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I, Kim Given, hereby submit this original work as part of the requirements for the degree of Doctor of Education in Curriculum & Instruction.

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Beyond Novices: A Case Study of the Socialization, Induction, and Mentoring of New Experienced Teachers

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Abstract

Teacher mobility is on the rise. Some may assume that the job of teaching varies little from place to place, but school cultures and expectations can differ significantly. While a considerable amount of research exists on the socialization and mentoring of entry year teachers in schools, little is available on the experiences of teachers changing schools mid-career. This study examined the experiences and impact of induction and mentoring on three teachers transitioning to American Middle School (AMS) after building a career elsewhere. Research questions addressed new-experienced teachers’ (NETs) perceptions of their transition to teaching at American School District (ASD) and the impact of the ASD mentoring program on their transition to the district. A qualitative case study method was used in order to capture the impressions and experiences of transitioning teachers in their day-to-day instruction, interactions with colleagues, and in the ASD Induction and Mentoring program. Typological, inductive, and interpretive analyses were used to synthesize the themes from participant data.

Through surveys, interviews, and program documents, participants revealed stories of school culture, infrastructure, teacher leadership, and relationships and the ways in which these systems impacted their transition. Findings showed that new experienced teachers came with their own defined ideas and beliefs about instruction, made an impact on school culture, needed time to adjust to their new setting, and benefitted from socialization and collaboration with peers. These findings have implications for administrators and teacher leaders seeking to improve schools and assist in the transition of mid-career teachers to new roles and settings. Induction and mentoring programs for NETs should be flexible, honor the knowledge and experience of incoming faculty, and provide professional development for both mentors and mentees.

Keywords: education, teacher mobility, transition, induction, mentor, teacher leadership
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Acknowledgements

My experiences throughout my doctoral coursework, research, and dissertation were surprisingly rewarding. Before beginning, I assumed that engaging in doctoral level studies and research would be hard, worried that I would not be able to “cut it”, or have the energy to complete it. I had been advised that pursuing my doctorate would be more of a measure of perseverance of will than of intelligence. The conversations I had with those who had survived the ordeal made the experience sound more like a round in the Thunderdome than the pursuit of enlightenment. Elements of all of these stories were true. The work itself was rigorous, but the expansion of my perspective and understanding came from struggling through challenging ideas and texts and helped me to see the work of education and educators in a new light.

Pursuing my doctoral degree was also presented as an opportunity to broaden my options professionally. I am often asked, “What will you do when you finish your degree?” Part of me would like to answer, “read a book for fun” or “watch a lot of bad TV” but the implication is that a doctorate is an avenue to go or do “something else”. I am changed, I think, for the better as a result of my study, research, and writing. But while I do see that my degree will give me more options and capacity as a professional, I feel it is important for teacher scholars to have the option to stay in the classroom rather than feel compelled to move on to administrative roles or to university positions. I appreciate that through my study, I had the opportunity to see “behind the curtain” of education and it is even more in trouble as an institution than I had realized.

From my perspective, and because I love and find meaning in what I do, that is a reason to stay where I am, working with students on a daily basis, and sharing the stories of teachers in schools as a peer rather than as an outsider.
Throughout my doctoral program I learned more about myself and my capacity as a learner, scholar, and finisher of things. While I expected to learn new stuff, I didn’t expect to construct an entirely new framework through which to view education and my practice of it. There were parts that were expected and natural - classes, readings, thinking, and writing. What I did not expect was for my study to reinvigorate my teaching practice as I took on a more authentic role for my students as scholar-facilitator and guide. I assumed that the ideas I learned about and the study of capital E – Education to be beyond the mundane day to day work in my classroom. Instead, I felt my work with students was elevated to a higher level. My role as co-investigator with my middle schoolers had been modeled for me by my mentors at the university.

Much has happened in the six years since I began this process, kept in perspective by periodic breaks to travel to fun places, the ins and outs of the academic school year, realizing that since I began, classes of students I worked with as middle schoolers are now making their way through college and hopefully, independent thought. It took both longer and less time than I thought it would. I suspect that the reason my experience felt more rewarding than arduous had much to do with the amazing people I met and worked with along the way. I have many people to thank for making this pursuit of this degree and research possible.

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My participants were instrumental to not only my research but to making American Middle School a great place to work. Their talents, love of teaching and students, and their positivity were inspirational. Thank you for sharing your time, thoughts, and words to allow me to write this dissertation and to work to improve the experiences of teachers transitioning to new settings. And thank you for coming to work at our school. Our program is better off for your efforts and commitment.
My school-based team served as my champion and pep-squad. The question of “when do you graduate?” was always from a place of genuine interest and encouragement and for that, I am very grateful. Betsy Henning, who talking me into this whole adventure in the first place; Bridgette Ridley, educator, administrator, twirler - a woman I admire and embodies grace and humor like no one else I know; Andrea Weis, a mentor for all time and who reminds me each day to find the humor when things get tough, a party is almost always the best plan, and to find perspective in all things because tomorrow will be a better day; Melissa Burgess, quiz nite champion, brilliant teacher, and who I am so very glad to call my peer and friend; Mark Atwood, a surprisingly timely and forceful motivational writing coach, perhaps due to his own survival of his wife’s dissertation experiences and to many others who asked how much longer this degree and dissertation were going to take.

Finally, I’d like to thank my husband who never batted an eye at the cost for tuition, the time spent in class, studying, and writing instead of with him, the time spent complaining about the classes, studying, and writing, the ever-expanding calendar of my actual completion of the degree, or any of the related fall-out. I know that he is simultaneously and not so secretly relieved that I actually finished and worried my twitter tagline reading “lifelong learner” might lead to another educational hobby that sucks up a lot of money and time. He should be careful what he wishes for as I plan for my newly found riches in time, energy, and spending money to be used on adventures in travelling to new places – with him as my co-pilot.
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Chapter One

Introduction

As a teacher with over twenty-five years of experience, I can confirm that current research stating the need for teacher leadership is true (Akert, 2012). One of the ways in which teachers demonstrate leadership is through formal and informal mentoring of those new to the profession (Schwille, 2008). Mentoring programs typically focus on helping teachers new to the profession adapt to the expectations and responsibilities of running their own classrooms (Ingersoll & Strong, 2011). My experiences have taught me that teacher mentoring may be able to provide assistance to a wider audience of professionals including “New Experienced Teachers” (Edgar & Warren, 1969, p. 392) (NETs), or teachers with experience transitioning to new classroom settings.

After six years of teaching second grade in an elementary school located outside of Rockville, Maryland, I made a transition. Like more and more teachers in the field, I had a reason to change schools. In my case, I was moving back home to the Midwestern suburb of my youth, closer to family and to my husband. Relationships and proximity are just two of many reasons teachers choose to change schools. Some may be looking for advancement, some a better salary, some to a place that seems more aligned with their philosophies, or can provide better support and resources for its students (Fantilli & McDougall, 2009; Kavenuke, 2013).

In my earliest introduction to American School District (ASD), I was assigned a mentor. At first, this seemed unnecessary to me. Mentoring programs in schools traditionally focus on first year teachers. I had proven my expertise in the classroom in my six years teaching in Maryland, had earned state-level recognition as a teacher of distinction, and had recently completed my Master’s degree. As I began the process of setting up my third grade classroom at
American Elementary, I appreciated that my mentor could help me with the new curriculum I would be teaching since I was changing grade levels, but I soon found out that there was more to changing states, districts, and schools than a different curriculum to learn. My mentor was generous in sharing resources and lesson plans in order to help me more quickly acclimate to my new job. She also served to help enculturate me into the ways of ASD. She introduced me to my new peers; she helped to prepare me for the high levels of parent expectations, and served as a sounding board for working through challenges in the organization and in the culture of ASD.

My mentor helped me to socialize into the unique culture of ASD.

It did not occur to me when I changed schools that I would have trouble transitioning to a classroom in a different school. Like many, I assumed that while student demographics may differ, by and large, the job of teaching was the same wherever I might go. I believed it was my skill and knowledge of teaching that would define my success as an educator. Before long, however, I began to notice subtle differences between my old school and the new one. I had always put in many hours as a teacher. In my Maryland school, this set me apart from my peers. I had worked hard to give individualized feedback to students, plan engaging and differentiated lessons, and provide a stimulating classroom learning environment – these things all took time. Rather than being the exception, I noticed at ASD that all of the teachers in the elementary school put in a great deal of time, not just in planning and assessment, but in creation of unique learning experiences for students and in communicating regularly with parents. It took me time to adjust – I had built a reputation where I had taught previously. Parents in my previous school requested their children be put in my classroom. In coming to ASD, I realized that I was going to have to work harder than before to establish my reputation in a new school and to distinguish myself with the rest of my team. My past performance gave me experiences to build my
confidence as an accomplished practitioner. Even with my experience and confidence, I would
need to begin again in order to build a currency of trust and esteem within the ASD community.
I now saw that I had forgotten the time and hard work I had put in to build my reputation, fit in
with the other teachers, and build classroom culture while working at my previous school.

The literature and research make an assumption that only teachers new to the field or
experienced teachers needing assistance in their practice need mentoring. Mentoring is treated as
a solution to a problem rather than seen as an important part of the continuum of teacher
learning. My own experiences in changing contexts mid-career taught me that not all schools are
the same and that having a formal induction and mentoring program helped to support my
transition and learning of a new culture with new expectations.

Statement of the Problem

Schools are an important part of the cultural fabric in our nation. There is a belief that
public schools help to educate all our country’s children in an effort to maintain a strong
democratic citizenry (Borman, Danzig & Garcia, 2012). Education is a force to break down
barriers, level the playing field, and enable all of those in the United States to reach the
American Dream. Many researchers and theorists have been poking holes in this fabric of a
Utopian belief of public schooling over the last sixty years. Critical theorists such as Bourdieu
and Apple (1978) have argued that schools tend to reproduce current social and economic
stratifications rather than provide people a way out of poverty and injustice (Major, 2012).

Teachers, as the most important agents of transmission of curriculum and culture in
classrooms (Feiman-Nemser, 2001; Kavenuke, 2013), have the opportunity to reinforce these
stratifications and reproductions or to serve as instruments of critical reflection, inquiry, and
change (Cochran-Smith & Lytle, 2009). Unfortunately, there are few rewards and many
distractors that keep teachers from questioning and improving the current systems in place. Lortie (1975) spoke of three particular hurdles, which keep teachers from looking at longer-term goals and improving the profession and system of schools. Presentism (focusing on the short term), conservatism (concentrating on small-scale rather than whole-school changes), and individualism (performing teaching in isolation from other teachers) are a part of the automatic socialization process generated through the current organization and structure of schools and the teaching occupation (Hargreaves, 2010; Lortie, 1975). A focus on the immediate tasks in the day to day classroom environment, the tendency to reproduce what has been experienced by teachers through their thousands of hours spent in K-12 classrooms as students, and the cell-like structure of classrooms leading to isolation and a “sink or swim” approach to induction make it challenging for teachers to consider and effectively address larger systemic issues of public schools (Hargreaves, 2010; Lortie, 1975; Rajuan, Tuchin & Zuckermann, 2011).

What should be seen as one of our nation’s most prestigious and important occupations suffers from a lack of a unique technical knowledge base of strategies setting it apart from higher esteemed professions of medicine or law (Hargreaves, 2010; Lortie, 1975). Its association with traditionally female roles of childcare, poor conditions, and limited access to resources and professional development have led to increasing rates of attrition (Fantilli & McDougall, 2009; Ingersoll & Smith, 2003; Johnson, 2012). Teachers are leaving the field for more lucrative, supportive, and rewarding careers before they have the opportunity to master pedagogical practice (Fantilli & McDougall, 2009). Additionally, attrition impacts schools unequally, leaving a larger problem for schools with traditionally underserved populations resulting in a “disproportionate number of inexperienced, uncertified and/or under-qualified teachers placed in urban schools… These inner-city schools serve primarily low-income students, thereby
subjecting a large number of students in high-turnover schools to a continuous cycle of ineffective instruction” (Fantilli & McDougall, 2009, p. 814).

Historically, the teaching profession has been limited in systemically offering a coherent program of “support, guidance, and orientation” (Ingersoll & Strong, 2011, p. 202) for practitioners new to the classroom. Within K-12 education, the case has been made that teacher induction programs can impact quality of teaching, limit rates of attrition, and socialize new teachers into the profession (Alhija & Fresko, 2010b; Fantilli & McDougall, 2009; Ingersoll & Strong, 2011). Recruiting and induction programs are not enough, however, to ensure new teachers are prepared to meet the challenge of teaching in today’s classrooms (Johnson & Birkeland, 2003). The school culture significantly impacts the experience of teachers and is one determining factor in their success and ultimately, their decision to stay in the profession (Johnson & Birkeland, 2003; Johnson, 2012; Opfer & Pedder, 2011).

The socialization of teachers into their profession has had a long history in the education literature through theory development (Anderson-Levitt, 1987; Edgar & Warren; 1969; Hargreaves, 2010; Lortie, 1975; Staton & Hunt, 1992; Zeichner & Gore, 1989) and through research (Achinstein 2002; Achinstein, Ogawa, & Speiglman, 2004; Alhija & Fresko, 2010b; Anderson, 2010; Johnson & Birkeland, 2003; Jurasaite-Harbison & Rex, 2010; Kavenuke, 2013; Kelchtermans & Ballet; Pogodzinski, 2012; Skerrett, 2010; Smagorinsky, Rhym, & Moore, 2013; Tschannen-Moran, 2009). Research in teacher socialization can be identified as grounded in the functionalist, interpretive, or critical traditions (Zeichner & Gore, 1989). Most research has been published from a functionalist view which prioritizes the “realist, positivist, determinist, and nomothetic” (Zeichner & Gore, 1989, p. 2) perspectives. The interpretive tradition seeks to explain from the frame of reference of the participant as opposed to from the objective observer.
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(Zeichner & Gore, 1989). Finally, the critical tradition is meant to “bring to consciousness the ability to criticize what is taken for granted about everyday life”, challenge the status quo, and to transform the current system to “increase justice, equality, freedom and human dignity” (Zeichner & Gore, 1989, p. 3). These paradigms are important to acknowledge as socialization has historically been viewed as a system meant to prepare teachers to fit the current expectations of their profession as defined through local contexts. The functionalist view continues to reinforce schools as places of cultural reproduction rather than spaces of innovation and change in order to provide a more equitable system of learning for our nation’s youth (Ladson-Billings & Tate, 2006).

In recognition of the growing attrition of teachers, mainly those with five or fewer years of experience, more states are mandating schools to include induction programs (Pogodzinski, 2012). Often, today’s teacher induction programs include some form of mentoring. In fact, teacher induction and mentoring have come to be used interchangeably in the literature (Bickmore & Bickmore, 2010; Fantilli & McDougall, 2009; Ingersoll & Strong, 2011). Some have argued that while emotional support builds relationships among colleagues (Marlow, 2009) helping to address issues with the isolation inherent in schools (Lortie, 1975), mentoring can serve as a catalyst for socialization into the profession, growth in pedagogical effectiveness, and in understanding “the intellectual and practical tasks of teaching” (Schwille, 2008, p. 140).

The majority of induction and mentoring research has been with mentor/mentee pairs in which the mentored teacher is new to the profession as well as to the building in which he or she works (Alhija & Fresko, 2010a). While a significant amount of research has been conducted and published on the impact of new teacher induction and mentoring programs, these studies vary widely in their scope and purposes, challenging theorists and practitioners to draw clear
conclusions on effectiveness or a clear framework for program creation and improvement (Bickmore & Bickmore, 2010; Cook, 2012; Ingersoll & Strong, 2011).

One population rarely discussed in current induction or teacher socialization literature includes teachers who are not new to the profession but who change assignments during their careers. These “new experienced teachers” (Edgar & Warren, 1969, p. 392) are continuing to evolve in their practices as they adapt and adjust to new settings. Many teachers leave current teaching assignments due to family leave, other family members changing jobs, or to seek a more favorable employment situation (Ingersoll, 2003; Ingersoll & Strong, 2011; Kavenuke, 2013; St. George & Robinson, 2011). While these teachers have experience in the classroom from earlier history, they still have needs that induction and mentoring can address when transitioning to new settings.

In particular, mentoring can help teachers who already have developed their practices to better adjust to teaching in different settings by modeling interactions with stakeholders (administrators, colleagues, students and their families), and by transmitting cultural expectations for the school and community it serves (Schunk & Mullen, 2013). Additionally, though teachers having survived their first year or years of practice may start to master the basics required in juggling content and pedagogy in the classroom, many continue to hone and refine their practice significantly within the first seven years of teaching and then may continue throughout the rest of their careers (Feiman-Nemser, 2001). Mentors can serve as coaches to assist experienced teachers as they continue to hone and deepen their practice (Carr, Herman & Harris, 2005; Danielson, 2006).

While clear generalizations leading to a specific body of effective practices for induction and mentoring are still elusive, major theorists and researchers in the field (Feiman-Nemser,
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2001; Ingersoll & Strong, 2011; Schwille, 2008) have shown that induction and mentoring can improve the retention rate, socialization, and instructional practice of teachers new to the profession. What is absent from the literature is how to ensure success for teachers who are not new to teaching but who transition to a new setting (Jewell, 2007; Kelchtermans & Ballet, 2002).

Statement of Purpose

While research exists showing the benefits of mentoring for first year teachers (Alhija & Fresko, 2010a; Falk, 2011; Kelchtermans & Ballet, 2001; McCaughtry, Cothran, Kulinna, Martin & Faust, 2005; Tillema, Smith, & Leshem, 2011), little exploration has been made of the need for mentoring of experienced teachers coming into new assignments, buildings, districts and/or states. If one of the documented benefits of mentoring is the assimilation of teachers into the professional culture of the building, department, and grade level (Pogodzinski, 2012), it seems logical that further study is needed in how mentoring of these new experienced teachers could also be useful. Mentoring is a complex task and suffers from a lack of clarity as to how it is performed.

Traditional one-to-one mentoring relationships can be successful in helping novice teachers to better understand the profession but can also be plagued with conflict, poor communication, inflexible and dominating relationships leading to lack of support, learning, or positive impact for the mentee (Pogodzinski, 2012). Unequal distribution of power in traditional hierarchical mentor pairings may impair the building of a safe and trustworthy productive relationship (Savage et al. 1988).

Similarly, much of the research describing the socialization of teachers into their profession and settings is conducted with pre-service and first year teachers (Kelchtermans & Ballet, 2002). Socialization does not just take place in the education department or during the first year of
teaching. It begins with formal education and “continues throughout the career as teachers adjust, adapt, and change in their perspectives, roles, and environments” (Staton & Hunt, 1992, p. 109). Feiman-Nemser (2001) detailed that learning to teach is a complex process involving stages of development. She argued that the induction phase lasts at least three years as novices master their contexts, instruction, understand classroom community, and work to develop their identity as teachers (Feiman-Nemser, 2001). This model suggests that all of the new experienced teachers hired at ASD will have new contexts to master and perhaps in addition will still be developing professional identity, curriculum mastery, repertoire, and classroom community.

Most existing teacher socialization research is conducted from what Zeichner and Gore (1989) referred to as the functionalist perspective, as something done “to” teachers coming into the school. Not unlike traditional mentoring, this perspective comes from a deficit paradigm in which novices are molded and built into what the organization, in this case, the school and community leaders deem as appropriate. By looking at socialization, induction, and mentoring through critical perspectives we can recognize “inequity as a result of human-created social and economic relations that can be challenged” (Gregson, 2013, p. 167).

Knowledge, including curriculum content and pedagogy, is an “ongoing socially mediated process - simultaneously subjective and objective...affected by power relations” (Gregson, 2013, p. 167). Teacher socialization through mentoring and induction can serve to reinforce these power relationships or provide “tools of analysis and resistance” (Gregson, 2013, p. 167) to allow teachers new to the district to both understand the culture in place and to enact change where they see fit. Through acknowledgement of school context, teacher background, and policy environment, we can better position mentors and mentees to work together to reflect
upon current realities in order to improve school and teacher practices (Achinstein et. al., 2004; Skerrett, 2010).

The Beyond Novices study was designed to capture reactions and reflections of NETs to the induction and mentoring program at ASD. These data provided insight into the experiences of teachers changing districts, their needs, and served to assist in the design of better and more effective induction and mentoring for this and future populations. I explored how current programs impacted NETs but also how their backgrounds and perspectives can shape and improve programs for future teachers hired in ASD.

**Research Questions**

My research sought to answer the following questions:

- How do new experienced teachers perceive their transition to teaching at American School District?
- How do new experienced teachers perceive the impact of the American School District Induction and Mentoring Program on their transition to the district?

The purpose of asking, “How do new experienced teachers perceive their transition to teaching at American School District?” was to understand the transition experiences of NETs. This study aimed to ascertain the systems in place that served to support the transition to a new setting and what seemed to make the transition more difficult or was an unexpected outcome of NETs transitions. The purpose of this research question is to explore what program elements might be added to provide a better transition for teachers being hired into the organization. By understanding needs of new-experienced teachers from the teachers’ perspective, schools can build a stronger program of induction and mentoring. Data from participant interviews and from survey responses were used to answer this question.
The purpose of asking, “How do experienced teachers perceive the impact of the American School District mentoring program on their transition to the district?” was to understand more about how the formal programs in place to mentor teachers new to ASD were beneficial, neutral, or harmful to their transition based on NETs perceptions. Another purpose was to identify elements of programming to continue or develop and to find elements of programming that were less effective based on feedback from NETs. The data generated from this question have allowed me to work toward a plan to improve the ASD program and to help inform the larger research community of how participants in this case viewed the needs for mentoring of new-experienced teachers. Data from participant interviews, program documents, and from program surveys were used to answer this question.

**Definition of Terms**

New experienced teachers (NETs) is a phrase borrowed from Edgar and Warren’s 1969 article *Power and Autonomy in Teacher Socialization*. Their study sought to find the areas of confidence and needs of teachers at varying levels of total experience and experience within the district. For the purpose of this study NETs are teachers new to ASD but have taught in other settings for one or more years. Only NETs were included as participants. Typically, NETs make up 80-100% of new hires in any given year at ASD.

Induction includes a system of “support, guidance, and orientation” to assist teachers new to the profession of teaching (Ingersoll & Strong, 2011, p. 202). ASD’s induction program included any certified staff member (those holding an educator’s license; this may also include counselors, principals, and other staff members) new to the district.

Mentoring has a variety of definitions, depending on the context (Koc, 2011; Schunk & Mullen, 2013). Even within the field of teacher education, the meaning and expectations of
mentoring differ according to the stage of the mentee, the worldview of the mentor, and the requirements of the larger system within which the mentoring takes place. For the purposes of this research study, mentoring was defined as the development of a partnership with teachers new to the district, engendering respect, trust, and collaboration including processes such as self-reflection, inquiry, and analysis of teaching and learning in order to improve and share practice (Cook, 2012; St. George & Robinson, 2011). This combined definition was chosen because of its juxtaposition of roles of the mentor, and its implied respect of the mentee and his or her background experiences and knowledge.

Teacher socialization refers to the process by which the individual becomes a participating member of the community of teachers (Alhija & Fresko, 2010b; Zeichner & Gore, 1989). Research in socialization is told through a particular lens: functionalist, interpretive, or critical. The functionalist tradition (fitting the teacher to the organization) is the view through which most of the first wave of teacher socialization research was seen. This study recognizes this tradition, but seeks to view teacher socialization through other paradigms in order to bring in the subjective experience of those for whom the induction and mentoring programs were meant to support.

The interpretive tradition confronts the assumptions and ontologies from functionalism and is concerned with understanding “the social world at the level of a subjective experience” (Zeichner & Gore, 1989, p 3). Additionally, this research drew from the critical tradition which “engages in a dialectical view considering agents as both the creators and the products of the social situations in which they live” (Bolster, 1983, p. 303 as quoted in Zeichner & Gore, 1989, p. 5). The critical perspective was helpful in recognizing that assumptions and the status quo can be examined and challenged in order to bring about a system addressing cultural traditions of
injustice and inequality. The focus was on examination of ASD’s induction and mentoring program through participant perspectives and toward a more critical consideration of context, purposes, and power relationships.

**Theoretical Framework**

This study was based on teacher socialization theory; specifically the three orientations of presentism, conservatism, and individualism (Lortie, 1975), which continue to “impede educational improvement” (Hargreaves, 2010, p. 147). In an effort to combat these orientations, this research explored how induction and mentoring served as tools of teacher socialization for new experienced teachers beyond the traditional functionalist positivist paradigm but in ways that were both interpretive, viewing the subjective experience as a source of understanding, and as critical, working to understand hidden issues of power and control which create inequities to be challenged (Smagorinsky, Rhym, & Moore, 2012; Zeichner & Gore, 1989).

Dan Lortie’s foundational 1975 work, *Schoolteacher: A Sociological Study*, helped to reveal the lives of educators within their professions and how teaching shaped and framed their thinking and actions within schools. A main tenet of Lortie’s work were the ways in which schools and teachers who work within them reinforced factors of “presentism (focusing on the short term), conservatism (concentrating on small-scale rather than whole-school changes), and individualism (performing teaching in isolation from other teachers)” (Hargreaves, 2010, p. 146; italics in original). These factors were said to make teaching unique, were inhibitors to change and improvement, and reinforced ideas about teaching being a low status occupation (Falk, 2011; Hargreaves, 2010; Lortie, 1975). Though originally published almost forty years ago, much of the details and phenomenon related to teaching remains the same. Since then, other theorists and researchers have attempted to further Lortie’s ideas through re-interpretation, additional studies,

**Presentism**

Lortie (1975) discussed how the immediacy of the needs of students in the classroom, schools’ cell-like structures, and front loaded salary systems (“long service brings limited reward” p. 84) contributed to presentism or a hyper-focus on current tasks rather than development of the organization and profession over the long term. Lortie’s (1975) commentary on teachers often entering the field without planning to stay is even truer today than they were when he did his original research (Hargreaves, 2010). Additionally, educators perceived the largest benefits of teaching come from elements over which they have control - intrinsic rewards gained from the perceptions of daily short term progress of students and their learning (Johnson & Birkeland, 2003; Johnson, 2011; Lortie, 1975). However, the uncertainties of high external societal and governmental expectations dampen and limit these intrinsic rewards based on perceptions of student growth because these measures are now externally mandated and are overly reliant on excessively reductionist methods (Beane & Apple, 2007). External standards for measuring student progress and, subsequently, teacher effectiveness have left teachers with all of the concerns of the profession and fewer of the rewards (Rajuan et al., 2011).

**Conservatism**

Lortie (1975) discussed the concept of conservatism as the concentration on small scale versus whole school changes which help to preserve the traditions of the institution rather than embarking on significant evolution and change (Lortie, 1975; Hargreaves, 2010). Other ways in
which schools have been identified as conservative is the ways in which they transmit canons of knowledge by teachers who fall back more on the apprenticeship-of-observation (Lortie, 1975), or their thousands of hours spent in classrooms through K-12 schooling, rather than on their experiences in teacher education with pedagogical and developmental theory as they engage in their own practice (Lortie, 1975; Hargreaves, 2010; Schwanke, 1981; Smagorinsky et al., 2012). State policy as operationalized in schools through prescribed programs of induction, curriculum, standards, and assessment are a part of the context impacting the socialization of teachers into conservatism (Alhija & Fresko, 2010b).

**Individualism**

Lortie (1975) discussed that individualism, or teaching in isolation from other teachers, was part of the organizational structure and had become the accepted culture of schools. This cell-like structure is also one reason that teaching is equated with less skilled or lower status occupations such as child-care. The association of child-care and teaching with lower status careers comes in part from its tradition of care-giving and female role associations coupled with a lack of a unique and technical knowledge base (Hargreaves, 2010; Lortie, 1975).

Presentism, conservatism, and individualism are still evident today because these three hurdles reinforce one another as a system of the status quo (Hargreaves, 2010; Lortie 1975). The functionalist paradigm - from a scientific observational point of view supports this “truth”. I am interested in how other research paradigms can serve as platforms from which change can occur. How can acknowledging and exploring the experiences of the novices or new-experienced teachers help to demonstrate where our own system’s pitfalls are? How can a critical paradigm empower us to enact changes where we see opportunity and need to do so? In these other
traditions such as from a critical stance we can become more than observers - we become actors capable of surmounting these hurdles and changing our schools for the better.

**Dialectic of Socialization**

While socialization has primarily and traditionally been seen as a process involving an organization working to shape individuals, some research has demonstrated the “significance of individual intent” (Tabachnick & Zeichner, 1984, p. 34). Induction and mentoring programs which support and respect individual reflection, choice, and encourage mutual agreement between mentors and mentees can work to balance institutional restraints which impact the socialization process of teachers in a new setting (Feiman-Nemser, 2001; Hudson, 2004; Rajuan et al., 2011; Tabachnick & Zeichner, 1984). In order for individual intent to be most productive, awareness of hidden factors and consideration of NETs backgrounds and beliefs is important. With awareness of intent, teachers can be resistant to “passive response to institutional forces” (Tabachnick & Zeichner, 1984, p. 34), a main source of the homogenization and conservatism described by Lortie (1975) and others.

This research study was designed to explore the ways in which new-experienced teachers came to understand and negotiate those standards from a dialectical perspective. This ‘critical’ view “depicts the socialization process as contradictory and dialectical, as collective as well as individual, and as situated within the broader context of institutions, society, culture, and history” (Zeichner & Gore, 1989, p. 32). Though school officials and outside agencies may have their own desires and expectations of the teaching and learning culture in our schools, educators coming to our school districts bring their own backgrounds, beliefs, ways of knowing and doing (Opfer & Pedder, 2011) and as such, could influence the culture that exists based on their interaction with and in it.
Through exploration of the perspective of new-experienced teachers at ASD, within the Beyond Novices study, I investigated the current induction and mentoring program in place. Additionally, I will also discuss and elucidate how the individual and organization come together to determine and define socialization and impact the culture of ASD. This research also explored how induction and mentoring served to exacerbate and limit presentism, conservatism, and individualism as defined in Lortie’s (1975) and later theorists’ work (Achinstein, 2002; Hargreaves, 2010) as explained in Chapter 5.

**Significance of the Study**

This study sought to better understand the transition experiences of NETs coming to ASD. By learning about their experiences, school districts can better anticipate some of the strengths NETs bring to schools as well as their needs and concerns. This study’s findings will contribute to the research about the field of mentoring, specifically the mentoring of NETs. Based on the results, district and teacher leaders can work to study their own supports for NETs and better align programs and infrastructure in school systems with NETs to assist in their transition and allow them to feel confident and successful in their move to teach in new locations. Stronger programs to support transitioning teachers can contribute to their retention and their effectiveness as educators (Ingersoll & Strong, 2011; Schunk & Mullen, 2013).

**My Role as Researcher**

In 2005, I took over as teacher leader of the mentoring program at ASD. As in many small school systems, teachers are asked to take on many roles outside of their classroom and programs may lack formality or fail to systematically address issues in the schools. What was expected of me, as a leader of the mentoring program, was limited. I was to ensure mentors had the outside training they needed to be officially sanctioned according to state and local standards.
in their role and I set minimal goals and expectations for mentor and mentee pairs including: time spent working together; periodic meeting times; and, topics of discussion and study. Over time and through feedback from participants, this program has developed and continues to, in my opinion, improve. Each year, I still get some comments about which topics or structures are not appropriate for teachers with experience, leading me to consider that we still have some work to do to make the program better support this population.

Since I was asked to lead the mentoring program, ASD’s teacher turnover has increased. Educators’ families move, find other jobs, or retire. Increased pressures and expectations from outside agencies have taken their toll. In one of ASD’s schools, over one-third of the classroom teachers did not return to teach for the 2014-2015 academic year. If one of the purposes of induction and mentoring is to enculturate newly hired faculty, then strengthening ASD’s program to meet a wider variety of needs will be important as 44% of teachers currently working at ASD have participated in the program since I became the mentor specialist.

As a practicing teacher who works with leading mentor training and program development and implementation for mentor/mentee pairs at ASD, I have been interested in and received feedback from teachers who come to ASD with experience. Though these teachers have experience in the profession, they are assigned a mentor and participate in “new teacher” training. Having come to ASD as a teacher with experience, I am aware that there are strengths to ASD’s program but also areas that can be improved in the way we induct experienced teachers into ASD’s culture. Additionally, though the program has undergone changes throughout my tenure based on survey responses from participants, there has been no oversight or input from other stakeholders as to the shape and content of the program.
In proposing that experienced teachers need induction and mentoring, it is important to acknowledge how the literature represents the different needs of novices versus experts.

Within a novice–expert framework, novices are characterized as having a restricted and poorly organized knowledge base. They perceive events and process the meanings of those events narrowly, which limits their problem-solving ability…Experts, on the other hand, have well-developed knowledge bases and organizations that are responsive to multiple external and internal cues and are highly linked allowing for flexible patterns of organization and problem-solving. Because of this, experts continue to develop expertise and knowledge, ‘in the ongoing process in which knowledge is used, transformed, enhanced, and attuned to situations’ (Meyer, 2004, p. 972).

While some of the teachers hired at ASD have three or more years of experience putting them beyond the induction stage of the first three years in teaching in terms of developing practice and commitment to the profession (Feiman-Nemser, 2001), others have less experience and have yet to have refined their practice to the expert level. It seems to make sense that a continuum of supports would be in place as a part of teacher induction and professional development as the life cycle of educators’ mastery of the profession and on-going learning are explored.

As the leader of the mentoring program and as the researcher of the Beyond Novices study, I had insider knowledge into the workings of the induction and mentoring program at ASD which helped me to recognize the opportunity a formal study of the transition experiences of NETs would bring to build in better supports for these teachers. I also acknowledge that I had assumptions and opinions about ASD’s mentoring program as well as from my own background as a former NET. It was critical to my own ethics as well as external IRB standards that as lead
researcher I find ways to check my interpretations of data with participants and acknowledge my own role and biases in order to present a clear picture of the participants in the study. All members of the study acknowledged my role as peer and as program leader. Interviews were approached with a sense of openness in sharing strengths and needs of the individual and of the school. Throughout participant interviews, references were made to how the mentoring program as well as other systems in ASD could be improved for future NETs. Further discussion of how I worked to limit my biases through incorporation of multiple trustworthiness strategies can be found in Chapter 3.

**Organization of the Dissertation**

This dissertation is organized into five chapters. This chapter provided an overview of the problem researched and the purpose and significance of the study. Chapter two includes a review of the relevant literature including mentoring, teacher socialization, and their opportunities, barriers, and limitations. The explanation of my research methodology and context of the study can be found in chapter three. I present my findings from my research questions in chapter four. Finally, in chapter five, I discuss my findings and their implications for supports for NETs at ASD and for schools at large.

**Summary**

Mentoring programs have been shown to positively impact teacher retention, their professional development, and socialization (Bickmore & Bickmore, 2011; Fantilli & McDougall, 2009; Rajuan et al., 2011). Most of the research on mentoring has been focused on teachers new to the field of education (Bickmore & Bickmore, 2010; Cook, 2012; Ingersoll & Strong, 2011). This case study was implemented to learn more about the experiences of NETs and to find out how mentoring may help with their transition to new schools. The significance of
this research lies in my attempt to contribute to the field of mentoring and its impact on an expanded pool of teachers. If mentoring can assist in the socialization, learning, and retention of teachers new to the field, can it also assist in similar ways to NETs? Additionally, by telling the stories of teachers in transition to a different setting, new voices can be shared in the field of educational research. As more and more teachers experience transitions to different schools over the course of their careers, it is important for the establishment to deepen their understanding of transitioning teachers’ strengths and needs as professionals. Finally, if NETs are to become a part of the culture at ASD, from a critical perspective, they have the power to impact ASD’s culture. How can the district support them in sharing their own expertise and knowledge with the veteran faculty?
Chapter Two

Literature Review

Two literature bases were important to explore in order to set the stage for research into the experiences of NETs transitioning to a new school. One of these areas, teacher socialization, helped to define the ways in which teachers work within schools, interact with school personnel, and feel connected to individuals and the culture of the building. Teacher socialization, a term borrowed from the fields of anthropology and sociology, is critical to the culture of the school and can define the ways in which teachers “fit in” to their setting. Teachers who feel integral to their school environment are more engaged and committed in their work and are less likely to leave their position (Ingersoll, 2001; Kavenuke, 2013; Soodak & Podell, 1996). By focusing on a study of the literature around teacher socialization, reactions of NETs transitioning to a new setting were framed in part by the findings of previous studies. Additionally, differences of these teachers’ unique experiences can be used to add to the current knowledge about the importance of culture in schools.

Another area of importance to explore for the Beyond Novices study was the field of induction and mentoring. Induction and mentoring are some of the ways in which teachers are socialized into the profession (Alhija & Fresko, 2010b; Ingersoll & Strong, 2011; Pogodzinski, 2012; Veenman, 1984). Mentoring has had a long tradition in the field of education and the studies around mentoring offer insight into the strengths and limitations of formal and informal settings for teachers new to the field. By reviewing current literature around mentoring, current expectations for supports by NETs new to ASD can be compared to previous studies.

The purpose of this chapter is to examine the studies published on teacher socialization and mentoring, to better understand how the research orientation and paradigms impact the
findings and recommendations as to how socialization and mentoring are defined and implemented, and to define themes helpful to better understand the experiences shared by NETs at ASD.

**Literature on Teacher Socialization**

The term “socialization” came into use in the late 1930’s in the fields of anthropology, sociology, and psychology (Zeichner & Gore, 1989). Teacher socialization refers to the process by which the individual becomes a participating member of the community of teachers (Alhija & Fresko, 2010b; Zeichner & Gore, 1989). “Membership in a culture can shape the options and beliefs of its members” (Schultz, Laine & Savage, 1988, p. 140). So, too, can participation in an occupation (Hargreaves, 2010; Lortie, 1975). Many (Hargreaves, 2010; Lortie, 1975) see the socialization of teachers as lacking and therefore problematic as compared in other occupations such as medicine or law. The limited apprenticeships in pre-service programs leave many novices unable to adjust to full time classroom responsibilities in their first year of teaching (Smagorinsky et al., 2012; Skerrett, 2010).

**Research Orientation**

Zeichner and Gore’s (1989) work on furthering theories about teacher socialization as told from functionalist, interpretive, and critical research traditions served to clarify and make the case to look at teacher socialization from a post-positivist lens. “From a functionalist view, ‘socialization fits the individual to society’ (Lacey, 1977, p.18), and teachers are considered passive objects of socializing agents (Parsons, 1951)” (as quoted in Staton & Hunt, 1992, p. 109). Indeed, the overt traditional functionalist purpose of induction and mentoring programs in school organizations is to ensure that teachers are meeting a particular level of performance. New teachers are introduced to, expected to emulate, and then adhere to common standards of
behavior as the organization defines them. The interpretive tradition, however, seeks to explain from the frame of reference of the participant as opposed to from the objective observer (Zeichner & Gore, 1989). Finally, the critical tradition is meant to “bring to consciousness the ability to criticize what is taken for granted about everyday life” (Zeichner & Gore, 1989, p. 3), challenge the status quo, and to transform the current system to “increase justice, equality, freedom and human dignity” (Zeichner & Gore, 1989, p. 3).

According to Zeichner and Gore (1989), most of the research on first generation teacher socialization (1970-1990) had mainly been written from a functionalist viewpoint. Based on the review of second-generation socialization studies (those written in 2000 and later), I have found that more of the research tends to fall into interpretive or critical stance. In most of the research reviewed, the emphasis was on the voice of novice teachers and in some cases, on questioning the ways teacher socialization fails to prepare these teachers for their roles in the classroom. These three stances, functionalist, interpretive, and critical, were used to frame and organize the teacher socialization literature reviewed in order to provide insight as to how these studies benefit from their stance and clarify their perspectives.

**Functionalist Research**

Alhija and Fresko (2010b) noted support from mentors and other colleagues as most instrumental in assimilation. They correlated the attitudes of mentors (as interpreted through their frequency and types of involvement with their mentees) with other factors such as beginning at the start of the school year, whether a school authority invited them to take on the role, and whether they had participated in any training to be a mentor. Those mentors in the study who had more of these factors in place initiated meetings more regularly, were more
concerned with mentor-new teacher matching, felt more sensitive to the balance between “assisting and assessing” (p. 2500) but also tended to experience greater satisfaction in their role.

Kavenuke’s (2013) document study found that the youngest teachers in the profession were most likely to leave if they had higher levels of education, were female, in locations far from home, or are science or math teachers. Kavenuke’s recommendations included stronger induction programs, increasing salaries, more professional development, raising the bar for entry into teaching programs while recruiting top students into teaching, and deploying teachers in areas they wish to work.

Unlike in Zeichner and Gore’s study, limited studies were found for this review from the functionalist perspective. Research in this century seems much more heavily situated in the interpretive and critical paradigms. Perhaps this shift has occurred due to increasing rates of new teacher mobility and attrition and increasing external demands for the classroom. The two studies (Alhija & Fresko, 2010b; Kavenuke, 2013) were classified as functionalist research due to their viewing of current issues in socialization as problems for the system versus problems of the system. Problems are described from the point of view of the impact on the educational system rather than from the perspective of the individuals within it or how the current system may be creating these problems.

**Interpretive Research**

**Teacher Mobility and Attrition.** Teacher socialization has been said to be a deterrent to attrition, yet Pogodzinski (2012) found the results of empirical studies of induction and mentoring programs to be mixed. Johnson and Birkeland (2003) found that new teacher were more likely to stay in the profession when they were well matched with the schools where they taught.
Johnson and Birkeland (2003) studied 50 teachers in Massachusetts over a three-year period to determine who stayed in their schools, who changed schools and who left teaching altogether. Only thirteen of the original 50 were what Johnson and Birkeland named as “settled stayers” (p. 602) meaning they had stayed in the schools they began in for the entire three-year study. Of the rest, eleven left teaching, eleven moved schools (eight voluntarily and three involuntarily) and fifteen were still in their same school but unsatisfied with their situation. Recommendations made based on novice experiences included ensuring hiring practices match new teachers to the right schools, appropriate assignments, reasonable workloads, sufficient resources, a supportive, orderly and stable culture, and multiple colleagues for advice and support.

**Praxis Shock.** Research focusing on the lived experiences of novices can qualify as interpretive since the focus is on the subjective reality as perceived by those being socialized into the profession. The phenomenon of praxis shock (Veenman, 1984) is an example. Studies, such as Lortie’s (1975), as well as more contemporary research, (Alhija & Fresko, 2010b; Johnson & Birkeland, 2003; Kelchtermans & Ballet, 2002; Smagorinsky et al., 2012) have shown that new teachers face praxis shock (Veenman, 1984), the collapse of ideals built up through teacher education after meeting the harsh reality of everyday classroom life. This ongoing dissonance between the personal idealization of the profession and reality cause novices revert to what they have learned from their years in observing school and emulating what currently is considered as school norms rather than their preparation in learning how to teach (Smagorinsky et al., 2012). This change in attitudes, behaviors, and personality can in 40-50% of cases lead to attrition (Fantilli & McDougall, 2009; Ingersoll & Smith, 2003; Veenman, 1984).
Some have said that most socialization into the profession of teaching happens during the apprenticeship-of-observation and that many teachers while struggling to learn curriculum, classroom management, and manage increasing loads of accountability-based paperwork (Johnson & Birkeland, 2003) are more likely to draw on their own personal experiences and background when making decisions and responding to students in the classroom (Lortie, 1975).

These studies (Johnson & Birkeland, 2003; Smagorinsky et al., 2012) are grouped under the interpretive research paradigm because they draw their data from novice teachers and their first person accounts of their beginning year(s) in the profession. While Johnson and Birkeland’s (2003) study is on the same topic as Kavenuke’s (2013), teacher attrition, the characterization of teachers as individuals with a voice (Johnson & Birkeland, 2003) separates it from functionalist research. This study does not fall under a critical research stance because it says nothing about questioning the lack of equity of school resources, in professional development, school climate or in human capital in terms school leadership and support. Similarly, Smagorinsky et al.’s (2012) case study examining competing systems of knowledge and culture for one novice focuses much more on the individual’s stories that on the system. The rest of the studies reviewed fit under the category of critical research.

**Critical Research**

**Limited socialization.** In addition to teaching being seen as a low status profession, the isolated nature of schools compounds the problem of induction and socialization into the profession (Hargreaves, 2010; Johnson, 2012; Lortie, 1975; Opfer and Pedder, 2011; Pogodzinski, 2012). While student teaching and field experience does help for novices to become better prepared to accept the responsibilities of teaching, it is limited in its ability to close the gap between the role of student and the role of professional. Additionally, many
teachers have not participated in traditional teacher preparation programs and instead have been in fast track summer or weekend programs or even had no preparation at all (Johnson, 2012). After completion of programs, in whatever form meets state teacher licensure expectations, teachers are then expected to take on full responsibility of the profession from day one without other colleagues in the classroom to help further novice learning and apprenticeship (Feiman-Nemser, 2001; Hargreaves, 2010; Lortie, 1975).

The companion issue to individualism promoted by the current organization and culture of schools is the feeling of isolation teachers can encounter from working without the benefit of collegial support. This isolation is particularly felt by our current generation of teachers as first career teachers often worked in groups as a part of their academic college experiences and second career teachers, which are growing in number (39% in 2003, Johnson, 2012), often participated in and led teams in their previous work settings (Johnson, 2012). In a study with college students, Hausmann, Schofield, and Woods (2007) indicated “students who described more peer-group interactions, interactions with faculty, and peer support reported having a greater sense of belonging on the college campus” (as quoted from Harkness, Johnson, Hensley & Stallworth, 2011, p. 12). Lack of connection due to individualism and isolation is one of the factors changing the traditional timespan of teachers staying in the classroom vs. looking for other roles within educational settings where teamwork is more valued and embedded as a part of the daily routine (Johnson, 2012).

**Socialization through collaboration.** Collaboration has been touted as the answer to teacher isolation and individualism. Experts agree (D’Ambrosio, Harkness, & Boone, 2004; Eaker, DuFour and DuFour, 2002; Levine, 2010; Lujan & Day, 2010) that teacher collaboration is a way to better address the needs of the school, encourages teacher ownership, leadership and
learning, is a forum for exploring problems of practice, and can encourage more holistic service, support, and educating of students. Achinstein challenged this perspective in 2002 by pointing out that bringing teachers together, especially those not used to working with others to solve problems will result in conflict. The ways that teachers and the collaborative groups handle those conflicts can impact the effectiveness of the group and the actions the group undertakes. The impression of an imbalance of power in the relationships between groups of teachers can lead to blaming and acrimony (Savage et al., 1998).

Achinstein (2002) pointed out that underlying assumptions regarding collaboration as better than teachers working in isolation need to address teachers’ differing philosophies and background. Teachers’ beliefs can be in opposition to one another and this, along with other factors, may impact the success or failure of a group’s ability to collaborate. Group dynamics incorporate micropolitical processes (“conflict, border politics, and ideology” [Achinstein, 2002, p. 424]). These particular processes “describe the political activity of teachers as they negotiate differences among colleagues, define which ideas and members belong in their community, and make meaning of their shared framework of values in relation to their school context” (Achinstein, 2002, p. 424). To ignore these factors jeopardizes the health and effectiveness of the collaborative groups and may not increase teachers’ ability or desire to work productively with other adults.

**Reproductions of inequity.** Achinstein, Ogawa, and Speiglman (2004) demonstrated that teachers working in districts focused on compliance and prescriptive programs to address standardized test score deficits tended to focus more on low level thinking tasks and questioning with their students in contrast to teachers working in districts which allowed them more autonomy in choosing instructional methods to meet student needs. Many have documented
empirical evidence to support the conservatism (concentrating on small-scale rather than whole-school changes) school organizations engender (Lortie, 1975; Smagorinsky, Rhym, & Moore, 2012).

Achinstein, Ogawa, and Speiglman (2004) demonstrated through their case studies of two different districts how these districts managed outside mandates directly impacted the thinking, actions, and teaching of educators working within these different organizations. Their study made the argument that the culture of the school districts and teachers’ socialization into those cultures determined the type of instruction in the classroom and more importantly, the unintended outcome of was the creation of tracks of learners as well as tracks of teachers.

Those teachers working in lower socioeconomic schools tended to also be involved in a culture promoting compliance, and scripted, highly structured programs to address test score deficits. Those teachers working in higher socioeconomic schools tended to work in a school culture supporting autonomy, choice, and leadership in teachers and as a result, promoted that same culture within its classrooms with students. The socialization of teachers into these school cultures impacted the teachers, their sense of self-efficacy, and the classroom learning experiences of their students (Achinstein et al., 2004).

**Socialization and policy environments.** Unfortunately, current national and state school reforms are exacerbating the problem of teaching being an individualistic occupation. Johnson (2012) spoke of the individual orientation of accountability of policies such as No Child Left Behind and value added calculations attempting to estimate individual teachers’ effectiveness based on student achievement test scores. Additionally, these calculations can be compared with other teachers who work with similar students in comparable schools, setting individual teachers as competitors. Movements have been made to use these scores to make up a substantial portion
of teachers’ evaluations, evidence for tenure or dismissal, and for awarding merit pay (Goe, Holdheide, & Miller, 2011; Jacobs 2012). Aside from the issues of concern on whether value added calculations are appropriately stable or free from error to make decisions about teachers’ careers, they will never be able to account for differences in school context which contribute to a “single teachers’ success or failure” (Johnson, 2012, p. 112). If we continue to focus only on teachers as individual actors and ignore the context and organizations within which they work, we fail to address significant portions of the problems in schools and fail to effect change for the better (Johnson, 2012; Skerrett 2010).

**Teachers as change agents.** Anderson’s (2010) study of a teacher who worked outside of typical school community in order to meet her needs as a developing teacher and to obtain resources and make connections with students stands out as an example for others willing to see beyond current barriers and seek out a better way. By using personal and professional networks with people outside of the school setting, she secured resources for students, gained leadership positions, gathered political capital (and protected her employment status), procured professional development, “nourish(ed) herself emotionally and inspirationally” (p. 559), Anderson’s teacher was able to counteract the limited resources at her urban school and to increase her workplace and career satisfaction. She managed to find help from others to create the setting and gain the resources she needed for “good teaching” (p. 543).

Kelchtermans and Ballet’s (2001) study was situated in the frame of micropolitics, which clarifies power dynamics in organizations and groups. They acknowledged that the most daunting challenge of novice teachers is about juggling all the demands in managing students in a setting where colleagues, school officials, and parents all have differing ideas and definitions of what “good teaching” looks like. By empowering new teachers to understand and work through
power dynamics and to use the system to exercise their own power they can avoid feeling victimized by their situation. Kelchtermans and Ballet (2001) found that novices did react to their environments in micropolitical ways in terms of self-interest (self-affirmation and coping with vulnerability, visibility), material interest (access to funds and specific spaces and teaching materials), organizational interest (handling employment opportunities and challenges); cultural-ideological interests (the norms, values, and ideals considered as legitimate and binding elements of school culture), and social professional interest (quality of interpersonal relationships in and around the school).

Novices need to better understand the organization and their interests through a micropolitical lens and appreciate that there are strategies and tactics to navigate their first years successfully. “Reactive strategies aim at maintaining the situation or protecting the teacher from changes or external influences. Proactive strategies are directed towards changing the situation and influencing the conditions” (Kelchtermans & Ballet, 2001, p. 116). Developing micropolitical literacy requires critical self-reflection and provides tools by which novices can impact their school and their induction as their experiences and the organization impact them.

**Critical self-reflection.** In Skerrett’s 2010 biographical exploration of her own socialization into teaching, she found herself in:

…An emotionally and physically exhausting job that gave back little rewards, a job that was steeped in pedagogical routines aimed at achieving classroom order. Lacking the stance of a critically reflective educator who has the ability to examine pedagogical dilemmas in an effort to effect change, I achieved limited success in this school context (p.11).
While teacher background, local context, and other agents all impact the socialization of teachers, it should be acknowledged that individual teachers also impact the culture of the organization (Skerrett, 2010).

Solutions offered in the research to this issue are to help teachers to become better at critical self-reflection and reflective practice (Achinstein, 2002; Skerrett, 2010). By thinking more strategically about what works and does not work in the classroom, educators can more effectively address student needs in the classroom.

**Formal vs. informal mentoring.** Pogodzinski’s (2012) argument was that over 30 states in 2010 had mandatory induction programs for new teachers in order to “communicate the norms, values, and expectations of the schools” (p. 983). He reported that these induction programs can cost as much as $7,000 per year per teacher yet there is mixed results as to the impact of these programs in terms of teacher effectiveness or retention. Pogodzinski (2012) studied new teacher socialization through both formal (mentoring) and informal (voluntary associations with colleagues) mechanisms to view differences between institutional and informal socialization perceptions and gains. He found that novices with assigned mentors who were matched in teaching assignment interacted more than teachers with assigned mentors who had different grade levels or content areas. Teachers rated the professional support they received from close colleagues (non-assigned, informal mentors) as higher than formal mentors.

Pogodzinski’s findings supported his argument that formal mentoring programs are expensive. His study data showed that teachers with informal mentors rated the support they received as higher in terms of helpfulness and socialization into teaching than teachers rating formal mentorships. While Pogodzinski realized that informal networking may not be enough to assist teachers in their socialization into the profession, he mentions that it is an asset. System
administrators should be more aware of and utilize informal mentoring as one of the supports for new teachers. Formal mentors who do not share content, grade level, or reasonable proximity to new teachers are less helpful.

**Balancing challenge and supports.** Johnson (2011) explored the needs of teachers of color starting in racially and linguistically diverse urban schools. Her argument was that teachers in schools with high needs populations often simultaneously suffer from limited resources, large class sizes, and high teacher turnover in addition to the typical struggles first year teachers encounter in transitioning from learning to teaching. Her experiences with her interviewees and the data she gathered from surveys were framed through Csikszentmihalyi's theory of flow (2009) and the dichotomies of challenge versus support. She proposed that teachers in high challenge and high support schools should succeed but teachers in any of the three other quadrants (low challenge, high support; low challenge, low support; or high challenge, low support) would suffer from boredom, apathy, or anxiety, respectively. Her findings supported her theoretical frame of flow and optimal experience (Csikszentmihalyi, 2009) in that the teacher she interviewed in the optimal quadrant of high challenge, high support was excited to return to school for his second year. Interestingly, the teacher in the quadrant of low challenge, high support ended up taking on multiple leadership roles within the school. Johnson (2011) surmised this might be in an effort to increase her level of challenge in addition to her regular classroom role. Finally, one of the recommendations unique to this study is that novices were recognized as having important contributions to make toward school improvement and needed veterans and administrators to listen and support them as leaders in addition to supporting their growing understanding of managing teaching and students.
**Critical research’s role in furthering teacher socialization.** The majority of studies included in this review fall under the critical research paradigm. In the critical research tradition originating from Marxism (Smagorinsky et al., 2012), research is intended to critique the institution in order to make evident “issues of power and control so that inequities can be identified and challenged” (Smagorinsky et al., 2012, p. 4). It comes from a belief in the importance of acknowledging what was previously silent. Strong traditions from the voices of cultures perceived as the non-majority, non-White, non-male perspectives have helped to tell the stories, build awareness, and build respect and more equitable situations for those often underrepresented.

As research on teacher socialization begins to acknowledge and pursue questions of how race, gender, socioeconomic heritage and other variables impact teachers’ experiences in becoming, researchers also need to demonstrate how individuals impact the institution. With the power of knowing and of reflection of self and of institutional hegemony, teachers can understand and work within current systems to build better ways of working and learning. Teacher socialization should be a more interactive and negotiated process where teachers shape their induction through their own perspectives and past experiences (Tabachnick & Zeichner, 1984). “Critical reflection involves challenging the taken-for-granted assumptions of teaching and schooling practices and imagining alternatives for the purposes of changing conditions” (Achinstein, 2002, p. 426). Critical self-reflection can uncover how personal biography may interact with current contexts to “examine pedagogical dilemmas in an effort to effect change” (Skerrett, 2010, p. 90). Instituting a network approach to socializing novice teachers can increase the probability that new staff will find a place in the existing structure and better
understand how different experienced teachers work with the current systems in place (Pogodzinski, 2012).

**Presentism, Conservatism, and Individualism**

Overall, the functional, interpretive, and critical teacher socialization research stances as described by Zeichner and Gore (1989) help us to better understand findings in contexts and perhaps to consider what questions still need to be asked and answered. It is important to recognize and understand a functional view of teacher socialization in order to appreciate the dominant perspective in K-12 school organizations and current policy environments. Similarly, interpretive and critical teacher socialization helps us to understand the subjective experience of those involved in induction and mentoring programs as well as question practices, which continue to replicate or create situations that may marginalize certain populations of teachers, students, and community members. A critical research stance is needed if we want to change the ways in which presentism, conservatism, and individualism impact teachers and by extension, student learning.

**Literature on Induction and Mentoring**

Induction and mentoring are some of the ways in which teachers are socialized into the profession of teaching (Alhija & Fresko, 2010b; Ingersoll & Strong, 2011; Pogodzinski, 2012; Veenman, 1984). Induction programs have become synonymous with mentoring; as mentors seem to be the main way socialization of teachers is formally operationalized with novices (Bickmore & Bickmore, 2011; Fantilli & McDougall, 2009; Rajuan et al., 2011). In spite of more systematic expectations mentoring occurs for teachers new to the field, the quality and quantity of mentoring varies a great deal (Bickmore & Bickmore, 2010; Cook, 2012; Ingersoll & Strong, 2011).
Mentoring Paradigms

Brondyk and Searby (2013) defined mentoring in terms of a continuum of paradigms. Most definitions and research on mentoring comes from the traditional mentoring paradigm focusing on defined roles of expert and novice and is designed to maintain and transmit a status quo culture. When considering mentoring of new experienced teachers, these definitions and static roles are problematic as teachers with experience may be less willing to accept a peer “identifying weaknesses and offering suggestions” (Brondyk & Searby, 2013, p. 194) if that role is not reversed at some point.

After traditional, the next paradigm of mentoring is described as transitional. In transitional mentoring, mentors act as partners and co-learners to protégés. “Cultural gaps are bridged and cultural differences honored” (Brondyk & Searby, 2013, p. 194). Finally, in the transformative paradigm, mentor and mentee are engaged in learning and creatively solving problems of practice together. The emphasis in transformative mentoring is that the partnership seeks to improve practice and the organization as a whole. This review of the research on induction and mentoring will classify stances and practices as being located in the traditional, transitional, or transformative mentoring paradigms and discuss the ways in which these practices might reinforce or inhibit cultural reproduction in schools and the forces of presentism, conservatism, and individualism.

Traditional

Mentoring programs have been implemented and have been gaining official sanctioning through state teacher licensing requirements, professional oversight boards, and district level implementation (Cook, 2012; Mullen, 2011; Schwille, 2008). The concept of mentoring is thought to have begun with Homer’s epic poem, *The Odyssey*, as King Odysseus asks his friend,
advisor, and educator, Mentor to guide his son, Telemachus (Koc, 2011). Traditional forms of mentoring entail apprentice models from male-dominated origins and work to transmit the values and culture to maintain status quo (Brondyk & Searby, 2013). Mentors in this model offer support, may act as supervisors, and serve as guides (Brondyk & Searby, 2013).

**Defined mentor roles.** Traditional models of mentoring rely on set roles for mentor and mentee in a hierarchical relationship. Koc’s (2011) study of the validity of the Mentor Teacher Role Inventory (MTRI) supported these traditional definitions of mentor and novice actions and behaviors. Koc compared survey results to look for similarities in the literature on desirable characteristics to cultivate in mentors to best socialize and support pre-service teachers. In this study, mentors were co-operating teachers supervising student teachers in distance learning programs. Feedback and evaluation was the primary focus of the MTRI. Feedback was ranked lowest by student teachers as a trait of mentoring. Koc surmised that this might be due to either a lack of training mentors in giving specific feedback to mentees or mentees who perceived written feedback as unimportant. Providing moral support was ranked as highest perceived by mentees.

Mentoring is a complex act dependent on many factors for success (Brondyk and Searby, 2013). Relationship and trust building, the competence of the mentoring teacher, and the ways in which information and skills are shared and reinforced will all impact the quality of the mentoring experience (Cook, 2012; Mullen, 2011; Tschannen-Moran, 2009). “Support from mentors and school colleagues had the greatest impact on new teachers’ assimilation” (Alhija & Fresko, 2010a, p. 2497). However, these relationships can be more difficult to build if mentoring “incorporates top-down, state-driven reform at the relationship level between veteran teachers and novice teachers” (Mullen, 2011, p. 66).
Alhija and Fresko (2010a) found that mentors who had received training and were formally asked by school leaders to act as mentors tended to take their role more seriously. Mentors meeting these criteria held more meetings with their mentees and had greater sensitivity to the balance between supporting mentees and assessing their growth.

Schwille (2008) used data from a study reviewing 26 mentor and novice pairs across the US, England, and China as she described a comprehensive range of strategies used in “educative mentoring” (Feiman-Nemser, 1998, 2001 as quoted in Schwille, 2008, p. 140), as differentiated from supervisory models. This research gives a clear argument for the development of mentoring as different from the teaching of students and as its own unique professional practice. Schwille (2008) urged practitioners and school leaders to engage in professional development and building awareness about the complexities and range of ways mentors could help novices to build their practice both “inside the action” (p. 156), or during the practice of teaching through coaching and co-teaching and “outside the action” (p. 156), or assisting novices with the tasks of teaching which are often invisible and happen outside working directly with students, such as planning and reflection.

St. George and Robinson’s (2011) findings supported previous research on the importance of mentoring in keeping teachers in the profession. While their definition of mentoring suggested a transitional view, their discussion and recommendations reinforce traditional roles and positions mentors as addressing problems and rescuing novices rather than the consultative, collaborative partners listed in their essential mentoring qualities. The model of mentoring within which they worked involved a release from teaching responsibilities, which better positioned them to give their mentees more time. As others have mentioned (Johnson, 2012; Pogodzinski, 2012; Rajuan et al., 2011), loading the time commitment inherent in
mentoring onto full-time teachers responsibilities, impacts the amount of energy and time mentors have for their mentees. St. George and Robinson’s (2011) experience based on full-time mentoring is encouraging. Concerning, however, is the number of teachers they were in charge of mentoring at one time and the amount of support they were able to give teachers outside of their own licensure and content areas. One of the main factors cited in the literature for success in mentor-mentee pairings is that the mentor is an expert in the same content area as the novice in order to appropriately assist novices in deepening their own content knowledge, better understanding the organization of that body of knowledge, tying that knowledge to curriculum objectives, and developing pedagogy and anticipation of areas prone to misconception by students (Meyer, 2004; Shulman, 1986).

**Mentors as supervisors.** Tillema, Smith, and Leshem (2011) discuss the conflict that may occur when mentors are expected to assess their mentees in addition to the other roles they serve. Including assessment as one of the roles of the mentor may impede conversation and trust building impacting the effectiveness of the mentoring relationship. Issues include whether mentors can juggle their roles of helping agent and assessors of performance relative to external standards. The specter of appraisal may jeopardize an open and honest partnership.

Common ground on assessment in mentoring is to be found in finding shared understanding between mentor and [mentee] through dialogue and conversation which needs to be focused on learning. Dialogue is established by mentors who give support and guidance on the characteristics of good teaching (i.e., a teacher having subject matter knowledge and who is proficient in teaching methods), and who can act as role model to their [mentees] (being a good teacher themselves) (Tillema et al., p. 148).
Guidelines in and purposes of assessment must be transparent to mentors and mentees to eliminate conflict. The benefits of including assessment, as a part of the mentoring role is that it provides clearer guidelines for improvement and can demonstrate growth for mentees.

These five studies (Alhija & Fresko, 2010a; Koc, 2011; Schwille, 2008; St. George & Robinson, 2011; Tillema, et al., 2011) were classified under the traditional mentoring paradigm because of their focus on typical and fixed hierarchical mentoring roles. Schwille (2008), for example, treats mentorship as worthy of its own pedagogy and practice but as a neutral or apolitical act. While including voices of the mentors to demonstrate the methods and strategies of educative mentoring, the lack of stronger novice subjective experience and the reinforcement of defined roles of mentors and mentees place this research under the traditional stance. The research stance of Tillema et al. (2011) could be defined as interpretive, based on the inclusion of student teacher and mentor feedback in the study. It could also be categorized as critical, in terms of questioning the traditional role of the mentor where the expectation of assessment, formative and summative, was a part of the prescribed process in working with student teachers. However, the focus on the ways in which the mentor served as supervisor and recommendations of how to better supervise and assess novices places this study under the traditional mentoring paradigm.

**Transitional**

Transitional mentoring paradigms involve the mentor as co-learner or partner. “Cultural gaps are bridged and cultural differences are honored” (Brondyk & Searby, 2013, p. 194). Mentors in this model assist their mentees in developing their practice and reflective habits. The majority of studies reviewed in mentoring fell under this paradigm.

**Exploration of mentor roles.** Rather than accepting current research on what roles successful mentors take on, Jewell’s (2007) study asks experienced teachers about their formal
and informal mentors. She found that for her participants, mentoring came at a time of need rather than through formal induction programming. These mentoring experiences were democratic in nature. There was a mutual willingness on the part of mentor and mentee, and were characterized by a “reciprocal nature” (Jewell, 2007, p. 297). Other key components included the quality of conversation between mentor and mentee by withholding of judgment while fostering a sense of critical self-reflection. Finally, participants felt their mentoring experiences were helpful because they spurred professional and personal growth (Jewell, 2007).

Very few studies explored the nature of mentoring of experienced teachers. Those that did look at mentoring teachers in need from a deficit paradigm rather than individuals voluntarily seeking out those who can help with a particular situation or case. Jewell’s (2007) research demonstrated that voluntary participation in mentoring can be beneficial for those beyond the novice stage.

**Incorporating mentee voice.** Bickmore and Bickmore (2009) studied a holistic induction and mentoring program prioritizing personal and professional needs of novice teachers in the forefront of planning and supports. Healthy school climate, defined as the expectation that all teachers, including novices had a part in “school-wide decision making and collaborative practices; [promoting] student achievement and academic emphasis; and is characterized by a positive school leadership [which] supports collaboration, teacher leadership and provides resources” (Bickmore & Bickmore, 2009, p. 1006-1007). The induction programs studied included orientation, administrator support, interdisciplinary, grade level and content teams, mentoring and professional development. Their findings emphasized the support roles mentors played, the ways in which administrators helped new teachers to develop competence, and interdisciplinary teams that shared students as most helpful in solving problems of management and practice. Multi-faceted approaches to induction ensured that all new teachers had success
and that different support systems were in place to meet a wide variety of needs and preferences for learning and support.

Fantilli and McDougall (2009) researched novice teacher needs from their perspective to find out what was problematic about their socialization into teaching. Rather than looking at what factors were beneficial, this study explored what new teachers found challenging. Hiring practices, meeting special needs, access to resources and classroom management were most reported by novices to be challenging. Interestingly, this study showed that those teachers in the study with formal mentors still contemplated leaving the profession and seemed to have higher levels of challenge in gaining access to resources than their peers who had informal or no mentoring.

**Mentoring outside of school contexts.** Marlow (2009) studied novice and veteran teachers participating in a conference held by the National Science Teachers Association. His argument was that mentoring not only helps to enculturate new teachers but also can serve as a way for veteran teachers to reconnect with the profession, with other educators, and share a love of learning. The context of socializing teachers into the professional conference experience and the emphasis that both mentors and mentees gained positives and learned from the experience aligns this study with transitional mentoring.

**Mentors and their learning.** Another study explored a reform-based professional development program designed for mentors (McCaughtry et al., 2005). They associated traditional professional development as consisting of:

- Short (usually one-shot) workshops with little follow-up; pre-determined and highly structured sequences and activities; didactic instruction with passive learning;
- Impersonalism; random pairing of teachers; decontextualization from the realities of
schools in which innovations and change must take place; and a lack of reflection in and on teaching (p. 328).

Reform-based professional development was characterized as having:

- Sustained learning opportunities (measured in months and years); semi-structured designs; relationship building (among teachers and specialists if used); contextualization of learning (learning often occurs at schools); relevance to practitioners; practical and ready-to-incorporate ideas; reflection and centering on active, adult learning (p. 328).

The results of “Teachers Mentoring Teachers” (McCaughtry, et al., 2005) were that mentors’ perception of their mentoring skills was enhanced over the course of the yearlong program. Mentees’ positive perceptions of their relationships with their mentors also increased. Another finding was that mentors’ confidence dropped significantly after knowledge intensive workshops introducing new technologies. This suggested that mentors lacking knowledge in comparison with their mentees might result in a drop in perceptions of competence to mentor.

This study focused on the ways in which mentors can influence and empower mentees as opposed to transmitting knowledge and standards. This distinction helps to place this study in the transitional mentoring paradigm.

Rajuan, Tuchin and Zuckermann (2011) cited a lack of research in the area of mentor training. “Good teachers are not automatically good mentors.” (Rajuan et al., 2011, p. 173). Their own study focused on simulations and experiential training to help put mentors in the mental space of their novice mentees. Part of their professional development involved reading authentic letters written from mentees about their first year experiences in the classroom. These letters and other mentor training experiences helped mentors build empathy toward mentees which may engage mentors to further invest in the relationships with their mentees as well as be
more apt to rely on their mentor training to help their mentees to navigate through challenges and develop their practice.

**Productive exploration of conflict.** Conflict between mentor and mentee may arise from differences in ideology (Achinstein, 2002). Ideology is “the framework of shared values about education, schooling, and students. It includes an orientation about student learning and outcomes, notions about how school should reform and change, and conceptions about the relationship between school and society” (Achinstein, 2002, p. 426-7). While conflicting personalities, ideas, and methods may breed test the mentor/mentee relationship, those pairs capable of navigating through these differences successfully learn the most and gain more from their partnerships than those who avoid conflict or only discuss ideas on which the pair are already in consensus (Achinstein, 2002, Tschannen-Moran, 2009).

These eight studies (Achinstein, 2002; Bickmore & Bickmore, 2009; Fantilli & McDougall, 2009; Huston & Weaver, 2008; Jewell, 2007; Marlow, 2009; McCaughtry et al., 2005; Rajuan, et al; 2011) were classified as transitional mentoring due to their incorporation of the voices of the mentor and novices as co-partners and more flexible ways in which these teams worked with, learned from, and supported one another. Several of these studies mentioned the benefits mentors received from mentoring new teacher (Huston & Weaver, 2008; Jewell, 2007; Marlow, 2009). Others looked at challenges for mentors and for mentees (Fantilli & McDougall, 2009; McCaughtry et al., 2005). In all of the studies, the researchers recognized that mentors and mentees each have experiences and ideas to bring to their partnership.

**Transformative**

Transformative mentoring involves mentors and mentees working together as partners to create, discover, and innovate through fluid roles. This mentoring paradigm is inquiry based and
likely to engage action research as a team. All members of transformative mentoring teams are expected to teach and learn in this dynamic partnership (Brondyk & Searby, 2013; Feiman-Nemser, 2001). In transformative mentoring, the organization is changed as a result of the partnership’s learning and practice (Brondyk & Searby, 2013; Feiman-Nemser, 2001).

**Peer coaching.** Peer coaching (or peer mentoring) can be considered as a transformational practice because teachers are considered equals working together as learners to study problems of practice. In Huston and Weaver’s (2008) exploration of peer coaching, they consider it as a way to re-ignite mid-career and senior faculty. Peer coaching can serve as a stronger professional development model than typical one-size-fits-all single shot workshops (McCaughtry et al., 2005) as peer coaching is ongoing, increases collaboration and reflection on practice, and can focus on questions specific to participants’ interests. Huston and Weaver (2008) also caution against mixing coaching and summative assessment outcomes. Coaching is better for both parties when it focuses on the improvement of teaching, is confidential, and formative in nature.

Other than peer mentoring studies, framed as teachers working together to solve problems of practice rather than as a deficit model aimed to re-train an underperforming professional, I have yet to find any mentoring studies which fell under the transformational paradigm. Peer mentoring, framed as an equal partnership, is more often classified under peer coaching and tends to be aligned with literature related to professional development rather than the literature base of induction and mentoring. Not surprisingly, most of the research on mentoring focuses on what mentors should do to help novices and much of the research on induction talks about novice deficits and how to ‘fix’ them. It may be that when mentoring
reaches the transformative dimension, it becomes another form of partnering and learning such as action research or another type of collaborative learning model altogether.

**Is Mentoring Enough?**

Researchers and theorists have considered how induction and mentoring can assist in the socialization of teachers. Mentoring has often served as the centerpiece of induction programs and is gaining popularity as a state mandated requirement for new teachers. The research raises excellent questions as to whether mentoring is enough to keep novices in the profession and more importantly, to adequately support new teachers as they take on their own classrooms.

Mentoring can help to limit the isolation teachers feel, especially coming new to the profession. It can also intentionally or unintentionally replicate the current building culture as seen through the eyes of a single veteran mentor. Suggestions have been made that while the mentoring relationship can have many benefits for helping novices become accustomed to their schools, it may also contribute to the conservatism factor by conveying current expectations and norms rather than exploring those norms through new eyes.

Some researchers have suggested that it is difficult to make generalizations about the benefits and effectiveness of traditional one-to-one mentoring programs (Bickmore & Bickmore, 2010; Ingersoll & Strong, 2011). While induction programs have become synonymous with mentoring, there is evidence to show that a more robust program for induction is needed (Bickmore & Bickmore, 2011; Fantilli & McDougall, 2009; Rajuan et al., 2011). A program which incorporates elements to combat presentism, conservatism, and individualism and works to meet novice teachers’ personal and professional needs might incorporate content or interdisciplinary collaborative teams, specific professional development, reflective writing,
critical self-reflection, and peer observation in addition to more traditional components of mentoring and orientation (Bickmore & Bickmore, 2011).

Ultimately, current teacher socialization in most settings promotes the factors that continue the presumption educators lack a technical professional knowledge base and contributes to teachers becoming inducted into the habits of presentism, conservatism, and individualism. Purposeful induction programs can work against these forces to combat what the structure and history of schools has created. With the incorporation of what research has learned about teacher socialization, induction and mentoring programs can help to create stronger, more collaborative school cultures which promote teachers working together to better serve students through the learning and creation of research based practices school-wide. These programs will need to incorporate the ways in which teachers can use their background knowledge, continue to build and expand upon that knowledge through collaboration with mentors, promote teacher leadership through professional learning communities solving problems of practice locally as well as using technology to connect with mentors, peers, and resources from around the world (Koehler & Kim, 2012).

**Summary**

Induction and mentoring programs are one of the ways to assist in the socialization of teachers new to the profession (Alhija & Fresko, 2010b; Ingersoll & Strong, 2011; Pogodzinski, 2012; Veenman, 1984). There are barriers to positive teacher socialization and beneficial mentoring partnerships including limited time, money, awareness, understanding, and other supports.

Understanding the findings of the literature through research orientation (functionalist, interpretive or critical) (Zeichner & Gore, 1989) and through paradigm (traditional, transitional,
and transformative) (Brondyk & Searby, 2013) can help us to focus on models most useful for teachers with experience. Within each of these perspectives, the role of power and awareness shifts from the system (functionalist views of socialization, traditional mentoring) to the “new” teacher (critical views of socialization, transformational mentoring). Our new teachers, either new to the profession or new to the setting, can become more effective if they are offered more opportunity to act as agents of change within the systems in which they work. Infrastructure, which enables the voice and input of all participants, will lead to a stronger system of supports for new teachers and for their students.
Chapter Three
Methodology

This chapter explains the research design and methods used for the Beyond Novices study. Case study research design is discussed in addition to the restatement of my research questions. The study context and the access to program and participants are described. Additionally, my research methods, including sampling, study participants, data sources, analysis, limitations, trustworthiness, and data management are then explained.

Research Design

Beyond Novices was a qualitative research study using a case study methodology. According to Yin (2014), “case study is an empirical inquiry that investigates a phenomenon in depth and within real world context, especially when the boundaries between phenomenon and context may not be clearly evident” (p. 16). Case studies “focus on meaning [and] understanding process. [They use] purposeful samples, [and include] data collection via interviews, observations, and documents. [The] data analysis [is] inductive and comparative. [The] findings [are] richly descriptive and presented as themes [and] categories” (Merriam, 2009, p. 38). In this study, the phenomena were the experiences of new-experienced teachers (NETS) in their transition to American Middle School (AMS). The bounded system for this case was the American School District (ASD) Induction and Mentoring Program over the course of the 2014-2015 school year (August - May).

A case study was the best research structure to analyze and gain meaning from the complex phenomena of experiences of NETs coming to ASD. The nature of this study was to examine the experiences of teachers coming new to ASD but who had teaching experience in the past. Merriam (2009) identified case study as ideal for educational research. The inability to generalize findings to other groups or situations (Merriam, 2009) can be mediated through the
four strategies to ensure trustworthiness outlined by Shenton (2004): Credibility, transferability, dependability, and confirmability, which will be discussed in detail under methods.

**Research Questions**

These questions drove the research in this study:

- How do new experienced teachers perceive their transition to teaching at American School District?
- How do new experienced teachers perceive the impact of the American School District Induction and Mentoring Program on their transition to the district?

**Context and Gaining Access**

**Context of the Study**

ASD was located in an eastern suburb of a large Midwestern city consisting of four schools and 2000 students. ASD employed 192 certified staff including administrators with a typical turnover rate of 7%. ASD had invested in induction and mentoring since before my tenure began in 1995. Historically, turnover in American’s schools had been low. ASD had been seen as a destination district based on the salaries and benefits offered as well as the socioeconomic makeup of their neighborhoods. It was rare that novice teachers were hired to fill positions in the district. Most new hires had between three and seven years of experience from another school before transitioning to ASD.

Being a small school district, ASD recognized the importance of continuing teacher education through an onboarding process, which included a yearlong induction and mentoring program for all faculty hired to teach at ASD, regardless of their former experience. ASD had prided itself on its reputation for serving students well, building close connections with their students’ families, and scoring competitively on external measures of school performance.
While every school setting is unique, ASD believed in the importance of assisting faculty new to their schools. Induction and mentoring was designed to support new hires in understanding the culture that had been created. ASD viewed their student population as atypical. Forty percent of the district’s students were recognized by state definitions as academically and/or cognitively gifted. The average student scored at the 80th percentile on nationally normed tests. Along with students requiring more rigorous and faster paced curriculum as compared to those in neighboring districts, parent expectations for teacher professionalism and instruction were high. By including new faculty in professional development to support their transition into a setting likely different from their previous schools where they had worked, ASD could better ensure success of incoming faculty and in maintaining high levels of instruction.

Providing induction and mentoring for experienced teachers was an unusual practice in local districts. When I arrived to ASD in 1995, few districts in the area had formal mentoring programs established; fewer still offered compensation to the mentors participating in this work and none were assigning mentors to teachers who were hired having taught in another school before beginning employment. Since that time, mentoring had become more formalized. Through statewide expectations, new teachers were receiving up to four years of structured mentoring. However, no external expectations were in place for mentoring teachers with experience while transitioning to a new school.

While some form of induction and mentoring for teachers had been in place since the mid-eighties at ASD, the current program’s lifespan began in 2005 when I took over responsibility for leading the program. The program since this time had incorporated a few activities before school (time to meet with mentors, a tour of the district’s areas of attendance, technology training, and building orientation) and a series of monthly meetings with mentors and
mentees throughout the academic year to focus on instructional goals and expectations of practice.

The program has traditionally involved one leader and no formal oversight. The goals included providing time for mentors and mentees to explore topics related to teaching practice and building relationships with students, faculty, and the community. Each year, participants provided feedback as to the relevance of topics, the expectations of the program, the use of time during meetings and suggestions for topics and timing of delivery based on their knowledge and experience from their year working at ASD. Mentors had flexibility in the ways in which they worked with their mentees. Overall, the flexibility and limited structure of American’s program allowed for us to adapt to individual needs, however, it also made it difficult to measure effectiveness or to focus on what improvements should be made.

One of the ways in which the results of this research will be used is to improve the ways in which this induction and mentoring program serves teachers new to the district based on a close study of their experiences and reactions to their first year at ASD.

Gaining Access

As mentioned in my description of the context of this study, I was the coordinator of the mentor program, a large component of the induction and mentoring program ASD had for teachers new to the district. My responsibilities included serving as a contact person for new faculty, making sure mentors had the training required, and during the school year, holding meetings for mentors and mentees to engage in goal setting, instructional professional development, and reflection on their practice. By having led this program over the past several years, I had access to the feedback of participants, their actions and ideas shared during meetings, and their suggestions for improving program elements.
I felt it important that due to my dual roles of program leader and researcher, NETs felt secure in participating or choosing not to participate in the Beyond Novices study. While any teacher new to American’s schools with outside teaching experience was invited and knew of the program, in the end, working directly with the three teachers who I had met through my work in their same building seemed most appropriate and comfortable. This provided me the opportunity to get to know them and work with them in order to build rapport and trust before they participated in this study. When I shared that the majority of their additional commitment beyond the typical mentoring program would be four short interviews held during the second semester, they all felt this was a reasonable and manageable time commitment. As the mentor specialist, I felt it was important that the participants not feel compelled to participate. I let them know of several other ways I could find participants through expanding my research to include teachers from the other schools in the district.

Prolonged engagement (Shenton & Hayter, 2004) helped me to establish positive working relationships with the participants in that they were also teachers in my own building. I had many interactions with AMS NETs before formally beginning the Beyond Novices Research Study through meetings, answering questions, professional development, and in my role as mentor specialist. These interactions allowed me to build trust before beginning formal research activities such as interviews. While data included in the Beyond Novices study incorporated information developed early in the school year, by waiting to begin formal research until second semester, the participants had time to get to know me before deciding to commit to participate.

**Research Methods**

This section describes the research methods used including sampling, participants, data sources, data analysis, limitations, trustworthiness, and data management.
Sampling

I employed purposive sampling (Merriam, 2009) in order to choose appropriate participants for in-depth interviews. New experienced teachers (NETs) were chosen based on a variety of factors including previous years of teaching, level of familiarity with the current induction program, gender, and area of licensure in order to ensure a variety of experiences and voices.

In seeking participants, when all of the information was returned, all three of the new hires at AMS were interested. As the AMS NETs were all located in the same building, some elements of their experiences would be common in that they shared the same administrators, building, and students. Though their teaching location was common, the NETs from AMS also represented variety. They taught in different content areas; they included both genders; and they had different teaching backgrounds. It was decided that this pool would be the best group to go through the interviews. The email for the invitation to participate can be found in Appendix A. Since one of the goals of the Beyond Novices study was to understand the needs of new-experienced teachers from an induction program from multiple perspectives, greater variety of interviewees yielded a broader range of data and allowed future program developments to be more likely to address a larger variety of participants.

Participants

Participants included all three of the NETs at AMS. Table 1 provides an overview of the three middle school teachers who participated in the study.
Table 1

Participant Overview

<table>
<thead>
<tr>
<th>Pseudonym</th>
<th>Teaching Position</th>
<th>Years of Previous Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall</td>
<td>8th Grade, Science</td>
<td>17</td>
</tr>
<tr>
<td>Sadie</td>
<td>6th -8th Grades, Intervention Specialist</td>
<td>15</td>
</tr>
<tr>
<td>Tamara</td>
<td>5th -12th Grades, Orchestra</td>
<td>14</td>
</tr>
</tbody>
</table>

**Marshall.** Marshall had been teaching 7th and 8th grade science for the entirety of his career. While ASD was his third setting for teaching science, he had taught in buildings with different populations and different resources. Marshall’s focus as a teacher was building relationships with all stakeholders and focusing on students as people as opposed to “only teaching science”. “I just happen to be an educator of children who teaches science, so that - that's the progression. Teaching the kids first, the subject matter second” (interview, January 15, 2015). Since coming to ASD, he had demonstrated leadership in creating a more positive and collaborative grade level team as well as formalizing the eighth grade science curriculum.

**Sadie.** Sadie had held a variety of teaching positions in her career as a professional educator. Her most recent role had been of intervention specialist, working with her grade level’s content area teachers to support differentiation based on learner needs, assessment and content adaptation. “I’m major-league kid-centered. I have to know my kids very, very well, whole kid picture, not just academics, but where they’re coming from, what they’re bringing to school” (interview, January 14, 2015). At ASD, Sadie’s intervention role involved providing
instruction in reading and school success skills to students from all grade levels in a resource room setting.

Tamara. Tamara had taught students to play in an orchestra for her 14 years of professional teaching experience. “I think I have a very energetic approach to teaching. I think typically I - one of my strengths is engaging kids that don't necessarily want to be engaged” (interview, January 22, 2015). ASD was her second setting she had taught in. Tamara’s role at ASD involved working with students in grades 5-12 across three buildings.

The participants in the Beyond Novices study were all a part of the ASD Middle School faculty. Though all part of the same school, their different roles significantly contributed to the experiences they had in changing schools mid-career. Focusing on teachers new to the middle school allowed for more in-depth interviews and to have some basis of comparison in terms of working in the same building, with the same administrators, and same student population. Conversely, the participants represented different genders, background, and school roles, which provided a look at the variety of experiences teachers have in changing schools mid-career.

Data Sources

Data collected included a variety of sources in order to better support the conclusions and recommendations made as a result of my research (Hatch, 2002; Merriam, 2009; Trochim and Donnelly, 2008; Yin 2014). Data was collected using a background information survey, a series of four interviews held with each participant, observations and notes made related to mentor/mentee meetings, and documents collected as a part of the mentoring program. Table 2 lists the data sources, collection and analysis methods and corresponding research questions addressed.
### Data Sources and Analysis

<table>
<thead>
<tr>
<th>Data Collection Tool</th>
<th>Collection Methods</th>
<th>Analysis Method</th>
<th>Research Questions Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Survey</td>
<td>Online Survey Tool</td>
<td>Content, interpretive</td>
<td>1</td>
</tr>
<tr>
<td>Interviews</td>
<td>Recordings, Notes, Transcription</td>
<td>Typological, inductive and interpretive</td>
<td>1 and 2</td>
</tr>
<tr>
<td>Program Artifacts</td>
<td>Goals and other program-based documentation</td>
<td>Content, interpretive</td>
<td>1 and 2</td>
</tr>
</tbody>
</table>

**Beyond Novices Background Survey.** My first source of data consisted of participant responses to an online introductory background survey. In January, before interviews were scheduled, all participants answered a 17-item survey designed to collect information related to previous pre-service, in-service, induction, and mentoring experiences. A full copy of the survey can be found in Appendix B.

**Interviews.** The main source of data was generated through semi-structured interviews with AMS NETs. According to Merriam (2009), semi-structured interviews are guided mainly by a list of issues to be explored to gain specific reactions and data from all respondents. Semi-structured interview protocols included questions of varying levels of structure used flexibly in no certain order. The purpose of these interviews was to gather evidence of NETs’ previous induction and mentored experiences, current understandings of induction and mentoring programs in place, as well as their thoughts on what experienced teachers coming to ASD need in terms of induction and mentoring programming. Table 3 describes the dates each of the interviews took place.
Table 3

Interview Dates

<table>
<thead>
<tr>
<th>Participant Pseudonym</th>
<th>Interview #1 - Teacher Identity</th>
<th>Interview #2 - Supports and Adjustments</th>
<th>Interview #3 - Socialization</th>
<th>Interview #4 – Reflections/Transition</th>
</tr>
</thead>
</table>

Interviews were conducted in January through May with approximately 4 to 5 weeks between each round for each participant. Interview times varied based on the examples, elaborations, and available time of the participant. The shortest interview was approximately 6 minutes and the longest was 23 minutes with the average about 13 minutes in length. Interviews were recorded with the consent of participants.

**Program artifacts.** A third source of data consisted of documents generated through the mentoring program. Merriam (2009) refers to documents as any “written, visual, digital, and physical material relevant to the student at hand” (p. 139). Induction and mentoring program participants generated goals and documented activity and progress toward meeting those goals. Sample goal documents can be found in Appendices E and F.

**Data Analysis**

In analyzing data for qualitative studies, the “rigor in the qualitative research derives from the researcher’s presence, the nature of the interaction between researcher and participants, the triangulation of data, the interpretation of perceptions, and rich, thick description” (Merriam, 2009, pp. 165-166). Qualitative studies can include “telling quotes from interviews, a description of agency staffing patterns, and excerpts from agency history” (Firestone, 1987, as
Beyond Novices

These elements are necessary in order to tell the story as well as depict enough detail for researcher conclusions to make sense to the reader. In the next sections, I describe the analysis of each data source.

**Beyond Novices Background Survey.** At the beginning of the research cycle, participants filled out an online survey including basic demographic information about their education, entry year experiences, and perceptions of previous teaching positions. A copy of the questions included in the background survey can be found in Appendix B. Data from the survey were used to support teacher identity stories in the findings and perceptions shared in interviews.

**Interviews.** Data analysis was ongoing throughout the collection phase and after (Hatch, 2002; Merriam, 2009). Audio recordings were made of interviews with mentee participants. Transcripts of interviews were reviewed one at a time. As they were completed, notes were made in terms of possible themes and codes to explore with transcripts from other interviews. I found that by asking more specific questions in subsequent interviews, I could delve more deeply into concepts shared previously. By reviewing my data and looking for patterns and commonalities along my research process, I was able to better react and drive the research in a way that captured and presented central themes.

As researcher, I felt there was great value in transcribing the interviews myself as a part of the research process. This allowed me to identify commonalities and follow up on these as possible themes for later analysis. Professional transcription services were engaged to transcribe all interviews after the last interview cycle to ensure accuracy of content and wording, as well as serve as a point of comparison. In this way, my insider knowledge allowed me to clarify educational terms or building specific phenomenon in context - aspects of working at American that could have been mis-transcribed by an outsider - as well as have a more professionally
formatted copy to use for checking the quotes I wanted to use as evidence to support my analysis. Transcriptions were compared for accuracy and member checked by participants. A participant consent form copy can be found in Appendix C. Interview protocols can be found in Appendix D.

Transcriptions were analyzed through typological, inductive, and interpretive means (Hatch, 2002). After all data was collected, I completed my first phase of formal review of the interview transcripts looking for examples supporting my a priori or typological codes (teacher identity, transition, supports, and socialization) identified based on the themes and organization of the four rounds of interviews held (Interview protocols can be found in Appendix D). In the first round of coding, quotes reflecting examples of each of the typological apriori codes were pulled from transcripts and categorized and labeled in a spreadsheet. After key quotes were pulled, I went over transcripts again to look for additional examples fitting the definitions of Teacher Identity, Transition/Change, Supports, & Socialization (Appendix G).

Typological analysis requires the use of pre-set groups or categories based on theory, common sense, or research objectives (Hatch, 2002). In the new experienced teacher interview protocols, the first round of questions were designed to focus on teacher identity, the second round on supports and adjustments in transitioning to ASD, the third round was on teacher socialization and the final round was created to capture reflections and change. While each round of questions included a focus on a specific theme, coding of responses was linked to not only codes based on interview theme but also emergent concepts and interpretations of the interplay between these two. Participants responded to the questions in ways that may have been in line with teacher identity, but another participant’s answer to the same question might better fit with supports or socialization. As my interview protocols were organized into four phases
focused on teacher identity, supports, socialization, and transition, it made sense to track these themes throughout the transcripts and to analyze participant responses within these categories. (See Table 4 and Figure 1). A complete listing of codes used and their meanings can be found in Appendices G, H, I, and J.

Table 4

Sample Participant Interview Questions

<table>
<thead>
<tr>
<th>Round Description</th>
<th>Sample Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1 – Teacher Identity</td>
<td>When you think about yourself as a teacher, what do you think some of your strengths are?</td>
</tr>
<tr>
<td>Round 2 - Supports and Adjustments</td>
<td>What kinds of supports have you relied upon in your first months at (ASD)?</td>
</tr>
<tr>
<td>Round 3 - Teacher Socialization</td>
<td>In what ways do you feel a part of (ASD)?</td>
</tr>
<tr>
<td>Round 4 - Reflections and Change</td>
<td>What, if anything, has changed about your practice (the ways in which you perform your role as teacher, communication with students or parents, instructional practices, other) this year?</td>
</tr>
</tbody>
</table>

The following figure illustrates how I used Boyatzis’s approach (1998) as outlined in Rubin and Rubin (2012) to define and describe codes.
What am I going to call it? | How am I going to define it? | How am I going to recognize it? | What do I want to exclude? | What is an example?
---|---|---|---|---
**Teacher Identity** | Actions and reflections based on sense of self as a teacher | Statements about purposeful choice in belief or practice related to teaching and learning | References to outside attributions as reasons for action vs. internal motivation | I think pedagogically, I have a really strong foundation in music performance so that was my background and then so I don't let little things slide before they become big (Tamara, January 22, 2015).

**Supports** | Thoughts and reflections on supports - positive or lack of | Comments using the term support or referring to systems and people in place that were useful in transition and teaching | Ideas that can be categorized as general culture - these should be specific | Well, (Admin’s) been amazing. I truly feel [Admin] have kind of had to be my support system and because I am so out of touch with the staff here and they really have answered all of my questions and have been supportive of different things I’ve wanted to roll out (Sadie, March 20, 2015).

**Socialization** | Thoughts and reflections linked to learning the way to be a teacher in a certain culture or setting | Comments referring to events and situations assisting or deterring "fitting in" to culture of building OR actions that change ways of doing in the current or past settings | Ideas that can be categorized as infrastructure rather than about the people, or ideas related strictly to culture in existence rather than socialization into the existing culture/Changing current culture (active) | The first couple weeks, just those not that doors were slammed in my face but, me being animated and just the person I am, a lot of what the heck is this kid up to, what is he doing. Its not in a threatening way either, ..., but again, a lot of guarded looks, which I made a point of being an instructional leader in my former building (Marshall, April 28, 2015).

**Transition/Change** | Actions and reflections based on change between schools | Ideas dealing with change | Reflections not attributable to changing teaching locations | My previous administration colleagues consider me a teacher leader who was an agent for change in such a large building. Coming to this small building, there were a lot of assumptions like ‘Oh, well, he’s done this before or he’s done this.’ Well, that’s not the case (Marshall, January, 15. 2015).

*Figure 1.* Typological analysis. Example of key concept coding generated from interview rounds.

After reviewing the transcripts and the quotes coded in each of the typological codes, I recognized that there were ideas discussed by participants that were not described through the themes from typological analysis. Ideas such as administration, teacher leadership, school culture, and external mandates were among the themes discussed by participants and I wanted to include these in my findings (Appendix H). I began by looking through the quotes pulled into the spreadsheet based on the original a priori coding analysis. As I found terms and ideas repeated, I went back to the transcripts to see if this idea was echoed by all participants and if it
was repeated and integral to their experiences in coming to AMS. Codes were then created, quotes were labeled, examples and definitions of codes created. Transcripts were reviewed again to ensure all related quotes were identified and included in the spreadsheet.

Inductive analysis is commonly associated with grounded theory methodology (Glaser & Strauss, 1968; Hatch, 2002). Data from the interview transcripts were read to identify frames of analysis and to use semantic relationships to form codes. Figure 2 provides examples of inductive coding, definitions, and example quotes.

<table>
<thead>
<tr>
<th>What am I going to call it?</th>
<th>How am I going to define it?</th>
<th>How am I going to recognize it?</th>
<th>What do I want to exclude?</th>
<th>What is an example?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>People with official leadership titles in schools including Principal, Assistant Principal, Superintendent, Pupil Personnel Director, etc.</td>
<td>Comments referring to people in these roles impacting some aspect of NET experience</td>
<td>Comments referring to peers or peer leaders.</td>
<td>She's been great about listening; too, I mean that has been a huge positive of coming here. The administration is awesome and I hope people realize how lucky they are because I couldn't even, coming from a big school I couldn't even find my administrators on any given day and I feel like I can walk up there and they're so visible in there and that the door is always open to listen to new ideas and I loved my administrators but it was just, they just weren't around (Sadie, January 15, 2015).</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Actions and reactions involving working with colleagues</td>
<td>Comments referring to interactions or the lack of interactions between colleagues to better serve students</td>
<td>Discussion or interaction that qualifies more clearly under relationship building</td>
<td>Even in light of our crazy schedule right now, I still, the time for planning, and collaborative planning is so helpful. I do feel like I have that time to bounce ideas off colleagues (Tamara, March 9, 2015).</td>
</tr>
<tr>
<td>Culture</td>
<td>Thoughts and reflections linked to the culture of the building - this is the way we work &quot;here&quot;</td>
<td>Comments referring to terms, practices, or ways of doing that are unique to a setting</td>
<td>Ideas that can be categorized as infrastructure rather than about the people</td>
<td>Everything else though is different, so the culture and the assimilating into the culture has been done with the assistance of my colleagues (Marshall, April 28, 2015).</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Reflections on content, standards, and skills expected based on teacher role</td>
<td>Comments referring to the skills and content standards taught in subject area</td>
<td>Comments referring to pedagogy only or to teaching strategies</td>
<td>New building, new colleagues, new curriculum, starting fresh and just the prospect of having to have that is great and...We're off to a new unit now and I’m so much more comfortable with just okay, it’s gonna work itself out, it’s gonna engage, we know what we’re doing, and it’s fine (Marshall, January 15, 2015).</td>
</tr>
</tbody>
</table>
Figure 2. Inductive analysis. Examples of emergent codes from interview transcripts.

Finally, I recognized that the ways in which participants spoke of ideas, which had coalesced into emergent codes through my inductive analysis, was beyond what had been captured in the first and second rounds of coding. A final layer of analysis seemed warranted to ground concepts into the context and meaning the participants shared through their interviews. For example, the emergent code of “teacher leadership” was more than just the words. In the interviews, teacher leadership became a larger idea that these participants wanted to help our school to serve students and each other better. They were interested in sharing their expertise with others to improve all colleagues’ practices and when they did not have easy access to that role, it was a frustrating experience. This interpretive layer of coding helped to give the context needed to explain more about the concepts referred to by participants (Appendix I).


The themes revealed by inductive analysis were compared with the results of interpretive analysis and then reviewed with participants to check for agreement and accuracy of representation. Using three levels of analysis, typological, inductive, and interpretive, created a more complete picture of the NETs’ experiences from both the researcher interpretation and the found patterns in participant transcripts. Figure 3 provides example quotes and their coding in terms of interpretive, typological, and inductive.

<table>
<thead>
<tr>
<th>Quote</th>
<th>Interpretation</th>
<th>Typological Code</th>
<th>Inductive Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>There’s nothing I’ve come up with originally, it’s all collaboration and we make ourselves</td>
<td>Socialization and collaboration support NETs’ peer</td>
<td>Socialization</td>
<td>Collaboration</td>
</tr>
</tbody>
</table>
Table 2. Examples of inference and insight coding.

| I think strength [of my teaching] is differentiation. Even within my room, they’re [students’ learning levels are] all over the place so I think I can do a good job meeting them where they’re at so I can help them grow (Sadie, January 15, 2015). | NETs come with ideas and beliefs about instruction and learning. | Teacher Identity | Pedagogy |
| The most difficult for me was reestablishing -relationships with students and families because I left a job where I was all the kids ever knew. And I had kids for 6 or 7 years. That piece was most difficult. I forgot, that long process of building trust on many levels (Tamara, March 9, 2015). | Transition brings unexpected change and the need to adapt. Teachers forget what it means to be “new”. | Transition | Relationship Building |

Figure 3. Interpretive analysis: Examples of inference and insight coding.

In the end, three distinct phases of coding took place through my data review. In each phase, interview transcripts were examined for similarities or repetition of ideas, quotes representing those ideas were copied and pasted into a spreadsheet, examples and non-example quotes and terms of each idea were identified and finally a code for and definition of each idea was developed. In subsequent rounds within each phase, transcripts were re-examined to ensure all quotes fitting into each code area were labeled, copied and pasted into the spreadsheet, and identified by speaker and date.

Member-checking along the ongoing data collection served to limit my misinterpretation over participants’ meaning. I shared ideas and themes found from previous interviews with participants to see if participants agreed or disagreed with those categorizations or to find new themes where they saw connections. Participants were given copies of their transcribed interviews to review, comment, and make any redactions or changes as they saw fit. Participants also received a late draft of the findings from chapter four to review the tone and ways in which I used their quotes to support findings. Through informal discussion and reviewing of participant
notes, small changes were made to usage and wording, but in the main, participants shared that they felt the transcripts and findings were accurate representations of their words and intent.

**Induction and Mentoring Program artifacts.** As a part of the ASD Induction and Mentoring Program, mentor and mentee pairs engaged in work that resulted in several artifacts. My original plan as researcher was to use these documents in order to provide additional insight into new-experienced teachers’ focus on instructional growth as a part of their transition. One of these items, a goal plan, was successfully created, shared, and followed by most of the mentors and mentees in the ASD program. See Appendices E and F for examples.

**Limitations**

This research had several limitations. Since I was an employee of the district I was investigating, and the leader of the mentor/mentee program for the district, I had a vested interest in the outcome of the Beyond Novices study and personal knowledge of the participants (Merriam, 2009). My involvement committed and motivated me to explore issues of teacher socialization and mentoring within my organization. My time with ASD’s Induction and Mentoring Program caused me to develop opinions and impressions of what I thought were the strengths and limitations of ASD’s induction program for new hires. Because of this insider knowledge, I incorporated trustworthiness strategies, discussed in the next section, to acknowledge and limit the impact of my perspective on this study.

Another limitation to the Beyond Novices study was its particularity and boundedness as a case study. Small sample size could be considered problematic in terms of accurately representing the experience of veteran teachers participating in induction and mentoring programs. The phenomenon under exploration required detailed analysis in order to determine the subtle similarities and differences of needs of novice teachers from veteran teachers in an
induction program. To counter limited sample size concerns, I have provided rich, “thick”
descriptions of data gathered through interview transcripts in order to better portray the
experiences of participants (Merriam, 2009).

A third limitation is that there is little research to be found on this particular topic with
which to compare this study. I addressed this by comparing components of this study with
current research available with general teaching populations and with novice teacher populations.
For example, induction program research seems mainly to address the needs of teachers new to
the profession (Alhija and Fresko, 2010a; Kelchtermans and Ballet, 2002). I have used the
frameworks from these studies to compare and contrast the findings about the veteran teachers in
my study.

Reliability and Validity

Concerns about the case study approach include limitations of reliability, validity,
generalizability, in addition to bias and subjectivity of the researcher (Merriam, 2009).
However, it is precisely because case studies include paradoxes and acknowledges there are no
simple answers that it can and should be considered the “gold standard” (of research) (Shields

Since validity and reliability originate from the positivist research paradigm, qualitative
researchers have sought for ways to repurpose these ideas to better fit the qualitative realm. One
approach is to break away from concepts associated with quantitative research and discuss
qualitative research in terms of trustworthiness.

Trustworthiness

Guba proposed there were four concepts to build trustworthiness in qualitative research.
In Shenton’s 2004 article on trustworthiness, he expounds and deepens researchers’
understanding of Guba’s framework. Credibility, transferability, dependability, and confirmability are the concepts on which qualitative research studies develop trustworthiness. Below are the ways in which my study engages each of these concepts.

**Credibility.** Credibility is the qualitative investigator’s equivalent to positivism’s internal validity, and deals with the question, “How congruent are the findings with reality” (Merriam, 1998)? Qualitative studies are designed to get at participants interpretations of a phenomenon or their reality (Merriam, 2009). Merriam (2009) advises that it is “important to understand the perspectives of those involved in the phenomenon of interest, to uncover the complexity of human behavior in a contextual framework, and to present a holistic interpretation of what is happening” (2009, p. 215). According to Shenton (2004), there are thirteen ways researchers can ensure their data are credible. My study used nine of Shenton’s strategies, most notably, familiarity with the culture (insider knowledge), purposeful encouragement and support for participant honesty, iterative questioning, and member checking. Table 6 lists and explains the strategies of Shenton’s credibility check the Beyond Novices study used.

Table 5

*Shenton’s (2004) Credibility Checks Incorporated into the Beyond Novices Case Study*

<table>
<thead>
<tr>
<th>Credibility Check Strategy</th>
<th>Definition/Purpose</th>
<th>Use in Beyond Novices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of well established research methods</td>
<td>Methods tied to known and proven research by experts</td>
<td>Case study, interviews, survey data, and artifacts</td>
</tr>
<tr>
<td>Familiarity with culture</td>
<td>Prolonged engagement to promote an understanding of the organization and phenomenon and to establish trust</td>
<td>Insider access</td>
</tr>
<tr>
<td>Triangulation</td>
<td>Use of different methods/data</td>
<td>Multiple sources and data analysis</td>
</tr>
</tbody>
</table>
to mitigate the limitations of each techniques used including interviews, survey responses, and program artifacts

<table>
<thead>
<tr>
<th>Informant honesty strategies</th>
<th>Opportunity to refuse participation, encouragement to be frank, right to withdraw</th>
<th>Approached participants as peer, gave multiple opportunities for non-participation/withdrawal, allowed participants to set dates and locations of interview.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iterative questioning</td>
<td>Repeated questions designed to find contradictions in perceptions shared by participants</td>
<td>Multiple interview rounds and background survey with repeating questions asked in different ways</td>
</tr>
<tr>
<td>Researcher reflective commentary</td>
<td>Reflective and regular review of methods, data, and analysis throughout process</td>
<td>Comments documented through data analysis and writing phases, researcher transcription throughout research rounds</td>
</tr>
<tr>
<td>Member checks</td>
<td>Verification of transcripts, use of quotes, emergent theories and context with participants</td>
<td>Participants reviewed transcripts collected throughout study, repeated reviews throughout analysis and writing phases.</td>
</tr>
<tr>
<td>Thick description</td>
<td>Supporting context and situations with deep and specific detail</td>
<td>Stories of setting and participants told through extended quotes</td>
</tr>
<tr>
<td>Previous research exploration</td>
<td>Relating findings to an existing body of research</td>
<td>Literature review supports findings related to teacher socialization</td>
</tr>
</tbody>
</table>

**Transferability.** “Transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings” (Trochim & Donnelly, 2006, 149). In qualitative research, thick description is one of the ways transferability can be achieved in that the readers of the research gain enough understanding of case and context to decide if findings and recommendations would likely transfer to their setting (Mertens, 2010). Schools and their culture differ across geography and communities. By thoroughly describing the setting of the Beyond Novices case study and explaining the adjustments that NETs made in
coming to a new school, other school and teacher leaders could infer whether the findings and recommendations would be a good fit for their circumstance.

**Dependability.** As a counter concept to reliability (Guba & Lincoln, 1994), dependability “emphasizes the need for the researcher to account for the ever-changing context within which research occurs. The research[er] is responsible for describing the changes that occur in the setting and how these changes affected the way the research approached the study” (Trochim & Donnelly, 2006, p. 149). In the Beyond Novices case study, the context is a part of the research, itself, acting as one of the characters in the story of participants’ stories of transition and adaptation. By performing interviews over the course of several months, NETs had the opportunity to reflect on previous and consider current reactions to their own unique contexts as teachers at ASD.

**Confirmability.** While unique perspectives of the researcher are inherent and expected in qualitative research, ultimately, case study research should reflect the experiences and perspectives of the participants. As the final element of trustworthiness paralleling objectivity (Guba & Lincoln, 1994), confirmability refers to “the degree to which others can confirm or corroborate the results” (Trochim & Donnelly, 2006, p. 149). Confirmability means to demonstrate “the data and their interpretation are not figments of the researcher's imagination” (Mertens, 2010, p. 260). Researcher transparency of data sources, synthesis leading to conclusions, and a “chain of evidence” (Yin, 2010, p. 237) support the confirmability of the Beyond Novices study.

**Data Management**

All data were secured as specified in Institutional Review Board (IRB) requirements. Program participants chose their own pseudonym, and these pseudonyms were used to identify
the data from that individual. A separate list linking the participants to their pseudonyms was located on a password-protected device. Audio recordings were uploaded on a password-protected computer and then erased from the recording device. Transcriptions were also uploaded on a password-protected device. When not in use, handwritten notes or memos were locked in a filing cabinet. Identifying characteristics will be stripped from data and organized by participants’ pseudonyms once defense of dissertation is successfully completed.

**Summary**

In this chapter, I described my methods of research. By using a qualitative case study, I was able to explore the impressions of three experienced teachers as they transitioned into a new district and school, participated in formal and informal induction and mentoring activities as well as adapted to their new setting. As a part of the Beyond Novices study, four interviews with each participant were held in order to capture their perceptions over the course of their transition year. In addition, artifacts from the formal ASD Induction and Mentoring Program as well as survey data were collected and analyzed. These data were coded and analyzed with typological analysis based on pre-determined codes as well as inductive analysis based on emergent codes. In chapter four, the findings are shared as a result of my analysis.
Chapter Four

Findings

This chapter presents the findings of the case study of American School District’s Induction and Mentoring program as shown through the experiences of three middle school teachers adjusting and adapting to teaching in a new setting. The purpose of this study was to better understand how teachers with experience adapt to a new setting in order to find ways in which schools can more effectively support educators with experience in their transition.

The Beyond Novices study sought to answer:

- How do new experienced teachers perceive their transition to teaching at American School District?
- How do experienced teachers perceive the impact of the ASD mentoring program on their transition to the district?

The observations, interviews, reflections, and survey results of Marshall, Sadie, and Tamara have been synthesized to provide a depiction of how three experienced teachers new to American Middle School perceived their transition and the impact of a formal induction and mentoring program on their transition to the district. As they discussed their observations over the course of the school year, commonalities in their experiences emerged that could provide valuable insight for other schools considering induction and mentoring for NETs. Additionally, specific aspects related to each teacher’s role came to light, which impacted their ease of transition into a new setting. The findings in this chapter focus on perceptions of Marshall, Sadie, and Tamara of the areas of challenge and ease in making their way at a new school.

This chapter is divided into four main sections. These include:
• Details about the case of American School District’s Induction and Mentoring Program;

• Findings from typological and inductive analyses answering how new experienced teachers perceived their transition to teaching at American School District;

• Findings answering how experienced teachers perceive the impact of the ASD mentoring program on their transition to the district; and

• A summary of key themes based findings based on interpretive analysis.

After the introduction and description of the case, the second section is organized by findings categorized through two of my main methods of analysis, typological and inductive. Each layer of analysis revealed ideas supporting larger themes as well as provided different glimpses of the ways in which participants viewed their transition experience as individuals. Discussion based on typographical analysis includes elements of Marshall’s, Sadie’s, and Tamara’s perceptions of their teacher identity, supports they experienced in their transition, socializing into AMS, and transition. Discussion based on inductive analysis will highlight NETs perceptions of transition mediated through the concepts of culture, infrastructure, teacher leadership, and relationship building. Following this, section three will detail findings related to NETs perceptions of the impact of the ASD’s Induction and Mentoring Program. Finally a summary of key themes is presented based on my interpretive analysis and tied back to my teacher socialization framework centered on Lortie’s (1975) obstacles of presentism, conservatism, and individualism and how the dialectic of socialization played out for ASD’s NETs.

**ASD’s Induction and Mentoring Program**

The ASD Induction and Mentoring Program had been in operation for over 20 years and undergone many changes over its existence. In its most recent evolution, the program consisted
of a series of awareness building and professional development activities before classes began in August, the assignment of a mentor for one year, and a series of mentor/mentee meetings held throughout the school year. In the 2014-2015 school year, there were seven meetings focused on a variety of best practices. Throughout these meetings, mentors and their mentees met to plan goals, identify resources to help in the development of their teaching practice, reflect on their progress toward meeting their goals and share teaching strategies with the larger group. At the final meeting of the year, mentors and mentees were asked to give anonymous feedback about the program and to provide ideas for improvement.

**Induction and Mentoring for Novices and NETS**

ASD’s Induction and Mentoring Program was designed for all faculty new to the district. It consisted of a series of experiences to help incoming teachers feel supported and better understand the learning and teaching culture of the district. In order to be relevant to teachers serving in a variety of roles and with a variety of background experiences, it was important to the district that the program was flexible and meaningful. The program was designed to enculturate and socialize incoming teachers to ASD as well as provide authentic opportunities to interact and learn from one another. The Induction and Mentoring Program served as both professional development and collaboration for new faculty and their mentors. The Induction and Mentoring Program included multiple experiences. Table 6 includes additional detail of these experiences:

- Early experiences - those happening before students arrived for classes in the fall
- Ongoing experiences - those happening at regular intervals such as mentoring meetings (professional development themes of meetings are outlined in Table 7)
- Culminating experiences incorporating reflection and celebration to set the stage for the following year’s work.
Table 6

*Induction and Mentoring Event Summary*

<table>
<thead>
<tr>
<th>Before School Year</th>
<th>During School Year</th>
<th>Independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tour of school district</td>
<td>• Meetings for mentors and mentees together</td>
<td>• Mentors and mentees work together to help new faculty make a positive transition.</td>
</tr>
<tr>
<td>• Opening luncheon to meet mentor, other new faculty and administration</td>
<td>• Year-long professional goal plan</td>
<td></td>
</tr>
<tr>
<td>• Technology PD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Building Orientation</td>
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</tbody>
</table>

In addition to these different experiences, each new faculty member was assigned a mentor. Every effort was made to match up the new faculty with a good mentoring fit in terms of area of curriculum expertise, shared planning times, and disposition. The mentor was paid for his or her work and was expected to meet regularly with his or her mentee in order to answer questions, prepare for important events during the school year, and explore ways to improve their own and their mentee’s practice. In the ideal circumstance, mentors served as learning coaches in a reciprocal, transformative partnership. Mentors supported mentees as they adjusted to a new building, new expectations and new culture in addition to working together as partners to solve problems of practice (Brondyk & Searby, 2013).

The main content delivery component of the ASD Induction and Mentoring Program included a series of meetings held throughout the school year (see Table 7), each focused on a different practice designed to further teacher effectiveness in working with students and growing as a professional.
Table 7

*Mentoring Meeting Topics*

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic(s)</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Goal Setting Action Plans</td>
<td>Shared document defining goals for mentor and mentee</td>
</tr>
<tr>
<td>October</td>
<td>Collaborative Log Coaching Conversations</td>
<td>Documentation of mentor/mentee interactions and focus on how to coach one another</td>
</tr>
<tr>
<td>December</td>
<td>Peer Observation</td>
<td>Logs and reflections on observations in and out of classrooms</td>
</tr>
<tr>
<td>January</td>
<td>Using Student Data Student Goal Setting</td>
<td>Incorporation of strategies in lessons</td>
</tr>
<tr>
<td>March</td>
<td>Student Habits Executive Function Questioning</td>
<td>Incorporation of strategies in lessons</td>
</tr>
<tr>
<td>May</td>
<td>Off-Site Celebration</td>
<td>All participants came to share in the celebration of completing the program</td>
</tr>
</tbody>
</table>

The ASD Induction and Mentoring Program incorporated multiple opportunities for NETs including: meeting faculty and learning about the district before school began; the assignment of a mentor; and presenting an ongoing program of goal setting, professional development, and reflection. These opportunities created a welcoming and supportive environment for teachers transitioning to American’s schools. Less formally, all teacher interactions could have been viewed through the lens of induction. Team meetings, professional learning communities, the evaluation process, and professional development work all contributed toward helping new faculty to better connect with their colleagues in their school and district. Even with a variety of opportunities, NETs reflections helped me to see that perhaps formal induction and mentoring may not be enough to meet all participants’ needs. Later in this chapter,
Beyond Novices

the findings of NETs reflections specifically about their perceptions of the formal induction and mentoring program will be shared. First, the following section describes the findings based on general perceptions of NETs transition experiences as viewed through my typological analysis of interview transcripts and open-ended background survey responses.

Typological Analysis: Teacher Identity, Supports, Socialization, and Transition

Interviews were organized into four major rounds of themed questions designed to better understand NETs impressions and perceptions of their teacher identity, the supports they encountered at ASD, their socialization into ASD, and their transition to ASD. Based on these concepts, responses were typologically analyzed. The findings from this analysis follow. Table 8 outlines the characteristics of each participant's role at AMS.

Teacher Identity Stories

Table 8

Participant Characteristics

<table>
<thead>
<tr>
<th>Participant</th>
<th>Role</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| Marshall    | 8th Grade Science Teacher   | • Daily Collaboration with Peers Expected  
• Natural Leadership Opportunities through Grade Level expectations and needs |
| Sadie       | 6th-8th Grade Intervention Specialist | • Two Aides Available  
• Students always in classroom (no plan or lunch times)  
• Limited opportunities for instructional collaboration |
| Tamara      | 5-12 Orchestra Teacher      | • Daily teaching responsibilities in multiple buildings  
• Only teacher of that subject area  
• Shared Office Space w/other Music Educators |

Marshall’s story. Marshall grew up in a small town in central Ohio and determined early on that he wanted to be a science teacher. He admitted to being “hooked” on teaching after
observing in a fifth grade classroom during an elective sophomore college elementary education course (personal communication, September 21, 2015). He loved the role he played in teaching and learning. “My skill-set continues to grow with each new group of students” (personal communication, September 21, 2015).

Marshall graduated from a medium sized southeastern university and began his teaching career in the same middle school he attended as a student, in a small town in the Midwest. His mentor was his own science teacher from when he was in 8th grade. He remembers feeling great respect for his former teacher as a mentor and colleague. Marshall mentioned that his mentor offered both support in learning his role as a teacher in addition to providing emotional support as he adjusted to a new role (Beyond Novices Background Survey, December 12, 2014). Soon afterwards, Marshall was hired at a large suburban district approximately 15 miles northwest of his current position.

During his time teaching before coming to AMS, Marshall built his reputation as a leader amongst his peers in terms of curriculum development and building positive student relationships. “I was not only a part of the leadership team, I established the framework for the team because I saw the need for it and I was pulled out along with administration for several district endeavors” (interview, January 15, 2015). When asked why he chose to change schools when he had already established a positive reputation, he talked about the scale of his previous school as compared to AMS:

Size. The - the school outgrew me. Ten times the population of my current school. I was there for the kids, as I mentioned before, and when you're dealing with a population of the same hundred core academic kids in a middle school teaming model, it's fantastic with a - [that] school of nine hundred kids per class, I could tell the parents, I would sell
the parents the fact that hey, I know your kids. I know who his or her math teacher, science teacher, language arts teacher, etc. I know where his or her locker is. I know - I get to know the kids. They [previous school] got rid of teaming therefore, they got rid of me because I couldn't guarantee that rapport [and] relationship with all the students out of 900 (interview, January 15, 2015).

Sadie’s story. After her volunteer experience helping in a special needs school as a high school student, Sadie knew where her future would take her. She had been working in special education for her entire career and admitted that she thought this was atypical. She made the observation that many teachers serving in a high needs setting tended to experience burnout in three to five years. She attributed her longevity to her love of helping students gain success, especially those who had given up on doing well in school. Sadie also thought her flexibility and having served as a special educator in different contexts and conditions helped her to stay focused and engaged in an emotionally intensive role (personal communication, October 5, 2015).

Sadie graduated from a small Midwestern university and spent the first 14 years of her career at a large suburban school district about 15 miles away from AMS as an Intervention Specialist. Like Marshall, Sadie was assigned a formal mentor during her first year of teaching. She conveyed that her mentor was there to offer emotional support in addition to specific instruction in teaching methods and school functions (Beyond Novices Background Survey, January 7, 2015). Over time, Sadie was recognized as a leader in implementing research-based program practices for meeting students’ academic and emotional needs. She felt confident in the ways in which she positively impacted her students and their learning, teacher practice, and collaborative relationships among all stakeholders (Beyond Novices Background Survey,
January 7, 2015). Sadie’s reasons for changing schools were focused on finding better opportunity elsewhere rather than leaving a bad situation. When ASD offered a position, she was drawn by the promise of further professional growth in a place that had a shorter commute, offered a better salary, and provided opportunities for teacher leadership.

I wanted to continue to be in a district that had excellence and strive and was going to continue to challenge me and then also this was so much closer to home that I felt if I'm going to make a change it's got to be where I felt the change was going to be even that and so I felt like that with (AMS) (interview, January 22, 2015).

Tamara’s story. Tamara graduated from a small Midwestern university. She didn’t begin her college career planning to go into teaching.

I had ZERO intention of becoming a teacher because the music teachers I grew up with were bitter about not being professional musicians. It was obviously not something they wanted to do, but did because they didn’t know what else to do. Before going into teaching, I had to know that I could “make it” (personal communication, September 21, 2015).

While in her graduate program, Tamara volunteered in an urban school. She had an amazing experience helping kids discover their talents. “It was so rewarding being able to see the spark in kids' eyes” (personal communication, September 21, 2015).

Tamara also had a formal mentor during her first year of teaching. She mentioned that in addition to helping her with instruction, her mentor was instrumental in assisting her to “navigate the political waters of the school” (Beyond Novices Background Survey, January 8, 2015).

Tamara served as orchestra teacher in two other Midwestern districts before coming to American Schools. She contributed to building strong music programming for students marked by high
expectations and building commitment and resiliency in her students. Tamara agreed with the ways in which her school worked with students, as well as with parents and the community (Beyond Novices Background Survey, January 8, 2015). When asked about coming to ASD, she responded “the culture of the school played a large part in my decision to change schools” (Beyond Novices Background Survey, January 8, 2015). “The ongoing fractured relationship between the school board and the school administration [and an] adversarial approach Human Resources took in working with employees” (Beyond Novices Background Survey, January 8, 2015) were cited as her main reasons for seeking a new school district.

I think the number one was support from administration and I don't specifically mean building level administration but more district level. Like, you get a sense of the culture of the larger district and it started to feel there's just a lot of animosity and I don't think anybody can do their best when you try to follow the rules whatever the rules are and you feel like someone's waiting for you to not know what the rules are or to mess up. And I kind of think that that’s, in a sense when I reflect on that, it's kind of how some schools operate, that teacher to student relationship, and so it’s made me very cognizant of that (interview, January 22, 2015).

Marshall’s, Sadie’s, and Tamara’s teacher identity stories tell the tale of educators, leaders, and risk takers who felt the call to educate today’s youth in their areas of strength and interest. In the next section, I explore the supports that most impacted NETs transition to AMS.

**Support Stories**

While the Beyond Novices case study sought to find out how the ASD Induction and Mentoring program supported NETs in their transition to ASD, AMS NET participants shared their additional supports found in American. Not surprisingly, the people that each NET worked
with ranked highest and in particular; the administration at all levels was seen as positive. Key colleagues also were mentioned as friendly, welcoming, and helpful.

**Administration as teacher champion.** Educational administration at American consisted of the formal hierarchy of the supervision and management of schools consisting of the school board, superintendent, principal, as well as other school leaders. An important element in any educator’s perception of culture deals with the ways in which administration carries out its role in schools. The principal, in particular, is essential in setting the tone of the building (Mullen & Hutinger, 2008). In the case of NETs, all gave multiple examples of the ways in which the administration at the district and building level helped to ease their transition, support them as professionals, and remove barriers to their success.

**Marshall.** Marshall built positive relationships with building and district administration through his participation on the school leadership team. These relationships allowed Marshall to have the confidence to effect positive changes in areas he saw that were lacking in terms of science curriculum development and alignment. “Myself and [my fellow 6th grade science colleague] have spearheaded talking to [ASD's assistant superintendent] - Next week, we’re out to talk textbook adoption and not just textbooks, but resource materials” (interview, March 12, 2015). Throughout his tenure, both in his previous district and at AMS, Marshall viewed administrators as trusted colleagues working to improve teaching and learning in schools.

There’s been nothing in 18 years that an administrator…has asked me that has…been good for kids that I’ve not executed. Hey, I’ve executed it in my own way and it’s a fine line between a ‘yes’ man and doing it my own way, but hey, if there is something [not working]...why don’t we try this, this could be a little bit more effective (interview, January 15, 2015).
In his transition to AMS, Marshall continued to view administration as a positive support in his role as teacher leader, science educator, and student advocate.

Sadie. Out of all of the NETs at AMS, Sadie relied the most on administration for her sense of teacher leadership, collaboration, and feeling connected to the school and its programs. Sadie’s daily schedule with students during every bell left her feeling isolated. Meeting with colleagues, as a part of her regular routine, seemed impossible. Instead, the required meetings built into her schedule with administrators for writing educational plans for students, formal professional development experiences, and improving transition for students between schools were her times to socialize into the culture of American. In addition, administrators worked to help Sadie work around the barriers of her schedule.

And [the assistant principal is] like ‘I want you to get out.’ She’s challenged me to get out, but I’m also then leaving kids to get out and so I never, this is probably the first time I’ve been out for lunch (interview, January 15, 2015).

It was tough for Sadie to prioritize relationship building when so many other tasks related to her role seemed more important. Required meetings helped her to find time to work with other adults and those meetings usually involved the administrators.

Tamara. Tamara left her previous district based on the lack of support she felt from district level administration. In her previous setting, administration seemed to operating from a deficit paradigm causing animosity between teachers and management. At ASD, she figured the situation would be better, but her expectations in this area were surpassed. “I have felt incredibly supported at every level of administration from the building a level to district level. I feel like there is a culture of wanting teachers to be successful and that is refreshing” (interview, January 22, 2015). The result of feeling supported and trusted by the entirety of the administrative
hierarchy was that she was able to focus her energies on building her program rather than worrying about rules and regulations designed to make growth difficult.

Whether through creating a culture of professionalism and trust, providing socialization and resources, or anticipating and solving problems; AMS’s NETs saw administration as a support and helpful to their transition to a new setting.

**Colleagues as collaborators.** During interviews, AMS’s NETs used the words *mentor* and *colleague* interchangeably to talk about their assigned mentor through AMS’s Induction and Mentoring Program. NETs referred to other teachers within their daily interactions as offering support in their transition through listening, answering questions, providing collegial conversations and feedback and collaborating on solutions to problems, both instructional and non-instructional.

**Marshall.** Marshall highly valued collaboration and relationships amongst peers and with his students. He wanted to share his ideas but he wanted to hear others’ ideas as well. “Okay, I can always learn something from one of my colleagues. I don’t care if you’re in the same discipline or not. Again, it creates transparency and we’re all in this together. I think the kids see that” (interview, April 28, 2015). Marshall’s collaboration with his mentor and teaching partner was integral in his work to develop curriculum aligned to state standards. At the same time, he valued the individual styles and talents of each teacher on his team.

There [are] common assessments – [my mentor] and I have common assessments. [My mentor] and I [are] plus or minus 3 days of where we need to be. [My mentor]’s instruction, [my mentor]’s delivery? Vastly different from mine, yet the content’s the same and there’s beauty in that. And that’s how we see it - and we’ve learned to accept it - we’ve grown that way. He’s going to present it one way, I’m going to present it
another, but on our common assessments kids are going to perform the same. That’s what I want (interview, March 12, 2015).

**Sadie.** While Sadie grappled with her schedule in order to find time to meet with colleagues, she did get into other classrooms to check on her students’ instruction and some teachers sought her out for her expertise in working with students struggling to learn.

I really like it here. I like the people and I think from just one year, there [are] a lot of agents of change in the building and so they just need to push forward. One of my kids is in [seventh grade science teacher’s] class - it is a breath of fresh air in there. She does all this differentiating for him and it's just really a good, good situation (interview, March 20, 2015).

**Tamara.** Tamara shared that overall, her largest support in her transition has come from her AMS music teacher colleagues.

So we share the same space. I was thinking about that this morning, as I was walking into my classroom and thinking, yes it’s a pain to have my classroom separate from my office, but I would not trade that for anything because that collegial interaction is so incredibly important. Not just because I’m new, but [also] because you feel a part of the team (interview, March 9, 2015).

Working between three different buildings made it challenging for Tamara to connect with other adults. The shared office space she had in AMS with other music educator colleagues served as her way to connect into the school and the district.

**Individual Findings.** NETs also found their own unique supports in managing their transition to AMS. Marshall appreciated the shorter turnaround time from decision to action a
small school environment could support. Tamara thought the regular professional development offered at lunch times to be an easy way for her to pick up new tech skills.

**Small Schools.** One element of moving to a smaller district played out to Marshall’s expectation. He found that the time involved from idea to execution to be encouraging. In many cases, once an idea was shared, all it took was a single meeting for the rest of the team to join in.

The small numbers, not just from the students and the effect and what we can get done with the amount of kids, but the small staff, as well. We are able to turn decisions on a dime, I mean boom, [and] I’ve spoken to you this before. At [my previous district] or any other huge school, it's like the Titanic. Okay, one person wants to make the change (groan with effort of turning wheel) let’s move the boat, let’s get everyone on board. It’s so difficult. But changes here happen on a whim and we all learn together (interview, April 28, 2015).

**Professional Development.** Having been a part of mandatory traditional one-shot professional development session that did not seem to fit her needs or interests as an educator, Tamara was hungry for a different model. AMS and other schools offered 30-minute sessions on using technology tools in classrooms that were a great way to pique interest.

You know, one of the best things I think that happens here, and I’m like, ‘why doesn’t every school do this,’ are the Lunch and Learns. I have learned so much. [It’s] just enough to make me [want to] dig deeper. Whereas without that, I’m like, ‘I’ll figure that out some other time’ and never would have gotten to it (interview, April 28, 2015).

AMS NETs mainly found support for their transition thought administration and colleagues. While these resources of support may not have been unexpected, they were not guaranteed. Informal systems of support often tend to be better matches to the needs of teachers
because of their democratic, organic, and unplanned nature. However, informal systems may not be enough or readily available for all NETs in all cases (Jewell, 2007; Pogodzinski, 2012).

**Socialization Stories**

Socialization into the school supports acculturation, growth, and a sense of belonging. The main differences in the experiences of Marshall, Tamara, and Sadie seemed to be mostly due to their role on the faculty. As mentioned in earlier sections, the differences in the roles of content area classroom teacher (Marshall), special educator serving the entire building (Sadie), and orchestra teacher serving grades 5-12 (Tamara) impacted their schedules, expectations, and the amount of time they had to spend with colleagues.

**Marshall.** Marshall, as one of two eighth grade science teachers, was in a traditional classroom teacher role. He attended meetings and solved problems with his fellow eighth grade teachers every day and met with his mentor, who was his science-teaching partner to plan and develop curriculum each day. Marshall was immersed, through his typical classroom teacher role, in meeting with adults as well as with his students regularly. “Meeting with fellow eighth grade teachers was both out of necessity and convenience as the curriculum was being developed from the ground up” (personal communication, November 23, 2015).

**Sadie.** Sadie was working in AMS’s resource room, with students in grades six, seven, and eight. There was not a time during the day when students were not in her classroom. She lacked plan time or a duty free lunch as a result of students’ scheduled and her firm belief that students should eat lunch with their grade level peers. Due to the staggered grade level lunches, when one grade level of students was at lunch, the other two grade levels of students were under Sadie’s supervision.
Sadie felt the lack of collaboration keenly. She spoke often of the support of ASD’s administration but due to her responsibilities for students in all three grade levels, there was not a time during the school day when she could plan with other teachers or even go with students to their core classes to help adapt curriculum.

You know, this because I'm working with ten academic teachers of my kids being in different grade levels so I don't ever have time to collaborate with them. The other thing that has been challenging for me is that I don't get out of my room and so as an intervention specialist, I’ve always felt that a huge part of my job is to support kids in class and I talked to [the principal] about this too, and I felt like that is a huge missing piece of the puzzle, because my kids go to class but it's always a [paraprofessional] that goes with them and I’m the certified one that should be (interview, January 15, 2015).

Sadie admitted that she had been in close collaboration with other teachers in her previous school and was looking forward to two of her peers coming to fill other intervention specialist positions in AMS. She hoped their presence would leverage her ability to enact positive educational change in the ways in which AMS serves the special education population. Even with her knowledge and skill, without time to work with other teachers, Sadie did not feel effective in supporting teachers in better meeting student needs. With her own small children at home, trying to find times to meet outside of the school day proved challenging and many of her colleagues were in similar situations of full time teacher and caregiver at home.

**Tamara.** Tamara was the only orchestra teacher in ASD. As a part of her role, she taught classes in the fifth through twelfth grades, which required her to go to multiple buildings each day. As a singleton in terms of content area and as a part of traveling to different buildings every day, it might be assumed that it would be harder for Tamara to meet and connect with
colleagues, since the majority of her time was spent traveling or teaching and she was seldom responsible for attending “team” meetings, certainly not to the level that was embedded into Marshall’s day.

For Tamara, infrastructure worked on her behalf in that she had shared office space in the Middle School with the choir and band teachers. The music teachers’ time in this office allowed Tamara to develop a close-knit bond with these educators, in particular. In January, Tamara mentioned, “I feel like I can bounce ideas off of colleagues yet I have my own independence and my own space” (interview, January 22, 2015). During her next interview, she said “even in light of our crazy schedule right now, I still [have] the time for planning, and collaborative planning is so helpful. I do feel like I have that time to bounce ideas off colleagues (March 9, 2015).

Tamara’s socialization was supported through her shared space with the choral music and band educators. She spoke often about the benefit of working through ideas for the entire music program, of which she was a part, though she was the sole educator for students learning orchestral instruments.

Ultimately, each of our NETs made connections by socializing into the culture of AMS. Those with more opportunities built into their teaching role created stronger bonds faster, and were able to effect more change in the building as a result of working with their peers.

**Transition Stories**

Teacher identity can shift when coming to a new school. Each of the participants, Marshall, Sadie, and Tamara had been leaders in their previous schools. Each had developed a professional identity as well as a collection of skills with which they could contribute to not just the efficient operations of the school itself, but improvement in the systems of learning. “What a teacher accomplishes in a classroom is a culmination of her or his ability to understand the
probabilities of classroom events and anticipate where action is likely to lead (Doyle, 2015, p. 278).

In their arrival to AMS, Marshall, Sadie, and Tamara each felt a shift in their priorities and focus in their new environment. They perceived some aspect of “implementation dip” in their transition to a different setting. Fullan (1990) describes implementation dip as “a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings” (Fullan, 2004, p. 6). In the case of AMS’s NETs, the innovation involved a new school. Established practices or basic facilities can differ among districts and each of the participants had to adjust in unexpected ways to deliver the level of instruction they were used to providing.

**Marshall’s transition.** Marshall had seen himself as a leader in building positive relationships with students and with leading curriculum development and implementation on his team in his previous school. One of the attractors in coming to ASD was the smaller environment, fewer students and fewer teachers to coordinate. Marshall went from a school with over 1000 students at a grade level (Background Survey, December 12, 2014) to one with fewer than 200 and from having nine teachers (interview, March 12, 2015) to having only one other grade-level science teacher with whom to plan and coordinate. While the elements of a smaller school did play out in terms of building student rapport and a significantly shorter time between idea to implementation, Marshall’s implementation dip came in the form of limited supports in curriculum planning.

They gave me a book and they gave me a laptop and [I thought], ‘Okay, what the hell are we going to do with this?’ ‘Where is the curriculum head for science?’ ‘Oh there isn’t
one.’ ‘Oh really, well, can I see the alignment from 6th and 7th leading up to 8th grade?’ ‘Oh, there is none’ (interview, June 3, 2015).

Marshall mentioned he was looking forward to the end of the school year, once the curriculum had been planned out so that he could deepen his instruction for students.

This is my poorest instructional year. …Knowing that next year, with all of my ammo online, with all these activities that we know we can plan out for, and have the time for, and really dedicate, as well coding our assessments toward our standards (interview, April 28, 2015).

Marshall had become accustomed to operating at a high level of efficacy, based on his self-comparison with colleagues, his own perceptions of excellence, and through feedback from administrators. While administration and his colleagues at AMS viewed Marshall’s performance as expert level, his own interpretation was that he was not always able to “bring his A-game” due to having to plan curriculum and adjust to a new setting.

Sadie’s transition. AMS’s assistant principal met with Sadie regularly and provided her with opportunities to lead initiatives in the building, despite her lack of time during the school day. “I feel that like coming in, a first year teacher, she's [the assistant principal has] really let me have a voice, so that’s been great” (interview, May 8, 2015). As she was reflecting on her school year, Sadie was asked if she felt like her strengths as a teacher had been utilized.

Not yet. I think we’re getting there. I think we have, I think I’ve told you this before, a little bit of an antiquated paradigm when it comes to special ed. And so I've had to take two steps back but I think everyone I talked to wants to move in that direction, so I feel like we’re going to move in that direction. This year, I do feel, like I've had to almost step back teaching a little bit (interview, May 8, 2015).
Sadie felt her effectiveness was hampered by her daily schedule that allowed her no time to meet with other teachers to plan differentiated instruction for students on her special education caseload. Additionally, she prided herself as able to help other teachers strengthen their ability to meet students’ diverse needs. Without time for collaboration, or time spent in content area classrooms, she felt she could make little impact for helping AMS become better at instruction.

**Tamara’s transition.** Tamara had been benefitting from the excellent music program she had built in her previous school. Her students and families had come to understand that grit and commitment make a difference in playing an instrument well.

When I talk to higher ed administration or college recruiters, it's not just that kids play an instrument, it's also that they chose to play something and then they’ve dedicated that long period of time with it...starting something in 5th grade and keeping at it for 8 years, that’s grit (interview, April, 28, 2015).

In coming to a new setting where she was responsible for building the entire orchestra program in grades 5-12, she had forgotten how much work it took to re-establish the expectations and communication with families and students as a newcomer in a new setting. Tamara noticed that simple aspects of communication with families differed between buildings.

Communication has been different for me this year because of the use of Blackboard [online learning management system] at the middle school and high school. But it's not used so much at the elementary school and so I’ve relied this year a lot on handing things out and putting things in the homework folder and that doesn't feel reliable to me (interview, May 26, 2015).

Tamara’s implementation dip stemmed from remembering how to connect with families to clarify program expectations and with adjustment with different amounts of time meeting time with students, particularly in the fifth and sixth grade.
Transition for NETs included some surprises and adjustments within the familiar landscape of teaching and learning in a school environment. The NETs at AMS demonstrated their experience, resiliency, and leadership in how they managed any issues, changes, or surprises they encountered as a part of their transition to AMS. In particular, participant responses included stories about collaboration, culture adjustment, and leadership opportunities. In the next section, the findings related to my inductive analysis of interview transcripts and open-ended responses on the background survey will be shared.

**Inductive Analysis: Culture, Infrastructure, Teacher Leadership, and Relationships**

During my inductive analysis of the data, four key ideas stood out as the most common concepts discussed by NETs. These key ideas: culture, infrastructure, teacher leadership, and relationships, will be discussed along with the related findings based on the data.

**Stories of Culture**

In some part, each NET made a decision to come to ASD based on his or her assumptions about American’s culture or what they perceived the district valued and practiced as a learning institution. Interestingly, outside ideas of the ways in which ASD supported teaching and learning did not always match up with the reality.

**Marshall.** In addition to his surprise a lack of systemic collaboration at ASD, Marshall shared a story early in his interview cycle referring to conversation with a parent of one of his former students from his previous school.

He said, ‘well, moving from [previous school] to [American School District], that’s not really like starting over. First of all, the facilities at [American School District]…’ Mind you, my roof is caving in, and I went, ‘Sir, you have no idea…’ (interview, January 15, 2015).
Due to the reputation of American and the community it served, outsiders assumed that facilities and practices would be state of the art. Outside perceptions and assumptions can often be at odds with the reality of the setting, once embedded as an insider. Marshall spent a significant amount of his year coming to terms with adjusting expectations once working at American.

**Sadie.** Sadie changed schools because she was ready for more - more leadership, and a higher level of professionalism. While she did find these opportunities in time, the isolation she experienced was frustrating.

I also feel like I came from a teaming environment. I loved the fact that the kids I worked with worked with the same four teachers as me. So when I noticed something off it was really quick and easy to pick up because they would all notice it and we met as a team twice a week and I’d just be like, ‘hey, so and so’s off for me’. So I felt like we could quickly pick up on things like that. Even though this is a small school, it’s not set up for that. I don't know, because maybe things are getting picked up and I’m missing it. But one of my kids has missed six days of school in row I think it was just today that some people connected with me about it (interview, January 14, 2015).

In reflecting on her decision to come to AMS, she realized that over the course of the school year, she had, in fact, connected into the faculty.

Today’s staff meeting, I looked at [Marshall] and like man, cause we sat in last year’s staff meeting on the last day of school, that was our first day. Like wow, what a dream, I feel like I’ve talked about relationships a lot this year and I sat down today and thought, hey I had a table to sit at. With people hey, sit by me. That was really, that was my most challenging piece of the entire year. So it was nice to sit and reflect back and have tears
for the retirees and I wouldn’t have felt like that if I hadn’t built relationships.”

(interview, May 29, 2015)

**Tamara.** Wanting to move to a district where relationships between administration and faculty were more positive, Tamara was happy to find ASD had what she was looking for. “I have felt incredibly supported at every level of administration from the building a level to district level. I feel like there is a culture of wanting teachers to be successful and that is refreshing” (interview, January 22, 2015). Knowing that she had the support of both her colleagues and the administration helped to relieve a lot of stress, even in the midst of Tamara rebuilding of the entire orchestra program in grades 5-12 while establishing relationships with students and families. “My husband noted, you just seem more relaxed” (interview, March 9, 2015).

Part of the adjustment for ASD’s participants to a new school involved awareness and understanding of the culture. AMS NETs had outsider perceptions and expectations of what their work at American schools would be like. Many of these perceptions were at odds with the reality they encountered once they began the school year. AMS NETs employed multiple strategies to manage the gap between their expectations and their experience including acceptance, working with colleagues and administration to effect change, and focusing on their instruction and their students.

**Stories of Infrastructure**

Infrastructure refers to the basic underlying features or framework in a system. Infrastructure in schools relates to everything from the architectural spaces in which teachers and students spend their time, to the use of that time through schedules. Access to technology, resources for students and educators, and systems for transporting students to and from school are all needed for schools to effectively educate students. Overall, infrastructure describes the
physical and systemic elements in place to support teaching and learning in schools. Facilities, schedules, and administration can serve to enhance or inhibit the ways in which teachers carry out their roles, interact with one another, and create positive learning environments for their students.

Aspects of a school’s infrastructure can inhibit or encourage teacher effectiveness. (Kavenuke, 2013; Lujan & Day, 2010). These aspects include, but are not limited to planning time with teachers in their same area, access to resources at the time when needed, or basic structures and resources to do the job (curriculum guides, OSHA approved science learning facilities, access to just in time professional learning).

NETs perceived the infrastructure in place at ASD to be different from their previous schools. While each was looking for specific changes based on their experience in other locations, there were also surprises about elements they had assumed would be in place at ASD. Marshall and Tamara both mentioned that one of the reasons for leaving their previous schools for ASD was related to infrastructure. Smaller schools and class sizes are attractive to many educators. AMS, with an enrollment smaller than a single grade level at each of their previous schools, promised an environment with stronger relationships with students, less red tape related to curriculum implementation, and all of the positives associated with a smaller community. What Marshall, Sadie, and Tamara did not consider were the limitations that face smaller schools including the state of facilities, flexibility of the schedule, access to key resources, accepted systems of practice, or serving in multiple roles in addition to their official title as teacher.

**Functional Facilities.** Marshall assumed he’d be able to take his past experience and make big gains at a smaller school because there were fewer moving parts to coordinate. What he did not count on was that smaller organizations tend to have fewer rules and systems in place.
Coming to AMS, he soon realized that they operated without formal curriculum pacing guides and in some cases did not have all the equipment to be up to minimum lab safety standards due to the aging resources and building.

I knew the curriculum from (my previous school), and we (AMS) are becoming more and more standards based...which wasn’t the case prior to my arrival, which in and of itself, is shocking to me...As far as the infrastructure, though...the facilities - I walked into the lab and said, “Where are our goggle cabinets?” That’s OSHA required things - that we don’t have. Who’s the curriculum coordinator that I can talk to about vertical alignment between sixth, seventh, and eighth? There is none. ‘Where do we stand for textbook adoption since these are from 2007 and I know that we have to be up.’ (interview, March 12, 2015).

Much of Marshall’s energy in his first year at AMS was devoting to creating or building resources that he took for granted would be at any school, based on his previous teaching experience.

**Student Services.** In addition to regular classroom instruction, schools have developed services and programs for students needing additional support, either to access the regular curriculum, or to extend their learning when ready for something more. Sadie was hired to help strengthen the systems that support students in and out of the regular classroom setting. Sadie’s lack of time due to her teaching load made effecting change difficult. Compounding the problem of improving current systems, she lacked the time to consult with regular classroom teachers on matters of curriculum and learning support for the students on her caseload. Once example of an infrastructural deficit was in the transition of students with special needs heading to the high school.
I definitely feel like there is some work to be done. I’m transitioning kids to the high school and finding there’s not as many opportunities for them there as what I’m used to. The challenge I feel like in our transition program here as far as work/study and making sure my kids have job and work skills have been nonexistent (interview, March 20, 2015).

Sadie’s infrastructural challenges included lack of systems to best serve her students in addition to lack of time to make changes in those systems. While she and the administration have a vision for something better, those improvements won’t happen until Sadie’s schedule allows her consistent and regular time to collaborate with peers and school leaders.

**Meetings Matter.** Meetings are one of the many ways teachers are socialized into the local school setting. Norms, expectations, organization, and topics for discussion shape and are shaped by the culture of the building. While few teachers would admit that they enjoy meetings, there is research to suggest that well-structured teacher collaboration around problems of practice improves teacher instruction, help teachers to more actively engage in meeting student needs, and serves to build trust and relationships among participants (DuFour, Eaker, & DuFour, 2008; Lujan & Day, 2010; Musanti & Pence, 2010).

For NETs, there was a distinct imbalance of meeting time based on the role of the teacher in the school. Marshall had the benefit of daily meetings with peers, while Sadie and Tamara may have had a structured meeting a few times a month. Their perceptions of their ability to connect with peers and share ideas correlates to the amount of time each had opportunity to spend time, during the school day, with colleagues.

In addition to this imbalance of time based on teacher role, several changes at AMS had unintentionally led to poorer communication flow to faculty. AMS’s newest faculty members
were most affected as they had yet to become assimilated to the culture or ways of doing in the school. One of these changes included the shift from monthly faculty meetings to one per academic quarter. Faculty meetings had been seen as an inefficient method to share information. What was not foreseen was how these monthly gatherings of the entire faculty in one room built relationships, connected people who may not see each other on a daily basis and offered opportunities to check in and touch base.

When we’ve had the entire staff meetings, that has been a great way for me to feel a little more connected because in my day to day running, I don’t get to have lunch in the lunchroom with everybody else. [When] we’ve had kind of like ice breakers, relational building activities, that’s so important (Tamara, interview, April 28, 2015).

With significantly fewer faculty-meeting experiences, teachers new to the school rarely had the opportunity to meet with those outside of their own team. In Sadie’s case, this furthered her isolation. Her connection was mainly to the teacher aides who worked with her in her classroom and beyond those two staff, she rarely saw another adult during the school day. Table 9 highlights the differences of meeting time based on roles of teachers at AMS.

Table 9

<table>
<thead>
<tr>
<th>Meeting Type</th>
<th>Marshall Grade Level Academic Teacher</th>
<th>Sadie Intervention Specialist, Resource Room</th>
<th>Tamara Music Department, Orchestra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Teacher</td>
<td>Daily</td>
<td>N/A or ad hoc</td>
<td>Informal in AMS Music Office</td>
</tr>
<tr>
<td>Team (Grade Level)</td>
<td>Daily</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>I-Team (Teacher Leadership Team)</td>
<td>Monthly</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
The result of these three different teacher roles and the infrastructure of their schedules meant that they had different levels of opportunity to connect with their colleagues. Teacher collaboration can contribute to “organizational improvement, professional development, innovation and enhancement of practice as well as...breaking traditional teacher isolation” (Hadar & Brody, 2010, p. 1642). The effectiveness of the collaborative relationships is based on the trust and goals of the group. These relationships and reflection take time and space to create room for “learning through mutual exchange dialogue, and constant challenge” (Musanti & Pence, 2010, p. 87) as teachers negotiate through new ideas and approaches.

Marshall connected with the staff immediately. He had a clear team of colleagues he was expected to work with in order to support the eighth grade students and at least one class period each day, in which he was expected to attend meetings, collaborate with his counterpart, and plan grade wide activities. Sadie, in trying to serve students in multiple grade levels left her with no time to plan or share strategies with content area teachers. This hampered her ability to support students in their learning as well as building relationships with colleagues. Tamara’s role in serving as orchestra teacher for three different buildings impacted the amount of time she could spend with colleagues and students due to the numbers of classes she needed to teach, travel time between locations and attempting to make classes fit within the infrastructure of different
schools. A shared office was the only reason she met with and developed relationships with the band and choir teachers in the AMS music program. 

Until all teachers at AMS have the opportunity in their schedules to meet daily with peers, AMS may unintentionally be putting those teachers with less meeting time in a situation where collaboration is unlikely to take place. If the institution sees value in the time it takes for teachers to engage in positive collaborative relationships, they will find ways to alleviate current barriers in existence in the schedule.

**Stories of Leadership**

One of the themes that came across in the interviews was counterintuitive to how many schools treat new faculty, veteran or novice. Marshall, Sadie, and Tamara were all hired because of their skills and teaching philosophy. They were also hired because they had proven themselves to be leaders in their previous schools. Traditionally at ASD, new faculty are sheltered from too many additional expectations aside from assimilation and their immediate teaching responsibilities. With the exception of taking on extra curricular coaching positions that may need filling, seldom are new faculty given formal roles of leadership on staff. The assumption is that they need time to “learn the ropes” and to “get acclimated” before they take on leading curricular initiatives. The NETs in the Beyond Novices case study articulated multiple ways in which they took on leadership through their own initiative and identified several opportunities to grow their role as teacher leader.

**Marshall.** Marshall was placed in a formal leadership role before he even stepped foot in his classroom. He was asked to join AMS’s instructional team since he had curriculum writing experience in his previous school. Putting a newly hired teacher on the school leadership team was unheard of at ASD and it was a risk that AMS’s principal thought was worth it as he was
looking to infuse new ideas into the team. It made Marshall nervous to put the teacher leader hat on before he had a chance to build relationships with his colleagues, but he made it work.

I was put on the leadership team. Cart before the horse part deal. I had no idea the schedule was or the population of students but I was given that voice. I’ve used that voice, hopefully for the betterment of the eighth grade as a valued opinion based on my previous experience. Across the board, fully immersed, in the culture of [American], for better or for worse, so I’ll take it (interview, May 28, 2015).

**Sadie.** In particular, Sadie mentioned that she thought NETs should be encouraged and supported to take on leadership roles right from the beginning.

...When people come in new, I think there’s going to be an assumption, that they're going to be so overwhelmed that we don’t give responsibility and we don't give leadership because they are the new guy and that's how you build relationships, put them on a committee. Say hey, I think that you would be great to serve doing this or can you lead up this? ...Especially because we are bringing in veteran teachers...who have left leadership positions to come here and so I felt those first couple of months that I was really lacking (interview, May 29, 2015).

As the year went on, the assistant principal (AP) realized that Sadie was suffering in her isolation from the rest of the faculty and that AMS was missing out on her expertise she brought from her previous school. The AP put Sadie in charge of the staff learning more about instructional intervention strategies to help more students to better access the curriculum. “I think the Professional Learning Community has been really helpful in making me feel like I have a voice” (interview, May 8, 2015).
**Tamara.** Tamara, in addition to re-working the current orchestra program, led one of ASD’s lunchtime professional development sessions on a technology application she uses with students. The District Technology Facilitator was surprised Tamara was ready to put herself in front of her new colleagues as an expert - especially in the area of technology. There was an assumption that as a music teacher, she would not need to use or have knowledge of technology applications for teaching and learning in the same way that mathematics or English teachers might.

I think maybe I surprised [the technology facilitator], that I was interested in technology and I use it in my classroom so I’m going to lead a lunch and learn on that. So I feel like that’s a great way for people to say, for people to see, that I’m a teacher too, that I just don’t teach kids songs to perform. But that I’m actually, that I have a curriculum and an instructional framework. And that there are a lot of tools that cross all subjects (interview, April 28, 2015).

Marshall, Sadie, and Tamara experienced leadership opportunities at AMS in different ways. All spoke in their interviews of the importance of leadership roles being offered to new faculty as a way to help them to better assimilate into the culture and to share their knowledge with others. Recommendations were that leadership roles should be specifically extended to include new faculty, but that timing and type of role are important. Marshall was uncomfortable with taking on a large, stipended, formal leadership role before meeting the rest of the faculty. Sadie would have liked access to leadership roles earlier as they helped to limit her isolation and helped her to do what she felt she had been hired to do, impact the ways in which teachers differentiate instruction for students. Tamara really enjoyed the set Lunch and Learn professional development in that they were open for any to present and the timing over lunch made them
short and less formal. Overall, the NETs of the Beyond Novices study agreed that while leadership roles might seem like an extra burden on new faculty, they also offer ways in which to connect and collaborate assisting with faster and stronger ties with colleagues.

**Stories of Relationships**

All NETs mentioned the idea of relationship building and collaboration - whether it was missing out on building connections with others due to constraints in time, surprise there wasn’t more in place, or benefits from having substantial conversations about teaching and learning with colleagues. Marshall, Sadie, and Tamara were in agreement that positive peer relationships and collegial collaboration lead to stronger schools and programs for students. As an example, Tamara mentioned a story she heard on the radio recently to support her thoughts on the importance of collaboration.

> Senators, they don’t socialize together anymore and that’s what’s causing the dysfunction [in Congress], because it’s a lot different to have a conversation with a person you have a personal relationship with and I think that transfers to the workplace as well. When you are friendly with each other, you are more willing to say, yeah, I got it (interview, April 28, 2015).

Overall, NETs with more time built into their schedule for collaboration with peers reported stronger connections to other faculty and were better able to engage in teacher leadership.

**Marshall.** Marshall was surprised at the lack of collaboration he encountered, even with joining a much smaller environment. He had observed the power of a more cohesive team at work in his previous school, now he wanted to replicate those successes at AMS. Without having built relationships and trust with his colleagues, however, he anticipated challenges with
his approach. According to Marshall, his brash open-door policy and friendly check-ins and challenges might not have worked.

If I saw myself going into my former building and trying to enact the change of culture that I'm doing currently, I'd be a little apprehensive. Like who does this guy think he is? So I don't know. It's something I worry about, did I talk too much after every single meeting (interview, January 15, 2015).

As the year continued, Marshall was able to build a much more unified team that worked as a unit to create higher levels of learning for all eighth graders. He instituted “state of the team” meetings with all eighth grade students together in a room to celebrate collective successes and identify opportunities for improvement. He helped to plan an all day field trip around historical sites in the city to engage students in on-site learning. Over time his colleagues began to trust Marshall’s judgment and join in on finding ways to work as a team to support all students.

Sadie. Sadie’s relationship building story is about trying to find her way in a new system with no time outside of working with students. She saw herself as a leader, especially in collaborating with parents, teachers, and administration to best meet student needs. As a special educator, she understood that students need advocates to ensure the right systems and programs are in place for every student to learn. Once coming to AMS, she found herself in a role working with students from all three grade levels. Coordination of grade level schedules was the first challenge she encountered when attempting to serve the students on her caseload. Because she was always with students, she did not have the opportunity to meet with the teachers of her students to plan instruction. She was often left out of grade level decisions meaning that sometime events, which impacted the schedule, would not be learned about until during the event
itself. Without even a lunch period, Sadie realized her problems were compounded by a lack of time to meet with colleagues to build relationships with anyone else in the building.

I have a very strong view on inclusion and community and making sure that my students are a part of [ASD] Community…It was common practice in the past for my kids not to eat lunch with their peers and I have a very strong opinion about that because that's their peer group. And I want them eating lunch with them and that meant giving up my lunch for this year but that means we learn and grow and that next year we need to change my schedule a little bit so that we can accommodate things like that (interview, May 8, 2015).

Sadie went from feeling like a high functioning member of a team at her previous school to feeling significantly isolated at AMS. “I have tough days. You know when I came back from [winter] break, I’m like, I don’t know anybody. No one asked me, “How was your break?” [be]cause I don’t have like a peer group yet” (interview, January 15, 2015).

**Tamara.** Tamara had to traverse three buildings in order to lead the orchestra program for grades 5-12. This expectation could have easily isolated her from collaborating with others. Her space at AMS included an office shared with the choir and band teachers. When asked about her socialization into ASD, she mentioned that this shared space was a key component of her connection to peers. “I feel especially with my colleagues in the music department, maybe because we share space, but that's allowed for a lot of collaboration and just informal conversation and professional dialogue to happen so that’s probably my strongest connection” (interview, April 28, 2015).

Tamara’s placement in terms of office space assisted her in finding additional and informal time to build relationships with the other AMS music educators. In her case, the
infrastructure of physical space counterbalanced the possible barrier to collaboration of her schedule in serving students from all three buildings.

Tamara’s comments on relationship building also included creating a more positive and committed culture for the orchestra program with students and their families.

The most difficult for me was reestablishing - relationship building with students and families because I left a job where I was all the kids ever knew. And I had kids for 6 or 7 years. That piece was most difficult. I forgot, that long process of building trust on many levels (interview, March 9, 2015).

The structure of the schedule made it so she saw students for less time instructionally than she had at her previous school and she had forgotten the amount of time it takes to establish one’s reputation with students and the community. In working with students over multiple years, she had enjoyed a reputation and trust with the community that aided her in her work with students in building their musicality and commitment to improving their skills. She mentioned that it felt like she had to begin from scratch and what had worked with her previous students was not working at AMS because she was re-building the program on her own.

Building relationships with colleagues and community was a key component of both successes and limitations in transition for NETs. Sadie’s experience, in particular, helped to clarify how important it is for all educators to have time in their schedules to meet with colleagues in order to better serve student needs. With NETs leadership and contributions, AMS built a stronger culture and expectation of teachers to work and learn together to improve instruction and support of students. In the next section, I discuss NETs perceptions of the impact of the AMS Induction and Mentoring Program on their transition.
Induction and Mentoring: NETs Reflections

Induction and Mentoring Make a Difference

My second research question was: How do experienced teachers perceive the impact of the ASD mentoring program on their transition to the district? American Schools were atypical in that they have an induction program and assign mentors to all new hires, with or without classroom experience. The induction and mentoring program for all new faculty had been a long standing tradition at American Schools. Multiple events introduced new faculty to the district before the school year began, regular meetings were held with for mentors and mentees based on key instructional and professional goals to meet. Mentors and mentees gave feedback on the program and their mentoring experience at the end of the school year and the program was tweaked based on faculty response. Tamara said it best:

When I first heard that I was assigned a mentor there was initially this like, yeah, I don't need a mentor. But then it was just nice. It was nice to have somebody to ease the not so much teaching transition as the cultural transition.

All three participants were surprised that they were assigned a mentor. The assumption was that mentoring is for teachers new to the classroom, not for those with experience (Bickmore & Bickmore, 2011; Fantilli & McDougall, 2009; Rajuan et al., 2011). But all three found value in having someone “assigned” to them.

In Sadie’s case, having a mentor provided some of the socialization she had trouble finding time for.

[My mentor’s] been amazing. He checks in on me all the time, he makes sure that every time grades are due, I’m getting what I need to get done, done. That I know what to do
and he’s been really helpful in problem solving with some of my kiddos (interview, May 8, 2015).

Marshall would have naturally collaborated with the other science teacher in eighth grade, who was assigned to be his mentor. He found that in addition to having a mentor, the meetings new teachers and mentors attended were helpful.

The framework of the mentoring program is perfect. It reinforced - “Oh yeah, I’m glad I’m already on that.” Every meeting we’d come in and see [the] agenda. “Okay, I’ve tackled that, I’ve tackled that.” ...Incremental steps in the mentoring program were all gold - were all met because we had to or our classes wouldn’t have functioned in the collaborative way I wanted to have with [my partner and mentor] (interview, April 28, 2015).

**Induction and Mentoring in Context**

Marshall, Sadie, and Tamara mentioned ASD’s Induction and Mentoring Program when directly asked about them. Stories told of the Induction and Mentoring Program served as a backdrop to the larger hurdles, concerns, and successes they experienced throughout their transition to ASD. Their quotes, as shown in Figure 4, amounted to about 6% of the total content generated through interviews. This helped to demonstrate that while mentoring and induction have played an important role in the transition of NETs, it might not be able to provide all of the answers. Larger components of school culture such as: the arrangement of teacher schedules and workloads; the ability and opportunity to collaborate with others; and the ways in which NETs were socialized into the school as colleagues and leaders; were discussed with more detail and more often throughout interviews. These components can be supported through mentoring and induction, but in the case of they Beyond Novices study, they were not fully addressed. Table 10
shows questions from the interview protocols directly asking about the ASD Induction and Mentoring Program. Figure 4 lists all mention of the ASD Induction and Mentoring Program from transcripted interviews.

Table 10

*Interview Questions Referring to ASD’s Mentors and Mentoring Program*

<table>
<thead>
<tr>
<th>Interview Round</th>
<th>Questions</th>
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<tbody>
<tr>
<td>2</td>
<td>What kinds of supports have you relied upon in your first months at [ASD]?</td>
</tr>
<tr>
<td>3</td>
<td>In what ways has participation in induction and mentoring impacted your transition to [ASD]?</td>
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<tr>
<td>3</td>
<td>What other supports would you suggest for future teachers coming to work at [ASD]?</td>
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<tr>
<td>4</td>
<td>What thoughts do you have about the supports in place for you at [ASD] (Mentor, mentoring program, induction activities, team meetings, other)?</td>
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<table>
<thead>
<tr>
<th>Interview Round</th>
<th>Participant Pseudonym</th>
<th>Quotes</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>Marshall</td>
<td>It offers reflection, you normally wouldn’t have.</td>
</tr>
<tr>
<td>3</td>
<td>Marshall</td>
<td>The framework of the mentoring program is perfect. It reinforced - &quot;oh yeah, I’m glad I’m already on that&quot;. Every meeting we’d come in and see your agenda. “Okay, I’ve tackled that, I’ve tackled that.” By virtue of survival, (my mentor) and I, now we're good - but September, October, November, it was a day and half. I would know a day and a half what’s going on. If it was Friday, I’d have no idea. Whereas now, we’re good to the end of the year, so, that’s... Incremental steps in the mentoring program were all gold - were all met because we had to or our classes wouldn’t have functioned in the collaborative way I wanted to have with Mark.</td>
</tr>
<tr>
<td>1</td>
<td>Sadie</td>
<td>And (my mentor) and I are like the worst mentor people ever.</td>
</tr>
<tr>
<td>2</td>
<td>Sadie</td>
<td>But now that I came with experience, I don’t think necessarily I would need a weekly thing. But for (my mentor) and I, it's just been really challenging for us to find any time to meet.</td>
</tr>
<tr>
<td>3</td>
<td>Sadie</td>
<td>(My mentor’s) been amazing. I know we haven’t been model mentor people, but he has been a great mentor. He check in on me all the time, he makes sure that every time grades are due, I’m getting what I need to get done, done. That I know what to do and he’s been really helpful in problem solving with some of my kiddos.</td>
</tr>
<tr>
<td>3</td>
<td>Sadie</td>
<td>Like I’ve said (my mentor) and I have missed most of the formal meetings but, (he) has been a wonderful mentor. So even though we haven't been at all the meetings because we’re crazy, he has definitely followed through with being my mentor. I don't know how I would have got through the year without him.</td>
</tr>
<tr>
<td>4</td>
<td>Sadie</td>
<td>(My mentor) and I were terrible, we were the problem. I don’t know. I wish that he and I would have made a more concerted effort. Because you planned those meetings for us after school for Nick and I just didn’t work, with my kids and his basketball, it just was a terrible time. I wish looking</td>
</tr>
<tr>
<td>Page</td>
<td>Name</td>
<td>Quote</td>
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<td>------</td>
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</tr>
<tr>
<td>4</td>
<td>Sadie</td>
<td>So I think, you know, looking into the future, we’re bringing three new teachers on board here and they do have small kids, where things after school may not work, making sure that whoever is mentoring them that we have a schedule in place for meetings. I don’t know if there needs to be accountability for that, I don’t know what there needs to be, but that probably would have been helpful.</td>
</tr>
<tr>
<td>1</td>
<td>Tamara</td>
<td>Although, you know, when I first heard that I was assigned a mentor there is initially this like, yeah, I don't need a mentor but then it was just nice, it was nice to have somebody to ease the not so much teaching transition as the cultural transition.</td>
</tr>
<tr>
<td>1</td>
<td>Tamara</td>
<td>I really have liked having a mentor. I was telling (my mentor) earlier, I said, I feel like I have an assigned person. Like it's your job for me to bug you and even though, yeah, I would do that anyhow, I’m like, I know that but there is... it's nice knowing that one person that you can say okay I'm supposed to run things by you you're supposed to know the answer or help me navigate this.</td>
</tr>
<tr>
<td>3</td>
<td>Tamara</td>
<td>I’m sure a lot of it depends on your relationship with your mentor as well but it worked for me.</td>
</tr>
<tr>
<td>3</td>
<td>Tamara</td>
<td>I really appreciated the flexibility of the plan. There was definitely a plan in place, but if we went off on a tangent, you weren’t there with like a ruler to slap our hands. Cause that, just, initiated some really interesting dialogue. That was great.</td>
</tr>
<tr>
<td>3</td>
<td>Tamara</td>
<td>the articles you linked to were incredibly helpful because like I've been doing a lot of research on metacognition in the music classroom and then I started reading some of the articles that you had posted and I’m like that's what this is. And how can you adapt this framework.</td>
</tr>
<tr>
<td>3</td>
<td>Tamara</td>
<td>It’s also been nice just to have even though it's an extra meeting after school. They're not really long, it's not so frequent that… It's manageable; I guess is what I mean. And it’s great to just stop for a minute and reflect on you practice.</td>
</tr>
<tr>
<td>4</td>
<td>Tamara</td>
<td>And then it really has kind of changed my perspective that we always need a mentor. That’s how we grow. It’s really nice to have someone you can trust and bounce ideas off of and whether they are formally your mentor or not, I think it's important professionally to have that.</td>
</tr>
<tr>
<td>4</td>
<td>Tamara</td>
<td>I feel like there really is a wonderful transition program and I love that I had a mentor, even though, like at first, I’m like why did I have a mentor.</td>
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</table>

**Figure 4.** Quotes related to ASD’s mentors or mentoring program.

**Induction and mentoring a la carte.** One element of the participants’ experience in the ASD Induction and Mentoring Program was related to their degree of engagement. As with many expectations at ASD, few including the Induction and Mentoring program were communicated as absolutes. The culture of the district assumed if teachers are expected to be at a function or to carry out a task, they follow through out of a sense of responsibility and respect. In the case of NETs in the Beyond Novices study, one of the three mentor-mentee pairs attended
only half of the meetings. Sadie and her mentor had other commitments that made attending meetings after school problematic.

I wish that [my mentor] and I would have made a more concerted effort. Because you planned those meetings for us after school for [my mentor] and I just didn’t work, with my kids and his basketball, it just was a terrible time. ...The district did a great job of giving us ample times but when that time didn’t work, [my mentor] and I didn’t make more time” (interview, May 29, 2015).

In Sadie’s voice and words, there was a sense of self-reproach that she and her mentor had not attended more of the meetings. There were times when I scheduled quick sessions with the two of them to check on how they were doing throughout the year; but these check-ins lacked the social aspect or deeper engagement of the larger meetings. Their situation clarified that in order for an induction and mentoring program to be successful, it needed to respect the time of all participants and be flexible enough to take those with small children at home or coaching responsibilities into consideration.

Another example of selective engagement became evident when I asked to review participants’ goal plans developed at the beginning of the school year. None of the teams could track down their electronic files. In trying to ascertain if they did not follow through with their goal plans, actually lost them in their Google Drive, or had completed plans but were not comfortable sharing the work they had done, it seemed to be that they actually did lose track of these documents. One interpretation could be that these goal plans were not integral to the work NETs were engaging in as they adapted to a new school. They chose not to add their progress toward their goals each month at the Mentor/Mentee meetings, but instead worked on other
tasks. Marshall had mentioned that he used the mentor meeting time to check in with his mentor about next steps for the curriculum (interview, April 28, 2015) (see Appendix F for evidence).

Program-wide, most of the participants from other schools did complete their goal plans (see Appendix E for an example) and most made the majority of the meetings. Participants sent an email or voicemail if they could not attend an upcoming session and it was clear that mentors and mentees wanted to let me know they had significant reasons if they needed to be absent. It was understood that there were multiple elements to the Induction and Mentoring Program offered and though most were optional, it was highly encouraged all attend. When describing this scenario to one of my dissertation committee members, he thought it was as if some experienced teachers saw the program as a buffet, taking part in the elements that fit their needs and passing on others. This ‘a la carte’ approach was much different from the behavior he observed of the novice teachers he worked with through the university who felt compelled to attend all meetings and do all outside work whether mandatory or suggested because of their desire to connect and be successful in their new role as teacher. Perhaps this self-selection of services and activities is a part of what differentiates experienced teachers from novices; a clearer understanding of what elements are important to them and their practice and the confidence to engage in those deemed most valuable and to forgo the others.

**Researcher impact on data collection.** Finally, as the researcher, veteran teacher, and leader of the ASD Induction and Mentoring program, I needed to consider to what degree the NETs in Beyond Novices felt compelled to share only the most positive of their reflections on the program. In many ways, I was honored by the perceptions that NETs did share, which demonstrated a level of comfort and trust as a peer rather than as outsider or program leader. In previous sections of this chapter, I shared findings highlighting Marshall’s surprise at the state of
facilities, Sadie’s concern about limited interventions for students, and Tamara’s frank conversation about her former district’s administration. These confidences led me to believe that the study’s participants felt safe enough to provide honest reactions in a variety of areas. Conversely, because of our close positive working relationship, I did perceive an element NETs’ desire for my success in both this research and in the Induction and Mentoring program as a whole. Marshall addressed this directly.

The short of it is, [the mentoring program is] fantastic. The framework is great, I recommend it for any level of teacher, experienced or not coming into [American]. You’ve got to gravitate toward someone. I’m glad I had [my mentor] obviously, natural fit, it worked well. It was never a hindrance. *I’m not saying that to blow smoke. I know it’s your program* [emphasis added]. But hey, we had a good time. It offers reflection, you normally wouldn’t have (interview, April 28, 2015).

When asking for ideas for improvement or what elements of the program weren’t working for them, I learned more from my observations of NETs’ levels of engagement than from what was said in the interviews. Overall, the perceptions shared by NETs about their formal induction and mentoring experiences at ASD clarified that mentors were welcomed, if unexpected; the flexibility and openness of the mentor meetings was appreciated; and that the time spent and resources provided as a part of the program was reasonable and useful. In the next section, I discuss the themes coming from my overall analysis of NETs perceptions on their transition to ASD.

**Interpretive Analysis – Bringing Key Ideas Together**

Lortie’s theories (1975) on barriers to change based on his work in understanding teacher socialization were that due to the nature of the infrastructure (systems and physical structures) of
schools, teachers were socialized to practice “presentism (focusing on the short term), conservatism (concentrating on small-scale rather than whole-school changes), and individualism (performing teaching in isolation from other teachers)” (Hargreaves, 2010, p. 146; italics in original). Participant NETs directly came into conflict with conservatism and with individualism at AMS because of their outside status to the school. While they understood the pedagogy and content of the educational roles for which they were hired, learning and being able to operate within the culture of AMS took time. As a result, NETs often questioned their own beliefs and perceptions, their colleagues at AMS, and administrators, in order to negotiate how to best adapt to their new setting. Based on their history as teacher leaders, they were interested in improving programs in place. Some of these practices and programs hadn’t been examined or challenged by faculty or administration for an extended period of time. NETs were willing to acknowledge and honor what was current but then offer suggestions or improvements on many areas including curriculum, collaboration practices, scheduling, and instruction.

The main themes that arose from my interpretive analysis of interview transcripts and open-ended responses from the background survey helped to link many of the ideas uncovered through my typological and inductive analysis. These themes included:

- NETs require time to adjust to differences in infrastructure and culture.
- Socialization and collaboration support NETs’ peer relationships, practice, and performance.
- NETs come with ideas and beliefs about instruction and learning.
- NETs impact building culture.

In the following section, I will define and provide examples from participant data to support these themes.
NETs Require Time to Adjust

Changing schools left our NETs with assumptions and a framework for how schools work based on their previous experiences. Anticipation of even a positive change can breed anxiety and stress. As Marshall shared, “[the principal] spoke at the beginning of the year of my terror. I know what I didn’t know. I knew exactly what I didn’t know so I knew the questions to ask, knew how to get ducks in a row” (interview, April 28, 2015). But even knowing the right questions to ask did not always lead to the knowledge NETs needed. Throughout the interview rounds, NETs shared the ways in which they adapted to unanticipated differences in infrastructure and culture.

Marshall. In coming to AMS, Marshall had expectations in terms of science lab and classroom facilities, curriculum support systems, and a collaborative team-based culture. In terms of infrastructure, lack of curricular support was the largest barrier.

There is no framework for the science curriculum, which is insane to me. And it’s day to day. It’s just expectation of wow, I know what I’m doing now until the end of the year, finally. It's been a tough road going day to day with a curriculum, that I make sure I’m covering the content. Could I do it better? Yes. Again, get me to the end of the year because that infrastructure isn’t there. [My previous district]. Business. Here’s the playbook. And I’m talking true playbook. You’re going to teach this. This is how you’re going to do it. This is when you’re going to do it. This is why you’re going to do it. Okay, I’ll play ball. This is [how] my [teaching went] 13 years ago. It gets to a point after 12 years that I’m writing the playbook (interview, March 12, 2015).
In reflecting on his year and in spite of the work it took to develop lessons from scratch, Marshall also appreciated the flip-side of limited curriculum structures was the freedom it offered him as an educator.

**Absolute freedom.** When I interviewed one of the reasons I chose to leave [my previous district], instructionally speaking, was not only was it getting more stale, we were getting more kids and it wasn’t getting personal. And not only with more kids, you can't have that same impact. Now you’re going to tell me I have to teach it this way and say these words and use this vocabulary on this particular day. The word ‘deforestation’. We didn’t talk about the word deforestation. Can we say ‘cutting down trees’? I think, pardon, wait, this is 7th grade, high achieving district, the word deforestation, in and of itself is a lesson of finding the root word, etcetera, finding the etymology, it’s a whole lesson in and of itself and they [previous district’s science teachers] looked at me like I had three heads. You’re telling me we’re going to sell our kids short because we don’t have the time, nor the creativity with eight other heads in the room teaching the same thing, that we can’t address deforestation, really? That’s why I came [to AMS]. And not only do we address deforestation now, at [American], I’ve got a co-taught classroom with [the reading specialist] and we can get into literature based on deforestation, we can take it a step further, getting into the Common Core standards that were already established that hook into science. All around the word deforestation (interview, June 3, 2015).

Marshall's conversation aimed to capture his disappointment in the limited desire of his colleagues at his previous setting to engage students in rigorous, academic work (in this example, content specific vocabulary such as ‘deforestation’). His story also demonstrated the ways in
which small schools can allow for spontaneous in class collaboration and cross curricular ties (teaching vocabulary and reading skills through science content with the reading teacher).

In addition to challenges in adapting to different infrastructure, Marshall needed time to understand and process the culture of AMS. The culture of any building often incorporates community and government expectations, subtleties of past teachers and administrators, history of innovations attempted and failed, and these elements come together to govern patterns of “the way we do things”. In the case of AMS, the eighth grade team had a culture in and of itself impacted by previous events.

And that was presented to me by my two 8th grade colleagues on I-Team and I left like, what did I get myself into? The tragedy that struck the building three years ago was the first thing that was brought up to me. And I'm like, "Oh dear goodness. That’s horrible." And then, the wave of negativity since then and then the movement of teachers. Things that have nothing to do with why I'm in this building. (interview, April 28, 2015).

Initially, Marshall managed encountering a culture that was vastly different from what he expected by focusing on what he felt was most important. “Teach the kids first, the subject matter second. I’m there for the kids” (interview, January 15, 2015). Eventually, however, through engagement of his colleagues during daily meetings and enacting his open-door policy by welcoming others into his own classroom and stopping through others’ classrooms to build relationships with colleagues and students, he was able to both adapt to the culture in place while changing it for the better.

Sadie. In coming to AMS, Sadie anticipated that she would be able to share her expertise in meeting student learning needs through building clear systems of intervention. What she did not expect was how much her role as intervention specialist in a self-contained classroom would
hinder her ability to work with colleagues or to lead change. Without systems in place, she could not effectively support students needing academic or organizational help.

I don't think we have enough time to intervene with kids whether they’re the lowest kids, the highest kids, the bubble, where they are. I don't feel like when they walk out of that [academic] class, there’s like no time to connect with that kid again (Sadie, January 15, 2015).

The accepted culture for how AMS worked with students needing academic support did not match with Sadie’s philosophies regarding best practices.

The service delivery model is that aides are going to academic classes with the kids because I’m providing that reading and math instruction in my room and it's all at different times. So I'm not impacting them in their academic classes and that just feels like that’s not right, not the right way to do things” (interview March 20, 2015).

Sadie needed the infrastructure to change to allow her to impact school culture around the ways in which we support learners in need.

**Tamara.** Tamara had strong experience in leading an orchestra program in a school setting. Even with that experience, she had forgotten the time and effort needed to re-establish relationships with parents and students as a part of creating a more committed culture of musicianship. Her schedule and lack of technology communication tools for younger students in the district were hurdles she worked to overcome. One difference from her previous setting in terms of schedule was that she worked with fifth grade students rather than beginning the program at sixth grade. The problem is that at fifth and sixth grade, she only saw students periodically rather than every day.
The biggest change for me has been the change in pacing, because I am used to seeing kids every single day at every grade level and so I’ve really had to adjust my beginning level instruction, pacing, and therefore the activities that go along with it. Seeing them [5th grade] twice a week for a really short block of time? That’s been difficult so my perspective of what a first year player should be able to do is not the same here as it is in my previous job. So that’s a challenge (interview, March 9, 2015).

In terms of cultural differences, Tamara also needed to adjust her expectations of what kids were capable of, even with less practice time.

You can always push kids. I was having a conversation with a fifth grade teacher and I said, you know, is this a really high achieving class? And he said, ‘no, not really’. And to me for fifth graders, they are. And so I’ve had to adapt my expectations and do what is the norm (interview, May 26, 2015).

Behavioral expectations differed between her previous district and ASD.

I came from an environment that was very structured because it had to be. I’ve always taught it is first day of class is the bow on the head, you immediately see it and everyone knows it is silent. Here I taught that procedure, it needed to be constantly reinforced and it's almost the end of the year and it's still is not nearly as effective as it was [in my previous district]. So, that’s me, okay I have to figure out, do I stick with that? Or do I go to plan B. So, it’s just different. I just feel like it’s a little, behavior wise, a little bit looser [at ASD] (interview, April 28, 2015).

Finally, there was the challenge of building a different kind of orchestra program after replacing someone who had been at ASD for 20 years before Tamara.
I think that, it amazes me that the time it takes for that relationship building process to occur. I think, I’ve never been just one-year teacher, so I’m not sure, but I think it's even more difficult when you have that long continuum with kids. Maybe because there’s such a close bond with the previous teacher, so it just takes a long time (interview, April 28, 2015).

The NETs participating in the Beyond Novices case study experienced challenges in making a transition to a new school and district. They all demonstrated a proactive approach to working through and with the differences encountered. It took AMS’s NETs time to recognize these differences, however, and plan how to react in order for them to continue to serve as effective educators and teacher leaders. In the next section, socialization and collaboration are discussed as supports to NETs transition.

**Socialization and Collaboration Support NETs**

Many of the findings from the Beyond Novices case study have been tied to the relationships and collaboration between people. Both infrastructure that supports time during the school day for colleagues to meet, as well as opportunities to engage in social activities outside of school, can work together to build strong relationships and more effective collaborative partnerships.

**Open Doors.** Marshall worked hard against the tradition of individualism at AMS by promoting an open-door policy. This served to remove some of the barriers teachers had in place that kept teaching a private enterprise. He believed that in promoting this policy everyone benefits, especially the students. During a visit to my classroom when students were giving speeches, Marshall agreed to give his own extemporaneous speech. In addition to joining and
participating in the lesson in progress, he asked students to give feedback and ideas for improvement on his performance.

And the kids got something out of that. Just that follow through and it also opens up that we are professional, yet personal, on the same level - all with the kids at heart. I knew my extemporaneous speech was goofy. The fact that the kids took the time out to email about that let's me know that they’re getting something out of it. They value our relationship as educators. And they also know we’re a part of the same team. Me coming into your classroom is something I couldn’t do the first couple of weeks of school. You’ve got me for good now. Any time I have one of your high achieving kids make a comment, I’m gonna absolutely gravitate. "[Renee], are you kidding me?" That’s the biggest compliment I can get from kids, the fact that they’re going to go out of their way to say "Hey, it could’ve been better," and critique me in any way, shape, or form.

But that all goes with an open door policy. You can never come into my classroom. "Kim, now’s not a good time." It’s always, “Hey come on in. What’s up?” There’s always something (interview, April 28, 2015).

Marshall’s visits to others’ classrooms and invitations to visit his own room helped his team to better appreciate one another as professionals and built a more community-based atmosphere.

**Crossing the Grade Level Line.** Sadie wanted to know not only what her students experienced in their academic classes each day, but what their previous experiences were like and what they needed to be ready for the next level.

I’ve done some work with both [the intervention specialist] at the elementary and [the intervention specialist] at the high school, so that’s really helped. [ASD’s special
education leader] made sure I had time to go up there and to go down there, so I could build community with them, where my kids come from there and go to there. So it’s been that’s been pretty good (interview, May 8, 2015).

In ASD, teachers seldom visited other teachers’ classrooms or met with peers from outside of their grade level or school. By modeling this kind of curiosity and collaboration, Sadie demonstrated the power of opening doors across the district.

**Informal Socialization.** Informal opportunities for colleagues to socialize can go a long way toward building the goodwill and trust needed to tackle difficult issues at school. Tamara mentioned how the invitation she received before the school year even started helped her to feel welcomed to AMS. “At the beginning of the summer, right before school started, [the eighth grade intervention specialist] sent out an invite and I wasn’t able to make it, but that he would even think to invite me was - that was great” (Tamara, interview April 28, 2015).

In addition to promoting a collaborative approach to teaching on his grade level team, Marshall encouraged teachers to spend time at social events outside of the school day. He believed these informal get-togethers built positive relationships among all teachers, even those who did not work together on a regular basis.

It [after school happy hour event in September] really broke down a lot of walls. [Sixth grade Spanish teacher], I never laid eyes on her until then, and what a dear lady, we had great times, all because sitting down together we start shooting the bull for like a half-hour. It’s those things that go a long way, should almost be mandatory. I think it builds rapport and congenial, I guess, relationships (interview, April 28, 2015).

The only negative to these sessions is that some were excluded due to after school commitments. “You know, the happy hours and things are after school and, I mean, I have three kids. So things
that are hard to make” (Sadie, interview, January 15, 2015). Even so, Tamara mentioned that at least some of the time, they should be a part of the expectation; due to the positive impact they can have on collaboration.

I think with the social connection too that are a part of required activities. Because you made a really good point for our end of the year gathering for our mentors and mentees, I think you were like, ‘It's required’! Because it is true, if we don’t, if I think it’s just a social activity, I may be less inclined to rearrange my schedule versus if I have to be there, then, obviously I’m going to be (interview April 28, 2015).

While required attendance at the faculty holiday party may not be everyone’s favorite option, offering events that are family friendly, appeal to a wide variety of people and engage a sense of fun may encourage more faculty to attend.

**NETs Come with Ideas and Beliefs**

**Marshall.** Marshall’s core beliefs about learning stemmed from building relationships. He felt that if he had a good interpersonal connection with students, he could teach them anything.

When people ask what I do for a living I say I teach. They say what do I teach I say I teach kids. Okay, smart aleck, what do you mean? I say I teach kids science. I just happen to be an educator of children who teaches science so that’s the progression. Teach the kids first, the subject matter second. I’m there for the kids. I’m there for the science second (interview, January 15, 2015).

**Sadie.** Sadie had a clear vision of what instruction and supports for students with special needs should entail. Even with the barriers she encountered, Sadie managed to build relationships and support small pockets of intervention models she’ll be ready to expand in the
coming school year. “While they [students] probably can't do the whole curriculum, it’s still very valid for them to get the instruction in the classroom from that [academic] teacher, and me support to close that gap” (interview, March 20, 2015).

**Tamara.** Tamara worked to build an orchestra program that rewarded excellence through perseverance, hard work over talent. She eliminated the competitive “chair” system and went with a more egalitarian culture in her student orchestra. “I think another strength is teaching is to persevere, like not allowing them to get caught up in the small details, still teaching a small details but not allowing them the opportunity to give up” (interview January 22, 2015).

Due to their extensive backgrounds in teaching, AMS’s NETs had developed their practice and had wisdom to share with the rest of the teachers at American.

**NETs Impact Building Culture**

Teacher socialization research and the term socialization, itself, have historically assumed a definition as the ways in which the ‘agent’ adapts to or fit in with the setting. Later research traditions have re-defined teacher socialization from the point of view of the teacher or assimilator and how that teacher can effect change on the larger organization as a part of the socialization process (Zeichner & Gore, 1989). In the Beyond Novices case study, NETs impacted their students, colleagues, and the culture of the school.

**Marshall.** Marshall worked hard to build in more collaborative practices on the eighth grade team. His open door policy, State of the Team Meetings, and informal staff outings made a positive change in the ways in which teachers worked with one another and with their students.

Shutting your door and teaching? No. That’s not going to happen. I ask the kids, ‘What are you guys doing in [the gifted program]? What’s going on in Ms. Given’s class? I
don’t believe you. I’m gonna go to Ms. Given’s classroom and find out.’ And I’ll walk right in and plop right down and I’ve done that before and I appreciate that and expect the same from you, any of you (interview, January 15, 2015).

Another change Marshall suggested was to engage the entire grade level of students in a monthly State of the Team meeting.

I just, why wouldn’t you want to have an all eighth grade team meeting, which we had earlier this week. Oh my God, it was beautiful. Teachers who had never spoken before in front of kids saw that we were a unified front of teachers with the same concerns, the same expectations, the same goals, same mention of success that’s gone on throughout the first semester. Something completely foreign until this year but so easy to implement and the kids are like “yeah”. We establish identity all together because we are a team and it’s so easy to get along like that (interview, January 15, 2015).

Finally, Marshall felt that teachers who could find time to socialize outside of school would work together better when in school.

First person, you’re coming to happy hour. Plain and simple, you come. I want to know about you, right now. If you’re drinking iced tea, you’re drinking iced tea. We have new people out, mandatory, no matter what. And just, break the ice and social norm, etcetera and just…There’s a lot to be said about that. My first shoulders down, ahhh, I can let my guard down, ahhh, was at the [Local] Tavern, the second week of school. We had 30 staff members (interview, April 28, 2015).

Previous to this event, it was unusual to get a dozen people from AMS at any after-school party. Marshall and the rest of his eighth grade team managed to get 75% of the faculty to attend.
Sadie. Feeling hampered by infrastructural and cultural challenges in trying to build a stronger intervention model for students, Sadie recruited two of her former colleagues to join our faculty. With a retirement and an internal job change, two intervention specialist spots opened up and Sadie had a plan. “I’ve got some compadres coming next year, we’re going to shake things up. So, I’m excited. I’ve worked with [them] for thirteen years so, I didn’t have any professional community, I just brought my own” (Sadie, interview, May 8, 2015). In Sadie’s mind, the openings on the intervention specialist team was a way for her to expand her leadership and impact in building a stronger systems of interventions for students.

Tamara. Tamara collaborated on several important changes in the middle school music department. She helped establish better showcases for student performance; she began the foundation for an orchestra program built on more awareness, perseverance and grit. One example involved her plans for improvements in the 2015-2016 school year.

One thing that’s really bothered me is the way we recruit, and I use recruit very broadly, fourth graders to play an instrument in fifth grade. There’s not a lot of collaboration with the parents. I think we are lax about it because every fifth grader has to play an instrument, so I just think we would have better retention if, for the long haul, fifth through twelfth grade, better retention, if we really set kids up and helped them make a truly good decision and help the parents be informed (Tamara, interview April 28, 2015). Even within her first year at ASD, she made an impact. “Several parents have expressed to me how appreciative they are of high expectations for their kids and the professionalism I expect from students” (Tamara, interview April 28, 2015). Tamara impacted her peers through her willingness to collaborate and consider the separate music programs (vocal, band, and orchestra) as a larger collective that could learn and grow from each other’s strengths.
So I think I’ve brought some new ideas to that, I think when you are working with smart people and driven people, that it just spurs, its contagious and you spur each other on and stimulate each other. So that’s been fun, and it’s mutual. That’s, like, I don’t pretend to know everything, obviously I have my own ways of doing things, but I’m also very adaptable and I’m always looking for new ideas. That’s been great this year (interview, April 28, 2015).

**Common Experiences, Common Themes**

Marshall, Tamara, and Sadie had much in common in coming to American Schools. All studied education after having experiences observing or volunteering in schools well after their own K-12 experience, went into teaching as their first formal career, were at similar points in their career before coming to ASD, had taught in other suburban districts near American, and identified themselves as teacher leaders in their previous schools. With these factors in common, much of their perceptions of their experiences in coming to American Middle School, both positives and challenges, were similar. Positive elements highlighted by participants included leadership opportunities, colleague collaboration, small school environment, a culture of respect between educators and administrators, and a sense of support from peers. Recommendations from participants included more regular planning times to meet with colleagues, developing stronger systems for curriculum delivery, student services, and communication and in some cases, upgrading to standard facilities.

**Summary**

Overall, each NET asserted that he or she was very happy to have made the transition from his or her previous school to AMS. While there were surprises in terms of the amount of collaboration, quality and availability of resources, the programs in place for supporting diverse
learners, and the expectations that come from building a new program, each teacher spoke extensively of their opportunities to enact positive change, and of the supportiveness of the administration, their colleagues and of the community. Perhaps it was an advantage that they did find flaws in ASD’s system, for these flaws in combination with the NETs past experiences and vision of opportunities provided an impetus to lead positive change and to contribute to building a better learning environment for all.

The findings from the Beyond Novices case study demonstrated a need for NETs to have time, space, and schedules that allow for regular and scheduled times to interact, plan, and collaborate with as well as learn from veteran colleagues. Feiman-Nemser (2001) argued that the novice teachers take at least three years to master their contexts, instruction, understand classroom community, and work to develop their identity as teachers. Similarly, the NETs participating in the Beyond Novices case study also had new contexts to master and needed to redefine their professional identity, curriculum mastery, repertoire, and classroom community. School cultures are complex systems and teachers transitioning from outsider to insider status are likely to encounter familiar and unfamiliar landscapes, especially in colleague interactions, administrative expectations, and supports. In addition, assumptions about what teachers new to a setting can “take on” in terms of leadership roles should reflect the previous experience, personal factors, and willingness of incoming NETs. While mentors and induction programs can assist in the socialization of teachers new to a school, additional opportunities for educators to interact with their peers will better support the success of transition and perceptions of contribution and belonging. In the next chapter, I present the discussion and implications of these research findings as well as recommendations for future research.
Chapter 5: Discussion, Implications, and Conclusions

Case Summary

The Beyond Novices study’s purpose was to better understand how teachers with experience perceived their transition to a new school and their participation in induction and mentoring activities. Using a case study approach, I sought to find answers to these questions:

- How do new experienced teachers perceive their transition to teaching at American School District?
- How do experienced teachers perceive the impact of the ASD mentoring program on their transition to the district?

Through the use of participant interviews supplemented with survey responses, observations, and meeting artifacts, the stories of participant teachers’ transition to a new school were explored.

In this chapter, I will review the highlights of the findings detailed in Chapter Four, discuss the implications of these findings, and share conclusions drawn based on the case study and supporting literature.

Discussion of Major Findings

This section provides a summary of the findings from chapter four organized by research question.

Research Question 1: How do new experienced teachers perceive their transition to teaching at American School District?

Overall, NETs were happy with their decision to accept a position at ASD. They spoke positively of the faculty, the administration, and the supportive culture of AMS, in particular. Beyond Novices participants also encountered unanticipated challenges in moving to a new environment. Lack of prescribed practices in terms of curriculum pacing or student
interventions, limited or substandard resources and facilities, limited time to meet and plan with colleagues, and the efforts involved in re-establishing reputation with the students and community were all cited as challenging NETs’ ability to make a smoother transition into effectiveness as an educator. Each NET had perceived some aspect of “implementation dip” in their transition to a different setting. Fullan (1990) describes implementation dip as “a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings” (Fullan, 2004, p. 6). In the case of AMS’s NETs, the innovation involved transitioning to a new school.

**Research Question 2: How do experienced teachers perceive the impact of the ASD mentoring program on their transition to the district?**

The goal of the ASD Induction and Mentoring Program was to aid in the transition of new and experienced teachers to ASD. The program’s purpose was to prepare and assist teachers new to ASD in building positive relationships with students, families, administration and faculty in addition to supporting their practice in educating students. The ASD Induction and Mentoring program helped to enculture teachers into ASD’s ways of doing. The NETs in the Beyond Novices case study did discuss positives of mentors and the program, but it was not the most important element to their success in transitioning to ASD. NETs drew upon their past experiences and made adjustments to both adapt to their environment and effect change.

Induction and mentoring was not merely about assimilation into current culture but when viewed through a transformative and critical lens, offered opportunities for NETS to make an impact on the organization itself. The structure of the mentor meetings, for example, set the stage for mentors and mentees to focus on growth of their practice. By providing a natural partnership, mentor and mentee pairs often chose to further build and strengthen programs in
place. Marshall and his mentor worked together as peers in order to build a curriculum based on current state standards. Sadie and her mentor identified areas of deficit in serving special needs students and began to work together to create stronger systems of service delivery and support. Tamara and her mentor re-worked the structure and expectations of student music performance at AMS. Flexible structures within the program promoted mentors and mentees to work together on the problems of practice they identified as most important and allowed NETs to share their own ideas about teaching and learning.

The majority of interview responses reflected the day-to-day interactions with other teachers, students, administration, and community members rather than the periodic meetings and events held as part of ASD’s Induction and Mentoring Program. While all NETs discussed their mentors and the ways in which they were beneficial, their comments did not support the notion that their experience would have been significantly different without an assigned mentor. As leaders in their previous positions, they likely would have sought out answers to questions related to their role and practice and had enough skill and background to understand how to “do school” even when operating in a culture and building new to them. What all three NETs did share, however, was that their mentors were people they could go to for answers and that formalization of a designated buddy in a new setting might set the foundation for a continuing positive socialization into ASD.

**Induction, Mentoring and Socialization**

Dan Lortie’s foundational 1975 work, *Schoolteacher: A Sociological Study*, focused on the ways in which schools and teachers working within them reinforced factors of “*presentism*” (focusing on the short term), *conservatism* (concentrating on small-scale rather than whole-school changes), and *individualism* (performing teaching in isolation from other teachers)”
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(Hargreaves, 2010, p. 146; italics in original). These factors were said to make teaching unique, were inhibitors to change and improvement, and reinforced ideas about teaching being a low status occupation (Falk, 2011; Hargreaves, 2010; Lortie, 1975).

The Beyond Novices study was based on teacher socialization theory, specifically the three orientations of presentism, conservatism, and individualism (Lortie, 1975), which continue to “impede educational improvement” (Hargreaves, 2010, p. 147). The school culture significantly impacts the experience of teachers and is one determining factor in their success and ultimately, their decision to stay in the profession (Johnson & Birkeland, 2003; Johnson, 2012; Opfer & Pedder, 2011). Induction and mentoring as well as other formal and informal school experiences can serve as tools of teacher socialization (Skerrett, 2010; Staton & Hunt, 1992; Zeichner & Gore, 1989). Going beyond the traditional, functionalist, positivist paradigm, induction and mentoring can support NETs transition both interpretively, by viewing the subjective experience as a source of understanding, and critically, by working to understand hidden issues of power and control which create inequities that need to be challenged (Smagorinsky, Rhym, & Moore, 2012; Zeichner & Gore, 1989).

In the Beyond Novices case study, participants’ reflections and comments supported that the most important element to transitioning successfully into a new school was the amount and quality of time spent with colleagues, both in and out of school settings. School veterans, both the assigned mentors and team colleagues, modeled building and community expectations, were available to answer questions, and were open to learning from NETs who brought different ideas and practices into the setting. Marshall’s focus on building team identity through collaboration, Sadie’s understanding of systems of student support, and Tamara’s knowledge of musical performance were seen as strengths and as resources by the faculty. Administration also
supported the transition of NETs by offering opportunities to lead, anticipating questions and needs of new faculty, and treating them with appreciation and respect as professionals. Marshall’s invitation to participate on the school leadership team, Sadie’s conversations with administration to build stronger supports for students, and Tamara’s perceptions of trust and freedom to build a stronger music program all came from the administration’s respect of the talents of our NETs. Ultimately, NETs recognized the individualism of teaching (Lortie, 1975) as the largest barrier to transition. Time built in to the school day to meet with colleagues to discuss problems of practice can act to balance out and ameliorate the individualism of working in isolation with students for the majority of their schedules.

The NETs in the Beyond Novices case study tended to work against the trends of conservatism and presentism defined through Lortie’s 1975 work. By coming into an established culture with ideas from outside, they were all prepared to challenge the status quo and offer their knowledge of collaborative and instructional practices by serving as leaders in these areas. As a result of their work at ASD, NETs developed a stronger and more cohesive eighth grade team, a more systematic approach to how AMS supports struggling students, and a music program that balances high expectations with a love of the discipline from students.

While induction and mentoring were not referenced as large factors in the success of transition of NETs, these programs did provide early access to materials and teaching locations, an overview of the community, a designated veteran teacher who was responsible for helping NETs make their transition to ASD as well as time and space to focus on honing their own skills as educators. NETs appreciated the flexibility of the program and the ability to set their own goals rather than focusing on a more prescribed agenda which may not have met their needs as learners or their levels of experience as educators.
Implications

The implications of the Beyond Novices case study of teacher perceptions of transition and American’s Induction and Mentoring Program impact ASD. Other districts implementing or looking to extend the reach of their own induction and mentoring programs can learn from the findings outlined in this research. By exploring the perspectives of teachers in transition vs. teachers new to the field, I have identified key themes that may impact the way such programs are developed and implemented as well as how districts consider the ways in which they welcome faculty with experience to their schools.

Teachers Changing Schools

Attrition and mobility of teachers is a well-documented phenomenon (Ingersoll and Smith, 2003; Johnson and Birkeland, 2003; Kavenuke, 2013). Skaalvik (2011) found that “supportive environments were related to teachers’ motivation to stay in the profession” (p. 1029). Some elements documented in the literature that create a supportive environment include a comprehensive induction program, authentic and continuous professional development, and support from administration (Ingersoll, 2001; Kavenuke 2013; Webster-Wright, 2009). “Positive social climate and social support are positively related to teacher satisfaction and motivation (Day et al., 2007; Scheopner, 2010; US Department of Education, 1997) and negatively related to burnout (Hakanen et al., 2006; Leung & Lee, 2006; Schaufeli & Bakker, 2004)” (as cited in Skaalvik, 2011, p. 1031).

In the Beyond Novices case study, NETs reported that administration was one of the most supportive elements in their transition to ASD. Induction, mentoring, and professional development were also mentioned as positives. Limitations to positive transition experiences were mainly related to lack of support in terms of facilities, curriculum resources, and clear
opportunities for all teachers to collaborate. AMS had meeting and collaboration time built in to schedules for some teaching roles, but not universally across all departments.

**Elements Impacting Teacher Transition**

The increase of teacher mobility between schools is a factor impacting districts’ ability to deliver consistently high levels of instruction to students and it impacts the culture of schools. In the following sections I address infrastructure, administration style, and state licensure programming as agents that impact teacher transition. If mentors are to serve as one of the solutions to easing transition of experienced teachers to new schools, it is important to examine how veteran teachers are supported and prepared to mentor incoming faculty. Finally, I discuss the explicit and implicit elements that can positively impact teacher transition.

**Infrastructure as a barrier or support.** Infrastructure in schools consists of the resources and structures in place in order to support learning. Facilities and schedules define the ways in which students experience school and, by extension, the ways in which teachers experience their own work with students and colleagues. When classrooms, equipment, and curricular materials are not within a NET’s expectation, these aspects of infrastructure can serve as barriers for that teacher to deliver instruction at the level he or she had in his or her previous setting.

Schedules can facilitate or limit with whom and when teachers can collaborate. The lack of available of time during the school day impacts the relationships teachers build with colleagues and limits collaborative problem solving, reinforcing the issues of presentism (focusing on the short term), conservatism (concentrating on small-scale rather than whole-school changes), and individualism (performing teaching in isolation from other teachers). Conversely, when schedules are created with the expectation that teachers will meet with their
grade level and/or content area colleagues, not only is the likelihood of teacher collaboration greater, but the culture and expectation for meeting, interacting, and improving practice is built. Infrastructure impacts culture in a building by removing or creating barriers for teachers as well as the administrative expectations of the ways in which educators engage in their roles and work.

**District and building administration.** Administration in schools helps to set the culture in their buildings (Carr, Herman, & Harris, 2005; Schmoker, 2001). While faculty in most schools tend to have more longevity, administrators change schools every three to five years on average (Fuller, 2012). Buildings with high administrative turnover are more likely to negatively impact teacher longevity and increase teacher resistance to change (Hargreaves & Fink, 2003).

The ways in which administrators exercise their authority and power impact the experience of both veterans and incoming faculty (Gates & Watkins, 2010; Levine, 2011; Nelson & Slavit, 2008; Trotman, 2009). A rigid, hierarchical, top-down model of authority in place means more difficulty in building effective collaborative structures (Gates & Watkins, 2010; Levine, 2011; Trotman, 2009). More traditional school authority structures and professional development efforts operate from a deficiency paradigm (Tschannen-Moran, 2009; Webster-Wright, 2009), assuming teachers need to be monitored, directed, or fixed. Creating a collaborative culture prepared to support, as well as learn from NETs, requires administration to believe teachers are capable and interested in identifying problems of practice and in seeking solutions. Teachers who are a part of a rigid authority structure and without experience in leadership roles may have difficulty moving to a more self-directed model of professional development or transitional (mentor as co-learner) and transformative (improving practice and the organization together) models of mentoring (Brondyk & Searby, 2013; Gates & Watkins, 2010; Nelson & Slavit, 2008).
Trotman (2009) found that the absence of flexible thinking strategies and a dependence on hierarchical, static, authority structures slowed change efforts and resulted in reallocation or delegation of the same old tasks rather than approaching problems from new perspectives supporting Lortie’s ideas about the conservatism (concentrating on small-scale rather than whole-school changes) and presentism (focusing on the short term) hindering school improvement. Similarly, Nelson and Slavít’s 2008 study found leadership style could serve to promote or inhibit collaborative efforts. “The administrators' simultaneous need for accountability and efficiency present serious potential barriers to the reculturing process, and specifically to teacher work that truly utilizes a data-based, inquiry framework; inquiry is usually not efficient” (Nelson & Slavit, 2008, p. 108).

NETs described ASD’s administration, at all levels, as responsive, supportive and flexible. ASD’s superintendent, assistant superintendent, pupil services team and building level administrators contributed largely to the positivity NETs perceived throughout their transition. While other elements of NETs transition were unexpected or problematic, American’s leadership team served to ease transition, promote teacher voice and leadership, extend high expectations coupled with belief and trust in teacher efficacy, and removed barriers to counteract or improve some of the areas in which NETs struggled. In terms of teacher socialization and school culture, administrators made specific decisions to ensure that NETs found opportunities to connect with them and with their colleagues even when current systemic barriers such as teacher schedules due to their role left little time for these interactions. Examples of these decisions included offering opportunities for teacher leadership through team meetings, professional learning communities, and professional development opportunities.
State programs and licensure. State policy as operationalized in schools through prescribed programs of induction, curriculum, standards, and assessment are a part of the context impacting the socialization of teachers into conservatism (concentrating on small-scale rather than whole-school changes) (Alhija & Fresko, 2010b; Pogodzinski, 2012). In the efforts to nationalize quality control of education through national testing models and the incorporation of these student test scores to determine efficacy of teachers, many states have incorporated standards for induction and mentoring as a part of teacher licensure (Pogodzinski, 2012). Local districts are enacting changes in order to be in compliance with state models of induction and mentoring and to assure novices have the required experiences in order to transition to professional licenses. These programs, which include instruction in productive collaborative practice, goal setting, reflection, and teacher leadership, can be adapted to assist in the support of the socialization of NETs.

Additionally, external forces can also impact school culture (Nelson & Slavit, 2008; Woodbury & Gess-Newsome, 2002). State and federal mandates, standardized testing, and community expectations shape the focus of reform initiatives and expectations of teachers. Pressure to perform well on external measures may collapse timelines for results from professional development and other teacher support programs.

Mentoring as a field. Mentoring programs are growing in number due in part to the official sanctioning through state teacher licensing requirements, professional oversight boards, and district level implementation (Cook, 2012; Mullen, 2011; Schwille, 2008). Mentoring in schools is often an honor bestowed on veteran teachers as a demonstration of respect of their experience and service. Additionally, serving as mentor can be a positive way for teachers to demonstrate more leadership in their buildings (Danielson, 2006; Harrison & Killion, 2007).
Even so, few mentors report receiving specific training in how to work with their mentees, and the assumptions that successful classroom teaching parleys into the skills needed to assist adults to adjust to their new workplace culture and responsibilities are flawed (Alhija & Fresko, 2010a; Ingersoll & Strong, 2011; Stinson, 2013). Many educators taking on the role of mentor are not paid or otherwise compensated for this additional work (Ingersoll & Strong, 2011).

While mentors were not directly a part of this study, based on the perceptions and ideas shared by NETs, it became evident that assigned mentors should be from the same grade level and content area as the NET when possible, and that mentors, too, need training and support to help them in feeling confident in supporting teachers new to the district. When mentors lack skills, their perceptions of their efficacy as mentors may suffer. Shifting the responsibilities of mentoring from transmission of knowledge and standards to mentee influence and empowerment allows mentors and mentees learn from each other as partners (McCaughtry et al., 2005). If mentoring is treated as an area of professional practice to be explored, developed, and mastered rather than assuming that all effective teachers will make successful mentors, the benefits to both veteran teachers and their mentees will likely grow.

**Connecting systems: Seen and unseen.** The findings of this study related to supports and barriers in successful transition of NETs changing schools mid-career remind us that people, environments, and the systems of schools are complex and complicated. These variables come together to create unique environments in which administrators, teachers, and students interact each day. Teacher socialization through mentoring and induction that reinforces traditional power relationships does not honor teachers with experience entering a new setting. Rather, programs supporting a transitional (mentor as co-learner) or transformative (improving practice and the organization together) mentoring model can provide “tools of analysis and resistance”
(Gregson, 2013, p. 167) to allow teachers new to the district to both understand the culture in place and to enact change where they see fit. Through acknowledgement of school context, teacher background, and policy environment, school organizations can better position mentors and mentees to work together to reflect upon current realities in order to improve school and teacher practices (Achinstein et. al., 2004; Skerrett, 2010).

In the next section, I make recommendations for induction and mentoring programs designed to combat the problems of presentism, conservatism, and individualism (Lortie, 1975) embedded within traditional teacher socialization. Only by considering elements of school culture, and by empowering participants to engage in critical review of current systems will we be able to ensure both positive transitions for teachers with experience, but also work together to better serve our students.

**Recommendations for Induction and Mentoring Programs**

The Beyond Novices case study clarified several issues by exploring the perceptions and experiences of the NETs at AMS framed through Lortie’s (1975) teacher socialization theories tied to presentism (focusing on the short term), conservatism (concentrating on small-scale rather than whole-school changes), and individualism (performing teaching in isolation from other teachers). Hargreaves and Fullan (2013) offer the concept of “professional capital” as a way to combat these long standing barriers to school improvement. The following sections will list and explain recommendations based on the analysis and findings of my study through the context of professional capital (Hargreaves & Fullan, 2013).

**Building Professional Capital**

Hargreaves and Fullan (2013) explain that thinking of teaching in terms of ‘professional capital’ can serve as a useful construct in combating some of the problems evident in schools.
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Professional capital assumes teaching is a complex profession, requiring both academic and practical preparation and is an ongoing practice tied to continuous improvement of expertise. Professional capital is made up of three components: “human capital (the talent of individuals); social capital (the collaborative power of the group); and decisional capital (the wisdom and expertise to make sound judgments about learners that are cultivated over many years)” (Hargreaves & Fullan, 2013, p.37).

In the model of considering teaching as professional capital, NETs are individuals with talents and decision capital. The participants in the Beyond Novices case study were hired at ASD because their career history demonstrated elements of their human capital (talents) coupled with their experience in the classroom contributing to their decisional capital.

The organization is sold short when stakeholders do not include NETs in constructive ways in the social capital of the building. Of all the elements of professional capital, NETs struggled most with building social capital or sharing their human and decisional capital with the larger group. Marshall was an excellent example of a NET who had access to all three elements of professional capital at AMS. In terms of social capital, he took on formal and informal leadership roles from the beginning and he had a teaching role with built-in access to colleagues every day. Even with more opportunity, Marshall was uncomfortable with serving on the AMS Leadership Team in the summer before the school year began, helping to make decisions about school professional development and scheduling, before he had the opportunity to meet most of his peers at AMS. Tamara had less opportunity to build and take part in social capital at AMS due to her role. Her time and availability to connect with colleagues were limited due to teaching responsibilities in three different buildings and eight grade levels. She took advantage of structures in place (lunch and learn presentations and shared office space) to share her talents
and to connect with peers in spite of lack of formal meeting times with colleagues. Sadie had the least amount of opportunity to build or benefit from social capital in the building. As intervention specialist for students in three grade levels, she had no planning time and little access to other faculty during the school day. Even so, administration helped to find opportunities for her to serve as a leader and to connect with peers through professional learning communities.

In addition to NETs’ experiences with transition, framing school organizations as working to build professional capital can clarify priorities for professional development for all teachers. In the next section are my recommendations building professional capital to work against the forces of presentism, conservatism, and individualism (Lortie, 1975).

**Working Against Presentism, Conservatism, and Individualism**

My recommendations for school induction and mentoring programs include opportunities to combat Lortie’s (1975) barriers to school improvement, presentism (focusing on the short term), conservatism (concentrating on small-scale rather than whole-school changes), and individualism (performing teaching in isolation from other teachers). In Figure 5, these recommendations are listed.
In the following sections, I will define and explain the recommendations made based on the findings of the Beyond Novices case study.

**Provide professional development for all faculty in mentoring and collaborative learning opportunities.** We are all mentors. If educational organizations are to recognize that all faculty serve in the socialization of teachers new to the school, then mentoring and collaborative methods should be improved with professional development about best practices in these areas. Since teacher socialization happens formally and informally, then it makes sense to ensure all faculty members in schools learn more about the power of collaboration and mentoring rather than reserving these roles for vetted educators. All administrators and teachers need to work together to welcome and support new faculty.

Mentoring is an intensive leadership role and can be difficult to manage on top of the other expectations that go along with teaching. Experienced teachers do not automatically make supportive mentors (Rajuan et al., 2011). The subtleties of a working in a mentoring or coaching
partnership require the building of trust between individuals, skills in listening while withholding judgment, asking questions rather than providing answers, and balancing power dynamics (Achinstein, 2002; Hadar & Brody, 2010; Musanti & Pence, 2010). School districts implementing or restructuring mentoring programs should consider what kinds of professional development would help teachers to develop not only the skills, but also habits and attitudes needed in coaching other adults to improve practice through collaborative approaches.

Marshall, Sadie, and Tamara had mentors with a desire to support their transition and significant experience working in their same roles. Even with their experience and positive approach to the task, all of the AMS NETs’ mentors, at times, needed support in knowing how to help their mentees. Marshall’s mentor had little experience with Marshall’s approach to instruction or use of technology and considered his mentoring of Marshall more of a balanced sharing of ideas. Sadie’s mentor was not sure how to help her with schedule that limited her time to meet with other colleagues. Tamara’s mentor also mentioned his co-learner status with Tamara and often had to seek out answers to the questions Tamara had of him. Additionally, Marshall, Sadie and Tamara spent significant amounts of time with colleagues and administrators who were not their official mentors and who had not had professional development in assisting teachers new to their school. Recognition of the power in providing all faculty with professional learning in mentoring skills, habits, and attitudes, can shift teachers from focusing on immediate tasks and goals (presentism) to a longer and larger view of improving the professional capital of the school and district (Hargreaves & Fullan, 2013).

**Create and formalize more resources to support transition.** AMS’s NETs all mentioned that greater and more immediate access to teaching spaces, curriculum, and school resources would have been beneficial and relieved some of the anxiety they experienced in
making a change to a new setting. Online access to curriculum calendars, links to textbook resources, and school processes as well as other resources could assist in making transition for incoming faculty easier and also provide more transparency of the ways ASD engages in teaching and learning. Transparency of teaching and learning benefits multiple stakeholders including veteran teachers, students, parents, and the community in addition to supporting NETs.

Marshall, Sadie and Tamara were ready to begin thinking about their transition as soon as they were hired at AMS. They were ready to begin planning for the new school year in May of the previous year. Most of the formal induction experiences did not take place until 12-15 weeks after they were hired and just seven days before students entered their classrooms.

In some cases, the resources NETs were expecting did not exist. Marshall assumed there would be curriculum and the basic supplies in the science lab. Sadie would have ordered certain curricular materials she was familiar with in order to have had them in place at the beginning of the year. Tamara would have liked to have know more about her schedule which would have let her know how many times a week she would be working with students and which grade levels she was responsible for.

Schools can help to ease transition through having earlier and personalized induction activities for teachers coming in new. Veteran teachers can serve to meet with newly hired faculty early and assist in answering questions or providing resources as needed. Some key school documents and information should be posted for easy access by not only school personnel, but for the greater community of stakeholders in the district such as students, their parents, and board of education members. Looking at teacher roles and considering their daily experience could help to anticipate those with many peer interaction opportunities and those with none in order to better balance schedules and teaching loads to allow more equitable access to
time for peer collaboration. Induction and mentoring programs have traditionally supported presentism (focusing on the short term) and conservatism in schools (concentrating on small-scale rather than whole-school changes) through perpetuating the status quo. Through transitional (mentor as co-learner) or transformative (improving practice and the organization together) models (Zeichner & Gore, 1989) incorporating incoming teachers’ ideas and experiences and presenting mentor/mentee relationships as equal partnerships, induction and mentoring can both ease transition into a new setting as well as allow for new ideas and strategies to improve the organization.

**Provide leadership opportunities for new faculty.** NETs at AMS all found ways to express leadership during their first year teaching in the district. Sadie and Tamara both mentioned that receiving schools should expect and reach out to transitioning teachers to identify ways in which they would like to share and contribute to the knowledge and skills or “professional capital” (Hargreaves & Fullan, 2013) in the building. Sadie was able to both take on a leadership role and gain time to collaborate with peers through AMS’s professional learning communities.

Assumptions that NETs should have time to adapt to their new setting make sense. Change includes some disequilibrium as teachers compare what they know with what exists in their current school. Leadership for some teachers may not feel like an extra responsibility, but may offer opportunities to better socialize into the building culture and connect with colleagues, while sharing their expertise learned in other districts and schools with veteran staff. Providing NETs with the opportunity to lead allows new ideas to filter into schools and can work to combat both presentism (focusing on the short term) and conservatism (concentrating on small-scale rather than whole-school changes). Additionally, by extending leadership opportunities to NETs,
their human and decisional capital is acknowledged and valued. Through leadership, NETs can contribute to the social capital of their new school and district.

**Expand current induction and mentoring programs to include experienced teachers new to school.** Most current research supports formal induction and mentoring programs for teachers new to the profession in order to assist in their transition from learning in a collegiate or practicum setting to continuing their learning in their own classrooms (Alhija & Fresko, 2010b; Ingersoll, 2012; Pogodzinski, 2012). Induction and mentoring provide support for teacher socialization, emotional adjustment, and improving instructional practice. Sadie’s experience in the isolation of her role meant that her mentor was one of the few teachers she met with on a regular basis. While teachers coming from other schools may be leaders in their field, the formalization of a program to support their transition as they adjust to a new culture acknowledges that change can be challenging and that time with colleagues can be a support both in NETs’ practice and in building trust, relationships, and networks for emotional support.

In order for programs of induction and mentoring to be useful for NETs, they should provide choice and flexibility. Additionally, induction and mentoring programs should offer options for NETs to deepen their practice, and serve as a safe, non-evaluative space for them to discuss their transition experiences. Finally, schools should consider how NETs could have access to leadership opportunities.

In the case of the Beyond Novices NETs, formal mentoring gave Marshall and his mentor an additional time each month to discuss and check progress toward goals related to curriculum development and instruction. Sadie and her mentor formed a bond when she had little opportunity to meet with other teachers. Tamara appreciated having someone assigned as her go-to person for questions. Some elements of ASD’s induction and mentoring program were not
a great fit. The timing of the meetings made it challenging for Sadie and her mentor to attend
due to their other responsibilities of coaching and childcare. The goal setting work was not
formalized online for any of the AMS NETs. While each NET impacted their mentors,
departments, and school programs, the documentation from the mentoring program did not fit
their needs. More flexibility in meetings and in artifacts seemed appropriate in order for AMS’s
NETs to benefit further from formal programming.

Mentoring for any teacher can serve as a way to work against individualism (performing
teaching in isolation from other teachers) as mentor and mentee pairs could work together to
solve problems of practice. The partnership of educators familiar with current building culture
with those familiar with culture from elsewhere can take the best of their knowledge to create
stronger solutions to problems of practice improving instruction for students. This collaboration
could help to combat conservatism in schools (concentrating on small-scale rather than whole-
school changes).

**Engage in program review and continuous improvement.** One of the limitations of
ASD’s Induction and Mentoring Program was that it had no formal review and improvement
process. Many programs benefit from involving all stakeholders in providing ideas and feedback
about strengths and needs. Further research into effectiveness as defined by the stakeholders
would give a clearer picture of the scope of ASD’s goals as compared to the outcomes based on
data points as well as perceptions of its participants. Additional study and exploration of student,
peer, mentor, and community perceptions could further improve program options for new
faculty. Support in planning and leading the elements of the ASD Induction and Mentoring
Program could benefit from a broader panel of experts. Though ASD is small in enrollment,
causing teachers and administrators to wear many leadership hats, a collaborative approach to
planning and implementation is likely to yield a stronger program overall. These recommendations are suggested for other educational organizations seeking to broaden the ways in which they help teachers to transition into their settings. Including multiple perspectives and a cycle of program review and improvement could possibly address issues with conservatism (concentrating on small-scale rather than whole-school changes).

**Build upon the systems of formal and informal induction and mentoring opportunities.** Formal induction and mentoring programs tend to include assigned expectations, required attendance, and administratively, top-down sanctioned curriculum, or what Brondyk and Searby (2013) referred to as traditional mentoring programs. Informal experiences tend to be more organic in nature and support the idea of ‘just in time” learning. While research supports both the formal and informal mentoring and induction that teachers new to the profession experience, formal programs can benefit from awareness and coordination of the many structures teachers encounter, and which serve as acculturation and socialization experiences. The NETs in the Beyond Novices study all discussed their interactions with colleagues outside of the formal ASD Induction and Mentoring program. Marshall’s experiences with peers outside of school, Sadie’s planning of PD with administration, and Tamara’s conversations with peers in her shared office all impacted the ways in which they experienced their transition to AMS. Acknowledgement and support of informal induction and mentoring experiences can combat individualism through collaborative learning.

**Structure multiple opportunities for collaboration.** NETs at AMS discussed their opportunity and lack of opportunity to meet with colleagues to support student learning and development. Marshall, with significantly more meeting time built into his school day, used his time with colleagues to implement grade-wide changes in building student community
relationships, defining and improving instruction, and creating a more collaborative teaching culture. Sadie and Tamara both shared that they would have liked more opportunities to meet and plan with colleagues. To assume that teachers will find time outside of the school day to collaborate with others is an unsustainable model. In order for collaboration to be part of the school culture, time during the school day is the starting point. Teachers need professional development and models of how to tackle problems of practice with a group rather than in isolation. A focus on building professional social capital could allow teachers to leverage their skills and talents with others in the larger team, divide the tasks required to research and study problems and their solutions, and to receive feedback and support as new solutions are explored (DuFour, et al., 2008). Marshall and his mentor, having the most time built into their schedules for collaboration, created a more learner-centered, problem-based, approach to science instruction founded on the latest science standards. While Sadie and Tamara had ideas for system improvements and did make changes in the ways AMS addressed the needs of struggling learners and supported student musicianship, they both faced frustrations over lack of time to work with other professionals to effect change on a larger scale. Greater opportunity for collaboration in schools would work against individualism (performing teaching in isolation from other teachers).

Incorporate and support opportunities for building social connections. In addition to formal and informal collaboration opportunities embedded within the school day, AMS’s NETs all referenced social events held outside of the school day. Marshall helped to organize an informal after-school get together early in the school year and an unprecedented two-thirds of the school faculty attended, crossing lines of content and grade-level teams. He mentioned how this event alone helped him to get to know several new faculty members he had not met until that
Beyond Novices

point. Tamara mentioned a party held before school began which invited all teachers new to the faculty along with the eighth grade team. She said she had other commitments and could not attend, but just the invitation made her feel welcomed to her new school. Sadie said she would have liked to attend more school social events, but her family responsibilities made after school attendance difficult. Even so, she recognized that this would have been a perfect time to connect with other faculty members and did rearrange schedules to attend the end of the year mentor and mentee celebration.

Social events may seem like a frivolous use of time. Teachers are busy people in school and have life demands that may prohibit them from attending events with peers who may or may not share the same interests or priorities. However, based on the Beyond Novices case study, without prompting, all participants acknowledged the power to be found in building friendships at work. These can serve as a foundation for stronger collaborative practice and help to build connections and trust between colleagues. As an additional benefit, social events can help welcome new faculty into the existing organization and allow them to get to know a broader array of teachers than they may see on a daily basis through their roles in the school. These informal experiences can build the relationships that encourage teachers to seek out collaborations in schools.

**Novices vs. NETs.** How are the recommendations of the Beyond Novices study different from what novices need? In many ways, professional development, resource access, teacher leadership opportunities, induction and mentoring, program review, and collaboration are a part of the larger research base that defines practices of effective schools (DuFour et al., 2008; Danielson, 2006; Guskey, 2009; Shulman & Shulman, 2008; Webster-Wright, 2009). The recommendations from the Beyond Novices study for induction and mentoring of NETs are
echoed in the literature in supporting teachers new to the profession as well as much of the literature on best practices in professional development for veteran faculty (DuFour et al., 2008; Guskey, 2009; Shulman & Shulman, 2008; Webster-Wright, 2009). Within this larger frame of reference, how are the needs of NETs unique?

Teachers with experience differ from novices in that they have more expertise. Expert teachers practice with a more complex skill set, know more, have more sophisticated structures of knowledge, and can solve problems novel to the field (Bereiter & Scardamalia, 1986). Induction and mentoring programs for NETs need to acknowledge and honor NETs personal and decisional capital while providing the resources to support them through their transition to a new setting. Programs designed with only the novice in mind can provide resources and support but may not offer the flexibility or the necessary level of professional development appropriate for a teacher that has developed his or her practice in another school.

Development of expertise in teaching happens over time (Feiman-Nemser, 2001), however, and NETs transitioning to new schools are likely to be at different stages of their development of pedagogical content knowledge (Shulman, 1986) and professional practice (Danielson, 2006). Assumptions that experience elsewhere is enough to get NETs through their transition without induction or mentoring won’t provide the support to help NETs thrive in a new setting. By building awareness of formal and informal systems of support for veteran and new faculty, school districts can help all of their teachers to develop and utilize their individual and collective professional capital to better serve students.

This study’s recommendation for professional development for all faculty in mentoring and collaborative practices was based on the NETs of Beyond Novices experiences. Induction and mentoring experiences took place in formal program and meeting times, but more
socialization happened informally, through meetings with departments, teams, and committees. By acknowledging and supporting all teachers as mentors and as collaborative educators, school districts can better support working relationships designed to review, reflect on, study, and strengthen instructional practices.

The next recommendation of providing NETs access to resources as an early stage of induction is important for any educator new to the district. NETs are likely to begin planning for instruction and reflecting on past practice if they can know curriculum, textbooks, community and administrative expectations before beginning the school year. By making these resources and school policies available publicly, other populations can benefit including current teachers, parents of students, and other schools.

Promoting opportunities for teacher leadership is important for all levels of practitioners. Teacher leadership is a concept supported by the need for a collaborative problem-solving approach to building more responsive schools due to growing complexity of the needs of students and of the practice of teaching and learning (Danielson, 2006; Johnson, 2012; Tschannen-Moran, 2009). By including teacher leadership opportunities as a part of the induction and mentoring of NETs, schools can formally recognize and celebrate the knowledge and expertise NETs bring from their previous settings. Novices should also be socialized into the system of teacher leadership but are less likely to have developed their practice or personal and decisional capital than a teacher with experience at a different school.

Building time for NETs to meet with their colleagues during the school day was another recommendation made based on the Beyond Novices participants’ experiences. A collaborative approach to instruction can benefit all teachers. Collaboration and specifically, the practice of Professional Learning Communities as a way to solve problems of practice, gives teachers more
autonomy in leading improvements in teaching and learning (DuFour et al., 2008; Hadar & Brody, 2010; Levine, 2010; Musanti & Pence, 2010). In addition these benefits, collaborative structures provide NETs an avenue to share their own ideas about teaching and learning with veterans and can help NETs to build connections into the culture of the school more readily when time to meet is often and regular.

From a critical perspective, NETs could be considered a marginalized population in schools. The infrastructure and culture of schools has been studied as facilitators and barriers to effective practice for teachers at all levels of experience (Achinstein, 2002; Anderson, 2010; Anderson-Levitt, 1987; Edgar & Warren, 1969; Fantilli & McDougall, 2009; Jurasaite-Harbison & Rex, 2010; Kelchtermans & Ballet, 2002; Lortie, 1975; Lujan & Day, 2010; Tavares-Silva & Pessanha, 2012; Zeichner & Gore, 1989). Specifically for NETs, there is a lack of formal induction, mentoring, or other institutional supports for teachers transitioning between schools due to an assumption that they already have the expertise on how to teach. Being an educator requires more skills beyond instruction in the classroom, however. Teachers must also navigate the external expectations from state and local policies, community norms, and build working relationships with colleagues. Schools differ in their culture and infrastructure as well as their student populations.

The recommendations for induction and mentoring for NETs reflect best practices in effective schools but also ensure that NETs are recognized for their personal and decisional capital while supported as they adjust to a new environment with different rules and ways of doing school. NETs are assets in that they bring ideas from outside and a fresh perspective on the infrastructure of their new schools. By assuming that NETs can transition without support leaves districts with a missed opportunity for escaping the conservatism, presentism, and
individualism that is typical of school structures (Lortie, 1975) and may increase the risk of higher turnover due to job dissatisfaction if NETs fail to connect with their new setting (Alhija & Fresko, 2010; Ingersoll & Strong, 2011; Marlow, 2009; Skaalvik & Skaalvik, 2011).

**Recommendations for Future Research**

The Beyond Novices study explored the perceptions of teachers changing schools mid-career and their transition to a different school including their participation in an induction and mentoring program. As few studies exist exploring how induction and mentoring can support the transition of mid-career teachers, additional studies in this area would be helpful to add to the burgeoning research. There is a need to explore the most effective ways to support teachers who change schools in order to get them through a sometimes unexpected implementation dip (Fullan, 1990) and to ensure they feel welcome and supported in their new placement. Additionally, the research should be from an interpretive (including the voice of all stakeholders, but especially those experiencing the transition) or critical (revealing the barriers that negatively impact teacher transition) paradigm in order to effect change (Zeichner & Gore, 1989). Some suggestions for future research include:

- A longitudinal study following the development of teachers as they participate in mentoring after a volunteer change in assignment.
- A study exploring strategies and components of successful mentoring programs specifically designed for previously successful teachers with experience.
- Development and study of tools and resources currently used to promote collaboration in schools as they impact teachers changing schools or roles.
While the Beyond Novices study shared the perceptions of three middle school teachers and their transition and mentoring experiences, it would be helpful to gain specific data on the effectiveness of particular induction and mentoring program models and components for NETs.

**Conclusion**

The Beyond Novices study examined the perceptions of teachers transitioning to new settings and their responses to participating in programs typically engaged in by new practitioners. While at first, some participants questioned their participation in induction and mentoring activities as established professionals and leaders in their fields, they all came to see the benefits of working in a collaborative environment, and having clear times set aside for goal setting and reflection. Access to at least one mentor assigned to answer questions and to discuss problems of practice as well and better understand and translate the local culture and expectations became a part of each NETs successful transition. Additionally, by viewing educators and schools through the lens of professional capital (Hargreaves & Fullan, 2013), districts can better create systems of support for NETs both in their transition and in promoting their leadership to bring outside ideas to the organization.

A critical view of induction and mentoring recognizes NETs as individuals needing support and as agents of change and renewal capable of combatting conservatism, presentism, and individualism in the schools they join (Lortie, 1975). Though the current literature in this area is limited, this study has generated questions about how to best serve the needs of teachers in transition to new roles and/or new schools who are “beyond novices”.
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Appendices

Appendix A: Email to Participants

Subject: Interview Regarding the Induction and Mentoring Program

Dear [Participant],

I am currently conducting my dissertation research examining the effectiveness and impact of the Induction and Mentoring Program. I was wondering if you would be willing to be interviewed, at a time and place convenient to you, as part of my research. The interview should take approximately thirty minutes.

Through this research, I am looking to answer the following questions:

● How does induction and mentoring at [ASD] differ from previous experiences of new-experienced teachers?
● What elements of the induction and mentoring program were useful (or not useful) to new-experienced teachers at [ASD]?
● How could the induction and mentoring program at [ASD] be improved to make it more effective for new-experienced teachers?

Before you agree to the interview I can confirm that:

● With your permission, the interview will be recorded.
● Your anonymity will be maintained and no comments will be ascribed to you by name in any written document or verbal presentation. Nor will any data be used from the interview that might identify you to a third party.
● You are free to withdraw from the research at any time and/or request that your transcript not be used.
● I will contact you once during and at the end of the analysis process to ensure that my findings are an accurate representation of your experience.

I sincerely hope that you will be able to help me with my research. If you have any queries concerning the nature of the research or are unclear about the extent of your involvement in it, please contact me at givenk@uc.edu or call 513-608-7173.

Finally, thank you for taking the time to consider my request and I look forward to your reply.

Sincerely,
Kim Given
Appendix B: Beyond Novices Background Survey

1. Where did you complete your teacher education program?
2. Where did you student teach?
3. How many years have you taught (not including this year):
   - 0-4
   - 5-9
   - 10-14
   - 15-19
   - 20-24
   - 25 or more

4. Please list the schools/districts where you have taught and your main role at these schools.
5. Did you participate in a formal induction program your first year of teaching (formal induction may have included meetings specifically for new teachers, experiences designed for new teachers)
   - Yes
   - No
   - Other:

6. Were you assigned a mentor in your first year of teaching?
   - Yes
   - No
   - Other:

7. If you answered yes to having a mentor, how would you describe your relationship with your mentor?
8. Did your mentor offer any of the following (Check all that apply):
   - Emotional support (listening to your concerns, offering supportive comments, offering suggestions and advice)
   - Specific instruction on school functions (location of resources, how to get a sub, how to fill out report cards for students)
   - Specific instruction on teaching methods or strategies (providing additional curricular materials, modeling lessons, discussion problems of practice).
   - Other:

9. Were there ample opportunities for you to develop in your classroom practice as a teacher in your previous location(s)?
   - Yes
   - No
   - Other:

10. In your opinion, what could have improved your opportunities to develop your classroom practice as a teacher?
11. How well did you feel you “fit in” at your previous school (Check all that apply)?
   - For the most part, I felt valued by parents of my students
● For the most part, I felt valued by my students
● For the most part, I felt valued by my peers
● For the most part, I felt valued by my administrators
● Other:

12. How much/in what ways did you contribute to the developing the culture at your previous school (Check all that apply)?
   ● I believe I impacted the ways in which my school worked with students
   ● I believe I impacted the ways in which my school worked with parents and the community
   ● I believe I impacted the ways in which teachers worked with other teachers
   ● I believe I impacted the ways in which teachers worked with administrators
   ● Other:

13. How much did the previous culture at your school contribute to your decision to change schools?
14. What other factors contributed to your decision to change schools?
15. What aspects of your previous school did you most identify with?
   ● I believed in and supported how my school worked with students
   ● I believed in and supported how my school worked with parents and the community
   ● I believed in and supported how my school encouraged teachers to work with one another
   ● I believed in and supported how my school administration worked with teachers
   ● Other:

16. Were you considered a teacher leader in your previous school?
   ● Yes
   ● To some degree
   ● No
   ● Other:

17. What other thoughts do you want to share in relation to your transition from your previous school to American School District?
Appendix C: Adult Consent Form for Research

University of Cincinnati
Department: CECH - Curriculum and Instruction
Principal Investigator: Kim Given
Faculty Advisor: Shelly Harkness

Title of Study: Beyond Novices: Socialization of Teachers with Experience into a New School

Introduction: You are being asked to take part in a research study. Please read this paper carefully and ask questions about anything that you do not understand.

Who is doing this research study? The person in charge of this research study is Kim Given of the University of Cincinnati (UC), Department of Curriculum and Instruction.

What is the purpose of this research study? The purpose of this research study is to capture the perceptions of teachers changing schools mid-career and to determine if induction and mentoring impact these experiences.

Who will be in this research study? Teachers new to [American] Schools who have at least five years of teaching experience from another district are eligible for this study.

What will you be asked to do in this research study, and how long will it take?
You will be asked to:
- Permit the use of documents generated as a part of the [ASD] Mentoring Program such as goal setting documents.
- Permit the use of employment history records on file with the [ASD] Board Office
- Take an online survey that will likely require between 15-20 minutes to complete
- Participate in a series of three to four interviews regarding your previous experiences as a teacher in other settings and your opinions on the usefulness of the current induction and mentoring program in place as well as ideas for improvement for teachers coming to [American] with experience. Each interview will take approximately 30 minutes. These interviews will be spaced out at regular intervals through the remainder of the school year. The final interview will take place in May 2015.

Are there any risks to being in this research study? There are no risks to participating in this research study. You may choose to withdraw at any time without penalty. This study is independent of your employment at [ASD] and the Mentoring Program in which you are currently participating.

Are there any benefits from being in this research study? While there are no direct benefits to you from participating in this study, you may have the benefit of reflection on your educational and professional experiences.

What will you get because of being in this research study? There are no incentives being offered for participation.
**Do you have choices about taking part in this research study?** If you do not want to take part in this research study you may decline to participate. Participation in this study is not required nor will your choice to participate or not participate impact your participation in the mentoring program or employment at [ASD].

**How will your research information be kept confidential?** Information about you will be kept private by assigning a pseudonym of your choosing to your information. Additionally, the raw data will only be accessible by the PI and her dissertation committee. Electronic data will be kept under password protection on a computer kept in a locked room to which only the PI will have access. Paper data will be kept in a locked filing cabinet to which only the PI will have access.

Your information will be kept confidential for the duration of the dissertation process. Upon successful defense of the dissertation, data will be stripped of any identifying characteristics and archived by the pseudonym you chose. Agents of the University of Cincinnati may inspect study records for audit or quality assurance purposes.

**What are your legal rights in this research study?** Nothing in this consent form waives any legal rights you may have. This consent form also does not release the investigator, the institution, or its agents from liability for negligence.

**What if you have questions about this research study?** If you have any questions or concerns about this research study, you should contact Kim Given at givenk@uc.edu. Alternatively, you may contact my research advisor, Shelly Harkness, by calling 513-556-3743 or by email shelly.harkness@uc.edu.

The UC Institutional Review Board reviews all research projects that involve human participants to be sure the rights and welfare of participants are protected. If you have questions about your rights as a participant or complaints about the study, you may contact the UC IRB at (513) 558-5259. Or, you may call the UC Research Compliance Hotline at (800) 889-1547, or write to the IRB, 300 University Hall, ML 0567, 51 Goodman Drive, Cincinnati, OH 45221-0567, or email the IRB office at irb@ucmail.uc.edu.

**Do you HAVE to take part in this research study?** No one has to be in this research study. Refusing to take part will NOT cause any penalty or loss of benefits that you would otherwise have. Participation in this study is not required nor will your choice to participate or not participate impact your participation in the mentoring program or employment at [ASD]. You may start and then change your mind and stop at any time. To stop being in the study, you should tell the PI at your earliest convenience.

**Agreement:**
I have read this information and have received answers to any questions I asked. I give my consent to participate in this research study. I will receive a copy of this signed and dated consent form to keep. With your consent, interviews will be audio recorded. Please initial if you agree to be recorded: ______________
Appendix D: Interview Questions

Teacher Identity

- Please share a little about who you see yourself as a teacher.
- When you think about yourself as a teacher, what do you think some of your strengths are?
- What changes, if any, do you envision for your practice? Why do you want to make these changes?
- When you think about your experience in your previous school(s) in what ways did you “fit in” or not “fit in”?
- What are/were some of the reasons that led you to change schools?
- How are you currently feeling about your decision to change schools?
- What other insights or thoughts would you like to share about your transition to American School District (ASD)?
- What other questions did you want to answer in the survey?

Supports and Adjustment to Transition

- What kinds of supports were in place when you began working at your last school (Peers, Mentors, Professional Development, Other)?
- What kinds of supports have you relied upon in your first months at ASD?
- Have there been situations where you were surprised by an expectation at ASD? Tell me more about these.
- Now that you have had some time to work at ASD, how do you feel about your choice to move here?
- Compared with your last school, what elements have been most challenging in coming to ASD (building peer relationships, establishing reputation with students/community/peers/admin, infrastructural issues-processes for obtaining materials, using technology, understanding expectations for systems, etc.)?
- How are things going in your teaching practice this year? Do you feel like you are still working on (insert goals listed from Round I)
- What other insights or thoughts would you like to share about your transition to ASD?
Socialization

- In what ways do you feel a part of ASD?
- In what ways have the other teachers at American helped you to feel welcome here at ASD?
- When we last spoke, you mentioned that these reasons (share quotes from earlier interview responses) were what led you to change schools. Do you still agree with these reasons? (member-checking for accuracy of tone and text of last interview transcript)
- When we last spoke, you mentioned that these were some of your strengths as a teacher (share quotes from earlier interview responses). Do you still agree with these? Do you have others you would like to talk about or additional ones you have developed while here?
- Do you feel like your strengths as a teacher have been utilized at ASD? Tell me more about this.
- In what ways have you impacted the culture (relationships with parents, students, other teachers, administrators; the ways in which we “do school - practices and processes) at ASD?
- In what ways has the culture at ASD impacted you or your teaching?
- In what ways has participation in induction and mentoring impacted your transition to ASD?
- What other supports would you suggest for future teachers coming to work at ASD?
- What other insights or thoughts would you like to share about your transition to ASD?

Reflections and Change

- When we met earlier, you mentioned that these elements helped to define you in your role as a teacher (quotes from earlier interview responses). Do you still agree with these? Are there elements you feel have changed or added? Tell me more about how your thoughts on you as a teacher have or have not changed over the course of this year.
- What, if anything, has changed about your practice (the ways in which you perform your role as teacher, communication with students or parents, instructional practices, other) this year?
- What would you like to work on next in your practice?
• In what ways might this goal be related to your time teaching in a different school this year?
• How are you currently feeling about your decision to change schools (share quotes from earlier interview responses)?
• What thoughts do you have about the supports in place for you at ASD (Mentor, mentoring program, induction activities, team meetings, other)?
• What other insights or thoughts would you like to share about your transition to ASD?
Appendix E: Sample Mentoring Program Plan

DIY Mentoring Program

Mentee Name: Name Redacted
Role: HS Science
Mentor Name: Name Redacted
Role: HS Science

Needs Assessment - Choose a tool or use your own measure:
- Danielson Rubric Review
- Marzano Checklist
- ODE Resident Educator Reflection Tool
- Other? - Please list/attach

Needs Assessment Results - How can these areas help you to focus your work for this year?

Smart Goals:
- Mentee: Implement Technology, Increase Inquiry, Focus on Danielson
- Mentor: Improve AP free response,

SLOs or other related performance-based goals:
- Mentee: Continue with Danielson
- Mentor: Continue with Danielson

Professional Development Areas of Focus - What is most important for you to work on this year? How can you leverage your mentor/mentee partnership to further your learning?
- Student Work Analysis
- Common Assessment Alignment
- Common Core Curriculum Development
- Student Relationship Development
- Differentiation of Instruction
- Student Data Analysis and Planning
- Program Growth and Development
- Other Danielson Rubric Areas
- Other? Complete Danielson Rubric Areas

Action Plan - What tasks will you and your partner accomplish each month?
Review segments of Danielson, Differentiate Danielson levels, Develop Parent Contacts,

Progress - How is your work impacting students? Updates will be shared in our mentoring sessions.

Ensuring that I will be a complete teacher for all students. Ensuring that the classroom is safe and inviting for all students. In addition, all students are provided an opportunity to grow and improve. Keeping effective communication through blackboard and conferences.
Appendix F: Sample of Document Shared in Place of Mentoring Plan

Mr. Smith’s Eighth Grade Science Class Weekly Plans

March 9th-13th, 2015

Monday- DIY Experiment over Gravitational Potential Energy Pt. I

Tuesday- DIY Experiment over Gravitational Potential Energy Pt. II. Wrap-up and Discuss.

Wednesday- Begin Presentations over Quarter Projects. Energy Pie Chart Discussion/Powepoint.

Thursday- Chemistry in a Bag Chemical Potential Activity/Demonstration?

Friday- Wrap-up Chemistry in a Bag. Conclude CS#3?

Disclaimer: Due to Time Constraints AND my Big Mouth...plans are subject to change at a moment’s notice.
### Appendix G: Interview Typological Codes and Meanings

<table>
<thead>
<tr>
<th>What am I going to call it?</th>
<th>How am I going to define it?</th>
<th>How am I going to recognize it?</th>
<th>What do I want to exclude?</th>
<th>What is an example?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Identity</td>
<td>Actions and reflections based on sense of self as a teacher</td>
<td>Statements about purposeful choice in belief or practice related to teaching and learning</td>
<td>References to outside attributions as reasons for action vs. internal motivation</td>
<td>I think pedagogically, I have a really strong foundation in music performance so that was my background and then so I don't let little things slide before they become big (Tamara).</td>
</tr>
<tr>
<td>Transition</td>
<td>Actions and reflections based on change between schools</td>
<td>Ideas dealing with change</td>
<td>Reflections not attributable to changing teaching locations</td>
<td>I think I sort of reinvented myself this year, being new, it definitely gave me the opportunity to figure out what I did best and how to bring it here and kind of drop off anything that I didn't really like that kind of you had to do, it was the system and what was great about here is I feel like they really allowed me to change (Sadie).</td>
</tr>
<tr>
<td>Supports</td>
<td>Thoughts and reflections on supports - positive or lack of</td>
<td>Comments using the term support or referring to systems and people in place that were useful in transition and teaching</td>
<td>Ideas that can be categorized as general culture - these should be specific</td>
<td>Well, [the AP] has been amazing. I truly feel both [the AP and the principal], and [the district special education chair] have kind of had to be my support system and because I am so out of touch with the staff here and they really have answered all of my questions and have been supportive of different things I’ve wanted to roll out (Sadie).</td>
</tr>
<tr>
<td>Socialization</td>
<td>Thoughts and reflections linked to learning the way to be a teacher in a certain culture or setting</td>
<td>Comments referring to events and situations assisting or deterring &quot;fitting in&quot; to culture of building OR actions that change ways of doing in the current or past settings</td>
<td>Ideas that can be categorized as infrastructure rather than about the people, or ideas related strictly to culture in existence rather than socialization into the existing culture/changing current culture (active)</td>
<td>The first couple weeks, just those not that doors were slammed in my face but, me being animated and just the person I am, a lot to of what the heck is this kid up to, what is he doing. It's not in a threatening way either, I think that people have grown to learn, it's just me being myself and trying to get the kids enthused and involved they're on board, but again, a lot of guarded looks, which I made a point of being an instructional leader in my former building (Marshall).</td>
</tr>
</tbody>
</table>
**Appendix H: Interview Inductive Codes and Meanings**

<table>
<thead>
<tr>
<th>What am I going to call it?</th>
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<th>What do I want to exclude?</th>
<th>What is an example?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>People with official leadership titles in schools including Principal, Assistant Principal, Superintendent, Pupil Personnel Director, etc.</td>
<td>Comments referring to people in these roles impacting some aspect of NET experience</td>
<td>She's been great about listening; too, I mean that has been a huge positive of coming here. The administration is awesome and I hope people realize how lucky they are because I couldn't even, coming from a big school I couldn't even find my administrators on any given day and I feel like I can walk up there and they're so visible in there and that the door is always open to listen to new ideas and I loved my administrators but it was just, they just weren’t around.</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>Actions and reactions involving working with colleagues</td>
<td>Comments referring to interactions or the lack of interactions between colleagues to better serve students</td>
<td>Discussion or interaction that qualifies more clearly under relationship building</td>
<td>Even in light of our crazy schedule right now, I still (1:24), the time for planning, and collaborative planning is so helpful. I do feel like I have that time to bounce ideas off colleagues.</td>
</tr>
<tr>
<td>Culture</td>
<td>Thoughts and reflections linked to the culture of the building - this is the way we work &quot;here&quot;</td>
<td>Comments referring to terms, practices, or ways of doing that are unique to a setting</td>
<td>Ideas that can be categorized as infrastructure rather than about the people</td>
<td>I mean that has been a huge positive of coming here. The administration is awesome and I hope people realize how lucky they are because I couldn't even, coming from a big school I couldn't even find my administrators on any given day and I feel like I can walk up there and they're so visible in there and that the door is always open to listen to new ideas and I loved my administrators but it was just, they just weren’t around.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Reflections on content, standards, and skills expected based on teacher role</td>
<td>Comments referring to the skills and content standards taught in subject area</td>
<td>Comments referring to pedagogy only or to teaching strategies</td>
<td>New building, new colleagues, new curriculum, starting fresh and just the prospect of having to have that is great and...We’re off to a new unit now and I’m so much more comfortable with just okay, it’s gonna work itself out, it’s gonna engage, we know what we’re doing, and it’s fine (Marshall) .</td>
</tr>
<tr>
<td>Entry year</td>
<td>Reflections on supports related</td>
<td>Comments referring to</td>
<td>Comments referring to</td>
<td>I came in as an entry year teacher so there was a systematic support</td>
</tr>
<tr>
<td>Field</td>
<td>Description</td>
<td>Comments</td>
<td></td>
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<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td>to first year of teaching</td>
<td>mentors and induction</td>
<td>mentors and induction at ASD built in; I had a formal mentor, who also taught music (Tamara).</td>
<td></td>
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</tr>
<tr>
<td>External mandates</td>
<td>References to requirements mandated outside of/in addition to district culture or expectations</td>
<td>But just, that’s underlying pressure, though I’ve been told, “Oh we don’t care about test score, we don't care about test scores.” All I hear about at lunch and in the hallway are “test scores, test scores.” So I have this underlying apprehension (5:10) and expectation that I put on myself, and there’s a side story to this. “Why am I caring about this? I’ve never cared.”</td>
<td></td>
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<tr>
<td>Infrastructure</td>
<td>Systems of the school that can assist or impede teachers in their work</td>
<td>Communication has been different for me this year because of the use of blackboard at the middle school and high school. But it's not used so much at the elementary school and so I’ve relied this year a lot on handing things out and putting things in the homework folder and that doesn't feel reliable to me.</td>
<td></td>
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<tr>
<td>Mentor</td>
<td>References to mentors at ASD</td>
<td>Entry year experiences I’m sure a lot of it depends on your relationship with your mentor as well but it worked for me.</td>
<td></td>
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</tr>
<tr>
<td>Mentor Meeting</td>
<td>References to mentor meetings or other elements of induction program</td>
<td>Entry year experiences It’s also been nice just to have even though it's an extra meeting after school. They’re not really long, it's not so frequent that It's manageable; I guess is what I mean. And its great to just stop for a minute and reflect on you practice.</td>
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<tr>
<td>PD</td>
<td>References to Professional Development</td>
<td>Self-initiated study And what’s hard right there, it that there are things that overlap. I mean even in our So there are things that affect the entire school that are helpful and professionally appropriate. But then, when it becomes so repetitive, the development stops.</td>
<td></td>
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<tr>
<td>Pedagogy</td>
<td>References to Teaching Strategies</td>
<td>Comments about curriculum itself without I think pedagogically, I have a really strong foundation in music performance so that was my background and then so I don't let</td>
<td></td>
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<tr>
<td>relationship building</td>
<td>purposeful actions to connect with other people positively</td>
<td>comments referring to actions about connecting or relationships with faculty, students, or other stakeholders</td>
<td>I’m major-league kid-centered. I have to know my kids very, very well, whole kid picture, not just academics, but where they’re coming from, what they’re bringing to school. So I think I do a good job of that and then I feel like I can better service their needs.</td>
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<tr>
<td>resiliency</td>
<td>perseverance and problem solving through unexpected hurdles as a result of transition or experienced through practice</td>
<td>references to solutions to current issues mentioned</td>
<td>so I just had to figure out another strategy. So now I know for next year, hey when we get those address books and they're a wonderful resource and so, okay, I’ll just put my addresses in. Create an email list group like I always have for the 5th grade. So its just navigating new programs and different ways of communication.</td>
<td></td>
</tr>
<tr>
<td>teacher leadership</td>
<td>initiatives or change initiated by teachers vs. mandated by policy or administration</td>
<td>building of programs, decision making impacting more than one classroom,</td>
<td>my previous administration colleagues consider me a teacher leader who was an agent for change in such a large building. Coming to this Small building, there were a lot of assumptions like Oh, well, he’s done this before or he’s done this. Well, that’s not the case.</td>
<td></td>
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</tbody>
</table>
## Appendix I: Interview Interpretive Codes and Examples

<table>
<thead>
<tr>
<th>Interview</th>
<th>Participant</th>
<th>Interpretive</th>
<th>Example Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Marshall</td>
<td>Adjusting to and planning for lack of systemic supports; Unexpected missing infrastructure</td>
<td>Fast forward now, myself and [my fellow 6th grade science colleague] have spearheaded talking to [ASD's assistant superintendent] - Next week, we’re out to talk textbook adoption and not just textbooks, but resource materials.</td>
</tr>
<tr>
<td>3</td>
<td>Sadie</td>
<td>Collaboration supports our practice and performance</td>
<td>I’ve done some work with both [intervention specialist] at the elementary and [intervention specialist] at the high school, so that’s really helped. [American's district special education leader] made sure I had time to go up there and to go down there, so I could build community with them, where my kids come from there and go to there. So it’s been that’s been pretty good.</td>
</tr>
<tr>
<td>3</td>
<td>Tamara</td>
<td>Collaboration supports socialization</td>
<td>I feel especially with my colleagues in the music department, maybe because we share space, but that's allowed for a lot of collaboration and just informal conversation and professional dialogue to happen so that’s probably my strongest connection.</td>
</tr>
<tr>
<td>2</td>
<td>Sadie</td>
<td>Induction and mentoring for EYT is required.</td>
<td>I was a first year teacher so I had new teacher academy and I had a full year of a mentor program.</td>
</tr>
<tr>
<td>1</td>
<td>Sadie</td>
<td>Lack of time in schedule to meet with other adults impacts relationship building.</td>
<td>I would say I am glad I made the decision I have tough days you know when I came back from Christmas break, I’m like I don’t know anybody, you know no one asked me “How was your break?” Cause I don’t know I don’t have like a peer group yet.</td>
</tr>
<tr>
<td>2</td>
<td>Sadie</td>
<td>NETs are looking for schools to grow into with high expectations.</td>
<td>No, I think I expected this school. I think when I left [my previous district], I told [ASD's assistant superintendent], I said I would have never left [my previous district] unless I felt like I was going to a place that has have very high expectations and I do think that’s the case here so I would say, no, I’ve been pretty good in that manner.</td>
</tr>
<tr>
<td>3</td>
<td>Marshall</td>
<td>NETs come ready to lead and may have different skill sets than the previous teacher in that position.</td>
<td>(How are you a part of [ASD]?) I was put on the leadership team. Cart before the horse part deal. I had no idea the schedule was or the population of students but I was given that voice. I’ve used that voice, hopefully for the betterment of the eighth grade. As a valued opinion based on my previous experience. Across the board, fully immersed, in the culture of [ASD], for better or for worse, so I’ll take it.</td>
</tr>
<tr>
<td>4</td>
<td>Tamara</td>
<td>NETs come with ideas and beliefs about instruction and learning.</td>
<td>So I think I’ve already started really planning for next year and thinking how I can best sequence and adjust the pacing of certain skills. It’s kind of that reflective practice, just adjusting and tweaking.</td>
</tr>
<tr>
<td>3</td>
<td>Tamara</td>
<td>NETs find mentor meetings useful.</td>
<td>I really appreciated the flexibility of the plan. There was definitely a plan in place, but if we went off on a tangent, you weren’t there with like a ruler to slap our hands. Cause that, just, initiated some really interesting dialogue, that was great.</td>
</tr>
<tr>
<td>3</td>
<td>Marshall</td>
<td>NETs require time to build awareness and comfort with new culture</td>
<td>Building politics 101. (10:36) Lay it out. And these are the challenges, the intangibles that we will never get in an interview.</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Comment</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sadie</td>
<td>PLCs can help promote leadership among NETs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I think, umm, the PLC has been really helpful in making me feel like I have a voice. and a part of a community.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Tamara</td>
<td>Positive school culture benefits NETs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>I feel like I can bounce ideas off of colleagues yet I have my own independence and my own space. I have felt incredibly supported at every level of administration from the building a level to district level. I feel like there is a culture of wanting teachers to be successful and that is refreshing.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Marshall</td>
<td>Small schools can enhance collaboration opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>That’s why I came. And not only do we address deforestation now, at [ASD], I’ve got a co-taught classroom with Toni Roark and we can get into literature based on deforestation, we can take it a step further, getting into the Common Core standards that were already established that hook into science. All around the word deforestation.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Tamara</td>
<td>Time and teaching load impacts creativity in instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>One of the challenges I had the previous school was time to be creative, like time to create engaging lessons to experiment. It kind of began to feel like a rat race because I had so many different preps which is normal, but I also had 6 bells a day to plan so I felt like when we made the transition from 5 to 6 files that I was just surviving and I lost my creativity.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tamara</td>
<td>Transition brings unexpected change and the need to adapt. Teachers forget what it means to be “new”.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>The most difficult for me was reestablishing - Relationship Building with students and families because I left a job where I was all the kids ever knew. And I had kids for 6 or 7 years. That piece was most difficult. I forgot, that long process of building trust on many levels.</td>
<td></td>
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</tbody>
</table>
# Appendix J: Sample of Transcript Coding Matrix

<table>
<thead>
<tr>
<th>Interview</th>
<th>Participant</th>
<th>Typological</th>
<th>Inductive</th>
<th>Interpretive</th>
<th>Notable Quotes</th>
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<tbody>
<tr>
<td>2</td>
<td>Marshall</td>
<td>Supports</td>
<td>Admin</td>
<td>Adjusting to and planning for lack of systemic supports; Unexpected missing infrastructure</td>
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<td>Tamara</td>
<td>Teacher Identity</td>
<td>Pedagogy</td>
<td>NETs come with ideas and beliefs about instruction and learning.</td>
<td>So I think I’ve already started really planning for next year and thinking how I can best sequence and adjust the pacing of certain skills. It’s kind of that reflective practice, just adjusting and tweaking.</td>
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<tr>
<td>4</td>
<td>Marshall</td>
<td>Teacher Identity</td>
<td>Pedagogy</td>
<td>NETs come with ideas and beliefs about instruction and learning.</td>
<td>Yeah, mastering instruction. Multiple times, multiple ways. And that comes with teaching A new curriculum. I am so enthusiastic to really own my craft, which in my previous position with 10 years teaching the same thing with 8 other people teaching it to a scripted methodology that I really didn’t subscribe to. Now I have control, I can do whatever I want, however I want..</td>
</tr>
<tr>
<td>3</td>
<td>Sadie</td>
<td>Supports</td>
<td>Teacher Leadership</td>
<td>PLCs can help promote leadership among NETs</td>
<td>I think, umm, the PLC has been really helpful in making me feel like I have a voice and a part of a community.</td>
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