America	1	
TWM: Time with Mentor	8	
TM: Time Management	4	
		Opportunities for Collaboration

COL: Collaboration	4
FB: Feedback	1
MOD: Modeling	1
NTM: New Teacher Meetings	1
PO: Peer Observations	5

Professional
Development

ADV: Advanced Education	1
AGM: Assessment/GA Milestones	1
ATT: Attend a Workshop	1
CBM: Classroom/Behavior Management	6
CP: Communication with Parents	3
CCM: Curriculum/Curriculum Mapping	3
DI: Differentiated Instruction	1
DIS: Discipline	1
GS: Goal Setting	1
MTR: Mentor Training	4
MOD: Modeling	1
NTO: New Teacher Orientation	1
PLO: Planning and Organization	4
PTK: Prioritizing Tasks	1
PDNT: Professional Development focused on New Teachers	9
SHR: Shared Experiences with other New Teachers	3
STD: Standards	1
STR: Strategies to Engage Low-performing Students	3
SUB: Subject-specific Training	1
TEA: Teaching Techniques	1
TEC: Technology	1
TM: Time Management	4
TRN: Training	4

MTR: Mentor Training	4
MST: More Scheduled Time Off	1
MT: More Time	1
NTD: Non-Teaching Duties	1
OVC: Overcrowded Classes	2
PW: Paperwork	2
PI: Parent Involvement	2
PT: Passion for Teaching	4
PTH: Passion to Help Young Black Males	1
POS: Positive 1st Year Experience	1
SLC: Selective Classes	1

SL: Self-Learning   1
STU: Students/Love for Students   3