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Of

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DOCTOR OF EDUCATION

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ABSTRACT

NEW TEACHERS' PERCEPTION OF A MENTORING PROGRAM IN A LARGE URBAN SCHOOL DISTRICT IN OHIO

by

Esteler Keng. Nju

This study sought to explore the perceived effectiveness of a teacher mentoring program in a large urban school district in Ohio. A total of 153 new teachers who were enrolled in the district's residency mentoring program were surveyed about the program's effectiveness and general demographic information within their first five years of teaching. Furthermore, 10 survey respondents volunteered to be interviewed, with five randomly chosen for the study. The results of this study were intended to provide insight into how teacher mentoring programs can help reduce the rate of new teachers leaving the profession, which has increased by 50% in the last decade, as well as the rate of experienced teachers going, which is over 20%. Half of all new teachers are gone within five years, leaving districts and states to invest heavily in recruiting, hiring, and retaining new teachers to combat this growing issue. Over the past decade, the number of new teachers leaving their profession has increased by more than 20% nationally. Many new teachers leave the profession within the first three years, and half are gone within five years. To address this issue, billions of dollars are spent by districts and states to recruit, hire, and retain new teachers. The research was conducted to understand how new teachers feel about their mentoring program in a large urban school district. The opinions of these teachers were examined to explore the program's effectiveness, given the significant investments districts and states have made in recruiting, hiring, and retaining them. This research utilized Bandura's social cognitive theory, sociocultural theory, and Knowles's adult learning theory to explore how new teachers viewed the benefits and drawbacks of their mentoring program, the strategies employed, and what modifications could be made to enhance it. Through surveys, interviews, and transcripts, the research found that having a mentor, more structure, collaboration, and support were all essential to the participants. The data was used to make some recommendations for the existing program. The aim was to support new teachers in their professional transition and ensure their longevity by offering mentoring programs that provide professional development, structure, and collaboration.

NEW TEACHERS' PERCEPTION OF A MENTORING PROGRAM IN A LARGE URBAN
SCHOOL DISTRICT IN OHIO

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DEDICATION

This Educational Leadership journey has been long and arduous. However, I could not have made it to the end without my family's unwavering love and support. I am immensely grateful to my husband, Dramane Konate, and our three children, Patrick, David, and Aisha Afor Konate, for being my inspiration and motivation throughout this journey. I am also thankful for the love and support of my late father, Nju Godlove Masin, who instilled in me a deep appreciation for learning and the belief that anything is possible with faith and determination. This accomplishment is even more special because I have a family to share it with. I dedicate this project study to them with all my love and appreciation.

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CHAPTER 1: INTRODUCTION

School districts across the United States increasingly recognize the value of ongoing learning and development for their employees. With the influx of new teachers entering the teaching field, policymakers and educators have been working hard to find ways to provide them with the best possible support. The Covid-19 pandemic has further highlighted educational structural issues, making it even more evident that continuous learning is essential for success. As such, school districts strive to create learning opportunities to help their employees stay current.

The results of the first annual Merrimack College Teacher Survey (Kurtz, 2022) have been released, and the findings are concerning. The survey revealed that teacher satisfaction rates have plummeted to an all-time low. This is likely due to educators' immense challenges in the wake of the global pandemic and the resurfacing of long-standing cultural issues in schools. These issues have created an environment of uncertainty and stress for teachers, leading to decreased job satisfaction. The teaching profession has become increasingly unstable, with a disproportionately high attrition rate among new teachers with five or fewer years of experience (Ingersoll et al., 2014). This alarming trend has devastated school culture, teacher retention, and student achievement, particularly in schools that serve low-performing and African American students (Ingersoll & Strong, 2011). The consequences of perpetual teacher turnover are far-reaching. They can include a lack of continuity in instruction and a decrease in morale among teachers in the first five years of teaching.

It is well-documented that new teachers often enter the profession with enthusiasm and optimism, only to find that the demands of education can be overwhelming (Alexander & Alexander, 2012). Unfortunately, these new teachers can face various problems that can significantly impact their ability to continue teaching (Steinke & Putnam, 2011). Teachers who have recently graduated from university or college preparation programs in school districts nationwide need help, particularly in the first five years of their teaching assignments. (Darling-Hammond, 2010). Teacher attrition at a school can be incredibly disruptive and create an atmosphere of instability that can harm student achievement. This is especially true when students are forced to adjust to new teachers and classmates regularly. When students constantly must adapt to new people and new routines, it can be difficult for them to focus on their studies and make progress in their academic pursuits. Furthermore, the lack of continuity in the

classroom can lead to decreased morale among students and teachers (Curtis, 2012). This research study explored new teachers' difficulties and issues during their first five years of teaching.

New Teacher Challenges & Attrition

The challenges new teachers face and the complexity of teaching in schools is well documented in the literature (Hughes, 2012). New teachers often struggle to adjust to their new profession's demands and unrealistic expectations (Cook, 2012; Kutsyuruba, 2012). Cook (2012) notes that these teachers are often overwhelmed by the expectations of teaching and managing students, handling unfamiliar practices and procedures, and learning district curriculum and standard expectations. Teaching has long been considered a solitary endeavor (Ingersoll, 2012). Kutsyuruba (2012) described the first year of teaching as a "make or break time" (p. 236). Ingersoll (2012) noted that teachers are often placed in the most challenging and difficult classroom and school assignments when hired by a school district. Arends and Kilcher (2010) and Carver and Feiman-Nemser (2009) highlighted teachers' struggles during their initial years of teaching. Despite this, many new teachers lack the support structures provided by local schools and districts that would help them transition to and remain in the field of education, leading to a high attrition rate. The challenges inexperienced teachers face is undeniable in today's high-stakes testing environment and the increasing public focus on teacher accountability.

The last two years have been fraught for teachers as their profession has consistently attracted public attention due to political and cultural battles over pandemic-related policies on masking, vaccines, and new laws curtailing instruction related to race, racism, and gender (Kurtz, 2022). Results from the first annual Merrimack College Teacher Survey paint a stark picture; 44% of teachers responded that they were "likely to leave the profession in the next 2 years," and 44% reported being "treated like professionals by the public." A mere 12% reported being "very satisfied" with their jobs (Kurtz, 2022, n.p.). Nationwide, 44% of new teachers leave the field in the first five years, with 50% of those teachers identifying as belonging to a minority (Ingersoll et al., 2013). These numbers are even more significant in districts with a high poverty rate. Attrition rates of this magnitude cost districts two billion dollars annually and significantly negatively impact student achievement (Ingersoll et al., 2014), especially in districts with high minority enrollment (Loeb et al., 2013). Ohio has not been immune to the teacher attrition crisis.

47% of new Ohio teachers leave the profession within five years (Ohio Department of Education [ODE], 2020). Teacher attrition also remains high, at 10% annually, among new teachers in the urban school district in Ohio, where this study took place.

The cost of teacher attrition in Ohio is staggering (Ingersoll, 2011). The state loses up to $62 million annually, and the impact on school districts is even more significant. When schools must spend a large portion of their budget on recruiting and training new teachers, they cannot allocate funds to other areas essential for teacher development, such as mentoring programs. These programs are essential for veteran and new teachers, as they provide support and guidance in areas of need. (Curtis, 2012). New teachers cited various reasons for their permanent departure from the field, including lack of administrative support, inadequate mentoring programs, testing or accountability demands, influence and control over their classrooms, poor compensation, and lack of instructional support (Dias-Lacy & Guirguis, 2017; Ingersoll et al., 2014). Additional major problems for new teachers include classroom discipline, student motivation, student assessment, individual differences, and insufficient planning time, all of which have been well documented in educational literature (Fry & Anderson, 2011; Villani, 2009). Teachers who lack administrative support, receive low salaries, feel isolated from co-workers, and are provided with inadequate mentoring programs a more likely to leave (Curtis, 2012). According to Ingersoll et al. (2012), new teachers who cannot meet the variety of challenges they face experience a feeling of inadequacy, often resulting in high attrition levels.

Transitioning from a teacher candidate to a teacher can be somewhat overwhelming. New teachers are often presented with challenges that usually start when they have trouble transferring theory and knowledge from college preparation programs into practical application within the classroom (Darling-Hammond, 2010; Feiman-Nemser, 2012). Darling-Hammond et al. (2016) note that attrition is directly related to teacher preparation; teachers who received less preparation before entering the field are two to three times more likely to leave the profession than candidates who finished a complete preparation program before teaching. Even when completed, preparation programs often fail to translate effectively into classrooms (Panesar, 2010). New teachers find that many unexpected responsibilities come with being a teacher (Le Maistre & Paré, 2009; Moir, 2009; Panesar, 2010).

Further complicating the attrition issue, teacher education programs have also seen a sharp decline in the number of people choosing to enter the field of education, thus impacting the

number of graduates and teacher candidates available to fill teaching positions (Ingersoll et al., 2014; Sutcher et al., 2016). According to Darling-Hammond et al. (2016), enrollment in teacher education has fallen 35% in the past five years, the attrition rate is at an all-time high nationwide, and the demand for teachers has increased as the economy improves. Based on new teachers' first-year experiences, they "often leave one school for another and some even abandon teaching altogether" (Alexander & Alexander, 2012, para. 2). Darling-Hammond (2010) stated that retaining quality teachers should be "one of the most important agendas for our nation" (p. 17). Schools and districts must develop more effective policies to retain and support new teachers' learning.

New teachers may grow during their first years of teaching through positive experiences in their classroom teaching (Poom-Valickis & Matthews, 2013). Positive first experiences and a strong sense of efficacy are essential for new teachers' future careers (Poom-Valickis & Matthews, 2013). In the context of the induction year, positive teacher self-efficacy beliefs may give them a better opinion of their professional skills and make them more satisfied with their coping in the profession (University Kembangan Malaysia Faculty of Education, 2017). Certain school practices, such as the presence of a mentor who conducts lesson observations and analyses and support provided by schools, have been demonstrated to impact the self-efficacy beliefs of new teachers positively (University Kembangan Malaysia Faculty of Education, 2017). As noted above, administrative support is critical to retaining new teachers. In addition to timely and ongoing feedback from their administrator regarding instruction and managing student behavior, there is also a positive correlation between the job satisfaction of new teachers and a high level of trust in their administrator (Lytle, 2013). Administrators can build relationships with new teachers by providing consistent feedback and opportunities for reflection throughout the school year. New teachers who experience positive relationships with their peers and administrators, particularly during their first years of teaching, are more likely to remain in the school and the profession (Dias-Lacy & Guirguis, 2017).

Retention should be a concern if students are to be taught by qualified teachers (Ingersoll et al., 2012). Ingersoll (2012) pointed out that schools must be places where "new teachers can learn to teach, survive, and succeed as teachers" (p. 47). For new teachers to endure the challenges, particularly during the first years, they must not work in isolation. School leaders are responsible for creating a culture that values teacher planning and problem-solving for student

achievement. New teachers learn most effectively within their professional environments (Darling-Hammond, 2010). According to Scherer (2012), "teachers want to be in environments where they are going to be successful with students, where they are getting help to do that, where they have good colleagues, where they are working as a team" (p. 23). Therefore, new teachers must receive the necessary help to become acclimated to the settings in which they work (Fry & Anderson, 2011; Villani, 2009). For new teachers to acclimate to their school and the field, they must feel a sense of belonging and a connection to the school organization. In addition, they must feel they have attained a certain degree of success within those first few years of teaching, regardless of their obstacles. One means by which to help new teachers acclimate is through mentoring.

Historical Attempts to Address the Issue

Coping is perceived as an integral part of a process in which the human organism adapts to its living environment (Ko et al., 2000). Coping aspects and stress behaviors often express and communicate that a new educator is under stress, enabling teachers to respond to stressful situations in the work field. Offering a myriad of mechanisms to new teachers may help them better assimilate into their new school cultures and roles. Implementing these mechanisms has proven to be an approach that significantly reduced the number of first-year teachers who experienced frustration, unrewarding and intolerable difficulty throughout the school year, and desire or determination to leave the profession. Various literature exposed that those who do not find a coping mechanism ultimately increase the risk of becoming overwhelmed educators (Fantilli & McDougall, 2009).

Since the 1980s, mentoring has been a key practice to help new teachers adjust to their work. This was further emphasized with the passing of the No Child Left Behind (NCLB) Act in 2001, which required teachers to be "highly qualified" and proficient in their content areas. While this law ensured that teachers were certified and had the necessary qualifications, it did not guarantee their success as new teachers. This is why teacher induction programs that include mentoring are essential.

Research has suggested that the most effective way to help new teachers adjust to their profession and have the greatest impact on student achievement is to provide them with a teacher mentoring program. This program should pair a veteran teacher with a new teacher, and the mentor should teach in the same subject area and share a common planning time (Haynes, 2014;

Matlach & Potemski, 2014). The mentor should collaborate with the new teacher, help them plan lessons, and observe them in the classroom.

Schools across the United States have been focusing more on creating robust teacher induction programs that provide ongoing mentoring and support to help retain new teachers (Ingersoll & Strong, 2011). To address the issue of teacher attrition, the Ohio Department of Education (ODE) released specific teacher induction guidelines in 2016 for schools to use to support and retain new teachers. The Ohio Department of Education (ODE) has identified six key domains that must be addressed to create a comprehensive teacher induction program. These domains include: outlining the roles and responsibilities of district and school leaders; providing guidance on the leadership and organizational structures necessary to support the induction program; establishing criteria for successful new teacher orientation; developing a mentoring component for the induction program; acclimating teachers to the Teacher Keys Evaluation System, curriculum, and assessment expectations; providing professional learning opportunities to support new-teacher; and, finally, a component for an annual program evaluation (ODE, 2016).

Research conducted by the Ohio Department of Education (ODE) in 2016 has revealed that intensive, mentor-based induction programs can be highly effective in reducing teacher turnover and helping teachers to focus on improving instruction. A key element of these induction programs is the presence of a mentor for the new teacher. The mentor should be dedicated to supporting the personal growth of the induction phase teacher, providing guidance, sharing knowledge and experiences, and aiding the induction phase teacher in positively impacting student growth and achievement development. As a mentor, they are responsible for providing instructional, professional, and personal support to induction phase teachers. This includes utilizing effective communication and collaboration skills to ensure the teachers have the resources they need to succeed. The mentor will assist with coordinating and facilitating interventions and professional learning experiences to guide the growth and development of induction phase teachers. Additionally, they serve on the Mentoring Support Team, providing guidance and support to new teachers to retain them.

The new teacher is responsible for actively participating in the induction process. According to the Ohio Department of Education (ODE, 2016), teachers must be open and honest about their needs for growth and development. Additionally, they must participate in all aspects

of the induction program to ensure their effectiveness as a teacher and positively impact student growth and achievement. Finally, they must serve on the Induction Teacher Support Team to support and guide their development.

Recently, the district in which this study took place conducted a needs assessment in preparation for the re-accreditation process for teachers. The data from this assessment revealed that, while a mentoring system was in place, it was not being implemented or monitored effectively. This was especially concerning due to the high turnover rate of teachers during the 2020-2021 school year. A comprehensive teacher mentoring and induction program is needed to provide new teachers with support and guidance. Such a program could potentially help to reduce attrition or turnover rate.

The current body of literature indicates that teacher attrition is a major issue for many schools nationwide, particularly for new teachers (Ingersoll et al., 2014). Previous research has suggested that school systems implementing a comprehensive new teacher mentoring program with quality support can help increase new teachers' retention (Matlach & Potemski, 2014). This program should include various components, such as providing mentors with adequate training and offering mentees access to resources. To ensure the success of a new teacher mentoring program, it is essential to implement a peer mentoring model where veteran teachers can provide guidance and support to new teachers. Research has shown that this type of program can be beneficial in helping new teachers acclimate to their school and the profession (Harris, 2015). However, there is limited research on how new teachers perceive the support they receive from the mentoring program and how it affects their decision to stay in the field of education.

Statement of the Research Problem

Teacher attrition rates, particularly among new teachers, have steadily increased in the past 20 years (Mannell et al., 2012). School districts across the United States have developed intensive new teacher induction programs, many of which contain a mentoring component, to support and retain this population of educators in the field (Menegat, 2010). Mentoring new teachers is not a new concept. Still, with the increased accountability placed upon teachers and administrators, and the increased attrition of new teachers, greater attention has been given to supporting this population. Research has established that new teachers need support to acclimate to the profession (Ingersoll et al., 2010). However, limited research is available to determine the components new teachers identify as most critical in supporting their professional retention.

Mentoring is crucial to addressing the problems and issues faced by new teachers. Despite state-mandated mentoring programs, many new teachers continually work to develop an effective teaching practice on their own and experience "a time of intense learning and often a time of intense loneliness" (Feiman-Nemser, 2012, p. 10). Limited access to a mentor because of inadequate time and overwhelming demands is a tremendous challenge for many new teachers. Many school districts struggle to schedule opportunities for collaboration, regular common planning time, and mentors in the same subject area (Ingersoll & Strong, 2011), leaving new teachers with little or no support (Clark & Byrnes, 2012).

Evidence of the Problem from the Literature

Literature on new teacher mentoring programs and teacher effectiveness is accessible. Still, limited research exists on the effectiveness of mentoring programs from the perspective of new teachers (Boyd et al., 2009). Researchers have examined whether new teachers' instructional practices were supported by the mentoring they received from teacher mentoring programs (Chesley & Jordan, 2012; Stock & Duncan, 2010). However, few researchers have examined new teachers' perceptions of the strengths and weaknesses of their mentoring program. Many new teachers find their first three years of teaching challenging and often feel they need support from mentors, administrators, and the school (Chesley & Jordan, 2012; Jones, 2012). However, school districts lack an understanding of how to prepare new teachers best to meet the challenges in the classroom (Boyd et al., 2009). School districts often have teacher mentoring programs to support new teachers during their first three years (Sterrett & Imig, 2011). Still, effective teacher mentoring programs must be in place to support and retain new teachers (Kutsyuruba, 2012).

According to Sterrett and Imig (2011), the initial years of a teacher's career are "make or break years in terms of teacher retention" (p. 69). Research by Feiman-Nemser (2012) indicated that providing high levels of support for new teachers through mentoring programs can lead to higher retention rates. Although research supports mentoring programs for retaining teachers and simplifying their transition into teaching (Ingersoll & Strong, 2011), there are still debates over the best way to prepare teachers to improve instructional practices (Boyd et al., 2009). Educators' commitment to teacher mentoring programs is critical; educators could either support and promote new teachers' retention or undermine the mentoring programs' success, resulting in teacher attrition (Ingersoll & Strong, 2011). Ingersoll's mentoring studies revealed real

differences in longevity between new teachers who mentored and those who did not (Ingersoll & Strong, 2011).

Furthermore, teacher turnover rates for new teachers in Ohio represent a cost to public education beyond the expense of operating schools. Concerned about potentially losing more teachers because of the lack of support, isolation, and overwhelming load of first-year teaching responsibilities (Grossman & Davis, 2012), Ohio educators began combating this problem in recent decades by providing teacher mentoring programs (ODE, 2012). The ODE (2012) stated that it is "committed to having highly qualified teachers in every classroom" (p. 10). In light of this commitment, there is much to learn about best supporting new teachers (Boyd et al., 2009).

Many first-year teachers struggle with classroom management, as evidenced by a 2001 study by Brock and Grady, which identified it as the primary concern of new teachers, alongside their fear of inadequate administrative support when dealing with discipline and management issues. Urban school districts present an additional challenge, as teachers must also be mindful of their safety and that of their students (Wilson, 1997). New teachers may not be aware of the significance of the physical layout and flow of the classroom, as well as the implementation of procedures and regulations (Brock & Grady, 2001; Wong, 1998). These preventive steps can help to avoid many disruptive or inattentive behaviors before they start. According to Charles (1996), there are five main types of misbehavior in the classroom: physical or verbal aggression, immoral acts such as cheating, lying, or stealing, defiance of authority, class disruptions, and fooling around. Brock and Grady (2001) have identified most student misbehaviors as verbal interruptions, off-task behavior, and disruptive physical movements. Levine and Nolan (2000) discovered that new teachers often struggle to find the proper disciplinary response for different types of misbehavior. Evertson et al. (1994) noted that these teachers tend to focus too much on the inappropriate behavior of a few students while overlooking the majority who are behaving correctly.

Evidence of the Problem at the Local Level

The district where the study took place is the third largest in the nation, and there is an issue with the teacher mentoring program at one of its elementary schools. This district serves 36,000 preschools to 12th-grade students in 65 schools across a 91-square-mile area in Ohio. It employs more than 7,000 full- and part-time employees, with a teacher population of approximately 2,800. The district has 48 elementary schools, 13 high schools, and 4 Satellite

sites. On average, it employs around 300 new teachers annually. To ensure their success, the district provides a teacher mentoring program that offers professional development throughout the year.

Additionally, the Department of Professional Learning offers Ohio Resident Educator (RESA) a mentoring program for new teachers. Established in 2011, the Ohio Resident Educator Program (OREP) is a four-year initiative to support new teachers as they begin their careers. The program is mandated by Ohio Revised Code 3319.223 and Ohio Administrative Code 3301-24-04. Its goals are to verify eligibility for professional licensure, improve teacher retention, improve instructional quality, and increase student achievement. To achieve these goals, local districts are responsible for determining program requirements and administering the annual requirements of Resident Educators (REs). These include self-assessment, goal setting, focused mentoring, summative assessment, and leadership activities. However, the exact execution of the program is determined at the local level. Generally, districts follow a plan of focused mentoring during years one and two, RESA during year three, and some leadership components during year four. Upon completing the four-year program, REs may advance to attain a five-year professional license. Revisions to the program are coming in spring 2023 under Ohio Revised Code 3319.223. The program will transition from a four-year to a two-year residency.

Ohio's strategic plan for education, *Each Child, Our Future* (ODE, 2018), seeks to increase the number of highly effective teachers and leaders in the state. To complement this goal, Ohio is also working to improve professional learning opportunities for teachers so they can continue to provide excellent instruction throughout their careers. The Resident Educator Program is designed to help new teachers transition from pre-service to in-service education and eventually obtain a five-year professional license. Ohio's Resident Educator Program Standards provide school-level program administrators with guidance to ensure high-quality instruction for all students. The program also encourages teacher leadership by allowing more experienced educators to mentor new ones, thus helping to create equity in education and improve student learning. Furthermore, the program equips professional teachers with the knowledge and abilities necessary to meet Ohio's Standards for the Teaching Profession.

The district also provides new teachers with a Peer Assistance and Review Program (PARP). The Peer Assistance and Review Program (PARP) is designed to support and develop teachers across the district by helping them become familiar with its objectives, curriculum, and

structure. A District-Wide Mentor, independent of the teacher's evaluator, supports this component. PARP's Comprehensive Assistance and Review component is intended to help teachers with severe instructional issues. When assigned, District Wide Mentors work with these teachers to improve their instructional skills and bring them to an acceptable performance level as defined by the teacher's career category.

District-Wide Mentors provide various services to teachers, including assisting with practicums for new hires, offering professional development in areas of the educator evaluation system, mentoring Ohio Resident Educators as part of OREP, and providing classroom materials. They also review curriculum, teaching standards, and rubrics, suggest and discuss teaching and classroom management techniques, orient teachers to record-keeping requirements, demonstrate teaching and co-teaching, arrange for observation of other teachers, and plan for instruction. District-Wide Mentors collaborate with evaluation staff, Peer Review Panel (PRP), administrators, and teachers to ensure adherence to all CTES dates and deadlines. They also submit all documentation as required by the Collective Bargaining Agreement. Mentors provide copies of assistance records, observation reports, and evaluation forms to teachers, facilitators, principals, and the PRP as necessary. Instructional Coaches are responsible for facilitating the design, development, implementation, and evaluation of a curriculum that aligns with school improvement initiatives or assignment components. They provide data analysis to support data-driven decision-making; offer instructional and curriculum leadership based on academic standards; introduce quality programs, resources, and strategies for effective instruction; model teaching, coaching, and mentoring to improve instructional strategies; develop, implement, monitor, and evaluate continuous improvement plans; and collaborate with district leaders and principals.

New teachers must transition smoothly into the profession (Hudson, 2010; Kutsyuruba, 2012). The problem is visible in some schools in the district of study, where many teachers are new to teaching. In many school districts, a mandate assures every new teacher access to a mentor. However, whether all new teachers participate in an effective teacher mentoring program remains. Even though the school district recommended the school system to develop sure if this transpires. Although new teachers need support, some schools in the district of study are not structured and organized to facilitate new teacher support. The problem of having an ineffective mentoring program is important because most new teachers encounter difficulties during their

first three years of teaching. Anecdotal conversations from veteran and new schoolteachers provide evidence of an immense problem. Veteran teachers share their frustrations that new teachers are not following their advice because they are overwhelmed with unrealistic expectations. On the other hand, new teachers complain that veteran teachers cannot adequately provide enough time to guide them in their quest for successful teaching. The lack of time for veteran teachers and the overwhelming expectations of new teachers complicates the school's teacher mentoring program.

The types of support new teachers receive determine whether they remain in teaching. Support for and assistance given to new teachers are needed for teachers to develop and grow as professionals. The type and amount of support new teachers receive or perceive, and its impact on their effectiveness in the classroom must be examined (Boyd et al., 2009). Schooling-determining districts should address the concerns of new teachers by providing appropriate opportunities for professional growth because their career paths depend on their initial experiences. School districts require new teachers to participate in mentoring programs. By having an effective teacher mentoring program, schools and school districts can address the challenges of new teachers and provide strategies to better prepare and support new teachers during the most crucial stages of their careers. Therefore, my study examines new teachers' perceptions of the mentoring program they are offered to identify areas of more support needed by the teachers.

Purpose of the Study

The aim of this mixed methods case study, which combines qualitative and quantitative methods, was to identify which elements of a mentoring program were valued by new teachers and which were linked to their intention to stay in the teaching profession. School districts have implemented mentoring initiatives to help new teachers adjust to their schools and the teaching profession. My study sought insight into new teachers' perceptions of the components necessary for a mentoring program conducive to their needs. To do so, I collected data from the school district for study and analysis. I recommended that the school system develop a more viable mentoring program that supports teacher retention. Previous efforts to develop and employ mentoring models have relied solely on the expertise and research of district programs and veteran teachers in the field without soliciting input from new teachers. This research was

conducted to gather new teachers' perceptions of mentoring models necessary to support their needs to acclimate to the field and the profession.

Implications

Some of my findings agree with research by Ingersoll (2012), which shows that effective teacher mentoring programs adequately support new teachers. First, through this study, I hope to provide knowledge and insight to assist school districts in better preparing new teachers to enter the school year. Secondly, this study's results include current and relevant information about new teachers' perceptions of the school district's teacher mentoring program, particularly focusing on the program's strengths and weaknesses. Lastly, this study's findings may increase positive change by providing strategies for ensuring new teachers' successful transition to the classroom, school, and retention beyond the first few years. The study's findings may provide information to assist schools and school districts in determining whether current teacher mentoring practices effectively support new teachers' needs. Results from this study may be used to assist administrators and educators in their attempt to support new teachers. The information gained from this study may inform the school district of more effective ways to support its new teachers.

Definition of Terms

New/Novice/Induction Level Teacher: Induction-level teachers have three or fewer years of experience. During this early stage of their career, induction teachers have a reduced number of course preparations, a helpful mentor in the same field, a seminar tailored to the needs of new teachers, strong communication with administrators, and time for planning and collaboration with other teachers (Ingersoll, 2004). In the chosen school district, a new teacher is defined as having 0-5 years of teaching experience or one who has moved from another school district and is new to the chosen district. This transferred new teacher may have three to five years of teaching experience.

Mentor Teacher: In the chosen school district, a mentor teacher is an experienced teacher who has agreed, with the recommendation of the building administrator, to mentor a new teacher.

Administrator: The instructional leader of the school (also known as the principal or assistant principal) who has been trained in the skills, knowledge, attitudes, and values necessary to carry out this role effectively.

Highly Qualified Teacher: A highly qualified teacher has full state certification and solid

content knowledge.

Perception: The organization, identification, and interpretation of a sensation to form a mental representation (Schacter et al., 2011).

Mentoring: The collaboration between an experienced teacher and a new teacher assists in various aspects of the teaching profession.

Induction: the action or process of inducting someone to a position or organization.

Teacher PD Training Program: An instructional, professional, and personal support system provided to teachers, which may include mentoring, collaboration among colleagues, and training activities designed to ensure teacher effectiveness.

Teacher Induction Program: The instructional, professional, and personal support provided to new teachers may include mentoring, collaboration among new teachers and their colleagues, and professional development activities designed to ensure teacher effectiveness.

New Teacher Mentoring Program: A new teacher mentoring program is a formal mentoring program that pairs a new teacher with a mentor teacher to facilitate the transition of the beginning teacher from student teacher to classroom teacher or to transition the new teacher into a new school district. In this research study, the chosen school district requires mentoring for all beginning and new-to-district teachers for one year.

Teacher Attrition: Teacher attrition refers to the loss of teachers who leave the profession to take another job outside of teaching for reasons such as child rearing, health problems, family moves, and retirement (Cooper & Alvarado, 2006).

Teacher Retention: Teacher retention is a field of education research focusing on how school characteristics and teacher demographics affect whether teachers stay in their schools, move to different schools, or leave the profession before retirement (Hughes, 2012).

Significance

There is a need for research into how best to support the individual needs of new teachers. There is a need to know how mentoring programs can better address the needs of new teachers. The significance of examining new teachers' perceptions of a teacher mentoring program is reinforced by Grossman and Davis (2012). These researchers described how school districts had left new teachers to cope independently. However, schools expect new teachers to perform as well as experienced teachers. Scherer (2012) described Lortie's (1975) comparison of a new teacher to a shipwrecked Robinson Crusoe, alone and unlikely to survive. Ingersoll (2012)

asserted that the work of teachers is done largely in isolation. The study's findings provide insights into the challenges faced by new teachers and the importance of supporting the needs of new teachers. New teachers' perceptions of their mentoring program could benefit the school district, including school leaders, teachers, and students.

Hobson et al. (2012) also supported a further investigation into the challenges of new teachers, having called for mentoring programs to "help keep teachers in their schools after their few years of teaching" (p. 68). Educators must reflect upon the support structure of schools and create organizations where new teachers can develop and grow professionally. Although mentoring programs have proven to be an effective tool for new teachers, many of these programs have failed to meet the individual needs of new teachers due to inadequate program design and implementation (Jones, 2012). Ineffective mentoring programs have been the cause of many new teachers' discontents. For example, 62% of new teachers in the public school system with five years or less teaching experience have reported being unprepared to respond to the pressures of teaching (Jones, 2012; Scherer, 2012).

This mixed-methods case study is significant for several reasons. First, in this study, I explored an area of teacher mentoring that had not been fully investigated from the perspectives of new teachers. Effective mentoring programs are valuable resources for new teachers and are necessary to retain teachers. Teacher retention can save school districts the monies needed for resources and professional development to support and guide new teachers. The retention, turnover rate, attrition, and shortages of teachers in K-12 schools are challenges that many districts struggle with, and the problem was evident in a large urban school district in Ohio. At the time of the study, the district was the best-performing sizable urban district in Ohio, ranking among the top 2% of Ohio districts for students' learning and growth and offering families high-quality school choices and academic programs. Despite the district's quality, many new teachers entered the field in this district and left their jobs within their first years of teaching. As this district's representative pointed out, this school system employed about 7000 teachers. About 300 teachers are new and coming straight from college each year, and 15% exit the school system each year for another job. Although the school district provides some mentoring training opportunities for teachers in their induction years, these groups of teachers continue to struggle. New teachers anecdotally point out that they are not benefitting from induction training opportunities provided by the district because training is focused on organizational structures,

not on what these teachers need as support within their buildings and classrooms. The question is whether the professional development opportunities are designed to meet the needs of a new teacher personally and professionally.

Research Question

The study was guided by the following research question:

To what extent are new teachers benefiting from participation in their new teacher mentoring program, and what are their perceptions of the program?

My study explored new teachers' perceptions of the strengths and weaknesses of their teacher mentoring program. The findings help to explain how or why new teachers need support and guidance in their early years of teaching to stay in their jobs. School districts require new teachers to participate in mentoring programs, but many teachers still leave because of the struggles they experience. This situation likely results from the fact that district teacher mentoring programs are not usually focused on the individual needs of a new teacher. By having an effective teacher mentoring program that addresses teachers' individual *and* organizational needs, school districts can address the challenges of new teachers and provide strategies to better prepare and support them during the most crucial stages of their careers. This information is also essential for developing effective mentoring programs for new teachers.

Chapter Summary

Retaining new teachers is essential to providing students with a quality education. New teacher mentoring programs employed by school districts vary according to the purpose and fidelity of implementation. Research supports the conclusion that retaining new teachers in Ohio is a looming crisis. It also supports that new teachers benefit from peer support and feedback to ease their transition into the field (Ingersoll, 2010). However, little research explicitly indicates the value new teachers place on the mentoring component of teacher induction programs. Therefore, my study aimed to answer the following overarching question: To what extent are new teachers benefiting from participation in their new teacher mentoring program, and what are their perceptions of the program?

In answering that question, I hope to strengthen the existing research on mentoring and provide school- and district-level leaders with substantiated data on viable mentoring program components to increase the retention of new teachers. Findings from the study may also help explain how or why new teachers need support and guidance in their early years of teaching to

stay in their jobs. By having an effective teacher mentoring program that addresses teachers' individual and organizational needs, school districts can address the challenges of new teachers and provide strategies to better prepare and support them during the most crucial stages of their careers.

A Brief Overview and Organization of the Study

This mixed methods case study focused on new teachers' perceptions of their mentoring program in a large urban school district in Ohio. Chapter One presented the local problem of practice. Exit surveys of the district's teachers who left their teaching positions within the first five years revealed a lack of administrative support, isolated work conditions, and an inadequate mentoring program as reasons for leaving. The teacher attrition rate within the district continues to be problematic. The school district has, as a result, reconfigured its mentoring component within its induction program to improve teacher retention and, ultimately, student achievement. This research examined new teachers' perceptions of that component. Chapter Two reviews literature documenting the need for comprehensive mentoring programs for new teachers, including what mentoring is, why it matters, what a practical mentoring program is, and different mentoring models. Effective mentoring programs that result in a high level of performance and retention amongst new teachers are typically grounded in Bandura's (1997) social cognitive theory, Vygotsky's (1978) cooperative learning, and Knowles's (1983) adult learning theories. Therefore, I discuss these three theories and consider how the existing literature contributes to the study. Chapter Three outlines the methodology and describes the recruitment and selection of the participants and data collection. Chapter Four presents the findings of the study. The conclusions are presented in Chapter Five to reveal what most new teacher-participants believe about whether mentoring is beneficial to their growth and retention. The research used the voices of these new teachers in assisting the district with developing an action plan that includes suggestions on how to improve or revamp the existing structures.

CHAPTER 2: LITERATURE REVIEW

This proposed study examines new teachers' perceptions of their mentoring program in a large Ohio urban school district. In preparation for this study, I examined literature from several sources, including Dissertation Abstracts, ERIC, Education Research Complete, Thoreau-Multiple Database, Psychological Abstracts, SAGE's online database, and Google Scholar, to locate relevant sources. I found peer-reviewed articles and studies using the following terms in a keyword search: new teacher, mentoring program, teacher improvement, effectiveness, retention, teaching practice, mentoring, teacher induction program, and teacher mentors. These sources account for a significant portion of the following literature review. Priority has been given to studies that were published from 2009 through 2022. This chapter begins with a historical overview of mentoring, the purpose of mentoring, effective teacher mentoring programs, and current research on teacher mentoring programs. The chapter concludes with a review of materials regarding three theoretical frameworks—Social Cognitive Theory, Adult Learning Theory, and Cooperative Learning—that are most relevant to the topic of study. These theories helped me to understand new teachers' perceptions of their teacher mentoring program.

What Mentoring Is and Why It Matters?

The concept of mentoring originated in Greek mythology, the first record of any literature using the word mentor. In Homer's epic poem, *The Odyssey*, the main character, Odysseus, was preparing to fight the Trojan War when he realized he would leave behind his infant son, Telemachus (Green-Powell, 2012). Odysseus asked his good friend, a Mentor, to watch over and guide his son while he was away (Green-Powell, 2012). The mentor acted as a counselor, coach, and advisor, helping Telemachus grow into young adulthood. The mentor was responsible for the child's development. According to Green-Powell (2012), "the first mentor was an older, more experienced and trusted individual who took an active interest in developing a younger person in every facet of his/her life and career" (p. 100). This relationship defined mentoring as a process where an older person helps guide a younger person.

Although mentoring began as a trusted elder counseling young people, it has evolved into various programs where adults are trained to become mentors for those needing assistance. While mentors are not accountable for their mentees, they provide significant guidance, support, and learning that can lead to professional growth (Villani, 2009). Mentors change their actions to fit the needs of their mentees (Dziczkowski, 2013). Defining the term mentoring has been a

difficult task over the years for researchers. However, the term is most often used to describe someone responsible for guiding and nurturing others early in their profession. Information presented in the literature on the definition of mentoring reveals various explanations for the term based on its purpose. During the late 1970s, Levinson was among the first researchers to study mentoring. Levinson et al. (1978) found mentoring to provide career advancement and defined mentoring as a teacher and sponsor. Levinson et al. (1978) further argued that the primary purpose of a mentor was to serve as a transitional figure for a mentee. In research on mentoring in education, a mentor provides support and guidance to help new teachers transition into their educator roles (Hewitt, 2009; Hudson, 2010). The role of a mentor is to help acclimate the mentee to the organization's climate and build upon the mentee's prior experience in offering support (Dziczkowski, 2013). The Ohio Department of Education (2016) has defined a mentor as a highly committed professional who supports the growth of new teachers.

New teachers enter the teaching profession motivated to make a difference in the lives of students entrusted to their care; however, feelings of isolation, frustration, stress, and failure during those first few years in the classroom can be overwhelming (Alexander & Alexander, 2012; Feiman-Nemser, 2012; Samantha et al., 2017). New teachers face challenges "as they seek to adjust to new professional expectations and a climate of uncertainty while simultaneously developing their own professional and personal identities" (Fry & Anderson, 2011, p. 13). The first year is usually the most difficult in a teacher's career (Fantilli & McDougall, 2009). New teachers may not know what to expect, what the school expectations will be, or how to work with the student population they will have (Jones, 2012). They are expected to take on the same responsibilities as experienced teachers, often with little or no assistance during their first year of teaching. The most significant obstacles new teachers face is effectively employing classroom management strategies, cognitively engaging students in the lesson, explicitly teaching an objective, and differentiating instruction to meet the needs of all learners (Chesley & Jordan, 2012). Zuliani et al. (2020) found that teachers face challenges not only with their classrooms but experience difficulties with issues related to their attitudes, competency, motivation, stress, emotion, and commitment to the organization. Unfortunately, these combined concerns may lead to new teachers leaving the profession (Hewitt, 2009). Ingersoll et al. (2012) pointed out that for new teachers to be adequately supported, school districts should adopt various teacher mentoring

programs across the United States to promote the sustained retention of this critical group of educators.

Having a mentor is a significant factor in the retention of teachers (Pogrund & Cowan, 2013). Because of mentoring support and guidance, new teachers can focus on students' learning sooner (Brannon et al., 2009). Mentors can assist new teachers in making the difficult transition from student to teacher (Stock & Duncan, 2010). Even though many new teachers receive varying degrees of support from mentors, administrators, and their school district, teacher mentoring programs can increase longevity and satisfaction (Steinke & Putnam, 2011). New teacher mentoring programs use trained, experienced teachers to assist new teachers with procedures and instructional strategies (Carver & Feiman-Nemser, 2009; Chesley & Jordan, 2012), and they emphasize collaboration and support while helping new teachers become competent and comfortable in the classroom (Boyd et al., 2009). Mentoring programs offer school districts a vehicle for helping new teachers deal with the many factors contributing to their first year's stressful and complex nature. New teachers need teacher mentoring programs to help them examine, reflect upon, and grow in the teaching profession. If new teachers feel optimistic about their accomplishments from the initial years, they are more likely to remain on the job (Jones, 2012).

Effective Teacher Mentoring Programs

The need for teacher mentoring programs is well documented in the literature at every level (Grossman & Davis, 2012; Ingersoll, 2013). Research findings indicate that teacher mentoring programs have become the main component of teacher training programs (Ingersoll & Strong, 2011) to help new teachers adjust to their unique professional responsibilities. Darling-Hammond et al. (2017) pointed out that mentoring is a critical way to support the increasingly complex skills students need to learn to succeed in the 21st century. Mentoring programs have been well documented as a platform to support new teachers entering the teaching profession and working through their teaching journeys and are provided to new teachers worldwide (Hobson et al., 2009). Nationally, in 2003-2004, more than two-thirds (68%) of public-school teachers with fewer than five years of experience reported participating in a teacher mentoring and induction program during the first year of teaching, and 71% reported having a mentor teacher. This is a noticeable increase from a decade earlier, when only 56% of teachers had experienced teacher mentoring and induction in their first year.

New teachers are vulnerable in the first three years of their teaching careers (Darling-Hammond, 2010), and teacher mentoring programs have the potential to positively impact their career success (Grossman & Davis, 2012). Although mentoring alone is not enough to develop and retain new teachers (Feiman-Nemser, 2012), teacher mentoring programs play a crucial role in the success of new teachers. Teacher mentoring programs create an environment that promotes personal and professional growth by sharing knowledge and skills (Grossman & Davis, 2012) and provides new teachers with an opportunity to learn from mentors, which is extremely valuable in teacher retention (Pogrund & Cowan, 2013). Approximately 33 states mandate some form of mentoring support for new teachers (Feiman-Nemser, 2012).

Mentoring is often a component of high-quality induction programs that support new teachers (Boyd et al., 2009; Gilles et al., 2009). Induction programs that are most successful in supporting and retaining new teachers are comprehensive and multi-tiered (Ingersoll & Strong, 2011). For example, the Comprehensive Teacher Induction Consortium (CTIC), a group of similar teacher induction programs, has used a highly successful model for over 15 years (Gilles et al., 2009). According to Gilles et al. (2009), teachers who completed these programs tend to stay teaching longer and are more successful than those who did not participate in an induction program. Moir (2009) found that "induction programs accelerate the effectiveness of teachers, fast-tracking their progress to exemplary teachers with the ability to impact student achievement" positively (p. 15).

New teacher mentoring programs can vary from a single orientation meeting at the beginning of a school year to a highly structured program involving multiple activities and frequent meetings over several years (Stanulis & Floden, 2009). New teacher mentoring programs vary according to the number of new teachers they serve; some include anyone new to a particular school, even those with previous teaching experience, and others focus only on those new to teaching (Hudson, 2012). Teacher mentoring programs also vary according to their purpose. For example, some are primarily developmental and designed to nurture growth on the part of the new teacher; others are designed to eliminate those not qualified to teach (Ingersoll & Strong, 2011). Since teacher quality is connected to student learning (Berry, 2010), the need for effective teacher mentoring programs is documented by researchers as critical to the growth and development of teachers (The National Staff Development Council, 2009). Research has indicated that supporting new teachers improves teaching quality and retention.

Effective Programs and Teacher Attrition

Teacher retention is of critical concern in many school districts throughout the United States and other countries. Research has shown that up to 50% of teachers leave the profession within the first five years of teaching (Ingersoll, 2012). Schools and school districts can improve the retention of new teachers by actively supporting new teachers. Empirical research has established that contributing factors to the retention of new teachers are the teacher mentoring program, administrative support, and the teacher's perception of well-developed leadership (Ladd, 2011). Teacher mentoring programs can assist a school district's retaining high-quality teachers (Mullen, 2011) and help new teachers overcome the challenges of getting acclimated to their first year on the job, leading to less teacher turnover. Effective mentoring programs have been viewed as one method of retaining teachers and improving education best practices (Carver & Feiman-Nemser, 2009; Fantilli & McDougall, 2009; Ingersoll & Strong, 2011). According to Mullen (2011), an effective mentoring program reassures new teachers that they can continue, leading to these teachers staying in the profession (Steinke & Putnam, 2011). Teacher mentoring programs have been shown to positively affect the retention of new teachers by increasing teacher job satisfaction (Grossman & Davis, 2012). In assessing the evidence on effective teacher mentoring programs, Strong (2009) found that the more comprehensive the support given to new teachers, the "less likely teachers are to quit" (p. 102). Understanding the factors underlying retention will help assure the quality of teaching in our educational systems. Mentors offer support through which the mentee can experience success. When districts implement mentoring programs, they can save money and positively affect teachers and students (Darling-Hammond et al., 2017; Hudson, 2010; Moir, 2009).

Other Benefits of Effective Mentoring Programs

In addition to improving early-career retention of new teachers, high-quality teacher mentoring programs positively impact teacher effectiveness, commitment, job satisfaction, and improved classroom instruction (Ingersoll & Strong, 2011). Ingersoll and Strong (2011) pointed out that helping new teachers transition from preparation to practice makes them more effective. New teachers need specific skills to teach (Hanson, 2010), and effective teacher mentoring programs can tremendously impact their performance levels (Darling-Hammond et al., 2017). Previous researchers have established that new teachers who receive support improve instruction more than those without support (Stanulis & Floden, 2009). Teacher mentoring programs can

foster confidence, enhance teaching practice, improve job satisfaction, and provide the support new teachers need to remain in the profession (Ingersoll & Strong, 2011). Teacher mentoring programs can provide new teachers with support that helps them survive classroom management challenges, curriculum and instructional issues, and feelings of isolation contributing to attrition (Boyd et al., 2009).

Components of an Effective Program

As noted above, studies have indicated that more than half of the states require a teacher mentoring program (Berry, 2010; Stanulis & Floden, 2009). However, requiring mentoring alone does not guarantee that mentoring programs are effective. According to Harris (2015), effective mentoring programs are specific and targeted to meet building-level teachers, particularly those just entering their first year of teaching. The mentoring must also be content-focused, involve training for mentors, and allow time for one-to-one meetings (Grossman & Davis, 2012). Although mentoring programs may have many declared goals, they often serve three primary purposes: 1. To provide practical instruction in classroom management and effective teaching techniques; 2. To ease the difficulty of the transition into teaching; and 3. To maximize the retention rate of new teachers. Most of the literature on teacher mentor programs focuses on new teachers' needs and the roles of the mentor (Davey & Ham, 2010). The skilled mentor can further support the growth and development of the new teacher while also helping the new teacher acclimate to the profession (Harris, 2015; Ingersoll et al., 2014). Harris (2015) found that skilled mentors can be the most influential factor in retaining new teachers. Therefore, teachers designated to act as mentors should exemplify the following characteristics: a positive demeanor; a positive view of the teaching profession; strong listening skills; an ability to demonstrate professionalism, flexibility, and openness to new ideas; reliability and follow-through on commitments and promises; and a non-judgmental attitude in interactions with colleagues. Veteran teachers who fulfill the mentor role should be effective communicators, trustworthy, sympathetic, and respectful (Hall et al., 2017). Mentor teachers also need to be proficient in providing meaningful and frequent feedback to the new teacher and challenging the novice teacher when appropriate; in addition, mentor teachers need to promote self-reflection on the part of the new teacher (Hall et al., 2017).

Ingersoll and Strong (2011) found that the most effective mentoring programs offer new teachers lots of support, provide new teachers with mentors teaching the same or similar

subjects, and allow new teachers to participate in group planning and collaborative activities. Clark and Byrnes (2012) evaluated new teachers' perceptions regarding the mentoring support they received during their first year of teaching. The findings indicated that new teachers who received planning time with their mentors and release time to observe other teachers rated their mentoring experiences significantly more helpful than those new teachers who were not provided these mentoring supports. The evidence of effective teacher mentoring programs is also reinforced in a study by Richter et al. (2011), who found that the quality of mentoring and its frequency during the first years of teaching influence teachers' professional competence. Many researchers have pointed out that the existing literature tends to see mentoring programs as a resource for beginning teachers (Feiman-Nemser, 2012; Scherer, 2012). Beginning teachers who participate in teacher mentoring programs have better classroom management, use best practices, and maintain a positive classroom environment (Ingersoll & Strong, 2011). Findings indicated that the quality of mentoring, rather than just its frequency, explains a successful career start. However, the mentoring relationship should last more than one school year to effectively ensure that the new teacher is adequately supported (Harris, 2015). The most critical factors in the success of comprehensive mentoring programs are that they provide new teachers with a reduced teaching load and a shared planning time with their mentors (Darling-Hammond, 2015).

While the mentor and the induction phase teacher are responsible, the shared facilitation of an effective teacher induction program is a joint effort between the district and building-level administrators. School leaders at both levels are in an optimal position to capitalize on investing in building the capacity of mentors and novice teachers to achieve the organization's goals and missions (Schiemann, 2014). District-level administrators should work to train and recruit influential mentors to support novice teachers effectively. For the mentoring component of the teacher induction program to be effective, the mentoring part must be well-developed, and mentors must be well-trained to support and train new teachers properly (Wong et al., 2013). Therefore, leaders, particularly building-level administrators, are responsible for developing working conditions to build organizational capacity. Harris (2015) noted that the retention of new teachers, particularly during their first year of teaching, is more likely when school administrators create a collaborative culture where new teachers are integrated into the school culture and where they receive regular feedback to assist the new teacher with their growth and

development. A veteran teacher provides support and guidance. School administrators should ensure that organizational structures promote sustained learning and support for new teachers.

Moreover, schools that demonstrate stability in the retention of their teaching staff are characterized by a culture where the principal and teachers are learning partners in promoting school improvement and student achievement (Ingersoll et al., 2014). When school leaders create a culture of collaboration and support, particularly for new teachers, there is a greater chance of retaining this critical group of educators. Mentors assigned to new teachers can provide these teachers with the support necessary to engage deeply in collaboration to promote growth. While cooperation with their peers supports professional growth and development, it also meets the social and emotional needs necessary for retention. According to Hughes (2012), "Teachers want to work in schools where they have greater autonomy, higher levels of administrative support, and clearly communicated expectations" (p. 247). While the relationship between the mentor and the new teacher is instrumental in the new teacher's effectiveness, particularly during the first year, administrative support in the new teacher induction process is also critical to teacher retention.

Mentoring programs have been the solution in school systems nationwide, but many programs lack clear goals and purpose, which has hindered their effectiveness (Berry, 2010). Darling-Hammond et al. (2017) reported that most mentoring programs do not support teacher practice and student learning. The University of Texas (2016) study concluded that some of the challenges faced in mentoring programs include inadequate time for mentoring, shortage of mentors, and lack of support from the institutions for mentoring that target specific needs. Researchers have also suggested that, without consistency in mentoring standards, established guidelines for the selection of mentors, and training and instruction to help mentors develop their role as support teachers, the quality of teacher mentoring programs may be negatively affected (Carver & Feiman-Nemser, 2009; Chesley & Jordan, 2012). Dagnew and Asrat (2019) studied mentors in guiding and supporting novice teachers in primary schools and found that mentors did not effectively guide and support novice teachers. However, the mentors did well in their work and responsibilities. Yendol-Hoppey et al. (2009) focused on the challenges of mentoring. They presented the findings of a 16-month study of mentoring in a select group of high-poverty urban schools in the northeastern United States. They examined how new teachers struggle to survive during their first year and identified dispositions for social justice as the main component of

success in the work of new teachers and their mentors. Yendol-Hoppey et al. (2009) stated that "program developers must recognize that most policy mandates lack an understanding of the learning needs of beginning teachers, particularly in urban schools, and the resources required to create effective mentoring programs" (p. 41). They further argued that there is a need for adequate resources and trained mentors (Yendol-Hoppey et al., 2009). Bad mentoring programs for new teachers can do more harm than good (Grossman & Davis, 2012); however, effective mentoring programs can help new teachers survive their hectic assignments and eventually develop confidence. According to the literature, a vast overhaul of existing mentoring programs utilized by schools and districts must occur to lower the ever-increasing rates of teacher attrition, which are as much as 50% in high-poverty schools (Ingersoll, 2016).

Professional development programs have been well-documented in educational research (Ingersoll & Strong, 2011). Many school districts require new teachers to participate in teacher mentoring programs within their schools and are unaware if teachers benefit from them (Iancu-Haddad & Oplatka, 2009). Though the importance of mentoring to enhance teacher practice has been broadly discussed in the literature, new teachers' perceptions of what components/procedures make up an effective mentoring program have received less attention (Yendol-Hoppey et al., 2009). Samantha et al. (2017) found that implementing professional development programs did not help new teachers face anxiety within their first three years of teaching. Zuliani et al. (2020) found that the new teacher commitment is the main challenge to initiating, developing, and integrating successful novice teacher development programs in schools and that school administrators and educators should cater to and understand the teachers' attitudes and readiness both before and during the implementation phase of the program. Hudson (2012) found that teacher mentors and mentees who participated in their study generally agreed that the mentoring was effective regarding personal attributes, pedagogical knowledge, modeling, and feedback. Mentoring programs should provide strategies to help new teachers deal with the everyday challenges of the classroom and school environment (Roff, 2012). A successful mentoring program increases new teachers' learning and supports professional growth.

Mentoring Models

The practice of mentoring is utilized in every occupational field. Traditionally, mentoring involves two individuals: a new, inexperienced person and a veteran who is usually older and

more experienced (Zachary, 2012). The benefit for both is reciprocal in that the mentor provides the mentee with the emotional support and the guidance necessary to navigate the norms of the organization. In contrast, the mentor gains technical and psychological validation by supporting the new employee (Kram & Isabella, 1985). However, the mentoring models employed to assist and support new employees may vary due to the changing needs of millennial employees and the emergence of technology to enhance professional learning.

Supervisory Mentoring

Supervisory mentoring is when an employee is mentored by their supervisor. In education, a new teacher is typically not mentored by their direct supervisor. In this model, the employee may have trouble being vulnerable and candid during reflective conversations about job performance. However, emerging research indicates that this model may be effective for new teachers who can bypass the role conflict experienced by mentors who serve as supervisors. Supervisors are accessible to new teachers and can more readily remove barriers to success for this group of teachers since they work interdependently within the same school organization (Nowack, 2015).

Contradictory research exists regarding the effectiveness of this model. One perspective is that supervisory mentoring is not ideal. New teachers may not feel they can be open and honest about their struggles and failures with a mentor who also serves as their school administrator (Zachary, 2012). According to this perspective, mentors would encounter difficulty objectively supporting career development but also have trouble providing the psychological support that would come naturally from an unbiased mentor (Nowack, 2015). However, the opposing perspective argues that the supervisory mentoring model is adequate. New teachers value opportunities for career growth and potential for promotion. Role modeling and continuous and ongoing feedback from their supervisor can provide growth, development, and retention opportunities that are not readily available from other mentoring models (Haggard et al., 2011). Under the supervisory mentoring model, new employees have continuous access to mentors who understand the organizational context and the skill set necessary for success. Due to frequent interaction opportunities, new employees and their supervisory mentors develop a more intimate and trusting relationship. This mentoring relationship may lead to more rapid career development for the new employee (Nowack, 2015).

Peer Mentoring

Peer mentoring is the most commonly used form of mentoring within teacher induction programs to support new teachers. The type of support received through the employment of the peer mentoring model is typically face-to-face and can be formal or informal (Zachary, 2012). This model allows the mentor and the new teacher to collaborate, write lesson plans, and observe one another. When peer mentoring is used effectively, it typically pairs a new teacher with a veteran teacher whose classroom is close to the new teacher and who teaches the same content as the new teacher (Haynes, 2014). Ideally, when this model is employed effectively, the peer mentor is a veteran teacher who has demonstrated proficiency in the profession and has just a few years more experience than the new teacher. For peer mentoring to work, individuals within the peer mentoring model must have many similarities to be more likely to form a professional bond. The resulting relationship between a new teacher and the mentor teacher is reciprocal. The key to the effectiveness of this model is for the mentor to act as a coach and advocate in helping the new teacher acclimate to the profession and the school. Thus, the new teacher receives guidance and support to form a professional identity. At the same time, the mentor gains validation of their professional practice and the respect of peers within the organization who recognize the mentor's efforts to develop young talent (Kram & Isabella, 1985). Additionally, new teachers benefit from a supportive professional relationship with a peer. This working relationship can be beneficial if the novice teacher has a peer mentor who teaches the same subject. The peer mentor can help novice teachers navigate the challenges they may experience early in their careers (Risser, 2013).

There is some debate as to whether peer mentoring is more effective when the model is formal as opposed to when peer mentoring is informal. When traditional peer mentoring is employed, a peer mentor is assigned to the new teacher as part of a teacher induction program endorsed by the school district (Dunbar & Kindersley, 2011). Proponents of this model suggest that when peer mentoring is formalized, it is more focused due to the greater accountability required by the school organization (Nguyen, 2013). As a result, the support provided to the new teacher is intentional. On the contrary, advocates of the informal mentoring model assert that this model is less structured, more self-directed, and just as effective in supporting new teachers (Desimone et al., 2014). Whether the peer mentoring model is formal or informal, both models

create a relationship where new teachers receive emotional and moral support from a peer mentor.

Critics of peer mentoring note that not all veteran teachers can fill the mentor role. Hobson and Malderez (2013) found many flaws within this model, but the most glaring of these flaws is when the mentor assumes a stance of judgment rather than support when interacting with the new teacher. Therefore, when the mentor adopts the role of a judge, it can seriously hinder their evaluations of the new teacher and the benefits of the peer mentoring model. Furthermore, when peer mentoring is driven by judgment rather than support, the potential for professional growth and the overall socioemotional well-being of the new teacher is compromised (Hobson & Malderez, 2013).

Group Mentoring

Group mentoring is a program in which a mentor (or a few mentors) works with multiple mentees in an ongoing, set group. This includes standard group mentoring (one mentor working with a group of mentees), co-mentoring (where two to three mentors work with a larger group of mentees), and "team" mentoring (where a group of mentors with specific and complementary skill sets work with a group of mentees). The definition also considers "hybrid" models where mentees are paired with an individual mentor but participate in group activities with other pairs. These program types engage in various activities and mentoring interactions, but what truly defines them is that mentoring relationships are established between experienced and inexperienced members. At the same time, similarly deep and meaningful relationships are also developed among the peer participants in the groups.

 While mentoring is most often conceptualized as one-to-one, group mentoring models reach as many people as the more traditional individualized programs. According to Garringer et al. (2018), a 2016 national survey of mentoring programs found that group models served 35 percent of all mentees, while slightly more than 34 percent served exclusively in one-to-one programs. This was even though one-to-one programs accounted for more than half the programs surveyed. Only 19 percent of programs offered a group model, but they served as many as all the one-to-one programs combined. Furthermore, another 12 percent of mentees were served in "blended" models where they were paired with a personal mentor but participated almost entirely in group activities along with that mentor. A similar study over 20 years ago found that group and blended programs accounted for only 21 percent of all programs; today, that number has

jumped to 33 percent of all programs, with the accompanying growth in people served that shift would suggest. Gillies, (1999). In addition to these formal group mentoring programs, there is an almost infinite landscape of mentoring-like group youth work in after-school programs, hobby clubs, sports and recreation programs, and camps. While these may not constitute the types of traditional mentoring services we often associate with this field, these environments offer adults and youth the opportunity to engage in mentoring activities and enrich adult-youth interactions with more traditional mentoring. Garringer (2018) found that most adults' structured mentoring engagements came in these group contexts, with the average mentor nationally reporting working with around eight young people a year. So, young people often get their mentoring through large group mentoring programs and institutions. This growth in group mentoring has happened for a variety of reasons, the most obvious being, as noted above, that these programs reach large volumes of people and, therefore, represent an opportunity to scale mentoring relationships without scaling volunteer recruitment. Growing evidence shows that group interactions with peers and adults represent unique opportunities for personal growth, skill-building, and healthy peer support that one-to-one adult-youth programs simply cannot provide. When done well, group mentoring offers a chance to get a wealth of adult mentor support, strengthening connections to peers and fostering a sense of belonging and connectedness that would be hard to facilitate through a relationship with just one mentor. So, for some, group mentoring might be the most effective form of support because it offers a chance to develop socially or build community in ways that meet their needs.

Virtual Mentoring

An emerging alternative to face-to-face mentoring is virtual mentoring or a developmental network where new teachers gain rich insight from various esteemed professionals who support the professional growth and development of the new teacher online (Cinkara & Arslan, 2017). As in any mentoring model, mentors should be adequately trained to help the novice teacher by providing meaningful feedback, promoting the new teacher's self-reflection, and modeling effective instructional and professional practice (Davies & Gibbs, 2011). This model varies from group mentoring in that the interactions are done virtually, as opposed to face-to-face in a group setting. According to Yip and Kram (2016), members of a developmental network are described as developers and have direct contact with the focal individual.

Technology provides a forum where networking or, more specifically, virtual mentoring can be employed with fidelity and where professional relationships can grow and develop through the assistance of a virtual platform. Moreover, a significant body of research has established that people learn and develop with the support of multiple developmental relationships (Murphy & Kram, 2012). Critics of the virtual mentoring state that the virtual mentoring model can hinder the richness of face-to-face interactions and that there is a more significant potential for loss of commitment to online interactions, mainly if expectations for communication are not initially established (Zey, 2011). Also, mentoring events like shadowing and observing one another can be challenging in a virtual relationship, as these experiences lose their authenticity in this context.

Study District Mentoring Model

At the time of this study, the district that served as the study site used peer and group mentoring models. The study analyzed the new teachers' perceptions of the effectiveness of both. In the peer mentoring model, new teachers were assigned a mentor who helps support curriculum, assessment, and instruction. Mentors also provided new teachers the emotional support to navigate those first few years in the profession successfully. In the group mentoring model, new teachers within a specific building were grouped to work with one mentor to facilitate discussions on various issues. In this mentoring program, many mentors worked with different teachers in an ongoing, set group. These included standard group mentoring (one mentor working with a group of teachers), co-mentoring (two to three mentors working with a larger group of teachers), and "team" mentoring (a group of mentors with specific and complementary skill sets working with a group of new teachers). The Peer Assistance and Review Program (PARP) District-wide Mentors and Instructional Coaches were the other major mentoring programs running in the district besides the OREP, and they would often cross over. Individual schools also sometimes run their mentoring program of some sort.

Theoretical Frameworks

This study is based on the idea that effective mentoring programs can lead to job satisfaction and retention. To explore this concept, it draws upon the theoretical frameworks of Bandura's Social Cognitive Theory, Sociocultural Theory, and Knowles's Adult Learning Theory. Bandura's Social Cognitive Theory focuses on cognitive, behavioral, and environmental factors influencing human behavior. Sociocultural Theory emphasizes the importance of social

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and cultural contexts in learning and development. Finally, Knowles's Adult Learning Theory emphasizes the importance of self-directed learning and the need for adults to take responsibility for their learning. By combining these three theories, this study seeks to understand better how new teachers perceive their mentoring programs leading to job satisfaction and retention.

Mentoring programs have been extensively studied and documented in educational research, demonstrating their effectiveness in helping students reach their academic goals. These programs provide students with a supportive relationship with an experienced mentor who can provide guidance, advice, and support. Mentors can help students develop the skills and knowledge they need to succeed in school and build self-confidence and resilience (Ingersoll & Strong, 2011; Roff, 2012). Mentoring programs are invaluable resources for new teachers, providing them with the support and guidance they need to navigate the everyday challenges of the classroom and school environment (Roff, 2012). Through these programs, new teachers can better understand their profession and develop their skills as educators. To further explore the perceptions of new teachers towards their mentoring programs and their impact on teachers, I will use these theories to provide insight into how new teachers perceive their current teacher mentoring program and how it contributes to their professional growth. By understanding how adults learn, we can better understand how mentoring programs can help new teachers succeed.

Albert Bandura's Social Cognitive Theory (1977) suggests that people learn by observing others in action. This theory emphasizes the importance of observation in learning, as people learn from seeing others in social settings. For instance, new teachers can learn from veteran or mentor teachers by observing them in the classroom.

Bandura believed that most human behavior is acquired through observation and modeling, which is why mentoring programs are so effective. Mentees and their mentors learn from each other by observing and modeling each other's behavior. Thus, Bandura's Social Cognitive Theory highlights the importance of observation in learning and how it can foster meaningful relationships between people and their environment.

The socio-cultural theory, proposed by Vygotsky (1978), suggests that knowledge is not acquired through individual experience alone but rather through interactions with others. This theory emphasizes the importance of social learning, where individuals learn from each other through conversations, observations, and shared experiences. This type of learning is essential for new teachers, as they can benefit from the collective wisdom of more experienced educators.

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Through these interactions, new teachers can gain insight into the teaching profession and develop their teaching strategies. Furthermore, this type of learning can help create a sense of community among teachers, which can benefit both the individual and the school.

Vygotsky's theory of the zone of proximal development emphasizes the importance of cooperative learning to foster motivation and growth in new teachers. Through this concept, experienced teachers can support and guide new teachers, allowing them to work together on tasks that the learner cannot complete alone. This collaboration allows new teachers to develop skills and knowledge that would otherwise be inaccessible. By providing a supportive environment, new teachers are more likely to be motivated and engaged in learning.

Furthermore, this type of collaboration allows for sharing of experience and knowledge between mentor and mentee, which can lead to further growth and development (Clark & Byrnes, 2012). Ultimately, cooperative learning is essential to Vygotsky's theory, as it allows new teachers to learn from more experienced ones and encourages motivation and growth.

Vygotsky (1978) proposed that learning is a social process and that social interactions are essential for transforming learning experiences. He argued that the zone of proximal development could describe the interactions between mentors and their mentees, where the mentor is more capable and can help the mentee to learn and develop. This social constructivist perspective emphasizes the importance of social interactions in learning, as it is through these interactions that knowledge is shared and acquired.

Teacher development is an ongoing process that begins when new teachers enter the profession. Through active participation in learning, new teachers can acquire the knowledge and skills necessary to become successful educators. Mentors play a vital role in this process, providing guidance and support to new teachers as they learn the ropes. Mentors can help new teachers plan lessons, teach classes, and observe colleagues to gain insight into best practices (Gilles et al., 2009). Additionally, mentors can provide feedback and advice to help new teachers refine their teaching strategies (Clark & Byrnes, 2012). By working closely with mentors, new teachers can develop the skills and confidence necessary to become successful educators. For example, new teachers can sometimes observe colleagues and discuss best practices.

Knowles' adult learning theory (Knowles et al., 2011) provided the basis for this study. This theory emphasizes the importance of understanding how adults learn to mentor new teachers effectively. Andragogy, or helping adults learn, is a critical component of mentoring

programs designed to improve instructional practices. Knowles et al. support and guide, mentors can better equip new teachers with the skills and knowledge they need to be successful roles. The adult learning theory, proposed by Knowles et al. (2011), emphasizes the importance of involving adults in planning and evaluating their learning experiences. This theory recognizes that adults are self-directed and autonomous and can draw upon their accumulated experiences to create new knowledge. By taking into account the unique needs of adult learners, this theory helps to make a new teacher's experiences. Furthermore, it encourages teachers to create learning environments tailored to their student's needs, allowing them to maximize their learning potential.

Andragogy, or the study of adult learning, is a valuable tool for understanding how adults acquire knowledge. According to Knowles et al. (2011), andragogy emphasizes problem-based and collaborative approaches to learning, which can be applied to teacher mentoring programs. Through mentoring, new teachers can gain wisdom from the experiences of their mentors, as well as gain insight into what motivates adults to learn and grow. This aligns with Knowles' views on the pedagogical model, which emphasizes the importance of the mentor-mentee relationship in sharing experiences, knowledge, and strategies to improve student achievement.

Various theories can be combined to create, maintain, and sustain a successful teacher mentoring program. By understanding new teachers' perceptions of the strengths and weaknesses of their teacher mentoring program, it is possible to develop a program tailored to their needs to ensure that the program effectively provides support and guidance. New teachers need to become successful educators. Additionally, by understanding the theories behind teacher mentoring, it is possible to create a program that is comprehensive and effective in meeting the needs of New teachers.

Knowles (1980) proposed that adult learning involves three distinct phases: 1) the learner constructing a model of their competencies, 2) adult educators guiding the adult learner in evaluating their performance, and 3) the learner taking action to improve their skills. Adult learners can assess the difference between their current skills and the competency level that is needed or desired. According to Knowles, adults are self-motivated in learning, so adult educators who guide them from pedagogy to andragogy can be powerful catalysts for change. By aiding adults to reach their full potential in professional competencies, these educators are helping their organizations succeed.

New teachers are developing the mental shift from students to full-time professionals. The first years in the classroom can be a challenge because there is no directed and ongoing guidance with pedagogy and content from their university professors like they received when matriculating through the teacher education program. The absence of the safety net of support can be difficult as new teachers must independently develop their proficiency to be reflective and self-directed in their learning. New teachers may not have yet acquired the self-actualization needed to comprehend the standing of their profession as a social role, nor have they obtained a variety of experiences in this context to do so. Therefore, a mix of direct and self-directed learning is most appropriate to support their successful professional transition and to promote long-term retention in the field.

The role of the mentor is particularly crucial to developing new teachers as adult learners in transitioning from being subject centered in their learning to problem-solving oriented. As students, new teachers applied their knowledge in limited contexts while receiving consistent and ongoing support and feedback. As professionals, the context in which learning is used grows exponentially while the help and guidance diminish. New teachers can apply their learning in a relevant context while developing their professional identities. Therefore, the role of the mentor is instrumental in assisting the new teacher in their ability to identify their strengths and opportunities for growth to develop goals for improvement. Mentors can be instrumental in bridging the gap for new teachers in their ability to develop as reflective practitioners who can assess their performance and then develop a growth plan.

To promote sustained organizational change, school leaders must empower teachers with self-directed learning experiences and professional development that can apply in context.

Additionally, by giving adult learners professional development experiences that allow them to be self-directed in their learning, school leaders partner with their teachers in promoting sustained and ongoing school improvement efforts related to teaching and learning. Therefore, school leaders need to delineate between the pedagogy that is effective for teaching adults and the pedagogy that is necessary for teaching children and create a conducive learning culture for both groups.

Chapter Summary

New teachers who experience a lack of support are more likely to leave teaching altogether. Current research indicates that teacher mentoring programs support the retention of

new teachers as they acclimate to the teaching profession (Kaufman & Haller, 2008). However, limited research is available to determine the components related to the mentoring part of teacher induction programs that new teachers identify as most critical in supporting their professional retention. Therefore, my study aimed to determine what new teachers perceived as the necessary components of a viable mentoring program that promotes teacher retention. An effective teacher mentoring program that addresses teachers' individual and organizational needs is vital. With an effective mentoring program in place, the large urban school district in Ohio that was studied may address the challenges of new teachers and provide strategies to better prepare and support them during the most crucial stages of their careers. The study's findings may help explain the support and guidance new teachers need in their early years of teaching to stay in their jobs.

In Chapter 3, I describe the research methodology and detailed methods used to gather data, including the mixed-method research design, justification of the research design, the procedures for gaining access to participants, selection of participants, data collection processes, and data analysis methods.

CHAPTER 3: METHODOLOGY

Mentoring has been identified as a potential solution to reforming teaching, teacher education, and retaining talented new teachers (Little, 1990). This descriptive study examined the perceived effectiveness of a new teacher mentoring program in a large urban district in Ohio. The research aimed to assess the program's impact on new teachers' development and identify any areas for improvement. The findings of this study may inform future mentoring initiatives and retention.

The mentoring program under review was established in 2000 but was not formally evaluated until recently. I conducted a study limited to one school district in Ohio. While the findings cannot be generalized to all teachers in the state, they provide preliminary observations and insights into the perceived effectiveness of new teaching mentoring programs in Ohio and nationwide. My study was an important step in understanding the impact of mentoring programs on new teachers and could be used to inform future research and mentoring program development.

The school district invited all new teachers who were retained for the 2022-2023 school year and were involved in the mentoring program during their first five years to participate in a survey. Unfortunately, those no longer retained by the district were not included in the survey, as contact information was unavailable. The survey was open to teachers from all levels of education, including elementary, middle, and high school, as well as those who had initially been licensed and those who had entered laterally. This chapter presents the research question, procedure, and the comprehensively understood. The site of the study, sampling, instrumentation, data collection, data analysis, and summary are presented in this chapter. The study site was determined based on the research question and the population of interest. Sampling was used to select a representative sample from the population of interest. Instrumentation was used to measure the variables of interest in the study. Data collection involved interventions and a survey.

Research Question

To what extent are new teachers benefiting from participation in their new teacher mentoring program, and what are their perceptions of the program?

Research Design and Approach

According to Merriam (2009), research is a systematic process of gaining knowledge about something previously unknown (p. 4). Luck et al. (1992) also state that a research design is formulating and declaring a project's overall research approach or strategy. As Creswell and Creswell (2018) described, a constructivist worldview was an appropriate lens to examine the new teachers' perspectives of their mentoring program, as my study explored the organized group's structure, development, interaction, and collective behavior (Hancock & Algozzine, 2011) and the participants' experiences, perceptions, and feelings (Creswell, 2012). By taking a constructivist approach, this research relied on the participants.

Qualitative research focuses on understanding how people interpret their experiences, construct their worlds, and what meaning they attribute to their experiences (Merriam, 2009). My study sought to understand the mentoring program from participants' perspectives through interviews and a survey. The research problem necessitated a qualitative approach, as this method allows for an in-depth exploration of the participants' experiences and provides the data necessary to answer the research questions. Through interviews and a survey, My study gained insight into the participants' perspectives on the mentoring program, including their experiences, opinions, and feelings. This data was then used to answer the research questions and comprehensively understand the mentoring program in a mixed method.

A mixed-method research design combines qualitative and quantitative methods to understand a research problem (Johnson, 2004) comprehensively. Qualitative data are used to gain an in-depth understanding of the research problem, while quantitative data provide a more objective view of the problem. Mixed-method research designs are often used in social science research (Teddlie, 2009). A mixed method allowed me to explore the research problem from multiple angles and gain a more comprehensive understanding of the extent to which new teachers benefit from their new teacher mentoring program and their perceptions of the program. The context for this research involved collecting data from the mentees in the program from surveys and interviews. The data collected from these sources were analyzed sequentially, with interviews analyzed first before moving on to the survey to gain insights into the extent to which new teachers benefit from the program and their perceptions. Information from the interviews was used to design the survey questionnaire.

In this research, I chose a case study design to investigate new teachers' perceptions of a teacher mentoring program. This approach was selected as it allows for documenting individuals' experiences in their natural environment (Creswell, 2012) and involves data collection from multiple sources and perspectives (Lodico et al., 2010). This mixed methods case study provided a comprehensive approach for gathering and evaluating data and reporting the results. The case study selection was based on its type, characteristics, and disciplinary orientation. The data were collected through various methods, such as interviews and surveys. The data were then analyzed using qualitative and quantitative methods to draw conclusions and make recommendations. Finally, the results were reported clearly and concisely. This systematic approach ensured that the case study was conducted in an organized and effective manner. (Hancock et al., 2006). The method also allows for an in-depth exploration of the context in which the participants were situated. I used a combination of interviews and surveys to collect data for comprehensive understanding. I conducted one-on-one, semi-structured interviews with five new teachers and surveys to gain insight into their perceived experiences with the mentoring program. This was followed by a meeting where follow-up questions were asked. During this meeting, the participants discussed their experiences and views on the mentoring program. This enabled me to gain further details about their experiences that were to capture in a survey. The interviews also allowed for open-ended questions and allowed new teachers to express themselves in a way that felt comfortable for them. Interviews were used to gain a deeper understanding of the participants' experiences, while surveys were used to capture perceived experiences and more quantitative data. I also used triangulation to collect data from multiple sources and perspectives to ensure reliable and valid results. Using this approach, I could better understand new teachers' perceptions of the teacher mentoring program. Detailed interview descriptions (Creswell, 2012) and a survey discussion are used to present the case study.

The survey was designed to measure the effectiveness of the district mentoring program among new teachers. The survey included questions about the participant's experience with the program, satisfaction, and overall opinion. The survey was administered to all participants in the study. I then analyzed the survey's quantitative data using descriptive and inferential statistics. Descriptive statistics were used to summarize the data and identify response patterns. Inferential statistics were used to test hypotheses about the effectiveness of the district mentoring program among new teachers. I also analyzed the qualitative data from the semi-structured interviews

using thematic analysis. Thematic analysis is a method of analyzing qualitative data by identifying, coding, and interpreting patterns in the data. I identified common themes in the interview responses and used these themes to interpret and explain the quantitative data from the survey. Overall, this mixed-methods explanatory research design allowed me to select both qualitative and quantitative data, analyze it using appropriate methods, and draw meaningful conclusions about the effectiveness of the district mentoring program among new teachers.

According to Mertler (2014), a mixed-methods explanatory design allows for the quantitative data and analysis to be the focus of the study, while the qualitative data can be used to elaborate, refine, or explain the quantitative findings (p. 104). I used a mixed methods case study design to comprehensively understand the topic and corroborate the findings. I wanted to gain a deeper understanding of the school district's mentoring program from the point of view of new teachers. Through this research, I investigated how the program has impacted the growth and development of these teachers and assessed whether the mentoring program has provided what new teachers need. Additionally, I analyzed tons of the support they have received and how it has impacted their instructional practices.

Creswell (2012) suggests that quantitative research can lead to knowledge and understanding of a phenomenon and provide voices to those who may not otherwise be heard. He and Creswell (2018) explain that surveys effectively gather data, as they can answer descriptive, relational, and predictive questions. Surveys are also helpful in collecting a wide range of information. The quantitative survey in this study was used to analyze the experiences of new teachers participating in a teacher mentoring program. Emails were sent out with the survey link to new teachers who signed up to participate in the study to gain insight into their perceptions. After collecting the data, I analyzed it to identify themes and patterns of consistent or inconsistent information. This allowed me to inquire about various aspects of what they perceive as support that has enabled them to be successful and stay in their jobs. To effectively measure teachers' perceptions, a Likert-type rating scale was used in the survey (the complete survey can be found in Appendix E). Throughout the survey development, the research question was constantly kept in mind to guarantee that all questions and statements were relevant to the study's purpose. Additionally, themes that emerged from the interviews were considered when constructing the survey.

I consulted with the Department of teacher programs in the district to ensure that the instrument was unbiased. The survey was field-tested with second and third-year new teachers, after which any necessary adjustments were made. Dana and Yendol-Hoppey (2014) remind researchers that changes to the original data collection plan may arise, whether major or minor. Since the case study results are not generalizable, Mertler (2014) emphasizes the importance of the educator-researcher ensuring the instrument's validity to measure the new teachers' perceptions of the mentoring component of the new teacher mentoring program in pseudonyms. To ensure the instrument is valid, all questions and statements are carefully crafted to directly address the new teachers' perceptions of the program's mentoring component. This helps ensure that the research results are accurate and reliable.

Role of the Researcher

For the past 19 years, I have been an educator in the Prek-9 school setting. During this time, I have served in various roles, such as an intervention specialist teacher and a case, 504 plan, and ESL coordinator for students with disabilities. I am an intervention specialist and teacher evaluator at the study site. As Patton (2002) states, a researcher is a teacher, collaborator, facilitator, and social change agent. In my current role, I strive to fulfill all these roles to create positive change in the lives of my students. In the past, I have had the privilege of being a mentor to many student teachers and new teachers. We did not have any new teachers in the special education department. However, I had to remain impartial to guarantee that the data I provided was dependable and beneficial to the school district and other educational organizations. To do this, I had to keep an open attitude and attentively listen to the participants to gain a better understanding of their points of view. This was not always easy, but it was necessary to capture the data needed for my research and to ensure that the information I provided was accurate and trustworthy. I chose this study site because I worked there for 19 years and was familiar with the buildings and the Department of Teacher Leadership. I had built a trusting relationship with some of the new teachers employed there, and I never tried to influence them in any way. The familiarity and easy access to the site made it an ideal choice for me. I decided to conduct a study on the teacher mentoring program of the school district because I had heard numerous complaints from both veteran and new teachers about the program's ineffectiveness. I wanted to understand better how new teachers perceived their mentoring program and determine if any areas needed improvement.

The Study Site

My study took place in a large urban school district in Ohio due to the persistence of the problem being investigated. Researchers collect data at the site where participants experience a particular issue (Creswell, 2009). The school district is the third-largest district in Ohio and one of the city's largest employers, with about 7000 full- and part-time employees. The community has about 3000 teachers and 36,000 students in preschool through 12th grade. According to the Ohio Department of Education, approximately 70% of students in the district were eligible for free or reduced-price meals during the 2019-2020 school year. This means that most students in the district were from low-income households and may not have had access to the same resources as their peers in more affluent areas. This highlights the need for increased support for these students in terms of academic resources and social-emotional support. The district hires around 300 new teachers each year, with 80% joining the Resident Educator Program (RESA). This program currently has around 500 members. The coordinator of the school NTM program reported that 10% of new teachers who have five or more years of experience and are not part of the peer group or resident educator program leave or switch to a different profession within their first few years of teaching.

I gained access to the study participants by meeting with the facilitator of the Teacher program in charge of the new teacher mentoring program at the study's site. The district office emailed the new teachers informing them of my intent to interview and survey them. I then selected five new teachers from a list of new teachers who volunteered to participate to be interviewed after school hours. After obtaining permission from the expected participants, I sent out reminders via email to encourage their participation. Additionally, I sent out a survey with 33 questionnaire items (including six demographic questions) to all new teachers via email with a deadline for completion. The survey provided valuable insight into the experiences of the new teachers. After analyzing and interpreting the data, I sent everyone involved a report of my findings. Additionally, I took measures to ensure that any ethical issues during the study were handled appropriately.

Participants/Population

Ohio's large urban school district in Ohio has 36,000 students and 700 teachers across high school, middle school, and multiple elementary schools. This school district was selected for a new teacher mentoring program that its new teachers had not formally evaluated. I feel that

my study provided an opportunity to examine the program's effectiveness from a new teacher's perspective, which is a gap in the current literature. The chosen district implemented a new teacher mentoring program during the 2000-2001 school year when the state guidelines for such programs were still being developed. The primary goal of this program was to create a supportive and nurturing environment that encourages and facilitates the personal and professional growth of new teachers with 0-2 years of teaching experience. This program allowed new teachers to learn from experienced educators, receive guidance on classroom management, and develop their teaching skills.

The program was designed to create a supportive environment for new teachers, improve their effectiveness, and ensure quality education for students. Until now, all new teachers were assigned mentors and were required to participate in all mentoring and induction activities during their first year in the district. Furthermore, peer review and coaching were made available to provide tailored support to meet the needs of each new teacher to increase the retention rate of those teachers with professional promise.

The school district aimed at selecting mentor teachers based on their grade level or subject area assignments, their expressed commitment to providing personal time and attention to new district teachers, and their evidence of professional dedication and competence. To show appreciation for their hard work, the state offers mentor teachers a modest yearly stipend from funds allocated for the mentoring program. Mentor teachers are expected to have the necessary skills and knowledge to effectively guide new district teachers, even though they only receive two days of intensive training. This training is usually insufficient for mentors to fully prepare to support new teachers during their first years of teaching successfully. Nevertheless, mentors are still expected to have the necessary skills and knowledge to guide and support new district teachers. The district designed a comprehensive program to ensure that newly hired teachers were well-acquainted with the district's people, policies, and resources. This program included a three-day orientation before the start of the school year, monthly professional development seminars held throughout the first year of employment, and the assignment of a mentor teacher to provide ongoing assistance at the building level. During the orientation, new teachers were welcomed with introductions to the district department, the superintendent, and other district personnel.

At the start of the school year, new teachers were given an orientation to the district. During this orientation, they were informed of district policies and procedures, curricula, special education procedures, and programs. Additionally, they are taught proactive classroom management strategies and introduced to their mentors. Throughout the year, monthly seminars are held to support new teachers further. These seminars covered various topics, such as classroom management strategies, parent/teacher conferences, student assessment, and teacher evaluation processes.

After conducting interviews with five new teachers, a survey was created and distributed to 200 teachers new to the mentoring program and retained by the school district for the 2022-2023 school year. The survey was based on research on mentoring programs for new teachers and the Ohio Department of Education's standards for such programs. I carefully crafted and tested the questionnaire before sending it to the new teachers. Out of the 200 surveys distributed, 153 were returned, and 47 were usable, giving a response rate of over 76.5%.

Instrumentation

Of the 200 teachers invited to participate in an interview and survey, 47 did not respond, and 153 responded. Out of the 153 who responded, 142 completed the survey questionnaire and 11 left at least some portion of the questionnaire incomplete, yielding a response rate of 76.5%. Additionally, I interviewed five out of the 153 respondents in one-on-one sessions after school hours.

Oral interviews were conducted with five new teachers to understand this mixed-method study's research question better. As Creswell (2009) and Merriam (2009) pointed out, this data collection method is popular in educational research. Merriam (2009) explains that data is information in the environment, and interviewing is one of the most widely used methods for collecting this data. By interviewing the new teachers, I could better understand their overall satisfaction with the program. The data were then used to create survey questions that allowed me to delve deeper into the teachers' experiences. Through the interviews, I gained insight into the teachers' perceptions of the program, including what they thought were its strengths and weaknesses. I hope this study's results may be used to inform future decisions about the program, such as how to improve it or provide better support to new teachers.

Survey questionnaires are a powerful tool used by social scientists, educators, policy analysts, and others to gain insight into a population's beliefs, attitudes, reported behaviors, and

experiences (Johnson et al., 2004). By collecting data from only a tiny fraction of the people in a relatively short period, survey questionnaires are an efficient and cost-effective way to obtain information about a population. In the educational setting, surveys gather demographic information and assess practices and procedures in a school district. Data are obtained from only a tiny fraction of the total population in a relatively short period; therefore, survey questionnaires are a wise investment of time and resources.

After thoroughly examining the available research on new teacher mentoring programs, I concluded that the examination of the chosen district's mentoring program should be conducted per the current findings on new teacher mentoring programs and the Ohio Department of Education's guidelines for new teacher mentoring programs. The study provided a comprehensive assessment of the program's perceived effectiveness and determined to what extent it meets the needs of new teachers in the district.

To determine the perception of the mentoring program's effectiveness level, I developed an interview protocol and survey instrument based on the criteria outlined by the Ohio Department of Education (2000). These criteria included retaining quality teachers, improving teacher performance, supporting teacher morale, communication, and collegiality, and facilitating a seamless transition in the first year of teaching. To ensure that the data collected was accurate and reliable, I interviewed mentors and mentees to gain insight into their experiences with the program. Additionally, I administered a survey to all participants to measure their satisfaction with the program and its impact on their teaching practice. Data results were then used to inform future decisions about the program and to make recommendations for improvement.

I created an interview protocol and a survey questionnaire to gain insight into the effectiveness of the teacher mentoring program in the chosen district. The questionnaire was designed to explore new teachers' perceptions of the program's ability to provide support during their first five years of teaching. The interview protocol was developed to investigate the same topics as the questionnaire but with semi-structured and open-ended questions. This allowed respondents to provide more detailed and comprehensive responses about their experiences with the mentoring program. In addition to their answers, demographic data were collected from each interviewee, including their name, school, teaching level, years of teaching experience, and role

in the mentoring program. This data was used to understand better the participants' backgrounds and how the mentoring program had impacted them.

I believe I had content validity to the extent to which my instrument accurately measured its intended content area. To ensure the content validity of the survey, a table of content representation was created based on a review of the relevant literature. This table validated each survey questionnaire and interview item (Appendix I). The validity of items and sampling is essential when measuring the intended content area. Developing a "table of content representativeness" is necessary to ensure that the questions accurately sample the total content area. This helped to ensure that the items were relevant to the content being tested and that the sampling was valid. Doing this provided a reasonable degree of content validity, according to Airasian (2003, p. 136).

I ensured the construct validity of the survey questionnaire by consulting with the facilitator of the district mentoring program in December 2022. Twenty-five subjects similar to the study's population (second-year new teachers) from the school district of study in Ohio were asked to provide feedback on the survey. The questions asked dealt with ambiguous or confusing wording, completion time, and clarity of directions, font size, and suggestions for revision. This feedback was used to make any necessary changes to the survey questionnaire. After receiving feedback from the pilot study, I modified four areas. The first was to alter the vocabulary used in the survey questionnaire to understand their experiences and perspectives better "teacher you mentored." This decision was based on Dillman's (2000) suggestion that survey questions should use words likely to be understood by most respondents. While "Mentee" is a term commonly used in educational research to mean "a person who is being mentored by someone else or seeking guidance, advice, and support from a mentor to reach their goals" Mentee. (n.d.), it seemed more complex than using the phrase "teacher you mentored."

The second alteration to the questionnaire was to reorder the items from 1-33 to reduce the likelihood of response set among respondents. According to Dillman (2000), a response set is a phenomenon that occurs when respondents mindlessly check items on a survey questionnaire without taking the time to read and understand the questions. By rearranging the items, it is hoped that respondents will be more likely to read and consider each question before providing an answer.

I was cognizant of possible response sets, so I took proactive measures to prevent it. To do this, I utilized various methods, such as utilizing distinct visual cues and meticulously crafting the phrasing of the questions. After analyzing the responses from the survey participants, it became apparent that the ordering of the items had caused a distraction, as a pattern of positive and negative items was perceived. As a result, I reworded the items to make them all positive. I added one more demographic question to the survey to better understand the teacher respondents' backgrounds. This question asked about the type of teacher preparation each respondent had experienced, such as whether they had completed a traditional or alternative teacher preparation program or had no formal teacher preparation. By including this question, I hoped to gain insight into how the different types of teacher preparation may have impacted the responses given.

Interview Protocol

I interviewed participants to gain insight into their perspectives on the positive and negative aspects of the teacher mentoring program, its strategies, and how it has impacted their professional growth.

To ensure a successful interview, I had to establish a rapport with the participants, make them feel at ease, and explain the purpose of the study before asking questions that would prompt the new teachers to reflect on their experiences in the mentoring program. I conducted semi-structured, open-ended interviews with participants after school hours via an online Google meeting. To ensure the participants' privacy, their identities were protected by assigning them pseudonyms and obtaining consent to audio record the discussions.

After each interview, I transcribed all recorded information verbatim to accurately capture the participants' responses. A sample interview script can be found in Appendices D1 & D2. Through semi-structured face-to-face interviews, I better understood the thoughts, ideas, and experiences of the participants in the teacher mentoring program. The open-ended questions I asked during the interviews enabled the participants to express their views on the advantages and disadvantages of the program.

Additionally, these questions were designed to uncover the mentoring techniques used in the program, how they impacted the participants professionally, and what could be done to improve the program. By gathering data on the mentoring program, the district may identify

areas of strength and weaknesses with what affected new teachers professionally and what could be done to improve it.

Approval was obtained from the Institutional Review Board (IRB) of Miami University for the interviews, and I contacted the school district of study. In October 2023, contact was made with the school district office of Talent and Development, and written permission was granted in December 2022 to proceed with the research study (as seen in Appendix L). The Teacher Leadership Personnel at the Office of Teacher Development created a list of all teachers involved in the mentoring program within their first 5-years of teaching who were retained by the district for the 2022-23 school year. This list was used to identify potential participants for the study. On November 15, 2022, the director of the research department in the district held a meeting at the central office. Following this meeting, the teacher leadership facilitator was authorized to email all new teachers to inform them of an opportunity to participate in a research study. The email included a cover letter that explained the study and survey process. As a result, 25 teachers filled out a Google form expressing their interest in participating in an interview and survey. After Christmas break, another email reminder was sent out.

I received permission from the school district of the study site and provided each new teacher with a letter of informed consent (see Appendix A (1)). After receiving the informed consent letters, I spoke with each new teacher to arrange a time and place for their oral interview. I chose an online Google meeting system in a structured one-on-one session. I conducted in-depth interviews with carefully chosen participants to understand their experiences and perspectives better. This type of research is called inductive research, which relies on the researcher as the primary instrument for data collection and analysis. I used open-ended interviews as the primary method to collect this data. This allowed me to ask questions tailored to each participant and gain a more detailed description of their experiences. Through this process, answers from the interviews were then used to create a survey instrument.

Five new teachers were interviewed to understand better their perceptions of the strengths and weaknesses of their teacher mentoring program, the mentoring strategies used, and how the program could be improved. Open-ended interviews were conducted to allow for firsthand accounts of the participants' thoughts, ideas, and experiences. A series of questions were prepared to investigate the participants' views on their teacher mentoring program. The goal was to gain insight into the new teachers' perceptions of their teacher mentoring program. I contacted

the 25 new teachers interested in participating in the school district's mentoring program. Of those 25, 15 agreed to be interviewed. From those 15, I randomly selected five to be interviewed. The interviews were conducted after school and lasted between 50 minutes and one hour. During the interviews, I made sure to take the time to get to know the participants on a personal level and build a trusting relationship with them. This was important to ensure the participants felt comfortable sharing their honest thoughts and opinions about the mentoring program. I also took the time to explain the purpose of the study and why their input was so valuable. To gain insight into their experiences, I asked open-ended questions that allowed the new teachers to reflect on their experiences in the mentoring program. After the interview, I thanked the participants for their time and asked if they had any questions about the study.

Survey Instrument

The survey was designed to gain insight into the perceptions of new teachers enrolled in the district's mentoring program. The survey questions were developed with great attention to detail, taking into account the specific school district being studied and the Ohio Department of Education's standards for teacher mentoring. Furthermore, the questions were crafted based on research from related literature on successful mentoring programs, as outlined in Appendix I: Questions & Interview reference. Also, the data collected from the interviews were then categorized and organized into themes, providing additional information to supplement the survey items. I sent out electronic surveys to 25% of the new teachers in the district to collect data quickly and cost-effectively about their thoughts on the NTM program's mentoring component. I included a cover letter with the survey link, encouraging participants to complete it. The survey was anonymous so that participants could answer honestly without fear of repercussions. This allowed me to get a wide range of responses and gain valuable insight into the program's effectiveness.

I used Survey Monkey to collect data that provided insight into new teachers' beliefs, attitudes, behaviors, and experiences. A survey questionnaire was designed to gain a comprehensive overview of the studied population, allowing researchers to make informed decisions about the collected data. The survey questions were tailored to the study's needs and focused on perception, skills, attitude, morale, and communication. This questionnaire was designed to gain insight into teachers' perceptions of a particular program during their first five

years of teaching. It asked for demographic information such as gender, age, level taught, type of teacher preparation, teaching experience, and years of participation in the mentoring program.

Additionally, it sought to understand the support they received from the program during this time. The results of this questionnaire provided valuable information about the program's effectiveness and how it may be improved to better support new teachers in their journey.

Scoring of the Instrument. This research instrument was scored according to certain criteria. Age brackets were assigned numerical values, with 20 to 25 being assigned a value of 1 and 26 to 30 being assigned a value of 2. Similarly, gender was assigned numerical values, with males being assigned a value of 1 and females being assigned a value of 2. This scoring system allows for the data to be easily analyzed and compared. A survey was conducted using a 10-point Likert scale modified from the original 4-point scale. This allowed the use of parametric statistics to analyze the data. The 10-point scale ranged from strongly disagree (SD) to strongly Agree (SA), with somewhat disagree (SWD) and somewhat agree (SWA) in between. The research instrument was scored as outlined in Table 1.

Table 1: *Research Instrument Scoring System*

Strongly Disagrees SD		Somewhat Disagree SWD			Somewhat Agree SWA			Strongly Agree SA	
1	2	3	4	5	6	7	8	9	10

I used Google Forms to provide the survey to participants. The survey had 33 statements that the participants had to answer.

Reliability of the Instrument. I decided to limit bias and ensure the reliability and validity of the instrument by avoiding introducing an experimental element into the study that it was not designed to measure. This was done to maintain a consistent and accurate representation of the data collected and to ensure that any external factors influenced any results obtained. By avoiding introducing an experimental element, I ensured that the study results were based solely on the data collected and not on any other external factor.

The reliability of the survey instrument was further tested using Cronbach's Alpha reliability analysis in the Statistical Package for the Social Sciences (SPSS). This analysis assessed the instrument's internal consistency, composed of ten scaled responses ranging from strongly disagree to agree strongly. One item, item 28, had a poor reliability coefficient of less

than 0.20, so I changed the word "mentee" to "teacher you mentored." After this alteration, the overall alpha reliability coefficient obtained was 0.788, as seen in the tables below.

Table 2: *Case Processing Summary*

Cases	N	%
Valid	18	12.9
Excluded	121	87.1
Total	139	100.0

Note. Listwise deletion is based on all variables in the procedure.

Table 3: *Reliability Statistics*

Cronbach's Alpha	N of Items
0.788	26

Method of Data Analysis

A secure online survey was created to collect participant data. The survey included both descriptive and inferential questions. Descriptive questions were used to gather participants' backgrounds and experiences. Inferential questions were used to test the hypotheses, with a one-sample t-test used to analyze the results. All data collected were stored in an encrypted database to protect anonymity.

This research sought to answer the question of whether new teachers are significantly benefiting from participation in their new teacher mentoring program by verifying the hypotheses:

(H_{a1}) There is a significant Perception of Support for Teacher Morale from the program.

(H_{01}) There is no significant Perception of Support for Teacher Morale from the program.

(H_{a2}) There is a significant perception of the program Building a Sense of Performance and Positive Attitude.

(H_{02}) There is no significant perception of the program Building a Sense of Performance and Positive Attitude.

(H_{a3}) There is a significant perception of the Improving New Teacher Skills program.

(H_{03}) There is no significant perception of the program Improving New Teacher Skills.

(H_{a4}) There is a significant perception that the program impacts Communication and Collegiality.

(H_{04}) No significant perception of the program impacting Communication and Collegiality exists.

(H_{a5}) There is a significant perception of the program impacting Teacher Retention.

(H_{05}) No significant perception of the program impacting Teacher Retention exists.

This research also sought to explore new teachers' perceptions of the program.

Operational Definition of Variables

The main variables used in the study were

o Support for Teacher Morale (Teacher Morale),

o Performance and Attitude (Performance_Attitudes),

o New Teacher Skills (NewTeacherSkills),

o Communication and Collegiality (Comm_Collegiality),

o Teacher Retention (Teacher_retention).

The definitions used for each of the variables are outlined below.

Support for Teacher Morale: The district supports teacher morale by offering new teachers' encouragement, recognition, and appreciation. This helps maintain their enthusiasm and dedication to their work, ensuring they remain committed to their profession. This can include providing resources and professional development opportunities, offering rewards and recognition for outstanding performance, and creating a positive work environment.

Performance and Attitude refers to building a sense of performance and a positive attitude as creating an environment that encourages and motivates individuals to strive for excellence in their work. This involves creating an atmosphere of trust, respect, and collaboration and providing the necessary resources and support to help employees reach their goals. It also involves setting clear expectations and providing feedback on performance. Additionally, it involves recognizing and awarding employees for their efforts and accomplishments. This helps create a thriving culture and encourages employees to take ownership.

New Teacher Skills refers to helping new teachers develop the knowledge, skills, and abilities necessary to succeed in their teaching roles. This includes providing professional development opportunities, mentoring, and other support services to help new teachers become more effective in their classrooms. It also involves providing resources and guidance to help new teachers understand their roles' expectations and how to meet them best. Improving New

Teacher Skills also involves helping new teachers build relationships with their students, colleagues, and administrators.

Communication and Collegiality refer to exchanging ideas, opinions, and information between colleagues in a professional setting. Communication is exchanging information between two or more people, while collegiality is the spirit of cooperation and collaboration between colleagues. Communication is essential for effective collaboration, and collegiality is necessary for creating a positive work environment. Communication can be verbal, written, or nonverbal, while collegiality involves respect, trust, and mutual understanding.

Teacher Retention is keeping teachers in their positions for an extended period. It is a critical factor in the success of any school system, as it ensures that teachers can build relationships with students and develop their skills over time. Teacher retention is also essential for maintaining a stable and effective learning environment, as it allows teachers to become familiar with the school's culture and expectations. Additionally, teacher retention can help to reduce teacher turnover, which can be costly for schools in terms of recruiting.

Ethical Considerations

According to the American Psychological Association (APA, 2020), ethical considerations in mixed methods studies include protecting the rights and welfare of participants, ensuring informed consent, maintaining confidentiality, and avoiding potential harm. Additionally, researchers should be aware of any potential biases from combining qualitative and quantitative data. Furthermore, researchers should ensure that the data collected are valid and reliable and that the results are accurately reported. Finally, researchers should be aware of any potential conflicts of interest arising from conducting a mixed methods study.

I adhered to the protocols and ethical standards established by Miami University to safeguard all participants and guarantee the study's accuracy.

Every attempt was made to ensure that the rights of the participants were respected. As mandated by Miami University, approval was granted from the Institutional Review Board (IRB), number 05-31-22-04363e), and the CITI Online, web-based training course, was completed with a certificate (Record ID 37799718). Consent for this study was obtained from the school site administrator. Each participant in the study provided a signed consent form (see Appendix C) outlining the study's purpose, the procedures to be followed, the potential benefits of the study, and assurances of confidentiality. Permission to conduct research and interview new

teachers was obtained from the school administrator, as is typical for such studies (Merriam, 2009). It was the responsibility of the author to protect the participants, the research site, and the data collected within the study. I conducted semi-structured interviews to explore their experiences and perspectives. The interviews were audio-recorded and transcribed for analysis. I identified key themes in the data through thematic analysis, which were then used to inform my research findings. The informed consent form for the study was designed to ensure trust and credibility. It included the researcher's name and a clear explanation of the purpose of the study and that the interviews and survey data would be recorded, transcribed, and stored in a safe place (see Appendix C). It also emphasized that participation in the survey was voluntary and that participants had the right to refuse or withdraw at any time. I discussed using pseudonyms with the participants to ensure their confidentiality. I reassured them that their anonymity would be maintained throughout and after the study and that their names would not be used in discussions of the interviews. Instead, codes would be used to protect the individual's identity. I ensured that all information obtained was accurately reported and that I was truthful in my findings. Upon request, the study's results will be available to all participants.

Chapter Summary

This research study was designed to explore the perceived effectiveness of a teacher mentoring program in providing support to new teachers. To do this, I developed and tested a survey questionnaire with 27 scaled items, ranging from strongly disagree to strongly agree, to assess the effectiveness of new teacher mentoring programs. The questionnaire was administered to new teachers involved in the district's new teacher mentoring program throughout their five-year teaching experience. Additionally, semi-structured open-ended interviews were conducted with five of the survey participants.

From December 12, 2022, to January 17, 2023, I conducted five individual interviews with participants via Google Meet. The interviews were semi-structured and open-ended, and the questions asked were based on the survey questionnaire. The purpose of these interviews was to gain a more comprehensive understanding of the participants' opinions on the effectiveness of the new teacher mentoring program. These interviews gave me a deeper insight into the participants' thoughts and feelings about the program.

On January 6, 2023, a survey was conducted to assess the effectiveness of new teacher mentoring programs under Ohio's guidelines. The survey included six demographic items that

focused on gender, age, teaching level, type of teacher preparation, number of years of teaching experience, and number of years in the mentoring program. The survey was distributed to 200 new teachers retained by the district for the 2022-2023 school year and involved in the mentoring program.

In Chapter 4, I present survey findings, descriptive statistics, and frequencies. Inferential statistics were used with the help of SPSS to verify the hypotheses further. The main findings are then discussed about the theories and similar studies discussed in the review of related literature.

CHAPTER 4: RESULTS AND DISCUSSION

This descriptive study aimed to examine the perceived effectiveness of a teacher mentoring program in a large urban school district in Ohio. The program had been running for several years, and I conducted interviews and surveys with new teachers who were enrolled in the program and still employed by the school district for the 2022-2023 school year. I sought to determine how successful the school district's new teacher mentoring program was. After obtaining consent from the interview participants, I conducted interviews to gain a comprehensive and in-depth understanding of their views on the perceived effectiveness of the new teacher mentoring program. The research question explored in the study was: "To what extent are new teachers benefiting from participation in their new teacher mentoring program, and what are their perceptions of the program?"

After Miami University approved the Institutional Review Board (IRB) form, it took two months for the school district in which the research was to be conducted to give their approval. As soon as the district approved the study, it sent out a Google Interest Form to 25% of the new teachers within the school district, asking them to volunteer for the research. Out of the 200 teachers who were emailed, 23 new teachers responded within the first three days of when the email was sent, expressing their interest in participating in the interview. All 23 teachers were sent a letter of informed consent to sign (see Appendix C), and five teachers expressed their interest by emailing back their signed consent forms. After receiving the signed documents, I emailed and called each participant to confirm the interview's date, time, and location and provided them with a copy of the interview protocol. To ensure that the interview times were convenient for everyone, I asked each participant to provide their availability through a Google Calendar. After receiving their responses, I set the interview dates and times. All participants agreed to be interviewed, and they provided a comprehensive and in-depth account of their thoughts on the perceived effectiveness of the program.

I conducted the interviews that lasted between 30 and 40 minutes to gain a comprehensive understanding of the participant's views on the effectiveness of the new teacher mentoring program. To ensure the interviews were as effective as possible, I developed and tested interview questions based on current research and Ohio Department of Education guidelines for new teacher mentoring programs (see Appendix A). The interviews were

conducted via Google Meet, which allowed for a convenient and secure way to explore the participants' opinions.

Utilizing the rich data collected from these interviews, I created a questionnaire to be distributed to a larger group of new teachers. The survey was conducted among a group of 200 new teachers. The survey was designed to assess the effectiveness of mentoring programs for new teachers and to evaluate the Ohio Department of Education's standards for such programs. The researcher carefully crafted the questionnaire (see Appendix I), ensuring it was comprehensive and relevant to the research topic, before distributing it to the new teachers. The survey was then tested to ensure that it was valid and reliable. The school district sent out a survey to 200 teachers who were either new to the mentoring program or retained by the school district for the 2022-2023 school year. Out of the 200 surveys distributed, 153 teachers responded by participating in the survey, and 47 new teachers did not respond. Out of the 153 participants who responded, 11 participants did not respond to all the questions on the questionnaire. A total of 142 teachers responded, giving a response rate of 76%.

This chapter is divided into two distinct sections. The first section provides an overview of the data collected from December 16th, 2022, to February 17th, 2023, including the interview and survey results. Descriptive statistics and frequencies of the background variables are also included in this section. The second section presents the research findings, verifies the hypotheses formulated before the study, and discusses the implications of the results and any further conclusions.

Demographics and Descriptive Statistics

The interviews collected data from five respondents; all provided demographic information about themselves. The demographic characteristics of the interviewees are recorded in Table 4, including gender, teaching experience, content area, and ethnicity. This information was used to better understand the teaching population's diversity and identify potential disparities in the teaching field. Three participants (60%) were female new teachers, while the remaining two (40%) were male teachers with more experience.

Table 4: *Interview Participant Demographic Information*

Teacher characteristics	Category	Frequency	Percentage
Gender	Female Male	3 2	60 40
Years of Teaching	1 2 3 4	1 2 1 1	20 40 20 20
Content Area	Preschool Intervention Specialist English Language & Social Studies Math/Science	1 1 1 1	20 20 20 40
Ethnicity	Hispanic African American	2 3	40 60
Grade Level	Elementary Middle School High School	3 1 1	60 20 20

This table provides demographic information about the participants in the interview. The results demonstrate an apparent disparity between the number of male and female teachers. Of the five teachers interviewed, only two were male, representing 40% of the total, while three were female, representing 60%. This could be due to various factors, such as cultural norms. The following table illustrates the number of teachers who have been teaching for a certain number of years and the percentage of the total number of teachers each group represents. Most teachers (60%) have been teaching for two years or less, while only 20% have been teaching for three or more years.

Survey Demographics

Most of the five teachers interviewed had been teaching for two or fewer years. One teacher had been teaching for four years, while the other two had been teaching for one year each. This data suggests that the staff is relatively new to the profession. The five teachers interviewed had different roles, with a preschool teacher, intervention specialist, Science/math, English language, and Social Studies teachers each making up 20% of the staff and the math/science staff members making up 40%. The data provide a clear picture of the composition

of the teaching staff in this study. The data collected from a sample of five people indicates that the population is predominantly African American, with 40% Hispanic.

Furthermore, the data suggest that most teachers in this population are in elementary school (60%), with 20% each in middle and high school.

A survey questionnaire was sent to 200 new teachers participating in the new teacher mentoring program within their first five years of teaching and was retained by the district for the 2022-2023 school year. Unfortunately, contact data was unavailable for new teachers who were not retained by the school district for the 2022-2023 school year. Of the 200 surveys distributed to new teachers not retained by the school district for the 2022-2023 school year, 47 did not respond due to the unavailability of contact data. Of the 153 participants who responded to the questionnaire, 142 responded to all the items, and 11 participants failed to complete all the items on the instruments.

Table 5: *Questionnaire Item and Variable Characteristics*

Variable Name	Item Description	Used (recorded) Codes
Gender	Gender	1=Male 2=Female 3=Others
Agebracket	Age bracket	1= 20-25 2= 26-30 3= 31-35 4= 36-40 5= 41 and above
Leveltaught	Level you taught during your most recent participation in the mentoring program	1 = Elementary 2 = Middle School 3 = High School
Teacherprepprog	Type of teacher preparation	1 = Teacher Preparation program, 4 years, plus master's degree 2 = Teacher Preparation program, 5 years 3 = Lateral Entry, alternate program, plus master's degree 4 = Other
RoleMentorProg	Role during your most recent participation in the mentoring program:	1 = New Teacher (0-2 years teaching experience) 2 = New Teacher to District 3 = Number of years of teaching experience
YrsParticMentProg	Years participated in the mentoring program	1 = 1 year 2 = 2 years 3 = 3 years 4 = 4 years 5 = 5 years

The above data provides information about the characteristics of the questionnaire item and the variables associated with it. It includes the variable name, item description, and codes used for each variable. This data can be used to analyze the responses to the questionnaire and gain insights into the characteristics of the respondents.

Table 6: *Shared and Usable Questionnaires*

Shared	Returned	Return Rate	Incomplete	Complete	Adjusted Return Rate
200	153	76.5%	11	142	71%

This survey was conducted with 200 questionnaires distributed, 153 were returned, and 47 did not respond. This survey had a return rate of 76.5%, but after adjusting for incomplete questionnaires, the return rate was 71%. A total of 142 out of 200 questionnaires distributed were completed and returned, providing valuable data for the survey.

Table 7: *Questionnaire Results*

Variable Name	Item Description	Category	Frequency	Percentage
Gender	Gender	Male Female Others	51 88 3	35.9 62 2.1
Age bracket	Age bracket	20-25 26-30 31-35 36-40 41 and above Missing	18 49 41 11 18 5	12.7 34.5 28.9 7.7 12.7 3.5
Level taught	Level taught during your most recent mentoring program	Elementary Middle School High School Missing	56 56 28 2	39.4 39.4 19.7 1.4
Teacherprepprog	Type of teacher preparation	No Teacher Preparation program 4 years, plus master's degree Teacher Preparation program, 5 years Lateral Entry, alternate program, plus master's degree Missing	15 57 53 15 2	10.6 40.1 37.3 10.6 1.4
RoleMentorProg	Role during your most recent participation in the mentoring program	New Teacher (0-2 years teaching experience) New Teacher to District 3+ years of teaching experience Missing	110 30 2	77.5 21.1 1.4
YrsParticMentProg	Years participated in the mentoring program	1 year 2 years 3 years 4 years 5 years	33 52 34 18 5	23.2 36.6 23.9 12.7 3.5

The above data set contains information about the 142 individuals who participated in fully responding to the questionnaire on the mentoring program. It includes details such as gender, age bracket, level taught, teacher preparation program, role during the most recent

participation in the mentoring program, and years of participation in the mentoring program. The data provide a comprehensive overview of the characteristics of those who have participated in the mentoring program, allowing for further analysis and understanding of the impact of mentoring on teachers. Out of the total population of 142 participants, 51 (35.9%) are male, 88 (62.0%) are female, and 3 (2.1%) are non-binary. The data reveal the frequency and percentage of people in different age brackets, which are 18 years old or younger (1), 19-29 years old (2), 30-39 years old (3), 40-49 years old (4), and 50 years old or older (5). From the data, it appears that the majority of the participants, 49 (34.5%), were between the ages of 26-30. The second largest age bracket was 31-35, with 41 (28.9%), followed by 20-25, with 18 (12.7%). Fewer participants were in the age brackets of 36-40 (7.7%) and 41 and above (12.7%). Finally, 5 (3.5%) participants did not provide their age bracket.

For level taught, data suggests that the mentoring program was most successful in reaching elementary school teachers, with 39.4% of participants in that age group. Middle school teachers were the second most represented, with 19.7% of participants. High school teachers were the least described, with only 1.4% of participants. 39.4% of participants had missing demographic information (Elementary: 56 [39.4%], Middle School: 28 [19.7%], High School: 2 [1.4%], Missing: 56 [39.4%]).

The data show the percentage of teachers who had completed different teacher preparation programs for the teacher preparatory program. 15% of teachers had no teacher preparation program, 57% had a four-year program plus a master's degree, 53% had a five-year teacher preparation program, and 10.6% had a lateral entry or alternate program plus a master's degree—1.4% of the data was missing. Most teachers had completed a teacher preparation program, the most popular being a four-year program plus a master's degree. This suggests that the teachers were investing time in their education and were committed to providing quality education to their students.

When discussing the role of the teacher, the data set provides information about the role of participants in a mentoring program, with 0-2 years of teaching experience labeled as a "New Teacher" and 3+ years of teaching experience labeled as a "New Teacher to District." The frequency column indicates the number of participants in each role, with 110 participants identified as "New Teacher" and 30 as "New Teacher to District." The percentage column indicates the percentage of participants in each role, with 77.5% identified as "New Teacher" and

21.1% identified as "New Teacher to District." Also included is the percentage of missing data, which is 1.4%. From this data set, it can be concluded that most participants in the mentoring program had 0-2 years of teaching experience, while a smaller portion had 3+ years of teaching experience. Additionally, there is a small amount of missing data.

This data set shows the number of years respondents had participated in a mentoring program. Most participants had been in the program for 1-3 years, with 33 people having experience for one year, 52 people participating for two years, and 34 people participating for three years. Fewer participants had been in the program for 4 or 5 years, with 18 people having experienced four years and five people having experienced five years. The average number of years participants had been in the program was 23.2, with a median of 36.6 and a mode of 23.9. The lowest number of years a participant had been in the program was 3.5.

Interview Results

From December 1st, 2022, to January 17th, 2023, I conducted Google Meet interviews with five new teachers who had volunteered to participate in the discussion about their teacher mentoring program. Written permission for the interviews was obtained from each participant (see Appendix C). The schedule of the interviews is in Appendix G. Out of the 23 new teachers contacted through the Google interest form, six agreed to participate, and five were randomly selected as I planned. These participants included new teachers in their first, second, third, fourth, and fifth years of teaching. After obtaining written permission, I transcribed the interviews myself.

I sought to better understand the teacher mentoring program by conducting five semi-structured, face-to-face interviews with new teachers. I asked questions to explore their perceptions of the program, its strengths and weaknesses, and its strategies. The aim was to gain success so the program could be improved. By gathering this information, I gained a more comprehensive understanding of the teacher mentoring program and how it could be enhanced. I divided the research question into two hypotheses to understand the new teachers' experiences and opinions comprehensively. The first hypothesis was that new teachers would benefit significantly from participation in their new teacher mentoring program. The second hypothesis was that new teachers would positively perceive the program. During the interviews, I established rapport with the participants, explained the purpose of the study, and asked open-ended questions to allow new teachers to reflect on their experiences in the mentoring program.

The questions were designed to draw out the participants' views on the strengths and weaknesses of the program, the mentoring strategies used, and how they could be improved (Merriam, 2009). After each interview, I thanked the participants for their time and asked if they had any questions or comments.

Interview Themes

Through these interviews, I gained a deeper understanding of their perception of the strengths and weaknesses of the program. The interview and survey results showed that new teachers benefitted from their involvement in the program. The interviews conducted revealed three main themes: (a) transition into the field of education or the school district, (b) improvement of teaching skills, and (c) fostering a positive attitude. These themes were further broken down into categories based on the responses given by the participants concerning each topic. These categories included dispelling feelings of isolation, developing a sense of professionalism, developing collegiality, receiving feedback, making suggestions for program improvement, and understanding the effects on retention. The participants in the study found that monthly district meetings, the accessibility of a mentor teacher, and getting questions answered were the most beneficial forms of support during their transition to teaching. These meetings provided a platform for new teachers to connect with other teachers in their district and discuss common issues and successes. Having a mentor teacher was also important, giving new teachers someone to turn to for advice and guidance. Additionally, getting questions answered quickly was essential for a successful transition. The new teachers also felt that the support they received from the teacher mentoring program was insufficient to enable growth. This finding aligns with Ingersoll and Strong's (2011) assertion that new teachers are not receiving enough help to succeed in the classroom. More support is needed for new teachers to ensure their success. The interviews revealed that mentors could not devote enough time to help new teachers develop effective teaching practices, leaving them to figure it out independently. They identified specific areas where they need additional support, such as classroom management, behavior management strategies, and guidance on developing effective instructional plans.

Also, answering questions quickly is essential for new teachers, in line with Gibbs (2018). Most teachers in the mentoring program expressed their appreciation for the monthly meetings, despite the extra demands they placed on their schedules. Participant #5, a new teacher in the program, highlighted the benefit of getting to know other new teachers through these

meetings, expressing her enjoyment of them. This demonstrates the meetings' value in allowing teachers to connect and build relationships. Participant #2, a new teacher, expressed her gratitude for the mentors available when she had questions about managing certain situations in her classroom. She found it particularly helpful to have mentors observe her teaching and then discuss their observations, comments, and recommendations with her. She stated that having mentors available to advise on handling certain situations and having them observe her teaching and review their impressions, comments, and suggestions with her was very helpful. Participant #4, a teacher who had been teaching for five years but was new to the district, expressed his gratitude to his mentor teacher. He noted that having someone to talk to during his early teaching days was invaluable and that his mentor gave him as much advice as needed.

The second theme discussed in the interviews was the improvement of teaching skills. This theme was divided into four sub-categories: classroom management, lesson planning/pacing, paperwork organization, and self-reflection. The teaching skills most often mentioned as having been improved because of mentor teachers or mentoring programs were classroom management and lesson planning/pacing. Participant #3 reported, "I have found reaching out incredible for the support and feedback I need. Having mentor support has been valuable in helping me to improve my classroom management" and by stating that "I find the support beneficial to my classroom management, teaching strategies, and building confidence in my teaching capabilities" as an educator. They added, "I am grateful for the opportunity to access this assistance and am confident it will continue to benefit my teaching journey."

This statement aligns with Kirby's (2015) about the importance of having a mentor. Participant #1, on the other hand, indicated,

> I have received minimal support from the teacher mentoring program thus far. My mentor teacher rarely checks in with me. We do not meet to discuss teaching strategies or classroom management issues. At the new teacher meeting, we discussed a lot related to my subject area. There have been a few things that I need to be made aware of.

Participant #4 reflected on his experience and noted that attending the monthly meetings is beneficial, providing an opportunity to learn from experienced and new teachers. He gained insight into classroom management from the feedback he received.

The third theme was related to fostering a positive attitude and was divided into four sub-categories: receiving encouragement, discussing problems, cultivating friendships, and working

together as a team. Having a mentor teacher and being part of the mentoring program helped new teachers foster a positive attitude in various ways. Receiving encouragement from the mentor teacher and other experienced teachers in the program benefited new teachers, providing them with a sense of support and reassurance. Participant #4, a teacher in his third year of a mentoring program, had trouble during his first year. He acknowledged that the meetings he attended were beneficial in main advice on handling. They assured him that they and alone in his struggles. Participant #2 noted that her mentor had been invaluable in helping her become a successful teacher. She was taught a straightforward lesson-planning method, given access to good resources for finding curricular materials, and provided with classroom management strategies. Without her mentor, she would have been more overwhelmed and less confident that things would eventually improve.

The fourth theme from the interviews was the importance of dispelling feelings of isolation and loneliness for first-year teachers. The participants discussed how having a mentor teacher, attending monthly district and middle school RESA meetings, and having support from other veteran teachers and building administrators helped them to feel connected and supported during their first year of teaching. The mentor teacher was identified as the most important source of support, providing guidance and advice on classroom management, curriculum, and other teaching-related subjects. Participant #3, a new teacher in the program for her second year, expressed feeling isolated during her first year. She had a difficult start due to her mentor teacher's classroom being far from hers and her mentor not teaching in her subject or grade level, which limited her contact with them. Although she gained some support from the monthly meetings, they were not enough to help her daily, leaving her feeling overwhelmed and struggling to get through each day. Participant #2 expressed her appreciation for the support from her district-wide mentor and high school-level science curriculum coach during the 2021-2022 school year. She noted that her science teacher mentor was especially helpful in understanding her struggles and providing guidance. Additionally, the curriculum coach was beneficial in helping her find resources for her three courses. Overall, she was grateful for the invaluable support and guidance she received from both mentors. The participants in the study conducted by Grossman and Davis (2012) found that, while they appreciated the emotional support they received from their mentors, they were not receiving enough instructional support. This lack of instructional support could contribute to teachers' difficulties during their first year.

Mentors should focus on providing emotional and instructional support to help teachers better manage these challenges.

The fifth theme identified from the interviews was related to teachers' greatest challenges. This theme was divided into several sub-categories, including classroom management, meeting the diverse needs of students, learning the curriculum, and meeting Ohio Standards of Learning (Common Core State Standards [CCSS]). Other challenges identified included planning and pacing lessons, handling parents, obtaining the necessary resources, organizing paperwork, managing time, grading, and educational philosophy. These challenges are all unique to the teaching profession. One of the most common challenges is classroom management, which involves meeting the diverse needs of their students. This includes understanding each student's learning style and ability and creating an environment conducive to learning. Additionally, new teachers must learn the curriculum and standards the Ohio CCSS sets. This can be daunting, as it requires a thorough understanding of the material and how to teach it. Participant #1, a new teacher, expressed her realization that, while she could make a difference in her student's lives and show them, love, she could not fix all their problems. This highlights the importance of teachers recognizing their limitations and focusing on how they can help their students. Participant #5 expressed the need for a mentoring program to help new teachers feel supported and to have mentors who have the time to invest in their development. Participant #4 expressed his confusion regarding the Teacher Mentoring Program. He was aware of the state-wide OREP requirements and district-wide mentoring but unsure of which set of mentors the program was addressing. He suggested that it would be ideal for new teachers to have both a curriculum mentor and a school-based mentor for their first two years. This indicates that Participant #4 believes having both mentors would benefit new teachers to ensure they are adequately supported in their transition into teaching. Participant #3 also suggested that new teachers should have two mentors: one who is school-based and can help them adjust to the school environment and one who is curriculum/subject-based and can provide more in-depth guidance. This would ensure that new teachers have the support they need to succeed in their first year of teaching and with the curriculum.

The sixth theme identified from the interviews with new teachers was developing a sense of professionalism. This theme was divided into five sub-categories based on factors contributing to its development or results of feeling more professional. These factors included professional

development opportunities, such as workshops and seminars aimed at helping new teachers become more confident in their teaching abilities, become more proficient at lesson planning and pacing, and learn the curriculum. Developing a sense of professionalism was also seen as a key factor contributing to new teacher development. Participate #2, a new teacher, expressed her newfound confidence in her teaching abilities. She credited her mentor teacher and the mentoring program for helping her to feel more comfortable and successful in her first year of teaching. She stated it was not the intimidating experience she had expected and felt she had been teaching for years, not just one. Participant #5 expressed that the mentoring program had been a major factor in her professional growth and development. She noted that it had allowed her to pause and think about her teaching methods, lessons, and other aspects of her job. This reflection allowed her to identify areas of improvement and make changes that positively impacted her teaching. The Ohio CCSS and mentoring program provided her with valuable feedback from experienced professionals, enabling her to refine her skills further and become more effective**.**

The seventh theme of developing collegiality was divided into five sub-categories: sharing frustrations, building relationships, sharing ideas, asking questions, and mutual encouragement. The new teachers defined collegiality primarily as discussing their frustrations and ideas and building relationships with their colleagues. This mainly occurred at the monthly meetings, where teachers could share their experiences and learn from one another. Most of the teachers interviewed expressed the importance of feeling supported by their peers and not feeling they were the only ones experiencing problems. Participant #2, a new teacher, expressed the importance of having a support system for other new teachers going through the same struggles. He believes talking and sharing ideas can help them improve and grow as a team. Knowing he was not alone in his mistakes gave him comfort and reassurance. This sentiment was echoed by many of the other teachers interviewed.

The eighth theme focused on the topic of receiving feedback. This theme was divided into six sub-categories: informal feedback, being observed by the mentor teacher, observing the mentor teacher, observing other teachers, being observed by the building administrator, and scheduling conflicts that hindered observations and feedback. The participants reported receiving feedback from their mentor teachers often; however, most of it was informal. This could include verbal comments or suggestions made during conversations. Observations from the mentor teacher did not occur often, and mentees did not have many opportunities to observe their mentor

teachers. The reason for the limited number of observations seemed to be scheduling conflicts, where the mentor teacher and the mentee were teaching simultaneously and were, therefore, unable to observe each other. When asked about the opportunities available to new teachers for observations, Participant #5 suggested that new teachers should be given a chance to gain valuable insight into the teaching profession by observing an experienced teacher's actions. This will give them a better understanding of effectively delivering a lesson and managing a classroom. Additionally, they should be provided with assistance when setting up their classroom for the first time, such as advice on arranging the furniture and what materials to have on hand. Finally, they should receive a comprehensive overview of the expectations for completing a lesson plan, including what information should be included.

The ninth theme related to suggestions for improving the mentoring program was divided into seven sub-categories. These sub-categories included mentor-teacher training, mentor/mentee matching, monthly district meetings, scheduling conflicts, extending the program to two years, exceptional mentoring cases, and district orientation sessions. Most of the suggestions for program improvement focused on creating a training and accountability system for the mentor teachers. Participate #4, a teacher new to the district and in his third year, stressed the importance of having mentor teachers close by, especially for those who had difficulty during their first year. He suggested that "it is more beneficial for new teachers to have mentors in their hall who can provide guidance and support, rather than just someone who teaches the same subject area or grade level." He believes having a mentor nearby is essential for supporting and guiding new teachers. Furthermore, he believes it is important to train mentor teachers so they are equipped to provide the best possible assistance to their mentees. Participant #5 said,

> I wish I had been given more opportunities to be observed by my mentor so that I could receive meaningful feedback and advice that applied to my daily teaching in the classroom. Having the chance to be observed by an experienced mentor would have allowed me to gain insight into my teaching style and how I could improve it. Furthermore, it would have allowed me to ask questions and receive guidance on managing my classroom better and handling any issues that may arise.

The 10th theme, focused on the effects of the mentoring program on retention, was divided into four distinct sub-categories. The first sub-category was the influence of the mentor teacher, which refers to the impact that a mentor teacher has on a new teacher's decision to stay

in the field. The second sub-category was the impact of the district's monthly meetings, which are held to discuss issues related to teaching and provide support for teachers. Most new teachers interviewed reported that their mentor teacher and the monthly meetings required by the mentoring program positively impacted their decision to stay in the field of education. Many of them said that the input and encouragement from their mentor teacher was the primary factor that influenced this decision, followed by the monthly meetings. These meetings allowed new teachers to build relationships, express their frustrations, and exchange ideas. Although some new teachers stated that their decision to remain in education was more intrinsic. Overall, the meetings were a success and provided a platform for new teachers to come together and share their experiences. It seems clear that the new teachers felt supported and encouraged to continue their teaching careers. This is a testament to the power of collaboration and the importance of creating a supportive environment for new teachers.

Analysis of Interview Data

After conducting the first interview, I analyzed the data. The responses to the 15 interview questions were transcribed and compiled into four significant aspects. Even though each participant's experience was unique, four common themes were identified among the five new teachers: the need for a mentor, a lack of structure, more collaboration, and inadequate support. I analyzed the collected data using inductive and deductive approaches. This analysis involved coding and theming the data, exploring, examining, comparing, and placing it into categories (Creswell, 2009). The four aspects of the teacher mentoring program were further subdivided into categories based on the interviews. The frequencies and percentages for each factor's sub-category were calculated based on the number of times each sub-category was repeated. A colleague and I conducted an inter-rater reliability analysis of the interview factors, which yielded an agreement rate of 76.5%. Frequencies and percentages for each factor's sub-category were then calculated based on the number of times interview participants mentioned each sub-category.

I asked participants to provide brief overviews of their mentoring program experience and identify any challenges they faced as new teachers. Participants #1, 2, and 5 reported limited exposure to the program, as this was their first-year teaching. Participants #2 and 5 had been assigned a mentor but only met twice after school. The participants reported not receiving any guidance or instructional support from the district's mentoring program. Participant #5 expressed

that their teacher education program had adequately prepared them for the classroom. Still, they had benefited from having a co-teacher for the two years prior, which had helped them to manage any difficulties they faced.

All five participants indicated that classroom management and discipline are areas of concern. Participant #3, a third-year teacher, shared that they faced challenges with classroom management in their first year of teaching. They also noted that staffing issues had put their preschool program's licensure at risk, created an unsafe and unproductive learning environment, and reduced planning time, all challenging students and classroom discipline. Interview Question 8 asked about the strengths and weaknesses of the program. However, additional information was drawn from responses to Questions 1-7 and 9, which asked for specific detail regarding the strengths and weaknesses of the mentoring program. Participants responded that the support they received had been beneficial in helping them to improve their instructional practices. However, they felt that the level of support was insufficient and that they needed more assistance to become better teachers. Specifically, they expressed a need for more help with classroom management, behavior management, and guidance on developing effective instructional strategies.

During the interviews, 4 out of 5 participants shared that being assigned a mentor was a great strength of the teacher mentoring program. Participants #1 and 4 discussed that having a mentor was generally a positive experience, especially providing them with social-emotional guidance and support. Despite these positive characteristics of the program, the program had some weaknesses, such as a lack of professional development opportunities geared toward addressing new teachers' individual needs to stay in their practice. Participant #5 suggested that, even though mentors were assigned to support new teachers, the program should have more oversight, and mentors should be in the same subject area as their mentees. All participants mentioned that their expectations of support for activities such as lesson planning and student assessments were unmet, leading to frustration. They resorted to asking their colleagues for help and relying on their prior student intern experiences to compensate. They appreciated the input and the chance to work with others when the mentor's support was unavailable. The participants all said that the teacher mentoring program still needed improvement.

Issues such as classroom management, training, and support, mentoring support, positive support, collaboration, emotional and physical support, learning the system, and instructional

support were highlighted as areas needing development. Classroom management, training, and support were seen as the most challenging areas, with 100% of participants stating that the areas mentioned above were the most challenging of their first years of teaching. This group saw Access to resources, instructional practices, and emotional and physical support of teachers as the least challenging areas. Other areas discussed included insufficient participation, lack of planning and structure in monthly meetings, difficulty finding the right mentor for new teachers, inadequate mentor training, lack of time with mentors, and insufficient support to help the teachers improve their professional skills. Participants #1, 2, and 5 wanted a mentor with more experience to guide and support them. Participant #3 said they expected to have a mentor with more experience who could provide targeted advice. Participant #4 said the mentor should have at least five years of teaching experience, as having that knowledge and expertise is essential.

I asked the participants to discuss the mentoring strategies they experienced in the program and how they felt they helped or hindered their development. Three of the five participants could not recall any specific mentoring strategies used in the program and instead shared strategies they had learned from their colleagues. After I gave examples, the 5th participant talked only about what they had learned from other teachers. Two participants gave their opinions on the mentoring strategies used in the teacher mentoring program. Participant #2 felt that no strategies helped in her development and suggested that her mentor should take time to observe her and vice versa, teach a lesson, and exchange ideas. Participant #5, however, found the monthly group meetings held by the school district beneficial, as they shared information on procedures, guidelines, expectations, and teaching strategies. Most respondents (70%) indicated that the mentoring program had helped them by providing guidance and support as they navigated their new teacher roles. Other benefits included having access to resources and materials, having someone to turn to for advice, and having someone to provide feedback on their teaching.

A total of 60% of respondents strongly agreed that they would like to have more frequent meetings with their mentors meanwhile, 20% of respondents somewhat agreed that providing more resources and materials, (15%) having more experienced mentors, and (5%) having more opportunities for collaboration with other teachers are of great importance to them. The responses from participants to interview questions 9 and 10 were used to determine a conclusion. Question 9 was, "What are some things the district does well in training new teachers and

helping them become comfortable in the classroom? What items could be done better in the district's training of new teachers or that the district could improve?" Participant #1 answered,

> The district did a great job at the new teacher training by grouping us with our grade level teachers and having the breakout sessions for us. However, I would like them to provide us with my in-depth knowledge of the forms and documents we are required to complete for students in the first week of school and in addition to our staff files. Another thing the district does well is allow new teachers to observe other teachers. The district does a poor job of offering training to teachers moving to new grades or subjects. The training could be improved by being more specific to grades, subjects, and individual needs.

For Question 10, I asked, "What changes would you like to see in the Teacher Mentoring Program? How may the mentoring program impact new teachers in the future?" Participant # 4 answered

> I would like to see a program where new teachers are provided with the opportunity, time, and schedule to observe an experienced teacher giving a lesson, help when setting up the classroom for the first time, and have a walk-through on the expectations on completing a lesson plan. Help with some classroom management strategies or professional development focused on classroom management techniques—a structure and how to access resources. I would be interested in the program allowing mentees to have multiple options of mentors, then allowing them to choose who they think would best suit them for their first years of teaching.

These conclusions were that the district does an excellent job of helping new teachers get comfortable with their classrooms by implementing peer mentoring, RESA, and coaching programs to support teachers. Participants #1-5 all mentioned or reported these programs as something the district does well.

Participant #5 stated that the program allows teachers to collaborate and exchange ideas about difficulties they may experience in the classroom. However, Participants #1, 3, and 4 argued that the meetings don't directly address the issues confronting new teachers. Participant #4 said that the district should offer more support to new teachers regarding instructional techniques and classroom management. All five individuals were then asked to provide input on improving the teacher mentoring program and how it could benefit upcoming educators. The responses given by the participants matched up with the best practices outlined in providing the

nature review. Participant #5 suggested that the program should focus more on classroom management, providing resources on handling student behavior. Participant #4 argued that the mentoring program should give new teachers instructional strategies, allowing them to succeed more in their classes. The participants suggested that the mentors should have the same planning period as the mentee, the mentor and the mentee should be compatible, and the district should create professional development training opportunities that address the individual needs of a teacher.

It was proposed that the teacher mentoring program could be enhanced if the mentor's activities were designed according to the needs of the mentees. The mentor should also have fewer duties in the school to help the program succeed. These ideas came mainly from new teachers who had faced difficulties. Participants #1 and 5 proposed that all new teachers should be involved in the district mentoring program with fidelity, while Participants #2, 3, and 4 suggested that they should have extra time to make connections with other teachers. Participant #1 proposed that participation should be voluntary, but encouraged, and that it should be made desirable for new teachers. Participant #5 suggested that it should be mandatory for new teachers to attend the district's monthly group meetings and that a calendar of mentoring activities should be released before the school year begins. Participants #2 and 3 discussed setting up guidelines for the number of meetings and topics for the mentor/mentee. Participant #2 proposed that meetings occur during the scheduled school day and that some time away from instruction should be allocated.

Participant #3 suggested that mentor-mentee meetings should occur regularly and be determined by the individuals depending on their specific needs. Participant #4 highlighted the importance of having well-trained veteran teachers in the program who can provide mentorship. Participant #5 shared the same opinion, emphasizing the need for all new teachers to have an experienced mentor to guide them in setting up their classrooms and familiarizing themselves with the procedures. Participant #5 suggested that the mentor and mentee should have the same planning period to mentor each other effectively. This would give them more chances to collaborate and share ideas.

On the other hand, Participant #3 believed that the mentor and mentee should be alike in terms of their personalities to find something to relate to. Participant #5 suggested that mentors and mentees should have similar personalities for a successful teaching relationship. This was

echoed by Participants #1 and 2, who noted the importance of having mentors and mentees of the same grade and subject area to plan and support each other more effectively.

Perception of Areas of Challenges for New Teachers. New teachers often face challenges in their first year of teaching, ranging from classroom management to curriculum development. One of the most common challenges identified by new teachers is the lack of mentoring and support from experienced educators. New teachers often feel overwhelmed and isolated as they try to navigate the complexities of the teaching profession. Without the guidance and support of professional educators, new teachers can struggle to develop effective classroom management strategies, create engaging lesson plans, and build meaningful relationships with their students. In addition to the lack of me. In contrast, new teachers face challenges related to their personal development. New teachers often lack the confidence and self-efficacy to effectively manage their classrooms and engage their students. They may also struggle to develop their teaching style and find ways to differentiate instruction for diverse learners. Finally, new teachers may also face challenges related to the school environment. They may find it difficult to adjust to the school culture or conflict with other staff members. They may also struggle to understand the expectations of administrators or parents.

Overall, new teachers face various challenges in their first year of teaching. However, these challenges can be overcome with the right mentoring and support, and new teachers can become successful educators. The factors used to measure the perception of challenges for new teachers are contained in Table 8.

Table 8: *Factors used to Measure Perception of Areas of Challenges for New Teachers*

Factors	Notes
Classroom management	Strategies and techniques used by teachers to maintain order in the classroom and ensure that students are engaged in learning
Training and support	Training and support provided to teachers to help them become more effective in their roles
Mentoring support	Support provided to teachers by mentors or other experienced educators
Positive support	Encouragement and recognition given to teachers for their efforts
Collaboration	Collaboration between teachers, administrators, and other stakeholders in order to create a positive learning environment
Emotional and physical support	Emotional and physical support provided to teachers in order to help them cope with stress and other challenges
Learning the system	Process of learning how to use the school's systems, such as its technology, policies, and procedures
Instructional support	Support provided to teachers to help them deliver effective instruction.

Figure 1 highlights the difficulties new teachers encounter in their mentoring journey based on the percentage of participants who mentioned each factor. Data were transferred from the five transcripts using common characteristics and themes as evidence.

Figure 1: *Perception of Challenging Areas*

Areas of Challenges by Percentage
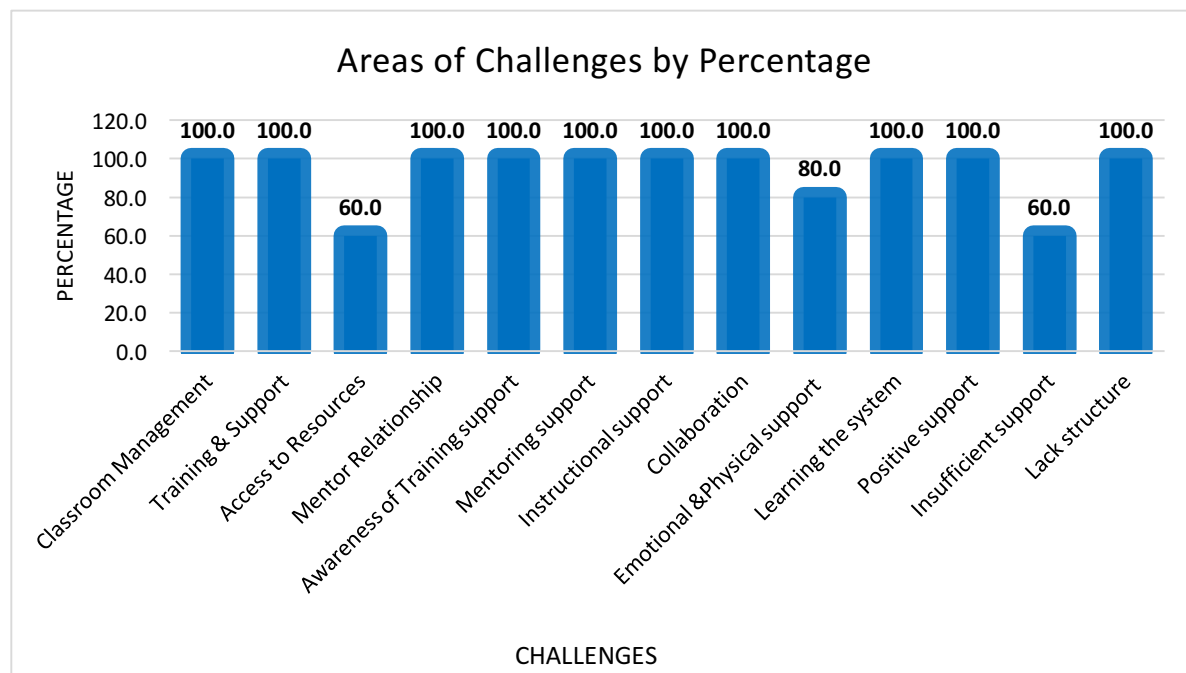
The data suggest that new teachers perceive classroom management, training and support, mentoring support, positive support, collaboration, emotional and physical support, learning the system, and instructional support as areas of challenge. Classroom management, training and support, and mentoring support are seen as the most challenging areas, with 100% of teachers stating they are challenged. Access to resources 60%, emotional and physical support 80%, and instructional support 60% are seen as the least challenging areas.

Perception of Areas of Strengths for New Teachers. New teachers often bring a fresh perspective and enthusiasm to the classroom. They may also have a strong knowledge base in their subject area and excellent communication and organizational skills. New teachers are often eager to learn and willing to take on new challenges. They may also be creative problem-solvers who can think outside the box regarding teaching strategies. Additionally, new teachers often have a strong commitment to their students' success and are willing to go the extra mile for them.

The factors used to measure the perception of areas of strength for new teachers are contained in Table 9.

Table 9: *Factors Used to Measure Perception of Areas of Strength for New Teachers*

Factors	Notes
Establishing mentoring programs	Creating a program that pairs experienced teachers with new teachers to provide guidance and support
New teacher monthly meetings	Scheduling regular meetings for new teachers to discuss their experiences and challenges in the classroom
Available Resources and tools	Resources and tools available to new teachers to help them succeed in the classroom—textbooks, online resources, and other materials
Access to a mentor/veteran teacher	The ability of new teachers to access a mentor or a veteran teacher who can provide guidance and support
Mentors present in the same building	Presence of a mentor or veteran teacher in the same building as the new teacher, which allows for more direct access to the mentor and can provide a more personal connection
Mentoring support	A form of guidance and support provided by an experienced individual to a less experienced individual, which can include advice, guidance, and assistance in developing skills and knowledge
Helpful Professional development trainings	Training that helps employees develop their skills and knowledge to improve their performance in their current job or to prepare them for a new job, which can include workshops, seminars, and online courses
Avenues to Collaborate	Working together to achieve a common goal through various avenues, such as through meetings, online forums, and shared documents
Provide Physical & psychological	Food, shelter, and medical care, and emotional support, such as counseling and therapy
System Understanding	The ability to comprehend the structure and function of a system, including understanding the components of the system, how they interact, and how they can be used to achieve a desired outcome
Access to technology	Technology available for teacher and students to access resources, collaborate with peers, and stay connected, create engaging lessons, and track student progress
Discuss importance of mentoring	Mentoring is an important part of any program. It provides students with a supportive environment to learn and grow. Mentors can provide guidance, support, and advice to help students reach their goals.
Building relationships	Create a sense of community and trust between students, teachers, and administrators to foster collaboration and communication between all stakeholders

Factors	Notes
District communication system	Allows for efficient communication between all stakeholders, including students, teachers, administrators, and parents, to ensure that everyone is on the same page and that information is shared in a timely manner
Impact of the program on growth	Measured by looking at student achievement, attendance, engagement, and the impact on the community, such as increased economic development or improved public safety

Figure 2 shows the perceived strengths of new teachers according to interview respondents.

Figure 2: *Perception of Areas of Strengths for New Teachers*
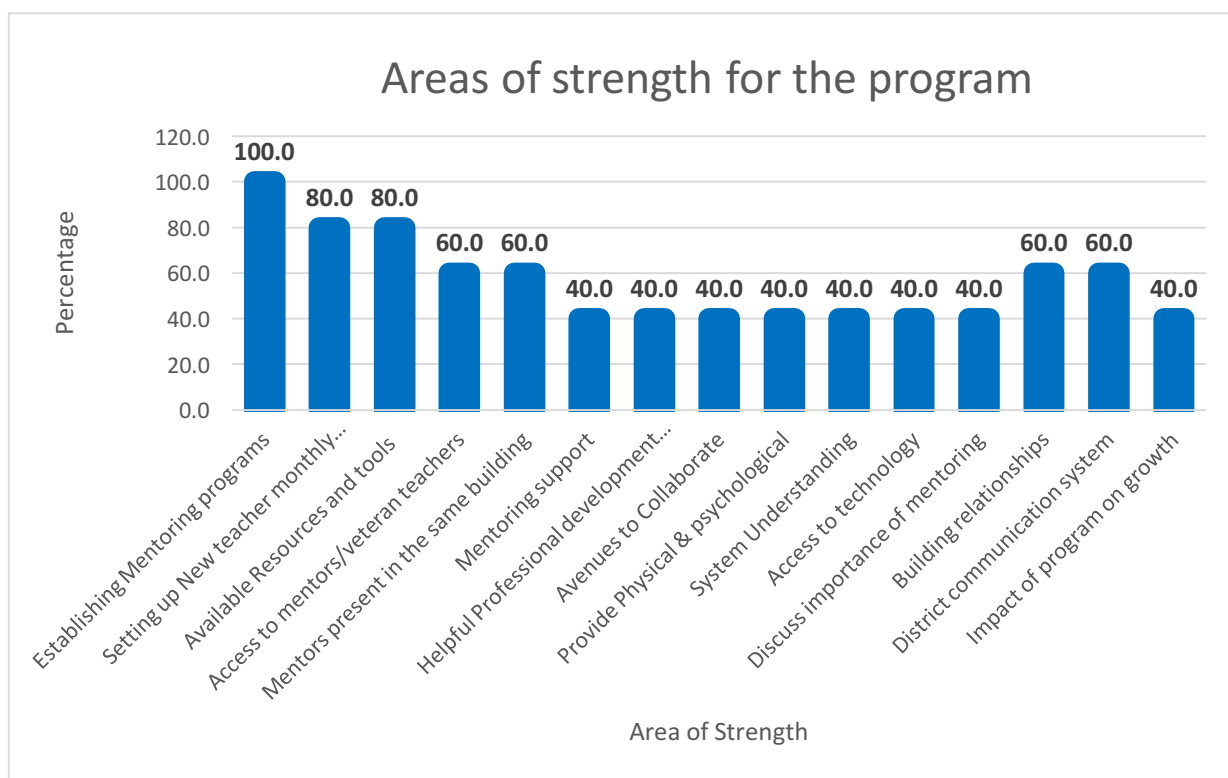
This graph shows the area of strength of the mentoring program according to the five participants interviewed. All five participants acknowledge that establishing mentoring programs within the district is a powerful step. Most participants were aware of their district's monthly teacher meetings. They acknowledged available resources and tools and access to mentors or veteran teachers to work closely with for any challenges as strengths. Participants agreed that the mentoring program is an avenue for building relationships. They also added that their district

mentoring program has a sound communication system where information spreads quickly. Two participants agreed that they see benefits in practical professional development training, collaboration avenues, physical and psychological well-being, system understanding, access to technology, and the community's growth.

This data suggests that establishing mentoring programs is the most successful initiative, followed by setting up new teacher monthly meetings and providing available resources and tools. Access to a mentor/veteran teacher is moderately successful while having a mentor in the same building and providing mentoring support are less successful initiatives. The data suggests that the organization focuses on providing professional development training, collaboration avenues, physical and psychological support, system understanding, access to technology, and discussing the importance of mentoring. Additionally, they emphasize building relationships and district communication systems. Finally, they are looking at the impact of the program on growth. This data indicates that the organization is taking a comprehensive approach to developing its employees and creating a supportive environment.

Survey Questionnaire Results

As part of a study to examine the perceived effectiveness of teacher mentoring programs in the 2022-2023 school district year, 142 new teachers were surveyed. The survey was designed to assess the Ohio Department of Education's standards for such programs and to gain insight into how new teachers perceive the mentoring they receive. Before distributing it to the new teachers, I crafted the questionnaire to ensure it was comprehensive and relevant to the research topic. It was tested beforehand to ensure that the survey was valid and reliable. The survey instrument was divided into different sections: Section A (questions #1-gathered demographic information, Section B (questions #7-12) assessed perceptions of support or the support for teacher morale; Section C (questions #13-17) asked about building a sense of performance and positive attitude, Section D (questions #18-22) covered the improvement of new teacher skills, Section E (questions #23-27) looked at issues of communication and collegiality, and Section F (questions #28-33) reviewed the impact on teacher retention.

Demographic Data Results: Questions 1-6 of the Questionnaire

Section A of the survey questionnaire data shows the gender breakdown of participants in the mentoring program. Out of the 142 total respondents, 51 identified as male, 88 identified as Female, three identified as non-binary, and 0 preferred not to answer. This data indicates that

Most participants in the mentoring program are female, making up 63.40% of the total respondents. Male participants make up 34.64% of the total respondents, while non-binary participants make up 1.96%. The data suggest that the mentoring program successfully engages a diverse range of participants, including those who identify as female, male, and non-binary. Data also included the age of participants in the mentoring program during their most recent participation. In total, 142 participants responded to this question. The average age of participants was 51. For level taught, participants included teachers in elementary, middle, and high schools.

Data also pointed out the responses about teacher preparation programs. The survey asked respondents to identify their gender and then indicate which teacher preparation program they had completed. The results show that 40.38% of male respondents had completed a 4-year teacher preparation program, 42.31% had completed a 5-year program, 9.62% had completed a lateral entry or alternate program, and 7.69% had specified another program. For female respondents, 40.63% indicated they had a four-year teacher preparation program, 35.42% indicated a five-year teacher preparation program, 10.42% indicated a lateral entry alternate program plus a master's degree, and 13.54% said they had another type of teacher preparation program. For non-binary respondents, one indicated they had a four-year teacher preparation program, and the other two said they had another type of teacher preparation program. Finally, no respondents preferred not to answer the question. This data suggests a wide variety of teacher preparation programs available to prospective teachers. Male and female respondents were most likely to have a four- or five-year teacher preparation program.

In contrast, non-binary respondents were likelier to have an alternate program plus a master's degree or teacher preparation program. This data highlights the importance of providing diverse pathways into teaching for all prospective teachers regardless of gender identity or background.

The following data set shows the years of teaching experience for new teachers in a district. The data are divided by gender, with male, female, non-binary, and those who prefer not to answer. The results show that 78.85% of male participants had 0-2 years of teaching experience, while 75% of female participants had 0-2 years of teaching experience. The non-binary participants had 0-2 years of teaching experience.

Data on the years of participating in the mentoring program results of the survey show that out of 142 total respondents, 37 had experienced one year, 56 had two years, 36 had three years, 18 had four years, and 5 had five years. When broken down by gender, 23.08% of male respondents had participated for one year, 44.23% for two years, 21.15% for three years, 9.62% for four years, and 1.92% for five years. For female respondents, 25.77% had participated for one year, 32.99% for two years, 25.77% for three years, 11.34% for four years, and 4.12% for five years. For non-binary respondents, 33.33% had participated for two years, and 66.67% had participated for three years. No respondents preferred not to answer the question about how many years they had participated in the program. Overall, this data shows that most participants in the mentoring program have been involved for two or three years, with female respondents being slightly more likely to have participated for longer than male respondents.

The remainder of the survey questionnaire asked participants to respond to statements about the perceived effectiveness of the new teacher mentoring program within their school district. These 27 statements were developed by me and were based on current research on new teacher mentoring programs and the Ohio Department of Education's questions (see Appendices I and J). All statements were rated on a scale of 1-10, with 1 being strongly disagreed with and 10 strongly agreeing. The questionnaire was split into five parts, each containing 5 or 6 statements on perceptions of support or the support for teacher morale, building a sense of performance and positive attitude, improving new teacher skills, issues of communication and collegiality, and the impact on teacher retention.

Results of Questions 7- 33 of the Questionnaire

In this section, I present the participants' responses to each of the 26 questionnaire questions. The data are summarized under Strongly Disagree (SD), Somewhat Disagree (SWD), Somewhat Agree (SWA), and Strongly Agree (SA) and presented in charts.

Question 7: The new teacher mentoring program was a key factor in helping me adjust to the school district.

Figure 3: *The new teacher mentoring program was a key factor in helping me adjust to the school district*
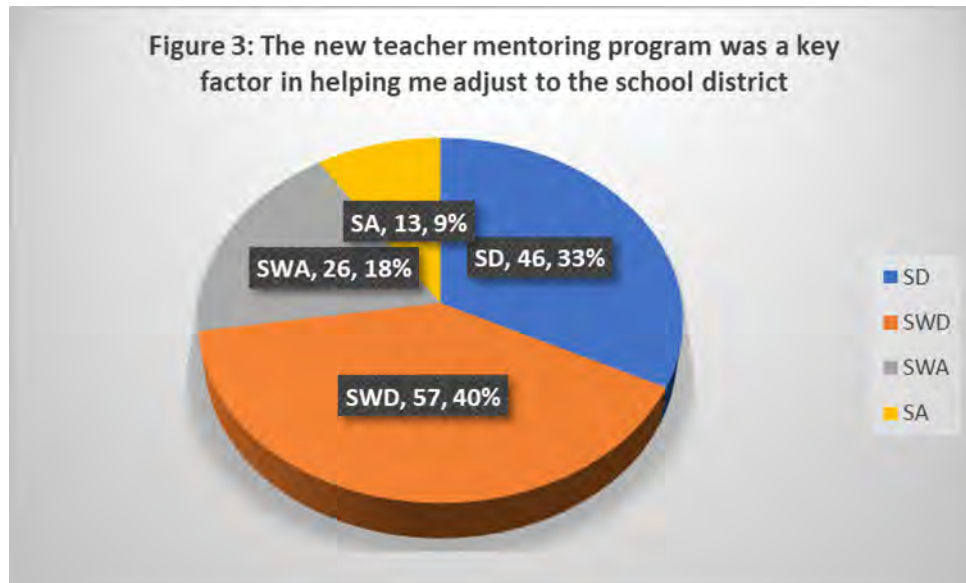
As seen in Figure 3, the majority of the 142 respondents to this question do not agree that the new teacher mentoring program was a key factor in helping them adjust to the school district. A total of 57 (40%) somewhat disagreed, and 46 (33%) respondents strongly disagreed. Only 26 (18%) somewhat agreed, and 13 (9%) strongly agreed. This suggests that the new teacher mentoring program may not have been as effective as hoped in helping teachers adjust to the school district.

Question 8: The mentor teachers gave me the help I needed with my teaching.

Figure 4: *The mentor teachers gave me the help I needed with my teaching*

Figure 4: The mentor teachers gave me the help I needed with my teaching.
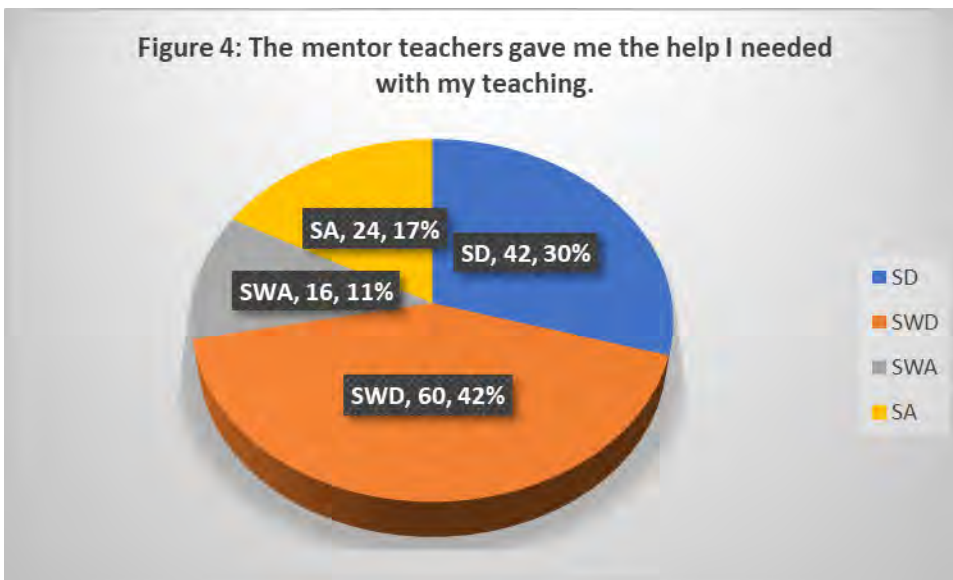
From the results in Figure 4, the majority of the 142 respondents to this question do not agree that the mentor teachers gave the respondent the help they needed with their teaching. A total of 42 (30%) respondents strongly disagreed, and 60 (42%) somewhat disagreed. This indicates that most respondents did not feel they received the help they needed from their mentor teachers. Only 16 (11%) of respondents somewhat agreed, and 24 (17%) strongly agreed that they received the help they needed from their mentor teachers. This suggests that the mentor teachers may not have provided the necessary support and guidance to help the respondents with their teaching. Mentor teachers must provide adequate support and guidance to ensure that new teachers succeed in their roles.

Question 9: The mentoring program helped me feel less isolated or alone during my first three years as a teacher.

Figure 5: *The mentoring program helped me feel less isolated or alone during my first three years as a teacher*
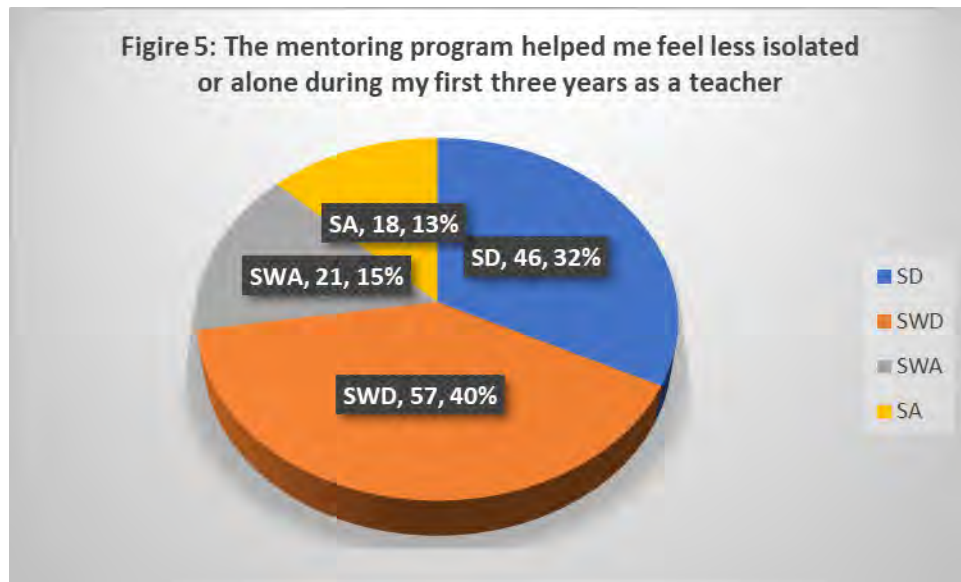
Results in Figure 5 indicate that, of the 142 respondents to this item, the majority do not feel that the mentoring program helped them feel less isolated or alone during their first three years as a teacher. A total of 46 (32%) of respondents strongly disagreed with the statement, while 57 (40%) somewhat disagreed. Only 21 (15%) somewhat agreed, and 18(13%) strongly agreed with the statement. This suggests that the mentoring program may not have been effective in helping teachers feel less isolated or alone during their first three years as a teacher.

Question 10: I often did not need assistance with my teaching more than what my mentor teacher provided.

Figure 6: *I often did not need assistance with my teaching more than what my mentor teacher provided*

Figure 6: I often did not need assistance with my teaching more than what my mentor teacher provided
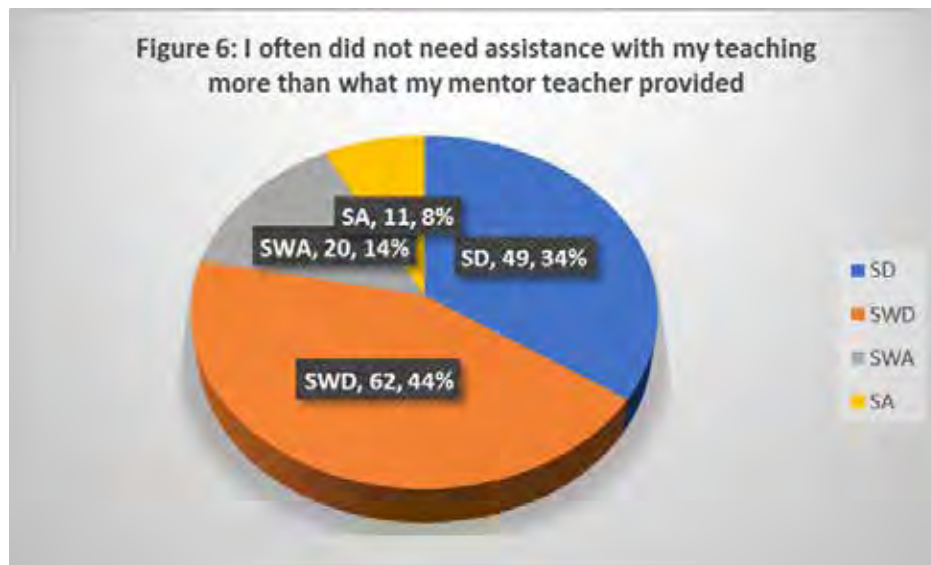
Results in Figure 6 indicate that, of the 142 respondents to this item, most mentor teachers gave the help needed with teaching. A total of 49 (34%) strongly disagreed, 62 (44%) somewhat disagreed, 20(12%) somewhat agreed, and 11 (8 %) strongly agreed. Overall, the results indicate that most mentor teachers provided the help needed with teaching. This suggests that the mentorship program is successful in providing support to new teachers.

Question 11: The importance of self-reflection in my teaching was stressed by my mentor teacher.

Figure 7: *The importance of self-reflection in my teaching was stressed by my mentor teacher*

Figure 7: The importance of self-reflection in my teaching was stressed by my mentor teacher

SA, 19, 13%
SD, 40, 28%
SWA, 27, 19%
SWD, 56, 40%

- SD
- SWD
- SWA
- SA
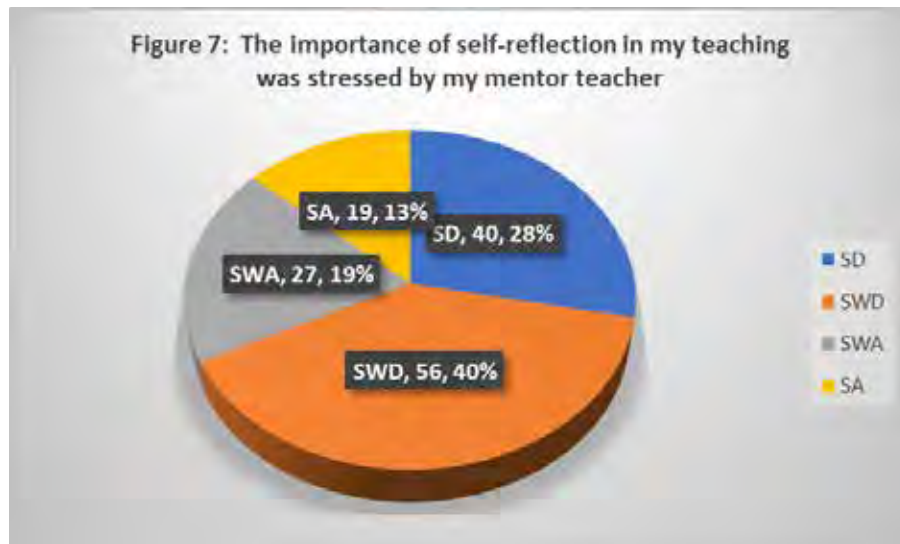
The results in Figure 7 indicate that, of the 142 respondents to this item, a total of 56 (40%) somewhat disagreed that the importance of self-reflection in teaching was stressed by the mentor teacher, 40(28%) strongly disagreed, and 27(19%) somewhat agreed. Only 19 (13%) strongly agreed with the extent of self-reflection in teaching. This could probably suggest that further discussion and education on the importance of self-reflection in teaching could be of help.

Question 12: Classroom management strategies were addressed by the mentoring program.

Figure 8: *Classroom management strategies were addressed by the mentoring program*

Figure 8: Classroom management strategies were addressed by the mentoring program.
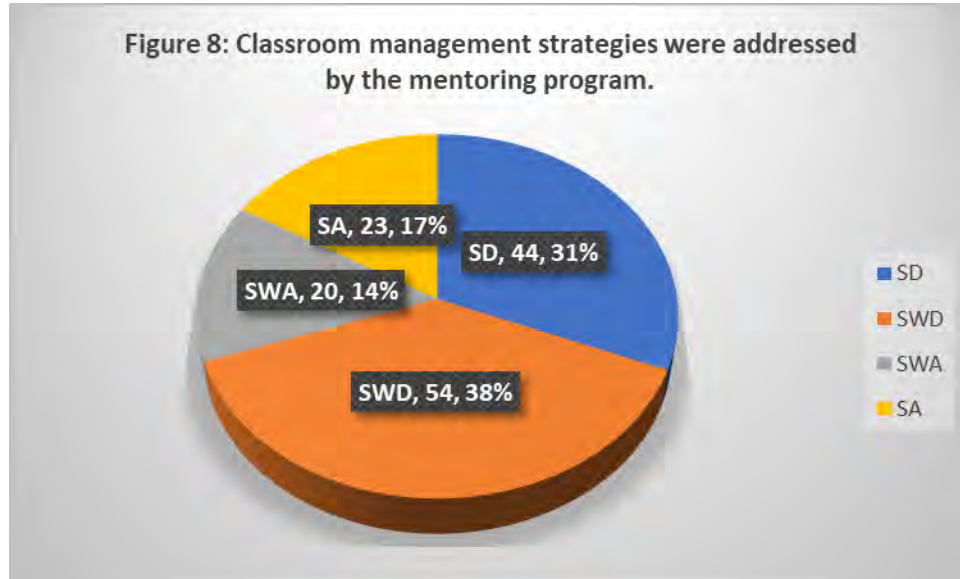
The results in Figure 8 indicate that, of the 141 respondents to this item, a total of 44 (31%) strongly disagreed that the mentoring program addressed classroom management strategies, while 54(38%) somewhat disagreed, 20 (14%) somewhat agreed, and 23 (17%) strongly agreed. This suggests that most participants had an unfavorable opinion of the classroom management strategies addressed by the mentoring program.

Question 13: The mentoring program helped reduce my feelings of isolation as a new teacher.

Figure 9: *The mentoring program helped reduce my feelings of isolation as a new teacher*
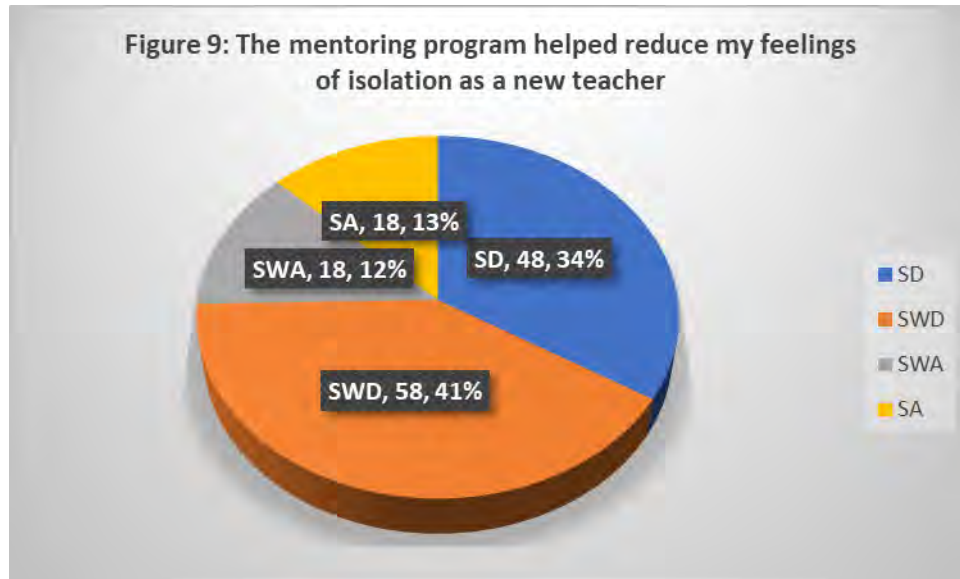
The results in Figure 9 indicate that, of the 142 respondents to this item, most respondents, 58 (41%), somewhat disagreed and reported that the mentoring program helped reduce their feelings of isolation as a new teacher, 48 (34%) strongly disagreed, 18 (12%) Somewhat agreed, and 18 (13%) strongly agreed. This suggests that most respondents did not feel that the mentoring program effectively reduced their feelings of isolation as a new teachers.

Question 14: The mentoring program helped me develop a positive attitude toward teaching.

Figure 10: *The mentoring program helped me develop a positive attitude toward teaching*
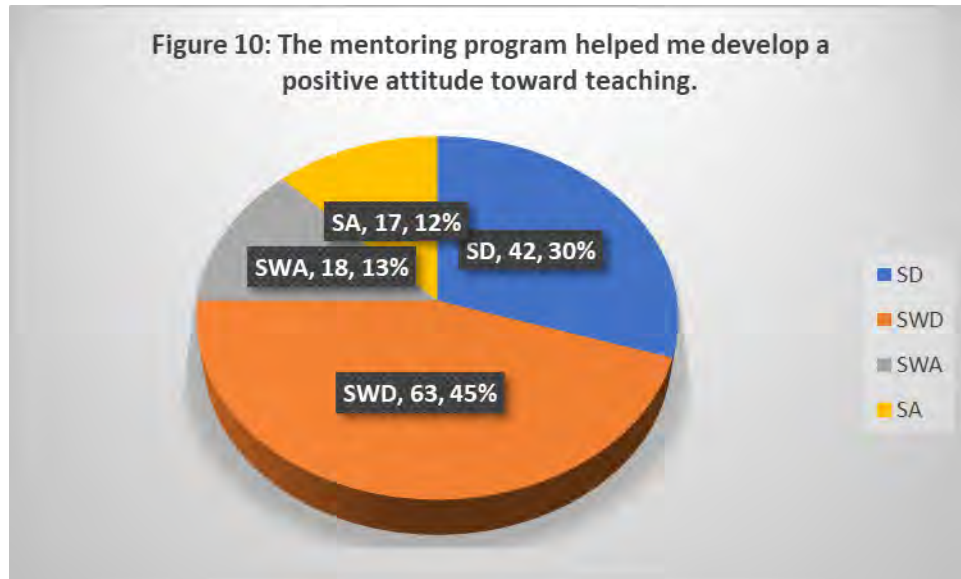
The results in Figure 10 indicate that, of the 140 respondents to this item, most of those respondents, a total of 42 (30%), strongly disagreed that they had a positive attitude toward teaching due to the mentoring program, 63 (45%) somewhat disagreed, 18 (13%) somewhat agreed, and 17(12%) strongly agreed. This indicates that the mentoring program was unsuccessful in helping the respondents develop a positive attitude toward education.

Question 15: The mentoring program provided me with skills to be more effective with my attitude and performance in teaching.

Figure 11: *The mentoring program provided me with skills to be more effective with my attitude and performance in teaching*

Figure 11: The mentoring program provided me with skills to be more effective with my attitude and performance in teaching

SA, 18, 13%
SD, 39, 27%
SWA, 23, 16%
SWD, 62, 44%

SD
SWD
SWA
SA
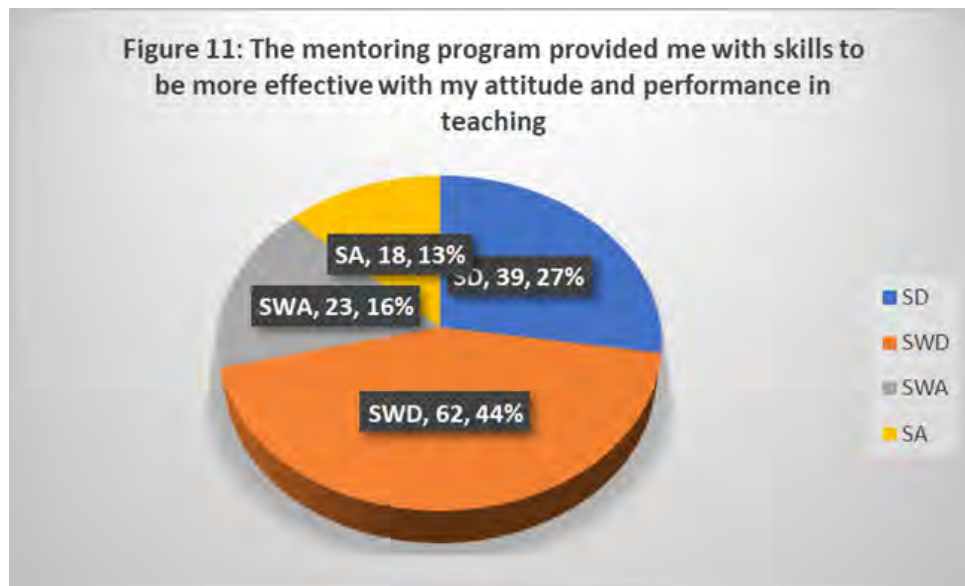
The results in Figure 11 indicate that, of the 142 respondents to this item, most participants in the mentoring program, 62 (44%), somewhat disagreed that the mentoring program provided them with skills to be more effective with their attitude and performance in teaching, 39 (27%) strongly disagreed that the program provided them with skills to be more effective with their attitude and performance in education, 23 (16%) somewhat agreed, and 18 (13%) strongly agreed. This suggests that the mentoring program successfully gave participants the skills they needed to teach more effectively. This suggests that the mentoring program successfully gave participants the skills they needed to teach more effectively.

Question 16: The mentoring program helped me develop a sense of professionalism in teaching.

Figure 12: *The mentoring program helped me develop a sense of professionalism in teaching*

Figure 12: The mentoring program helped me develop a sense of professionalism in teaching

SA, 17, 12%
SD, 40, 29%
SWA, 25, 18%
SWD, 58, 41%

SD
SWD
SWA
SA

The results in Figure 12 indicate that, of the 140 respondents to this item, 58 (41%) somewhat disagreed that the mentoring program helped them develop a sense of professionalism in teaching, 40 (29%) strongly disagreed, 25 (18%) somewhat agreed, and 17 (12%) strongly agreed. Most respondents had a negative view of the mentoring program and its ability to help them develop a sense of professionalism in teaching.

Question 17: My mentor has been helpful in assisting me with creating a positive learning environment.

Figure 13: *My mentor has been helpful in assisting me with creating a positive learning environment*

Figure 13: My mentor has been helpful in assisting me with creating a positive learning environment

SA, 19, 14%
SD, 30, 21%
SWA, 21, 15%
SWD, 69, 50%

SD
SWD
SWA
SA
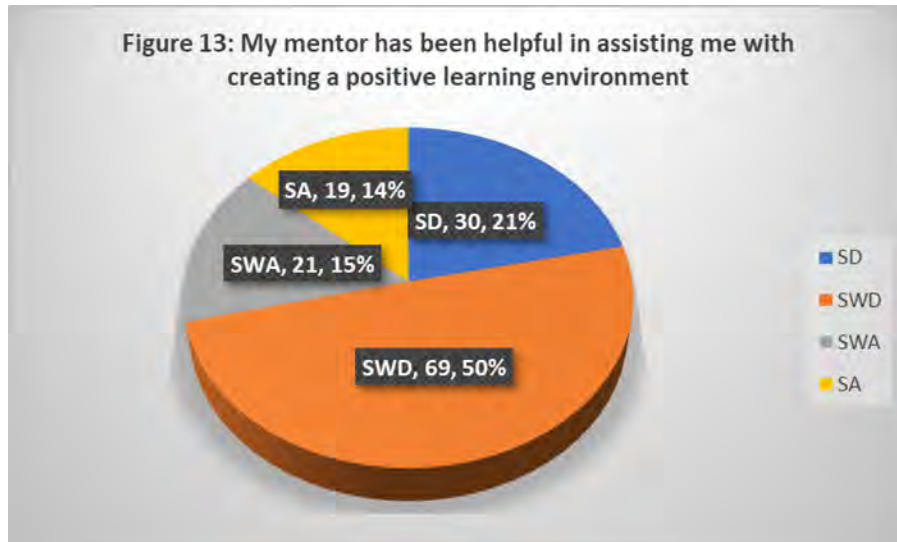
The results in Figure 13 indicate that, of the 139 respondents to this item, many of the respondents, 69 (50%), somewhat disagreed that their mentor has helped them create a positive learning environment, 30 (21%) strongly disagreed, 21(15 % somewhat agreed, and 19 (14%) strongly agreed. Overall, most respondents had a favorable opinion of their mentor's assistance in creating a positive learning environment. This data suggests that most respondents had an unfavorable opinion of their mentor's help in creating a positive learning environment. This could indicate that the mentor is not providing adequate support or guidance to the respondents or that the respondents are not taking advantage of the resources available to them.

Question 18: The mentoring program provided me with opportunities to discuss my classroom concerns with other new teachers throughout the school year.

Figure 14: *The mentoring program provided me with opportunities to discuss my classroom concerns with other new teachers throughout the school year*

Figire 14: The mentoring program provided me with opportunities to discuss my classroom concerns with other new teachers throughout the school year.
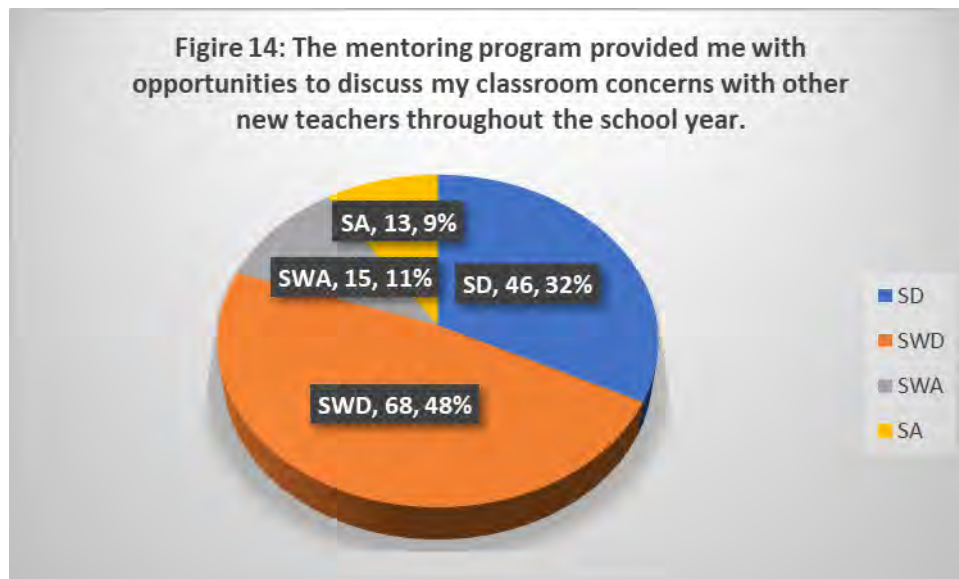
The results in Figure 14 indicate that, of the 142 respondents to this item, the survey results indicate that most new teachers, 68 (48%), somewhat disagreed with the statement, 46 (32%) strongly disagreed, meanwhile 15 (11%) somewhat agreed, and 46 (32%) strongly disagreed with the program. It appears that the mentoring program is not meeting the needs of new teachers. Most new teachers are not satisfied with the program, indicating that it may need to be improved or changed to meet their needs better, consider what changes could be made to the program to make it more effective and beneficial for new teachers.

Question 19: My mentor encouraged me to self-reflect on my teaching.

Figure 15: *My mentor encouraged me to self-reflect on my teaching*

Figure 15: My mentor encouraged me to self-reflect on my teaching.
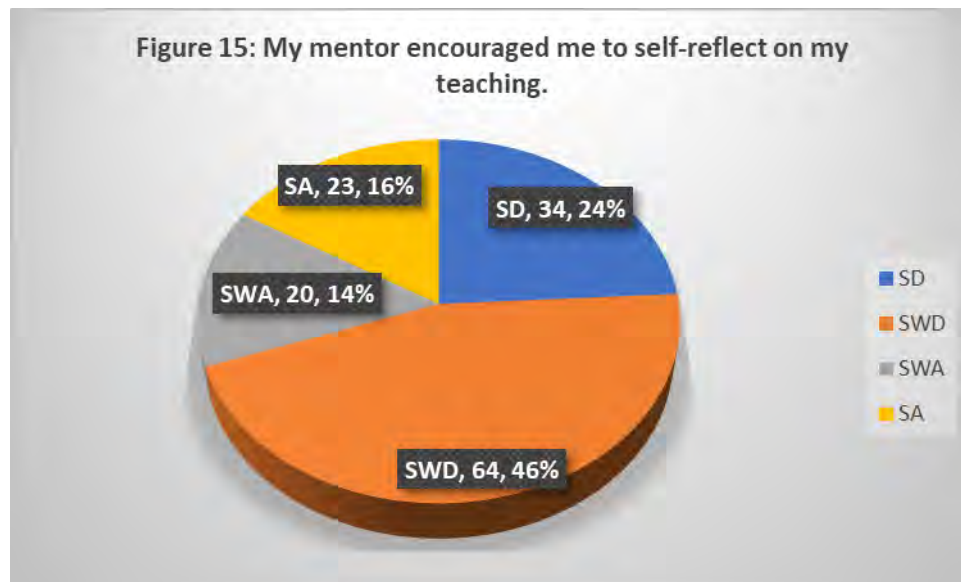
The results in Figure15 indicate that, of the 141 respondents to this item, the results show that most of the respondents 64 (46%), somewhat disagreed with the statement that their mentor teacher encouraged them to self-reflect on their teaching, 34 (24%) strongly disagreed, while 20 (14%) somewhat agreed, and 23 (16%) strongly agreed. This indicates that most respondents did not feel that their mentor teacher encouraged them to self-reflect on their teaching. This data suggests that there is a need for more mentorship and support for teachers in terms of self-reflection. Teachers need to be able to reflect on their teaching to improve their practice and better serve their students. Mentors should provide guidance and support to help teachers develop the skills necessary for self-reflection.

Question 20: My mentor teacher provided me with feedback about my teaching on a regular basis.

Figure 16: *My mentor teacher provided me with feedback about my teaching on a regular basis*

Figure 16: My mentor teacher provided me with feedback about my teaching on a regular basis
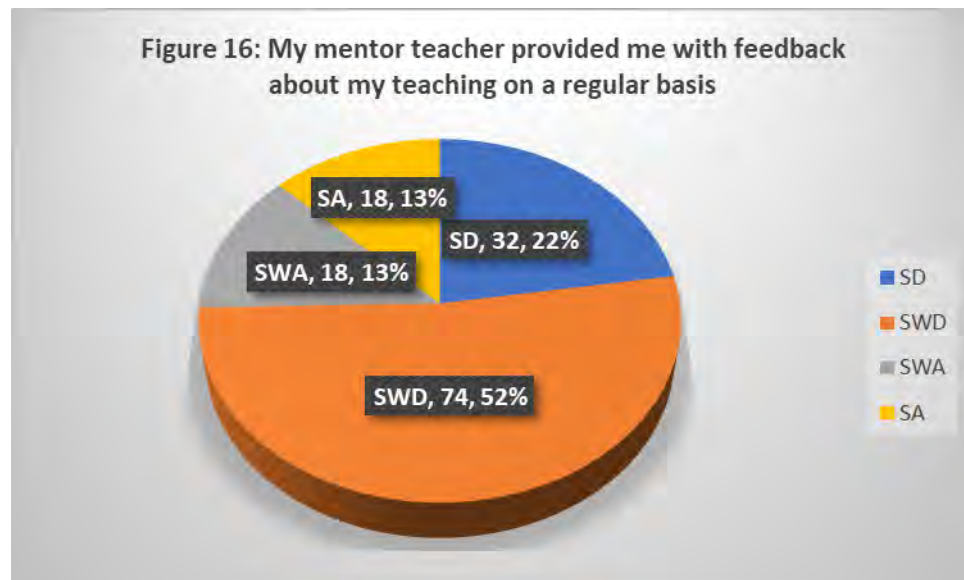
The results in Figure 16 indicate that, of the 142 respondents to this item, 18 (13%) strongly agreed, 18 (13%) somewhat agreed, 32 (22%) strongly disagreed, and 74 (52%) somewhat disagreed. Based on this data. It appears that most of the feedback from your mentor teacher was negative. This suggests that your mentor teacher was not satisfied with your teaching. Considering this feedback and working to improve your teaching skills is essential.

Question 21: The mentoring program allowed me to discuss classroom management skills.

Figure 17: *The mentoring program allowed me to discuss classroom management skills*

Figure 17: The mentoring program allowed me to discuss classroom management skills
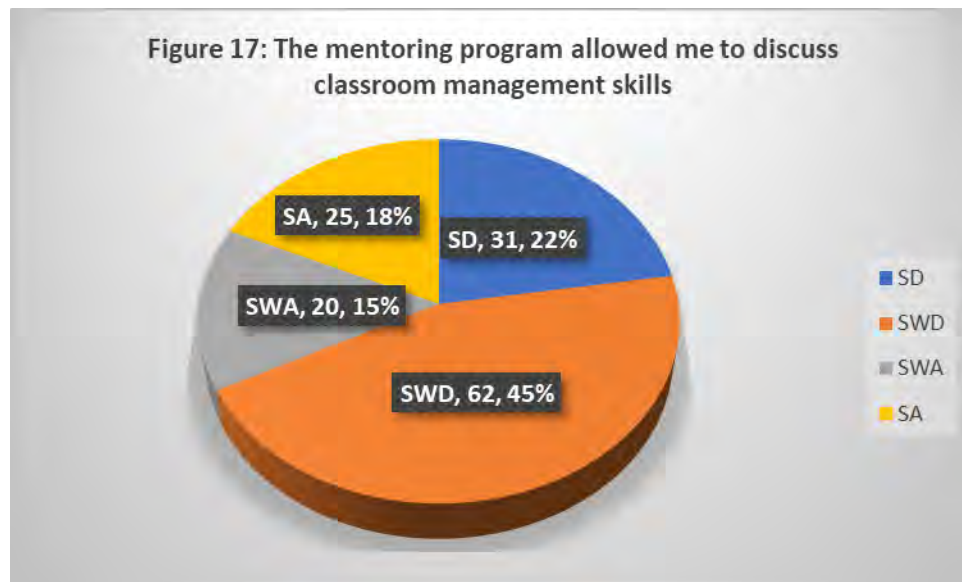
The results in Figure 17 indicate that, of the 138 respondents to this item, 31 (22%) strongly disagree respondents, 62 (45%) somewhat disagree, 20 (15%) somewhat agree, and 25 (18%) strongly agree. It appears that the majority of respondents do not feel that the mentoring program allowed them to discuss classroom management skills. Approximately 93 (67%) of respondents either somewhat disagreed or strongly disagreed that the program allowed them to discuss classroom management skills. Only 45 (33%) of respondents either somewhat agreed or strongly agreed that the program allowed them to discuss classroom management skills. This suggests that the mentoring program may not have been effective in helping participants to develop their classroom management skills.

Question 22: My mentor teacher provided feedback about my teaching only when I asked.

Figure 18: *My mentor teacher provided feedback about my teaching only when I asked*
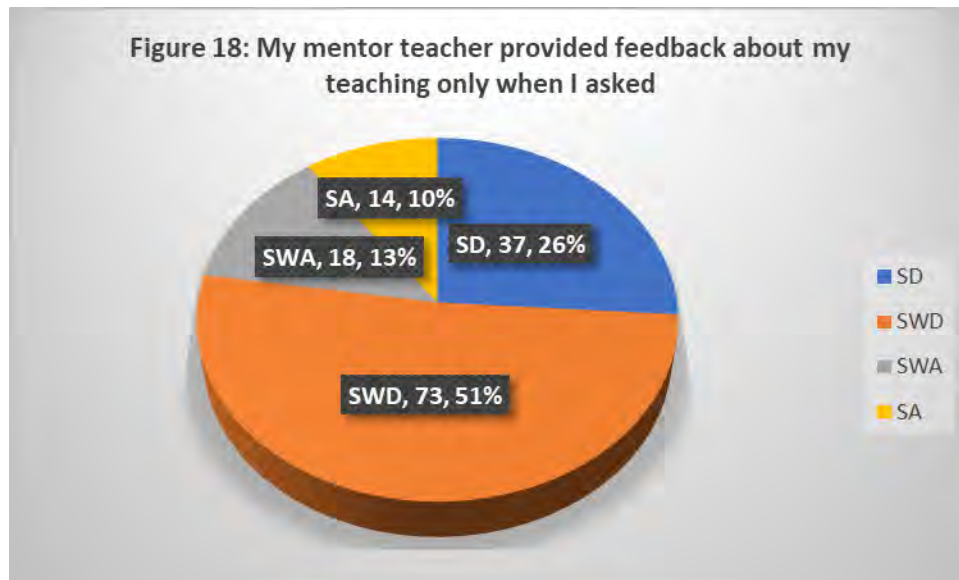
The results in Figure 18 indicate that most of the 142 respondents to this item disagree that the mentor teacher provided feedback about the teaching only when asked. Many respondents, 73 (51%), somewhat disagreed with the statement, while 37 (26%) strongly disagreed. Only 18 (13%) somewhat agreed, and 14 (10%) strongly agreed with the statement. This suggests that most people believe that the mentor teacher did not provide feedback about the teaching only when asked.

Question 23: I had clear communication with my mentor teacher.

Figure 19: *I had clear communication with my mentor teacher*

Figure 19: I had clear communication with my mentor teacher
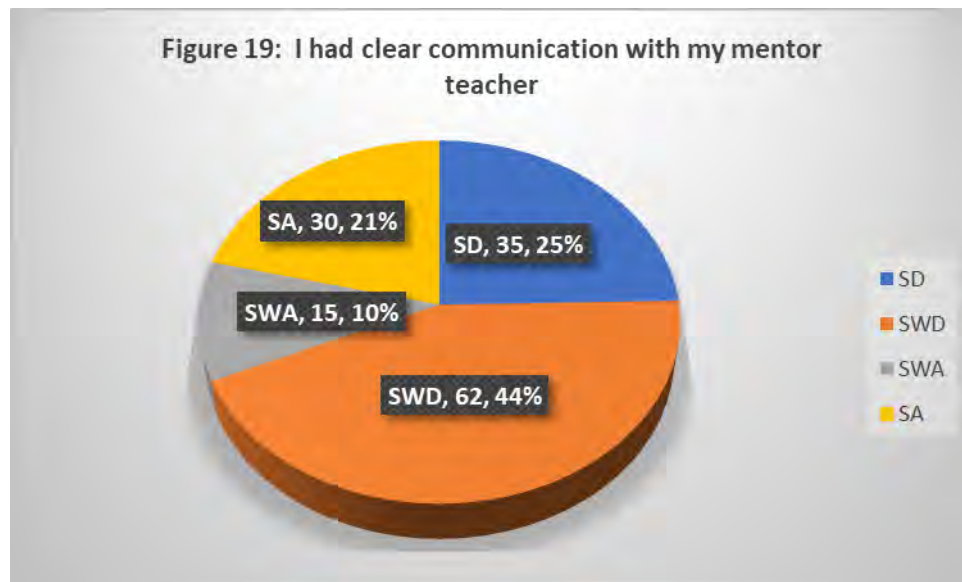
The results in Figure 19 indicate that, of the 142 respondents to this item, 35 (25%) strongly disagree, 62 (44%) somewhat disagree, 15 (10%) somewhat agree, and 30 (21%) strongly agree. Most respondents disagree that they had clear communication with their mentor teacher. Most respondents (69%) either somewhat disagreed or strongly disagreed with the statement, while only 31% agreed or strongly agreed. This suggests that the communication between the respondent and their mentor teacher was unclear. Mentor teachers need to ensure that they communicate clearly with their mentees. Clear communication can help mentees understand expectations, provide feedback, and build a strong relationship. Without clear communication, mentees may feel confused or frustrated, lacking trust and respect. Therefore, mentor teachers must take the time to ensure that their communication is clear and concise.

Question 24: My mentor teacher is always available when I need to talk with her.

Figure 20: *My mentor teacher is always available when I need to talk with her*

Figure 20: My mentor teacher is always available when I need to talk with her
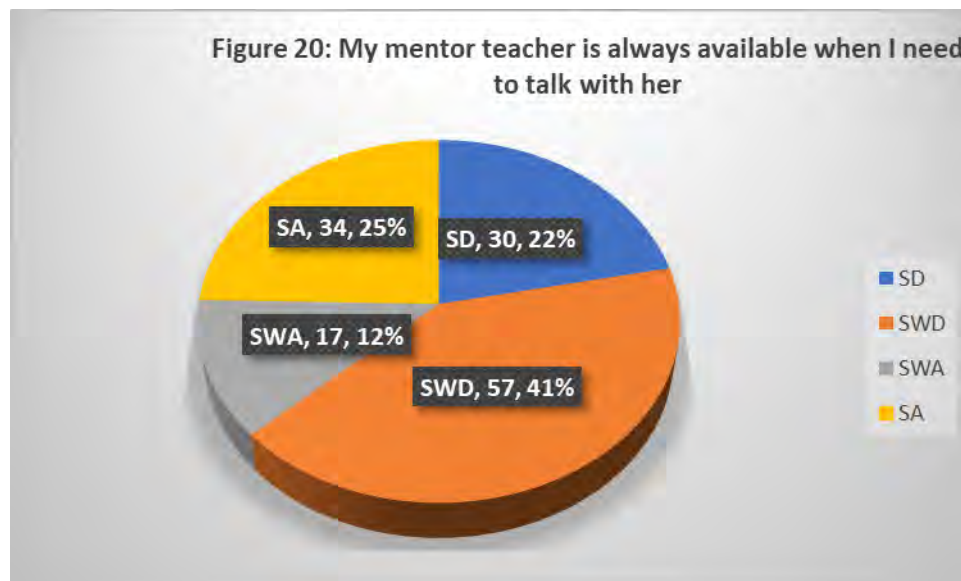
Based on the results of Figure 20, of the 138 respondents to the item, 57(41%) respondents somewhat disagree with the statement that the mentor teacher is always available when they need to talk with her. 30 (22%) strongly disagree, 17 (12%) somewhat agree, and 34 (25%) strongly agree. This suggests some issues may be with the mentor teacher's availability or responsiveness. Additionally, 25% of respondents strongly agree with the statement, indicating that some people have had positive experiences with their mentor teacher's availability. Overall, this survey's results suggest some issues with the mentor teacher's availability or responsiveness. School administrators need to consider this when evaluating the effectiveness of the mentor-teacher program. Additionally, it is essential to ensure that mentor teachers are available and responsive to their mentees to ensure the program is successful.

Question 25: My mentor teacher was very helpful in encouraging me when I am facing minor failures/setbacks.

Figure 21: *My mentor teacher was very helpful in encouraging me when I am facing minor failures/setbacks*

Figure 21: My mentor teacher was very helpful in encouraging me when I am facing minor failures/setbacks
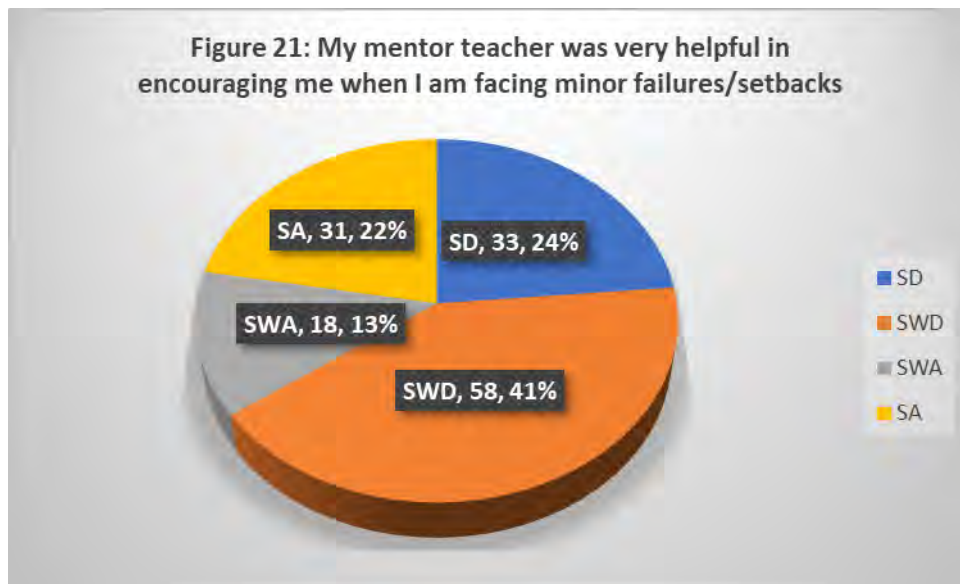
The results in chart 21 indicate that, of the 140 respondents to this item, most respondents, 91(65%), either somewhat disagreed or strongly disagreed with the statement that their mentor teacher was very helpful in encouraging them when they faced minor failures/setbacks. 33 (24%) strongly disagree, 58 (4 %) somewhat disagree,18 (13%) somewhat agree, and 31 (22%) strongly agree. This suggests that most respondents did not feel supported by their mentor teacher in these situations. On the other hand, a significant minority, 49 (35%), either somewhat agreed or strongly agreed with the statement, indicating that some respondents did feel supported by their mentor teacher in these situations.

Question 26: Mentor teachers often communicate clearly with the teacher they mentor.

Figure 22: *Mentor teachers often communicate clearly with the teacher they mentor*

Figure 22: Mentor teachers often communicate clearly with the teacher they mentor
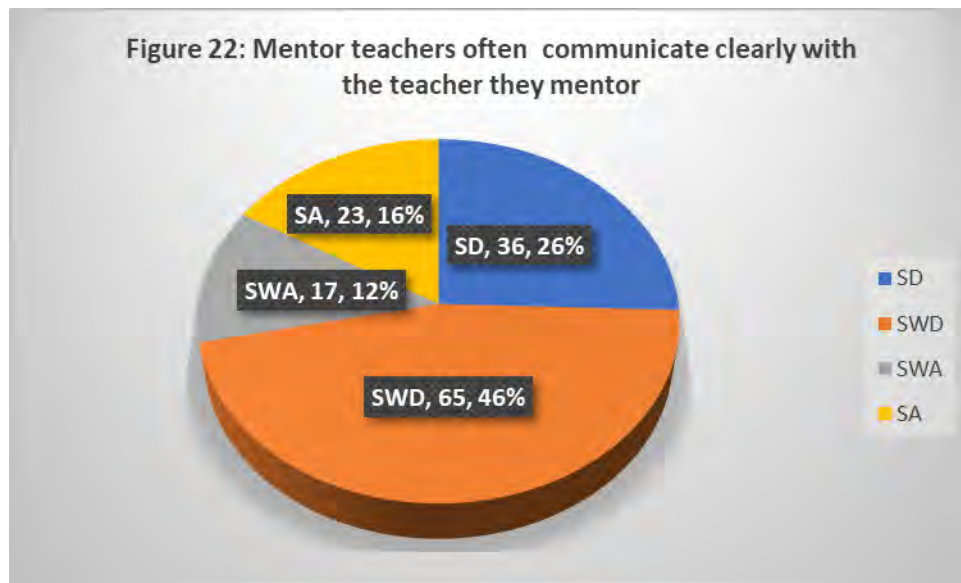
The results in Figure 22 indicate that, of the 141 respondents to this item, most respondents, 65 (46%), somewhat disagree that mentor teachers often communicate clearly with the teacher they mentor. Twenty-three (16%) of respondents strongly agree that mentor teachers often communicate clearly with their mentor. Thirty-six (26%) strongly disagree, 65 (46%) somewhat disagree, and 17 (12 %) somewhat agree; this suggests that there may be a need for improvement in the communication between mentor teachers and the teachers they mentor.

Question 27: My new teacher's leadership communicates the goals and objectives of the mentoring program.

Figure 23: *My new teacher leadership communicate the goals and objectives of the mentoring program*

Figure 23: My new teacher leadership communicate the goals and objectives of the mentoring program.

SA, 20, 14%
SD, 28, 20%
SWA, 15, 10%
SWD, 79, 56%

SD
SWD
SWA
SA

The results in Figure 23 indicate that, of the 142 respondents to this item, most people 79 (56%) somewhat disagree with the statement, "My new teacher leadership communicates the goals and objectives of the mentoring." Specifically, 28 (20%) strongly disagreed, 15 (10%) somewhat agreed, and 20 (14%) strongly agreed. This result suggests that most respondents do not feel that their new teacher leadership is effectively communicating the goals and objectives of the mentoring program. This could be due to a lack of clarity in the communication or a lack of understanding of the goals and objectives. Teacher leaders must ensure that they effectively communicate the goals and objectives of the mentoring program to ensure that all participants understand what is expected of them.

Question 28: The mentoring program plays a significant role in helping me adjust to my first year(s) as a teacher in this district.

Figure 24: *The mentoring program plays a significant role in helping me adjust to my first year(s) as a teacher in this district*

Figure 24: The mentoring program plays a significant role in helping me adjust to my first year(s) as a teacher in this district.
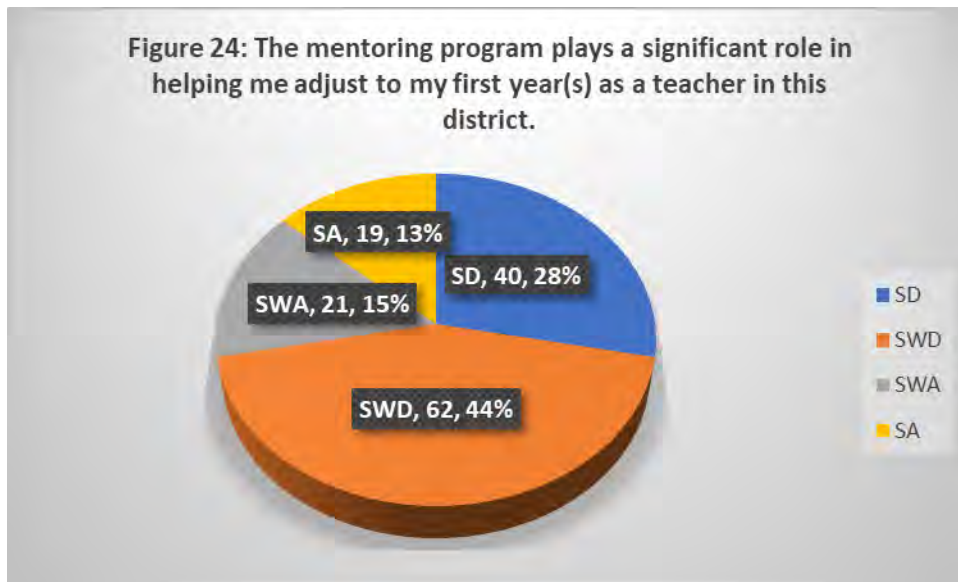
The results in Figure 24 indicate that, of the 142 respondents to this item, most respondents 62 (44%) somewhat disagreed that the mentoring program plays a significant role in helping them adjust to their first year(s) as a teacher in this district. 40 (28%) strongly disagree, 21 (15%) somewhat agree, and 19 (13%) strongly agree. This is a positive result, as it shows that the mentoring program is helping some new teachers adjust to their new role as a teacher. It suggests that the program is providing 40 (28%) new teachers with the support and guidance they need to be successful in their new role.

Question 29: The mentoring program schedule district-wide meetings for new teachers throughout the school year to get together and discuss their teaching concerns.

Figure 25: *The mentoring program schedule district-wide meetings for new teachers throughout the school year to get together and discuss their teaching concerns*

Figure 25: The mentoring program schedule district-wide meetings for new teachers throughout the school year to get together and discuss their teaching concerns.

SA, 18, 13%
SD, 28, 20%
SWA, 23, 16%
SWD, 73, 51%

SD
SWD
SWA
SA
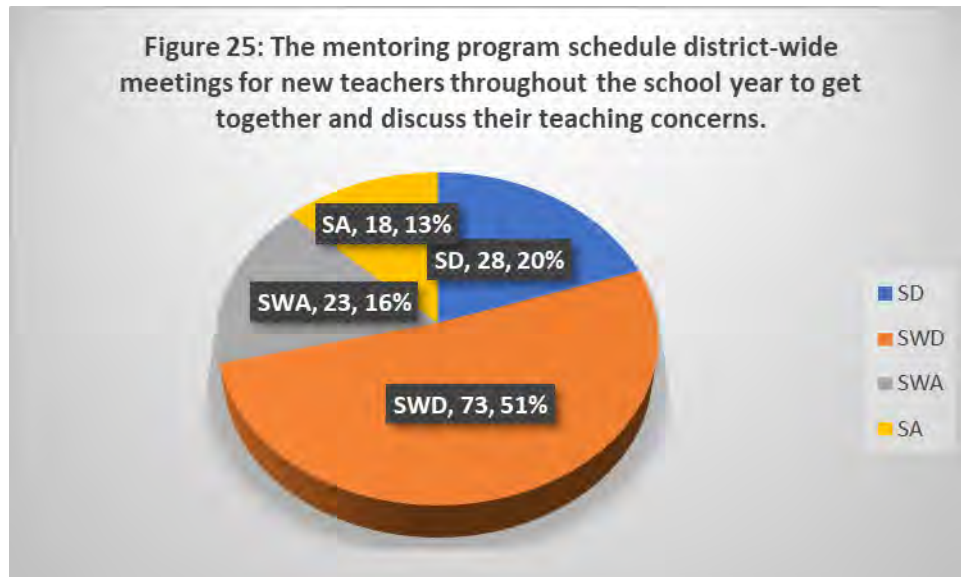
The results in Figure 25 indicate that, of the 142 respondents to this item, most people disagree with the statement. 73 (51%) of respondents somewhat disagreed with the information, while 23 (16%) somewhat agreed with the data. 28 (20%) strongly disagreed, and 18 (13%) somewhat agreed. This indicates that most people do not think that the program schedules district-wide meetings for new teachers throughout the school year to get together and discuss their teaching concerns.

Question 30: Mentoring has played a tremendous part in my decision to remain in the profession.

Figure 26: *Mentoring has played a tremendous part in my decision to remain in the profession*

Figure 26: Mentoring has played a tremendous part in my decision to remain in the profession.
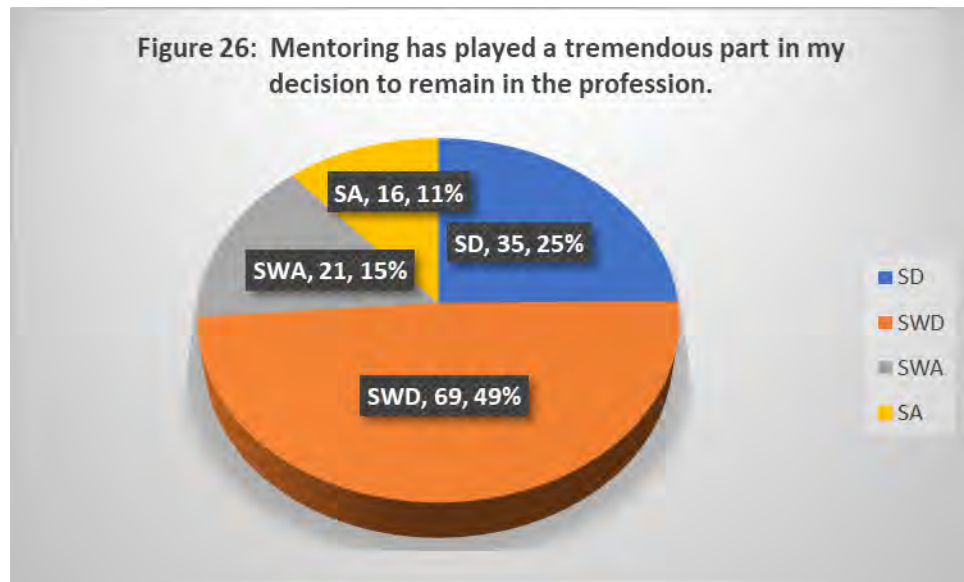
The results in Figure 26 indicate that, of the 141 respondents to this item, most respondents do not believe that mentoring has played a tremendous part in their decision to remain in the profession. The highest percentage of respondents, 69 (49%), somewhat disagreed, 35 (25%) strongly disagreed, 16 (11%) strongly agreed, and 21 (15%) somewhat agreed with the statement. This suggests that mentoring may not be as influential in retaining professionals in the field as previously thought.

Question 31: My mentoring experience has been successful.

Figure 27: *My mentoring experience has been successful*

Figure 27: My mentoring experience has been successful
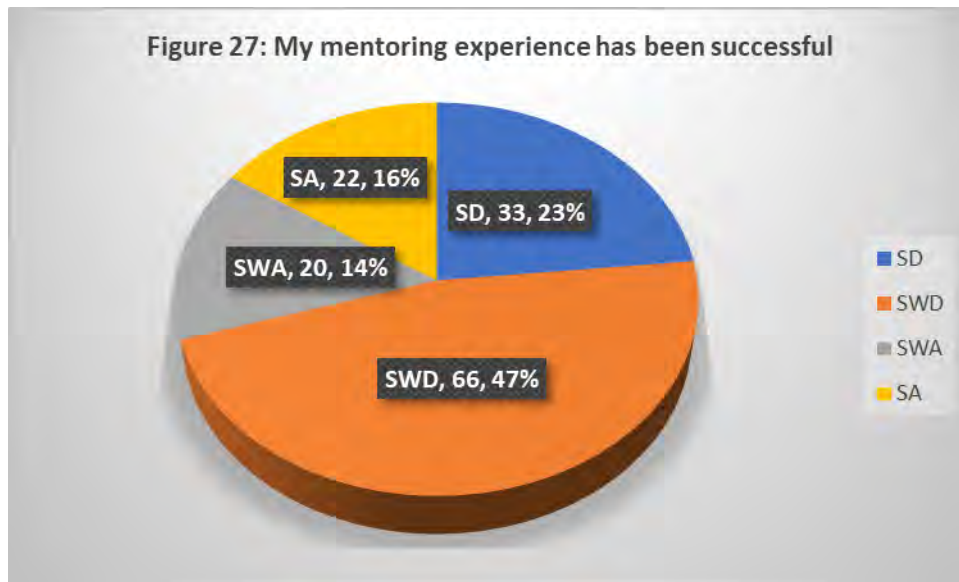
The results in Figure 27 indicate that, of the 141 respondents to this item, 33 (23%) strongly disagreed, 66 (47%) somewhat disagreed, 20 (14%) somewhat agreed, and 22 (16%) strongly agreed. This suggests that most respondents do not believe the mentoring experience has been successful. This could be due to various factors, such as lack of support from mentors, lack of communication between mentors and mentees, or lack of resources available to the mentees. Investigating these factors further is essential to improve future participants' mentoring experience.

Question 32: Mentoring has had an impact on my decision to remain in the profession.

Figure 28: *Mentoring has had impact on my decision to remain in the profession*

Figure 28: Mentoring has had impact on my decision to remain in the profession.
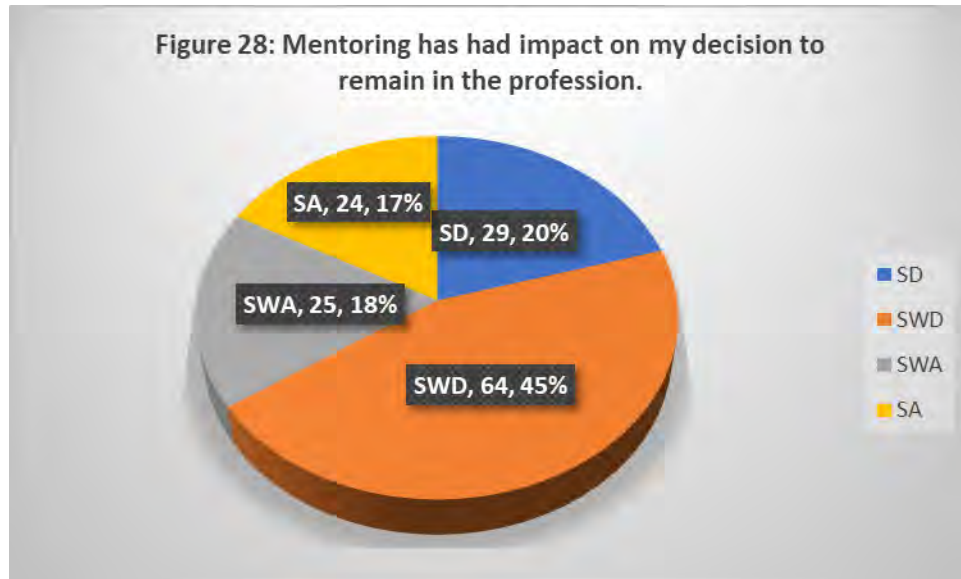
The results in Figure 28 indicate that, of the 142 respondents to this item, most respondents do not feel that mentoring has impacted their decision to remain in the profession. 25 (18%) somewhat agreed, 24 (17%) strongly agreed, 29 (20%) strongly disagreed, and 64 (45%) somewhat disagreed that mentoring had an impact on their decision to remain in the profession. This suggests that mentoring may not be a significant factor in people's decisions to stay at work. It is important to note, however, that the results of this survey are limited in scope and may not represent the entire population. Further research is needed to determine the true impact of mentoring on people's decisions to remain in the profession. Additionally, it is possible that other factors, such as job satisfaction or salary, may be more influential in people's decisions to stay at work.

Question 33: My mentoring program has influenced my instructional practices.

Figure 29: *My mentoring program has influenced my instructional practices*
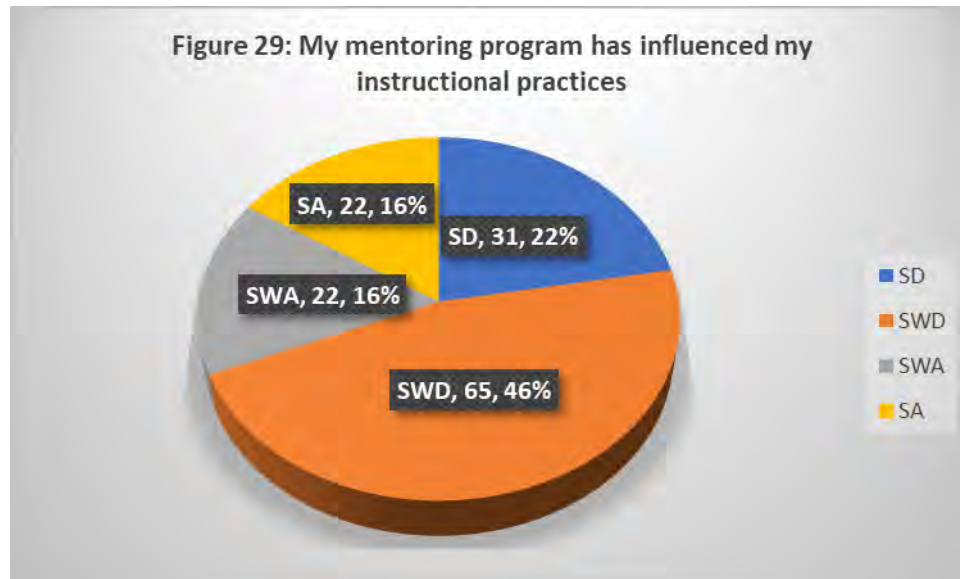
The results in Figure 29 indicate that, of the 140 respondents to this item, most respondents do not believe that the mentoring program has significantly influenced their instructional practices. The largest group of respondents, 65 (46%), somewhat disagreed, 31(22%) strongly disagreed, 22(16%) somewhat agreed, and 22 (16%) strongly agreed with the statement. This suggests that the mentoring program may not have significantly impacted the instructional practices of those surveyed.

Results for Each of the Five Sections of the Questionnaire

The next section of statistical analysis presents descriptive statistics with respect to the five sections of the questionnaire. To analyze the results for each of the five sections, scores of all the questions for each section were summed up to have an aggregate score. The aggregate score provides an overall measure of the survey results for each section, allowing for comparison between surveys and across different sections.

Section B: Perception of Support or Supporting Teacher Morale. Section B of the survey was on the Perception of Support for Teacher Morale and had 6 questions. The aggregate scores of the respondents for the 6 questions on the Likert scale are indicated in Figure 30.

Figure 30: *Perception of Support for Teacher Morale*

Figure 30: Perception of Support for Teacher Morale

SA, 16, 11%
SD, 23, 16%
SWA, 22, 16%
SWD, 81, 57%

- SD
- SWD
- SWA
- SA
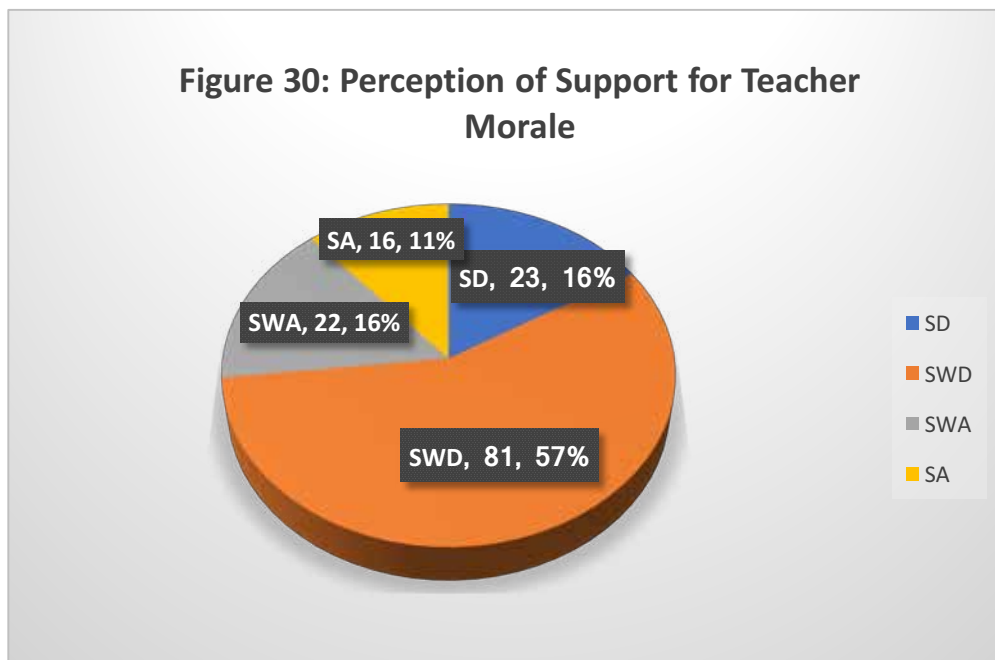
The results in Figure 30 indicate that, of the 142 respondents to this section, the majority, 81 (57%) somewhat disagreed, and 23 (16%) strongly disagreed. On the other hand, 22 (16%) somewhat agreed, and 16 (11%) agreed with the perception of support or supporting teacher morale. This data suggests a need to improve the perception of support or supporting teacher morale among those surveyed.

Section C: Building a Sense of Performance and a Positive Attitude. Any team or organization is dependent on the performance of its effective members. To ensure success, it is essential to create an environment that encourages and rewards performance and promotes a positive attitude among team members. The section will address five questions about the perceived effectiveness of a mentoring program in cultivating a sense of performance and a positive attitude in the workplace.

The results in Figure 31 indicate that, of the 142 respondents to these items, the aggregate data show that many of the respondents, 79 (56%), somewhat disagree with the notion that the program is successful in building a sense of performance and a positive attitude, 24 (17%) strongly disagree, 22 (15%) somewhat agree, and 17 (12%) strongly agree. This data suggests that there is a need to further explore the idea of building a sense of performance and a positive attitude to gain more support from many respondents.

Figure 31: *Building a Sense of Performance and a Positive Attitude*

Figure 31: Building a Sense of Performance and a Positive Attitude

SA, 17, 12%
SD, 24, 17%
SWA, 22, 15%
SWD, 79, 56%

- SD
- SWD
- SWA
- SA
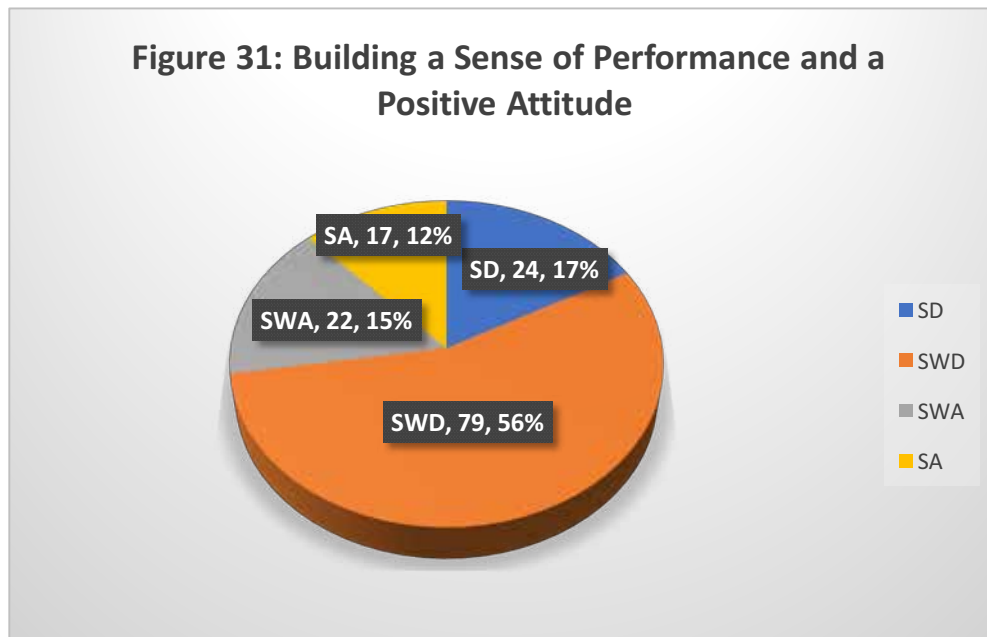
Section D: Improving New Teacher Skills. A good number of teachers face a challenging transition as they develop their skills. To ensure their success, providing them with the necessary resources and support is essential. This can include mentoring programs, experienced teachers, professional development opportunities, instructional materials, and technology. Additionally, providing feedback on their performance can help new teachers identify areas for improvement and develop strategies to address them. Furthermore, creating a positive learning environment that encourages collaboration and communication can help new teachers feel supported and motivated. This section contains five survey statements on the perceived effectiveness of the program in improving new teaching skills.

Figure 32: *Improving New Teacher Skills*

Figure 32: Improving New Teacher Skills
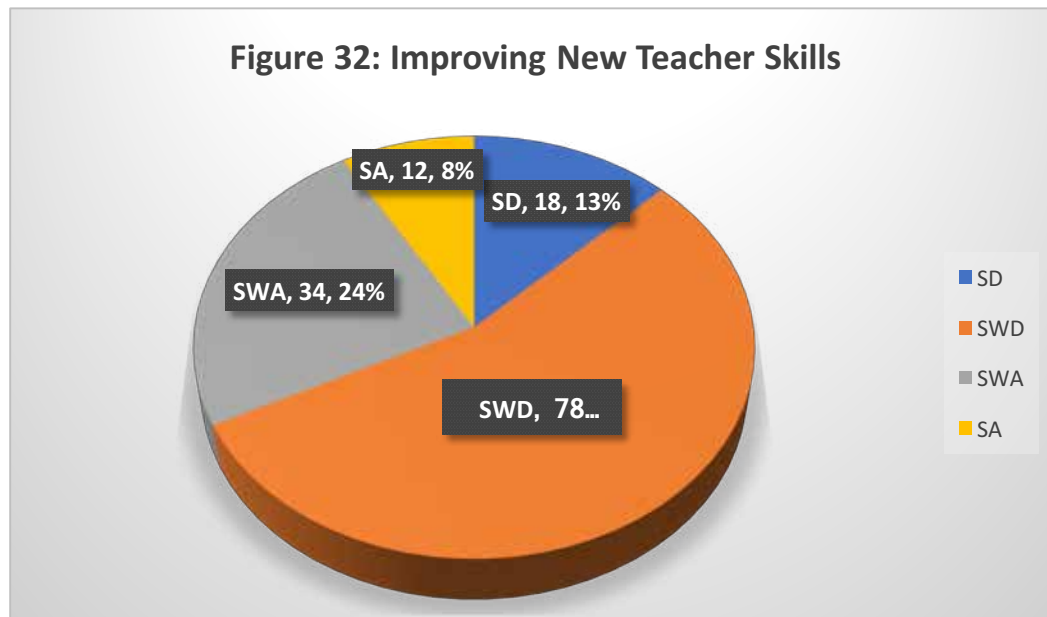
The results in Figure 32 indicate that, of the 142 respondents to this statement, a total of 12(8%) strongly disagree, 78 (55%) somewhat disagree, 34 (34%) somewhat agree, and 18 (13%) strongly disagrees. It appears that most respondents (96%) either somewhat disagree or strongly disagree with the idea of improving new teaching skills. This suggests a lack of support for this initiative among the surveyed population. However, there is still a significant minority 24 (34%) who somewhat agree with the idea, indicating that there is still some support for this idea that the program improves new teaching skills. This indicates that there is a need to explore the issue further.

  Section E: Communication and Collegiality. Communication and collegiality are essential components of any successful workplace. Communication is exchanging information, ideas, and opinions between two or more people. It is the foundation of any successful relationship, whether between colleagues, administrators, mentors, or mentees. Collegiality is the spirit of cooperation and mutual respect that exists between colleagues. It is based on trust, respect, and understanding, and it helps to create a positive work environment. This section of the questionnaire had five statements.

Figure 33: *Improving New Teacher Skills*
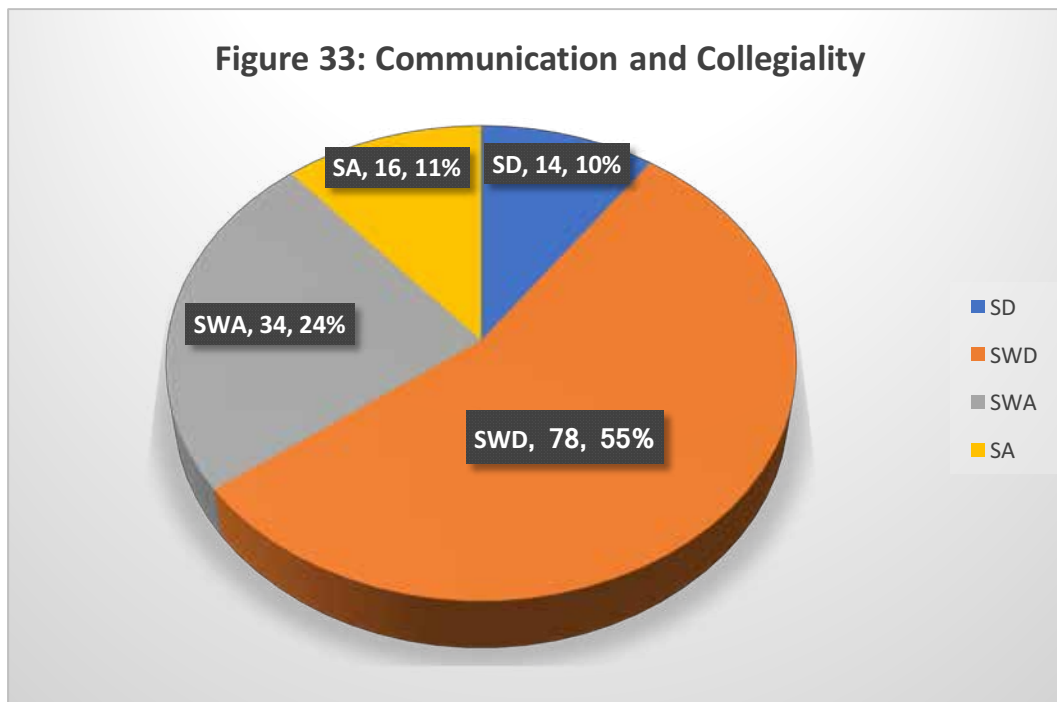
The results in Figure 33 indicate that, of the 142 respondents, many respondents (79%) either somewhat disagree or strongly disagree with the statement. A total of 14 (10%) strongly disagree, 78 (55 %) somewhat disagree, 34 (24%) somewhat agree, and 16 (11%) strongly agree. This suggests that communication and collegiality are not considered solid qualities of the program among the respondents. A minority of respondents either somewhat agree or strongly agree, indicating that a small group of people view communication and collegiality as successful qualities of the program. This also suggests that the group may have communication and collegiality issues. It is essential to investigate further the reasons behind this response to address any underlying issues and improve communication and collegiality amongst the new teachers.

  Section F: Teacher Retention. Teacher retention is the practice of keeping teachers in the profession for longer. It is an integral part of school reform and is essential for improving student achievement. Teacher retention strategies focus on providing teachers with the support they need to stay in the profession, such as professional development, mentoring, and competitive salaries.

Additionally, teacher retention efforts can include initiatives to reduce teacher burnout, such as providing teachers more autonomy and flexibility in their work. This section had six survey statements.

Figure 34: *Teacher Retention*
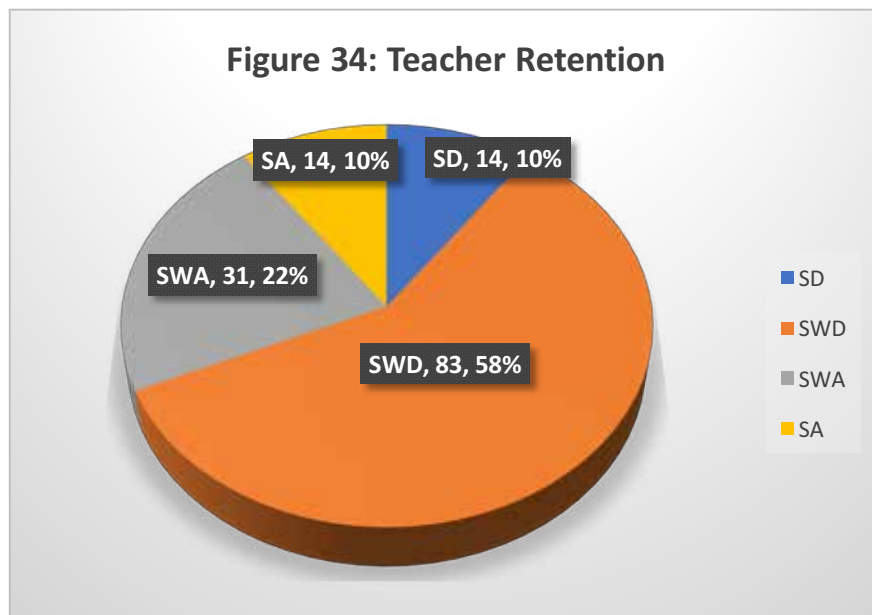
Figure 34 indicates that, of the 142 respondents to this item, a total of 83 (58%) somewhat disagreed, 14 (10%) strongly disagreed, 31 (22%) somewhat agreed, and 14 (10%) strongly agreed. This suggests that most respondents do not see teacher retention as a successful part of the program, but a significant portion of respondents do.

Further discussion and exploration are needed better to understand the respondents' opinions on teacher retention.

Verification of the Research Hypotheses

The study was guided by the following research question:

To what extent are new teachers benefiting from participation in their new teacher mentoring program, and what are their perceptions of the program?

The research instrument was constructed to collect data to answer the research question. To achieve this, the research work was grounded on five hypotheses based on the five sections of the questionnaire. The research hypotheses were verified using the One-Sample T Test at a 0.05 level of significance.

The one-sample t-test was used for this research, as it is quite robust to moderate violations of normality. In particular, the test provides good results even when the population is not normal or when the sample size is small. The t-test is a parametric test used to compare the means of two independent groups and determine whether there is a statistically significant difference between the means of the two groups (APA, 2020). This research used a Likert scale, and it is appropriate to use parametric statistical tests by summing the responses. The responses to all the Likert questions on each variable were summed since all the questions used the same Likert scale. This was possible because the scale is a defensible approximation to an interval scale, in which case the central theorem allows the treatment of the data as interval data measuring a latent variable.

Strongly Disagrees SD		Somewhat Disagree SWD			Somewhat Agree SWA			Strongly Agree SA	
1	2	3	4	5	6	7	8	9	10

For a One-sample T-test for a Likert scale, the midpoint on the test variable was used as the test value. The Likert scale of ten points (1-to-10) had 5.5 as the midpoint or median, and this was used as the test value for each questionnaire item. The test value for five questionnaire items would be 5 x 5.5 = 27.5.

The hypotheses are here stated statistically in the alternative and null forms.

Hypothesis One: Perception of Support for Teacher Morale

(H_{a1}) There is a significant Perception of Support for Teacher Morale from the program.

(H_{01}) There is no significant Perception of Support for Teacher Morale from the program. Six questionnaire items were provided for respondents to rate how strongly they agreed or disagreed with each of the six statements concerning the impact of a mentoring program on their perception of support or supporting teacher morale. A one-sample t-test was conducted at a 0.05 level of significance to evaluate whether the mean for this item was significantly different from the mean in general for a Likert scale of ten points (1-to-10), which is 5.5. For the six items under the heading, Perception of Support or Supporting Teacher Morale, the expected median was 6 x 5.5 = 33. This median (33) was used as the test value for the one-sample t-test.

Table 10: *One-Sample Statistics – Teacher Morale*

Variable	Mean	Std. deviation	N
Support Teacher Morale	25.75	14.037	142

The table above reveals that out of a sample size of 142, the mean is 25.75, which is less than the test value of 33.

Table 11: *One-Sample Test – Teacher Morale*

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference Lower	Upper
Support Teacher Morale	-6.152	141	.000	-7.246	-9.58	-4.92

The analysis revealed that, with alpha at 0.05, the mean (25.75) for the one-sample t-test was significantly different from the test value of 33 with t = -6.152, df = 141, p = 0.000 (p < 0.05) and the 95% confidence interval ranging from 23.42 (33+ -9.58) to 28.08 (33+-4.92). When p is less than the significance level, we reject the null hypothesis and adopt the alternative. Therefore, the null hypothesis of no strong opinion on the Perception of Support or Supporting Teacher Morals was rejected at the 0.05 alpha level. This means there was a strong significant opinion of the participants on the program Supporting Teacher morale. The mean of 25.5, less than the test value of 33, reveals that the participants significantly disagree that the teacher morale is benefiting from the new teacher mentoring program.

Hypothesis Two: Building a Sense of Performance and Positive Attitude

(H_{a2}) There is a significant perception of the program Building a Sense of Performance and Positive Attitude.

(H_{02}) There is no significant perception of the program Building a Sense of Performance and Positive Attitude.

A one-sample t-test was conducted at a 0.05 level of significance to evaluate whether the mean for this item was significantly different from the mean in general for a Likert scale of ten-

points (1-to-10), which is 5.5. For the five items under the heading, building a Sense of Performance and Positive Attitude, the expected median was 5 x 5.5 = 27.5. This median (27.5) was used as the test value for the one-sample t-test.

Table 12: *One-Sample Statistics – Performance & Attitude*

Variable	Mean	Std. deviation	N
Performance & Attitude	21.46	12.486	142

The table above reveals that out of a sample size 142, the mean is 21.46, which is less than the test value of 27.5.

Table 13: *One-Sample Test - Performance & Attitude*

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Performance & Attitude	-5.760	141	.000	-6.035	-8.11	-3.96

Table Value = 33

The analysis revealed that, with alpha at 0.05, the mean (21.46) for the one-sample t-test was significantly different from the test value of 27.5 with t = -5.760, df = 141, p = 0.000 (p < 0.05) and the 95% confidence interval ranging from 19.39 (27.5 + -8.11) to 23.54 (27.5+-3.96). When p is less than the significance level, we reject the null hypothesis and adopt the alternative. Therefore, the null hypothesis of no strong opinion on Building a Sense of Performance and a Positive Attitude was rejected at the 0.05 alpha level. This means there was a strong participant opinion on the program building a sense of Performance and a Positive Attitude. The mean of 21.46, which is less than the test value of 27.5, reveals that the participants significantly disagree that the program is supporting them in Building a Sense of Performance and a Positive Attitude

This analysis reveals that the participants significantly disagree that the program supports them in Building a Sense of Performance and a Positive Attitude. The one-sample t-test conducted at a 0.05 level of significance showed that the mean (21.46) was significantly different from the test value of 27.5, with t = -5.760, df = 141, p = 0.000 (p < 0.05). This indicates that the participants had a strong opinion on Building a Sense of Performance and a Positive Attitude.

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Hypothesis Three: Improving New Teacher Skills

(H_{a3}) There is a significant perception of the program Improving New Teacher Skills.

(H_{03}) There is no significant perception of the Improving New Teacher Skills program.

A one-sample t-test was conducted at a 0.05 level of significance to evaluate whether the mean for this item was significantly different from the mean in general for a Likert scale of ten points (1-to-10), which is 5.5. For the five items under the heading, Improving New Teacher Skills, the expected median was 5 x 5.5 = 27.5. This median (27.5) was used as the test value for the one-sample t-test.

Table 14: *One-Sample Statistics – Improving New Teacher Skills*

Variable	Mean	Std. deviation	N
Improving New Teacher Skills	21.89	10.760	142

The table above reveals that out of a sample size 142 the mean is 21.89, which is less than the test value of 27.5.

Table 15: *One-Sample Test – Improving New Teacher Skills*

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Improving New Teacher Skills	-6.216	141	.000	-5.613	-7.40	-3.83
Improving New Teacher Skills	-6.216	141	.000	-5.613	-7.40	-3.83

Test Value = 33

The analysis revealed that, with alpha at 0.05, the mean (21.46) for the one-sample t-test was significantly different from the test value of 27.5 with t = -6.216, df = 141, p = 0.000 (p < 0.05) and the 95% confidence interval ranging from 20.1 (27.5 + -7.40) to 23.67(27.5+-3.83). When p is less than the significance level, we reject the null hypothesis and adopt the alternative. Therefore, the null hypothesis of no strong opinion on Improving New Teacher Skills was rejected at the 0.05 alpha level. This means there was a strong opinion from the participants on the program Improving New Teacher Skills. The mean of 21.89, less than the test value of 27.5,

reveals that the participants significantly disagree that the program has supported them in Improving new Teacher Skills.

Hypothesis Four: Communication and Collegiality

(H$_{a4}$) There is a significant perception of the program impacting Communication and Collegiality.

(H$_{04}$) no significant perception of the program impacting Communication and Collegiality exists.

A one-sample t-test was conducted at a 0.05 level of significance to evaluate whether the mean for this item was significantly different from the mean in general for a Likert scale of ten points (1-to-10), which is 5.5. For the five items under the heading, Communication and Collegiality, the expected median was 5 x 5.5 = 27.5. This median (27.5) was used as the test value for the one-sample t-test.

Table 16: *One-Sample Statistics – Communication & Collegiality*

Variable	Mean	Std. deviation	N
Communication & Collegiality	23.99	11.513	142

The table above reveals that out of a sample size 142, the mean is 23. 99 which is less than the test value of 27.5.

Table 17: *One-Sample Test – Improving New Teacher Skills*

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Communication & Collegiality	-3.637	141	.000	-3.514	-5.42	-1.60

Test Value = 33

The analysis revealed that, with alpha at 0.05, the mean (23.99) for the one-sample t-test was significantly different from the test value of 27.5 with t = -3.637, df = 141, p = 0.000 (p < 0.05) and the 95% confidence interval ranging from 22.08 (27.5 + -5.42) to 25.9 (27.5+-1.60). When p is less than the significance level, we reject the null hypothesis and adopt the alternative.

Therefore, the null hypothesis of no strong opinion on Communication and Collegiality was rejected at the 0.05 alpha level. This means there was a strong participant opinion on Communication and Collegiality. The mean of 23.99, less than the test value of 27.5, reveals that the participants significantly disagree that the program supports them in communication and collegiality. This suggests that the program should focus on improving its support for communication and collegiality to better meet the needs of its participants.

Hypothesis Five: Teacher Retention

(H_{a5}) There is a significant perception of the program impacting Teacher Retention.

(H_{05}) There is no significant perception of the program impacting Teacher Retention.

A one-sample t-test was conducted at a 0.05 level of significance to evaluate whether the mean for this item was significantly different from the mean in general for a Likert scale of ten points (1-to-10), which is 5.5. For the items under the heading, Teacher Retention, the expected median was 6 x 5.5 = 33. This median (33) was used as the test value for the one-sample t-test.

Table 18: *One-Sample Statistics – Teacher Retention*

Variable	Mean	Std. deviation	N
Teacher Retention	27.70	12.601	142

The table above reveals that out of a sample size of 142, the mean is 27.70, less than the test value of 33.

Table 19: *One-Sample Test - Teacher Retention*

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Improving New Teacher Skills	-5.008	141	.000	-5.296	-7.39	-3.21

The analysis revealed that, with alpha at 0.05, the mean (21.46) for the one-sample t-test was significantly different from the test value of 33 with t = -5.008 df = 141, p = 0.000 (p < 0.05) and the 95% confidence interval ranging from 25.61 (33 + -7.39) to 29.79 (33+-3.21). When p is

less than the significance level, we reject the null hypothesis and adopt the alternative. Therefore, the null hypothesis of no strong opinion on Teacher Retention was rejected at the 0.05 alpha level. This means there was a strong opinion from the participants on Teacher Retention. The mean of 27.70, less than the test value of 33, reveals that the participants significantly disagree that the program supports them to stay in their jobs.

Discussion of Main Findings

This section discusses the main findings in relation to the theories and similar studies discussed in the review of related literature found in Chapter 2. The main findings and discussion are based on the five sections of the questionnaire, designed to collect data to verify the research hypotheses.

Perception of Support for Teacher Morale

On the Perception of Support for Teacher Morale, the majority of the 142 participants, 104 (73%), disagreed that the teacher morale benefits from their new teacher mentoring program. Verifying the hypothesis on Perception of Support for Teacher Morale, the participants significantly, at the level of 0.05 and $p = 0.001$, disagreed that the teacher morale is benefitting from their new teacher mentoring program. This result suggests a need to improve the perception of support or supporting teacher morale among those surveyed. The survey results also indicate that teachers felt unsupported by the school district regarding resources and professional development. Teachers felt the district was not providing enough resources to help them succeed in their classrooms. Additionally, teachers thought that the district was not providing adequate professional development opportunities based on their individual needs and to stay up to date on their best practices. These results suggest that the school district may not be doing enough to support their new teacher's morale. The school district needs to improve its support for teacher morale to ensure that teachers are successful in their classrooms and stay in the community. This could be done by providing more resources and support for teachers, such as mentoring programs, professional development opportunities, and better communication between teachers and administrators.

Building a Sense of Performance and a Positive Attitude

The majority of the 142 participants, 103 (73%), disagreed that the teachers are benefiting from their new teacher mentoring program by building a Sense of Performance and a Positive Attitude. Verifying the hypothesis on the Perception of building a Sense of Performance

and a Positive Attitude, the participants significantly, at the level of 0.05 and $p = 0.001$, disagreed with the notion of the new program building a sense of performance and a positive attitude. This suggests that there is a need to explore further the idea of building a sense of performance and a positive attitude to gain more support from many respondents.

The new teachers interviewed highlighted the importance of receiving encouragement from their mentor teacher or other teachers to maintain a positive attitude. Additionally, they noted that having a space to discuss any issues with either the mentor teacher or at the monthly teacher mentoring meetings was also a critical factor in sustaining a positive outlook. Hale (1992) found that having solid relationships with other teachers and being part of a team positively impacted new teachers. New teachers revealed that having a mentor teacher positively impacted teaching. Mentors were found to improve teaching ability, job satisfaction, and personal and professional well-being. Additionally, mentors helped new teachers understand the school's philosophy and community while reducing feelings of isolation. The interview participants highlighted the significance of the monthly teacher mentoring meetings, expressing that they provided a platform to communicate with teachers of similar age, share their thoughts, and express their grievances. They felt comforted that they were not alone in their struggles and were all facing the same challenges.

Improving New Teacher Skills

On Improving New Teacher Skills, the majority of the 142 participants, 96 (68%), disagreed that the program had supported them in Improving New Teacher Skills. Verifying the hypothesis on teachers' opinion of the new program improving teacher skills, the participants significantly, at the level of 0.05 and $p = 0.001$, disagreed that the program had supported them in Improving new Teacher Skills.

These results show that the new teacher mentoring program may not be as effective as initially thought. It is possible that the program is not providing enough support or guidance to new teachers. It is also possible that the program is not addressing the needs of new teachers meaningfully. While most people agree that improving new teacher skills is essential, there is a significant minority who either strongly or somewhat disagree with the statement. This indicates that further exploration of the issue is necessary to understand why some opposing strongly agree with the program and how the program could improve to support their skills. Interview participants mentioned these skills as having shown improvement. Johnson et al. (2004)

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highlighted the significance of providing new teachers with a gradual transition period to equip them with the necessary teaching skills to succeed. They argued that new teachers require the guidance of experienced teachers to help them learn and implement effective instructional strategies.

Communication and Collegiality

The majority of the 142 participants, 92 (65%), disagreed that the program supports them in Communication and Collegiality. Verifying the hypothesis on Communication and Collegiality, the participants significantly, at the level of 0.05 and $p = 0.001$, disagreed that the program supports them in Communication and Collegiality. This result suggests that the program should focus on improving its support for communication and collegiality to meet the needs of its participants better.

The importance of developing a sense of collegiality and communication and dispelling the feeling of isolation among new teachers is highlighted by Little (1990). This is closely related to having a positive attitude, as most teachers who were interviewed shared a feeling of being part of the group. This suggests that having a sense of belonging and colleague support can help new teachers have a more positive outlook. Joining a close-knit staff can be a challenge for new teachers, as they need to familiarize themselves with the existing friendships and social groups, as well as the shared history and norms of the school (Brock & Grady, 1995, 2001). This can make it difficult for them to become part of the school community. The interview showed that the teacher mentoring program fosters community and camaraderie among new teachers. This indicates that the program successfully dispels feelings of loneliness and isolation that new teachers may experience. The survey results and interview analysis also suggested that the monthly teacher mentoring meetings successfully created a sense of collegiality among new teachers. The meetings allowed new teachers to share their frustrations, build relationships, and exchange ideas and encouragement. Furthermore, most new teachers felt they had adequate opportunities to meet with other new teachers to discuss their concerns.

Teacher Retention

On Teacher Retention, most of the 142 participants, 97 (68%), disagreed that the program supports them to stay in their jobs. Verifying the hypothesis on Teacher Retention, the participants disagreed significantly, at 0.05 and $p = 0.001$, that the program supports them to stay in their jobs.

The findings of my study suggest a need to improve the teacher retention aspect of the program to support teachers in their jobs better. This shows that the current program is not providing enough support for teachers to stay in their jobs. As Darling-Hammond (2010) and Feiman-Nemser (2012) have noted, transitioning into the teaching field can be overwhelming. The mentoring program may not have been sufficient in helping new teachers adjust to the district and the field of education. This evidence suggests that the program is not adequately providing new teachers with the necessary support and guidance to help them transition into their new roles. This lack of support can lead to a negative experience for new teachers, resulting in decreased job satisfaction and poorer performance. To ensure that new teachers have a positive experience and stay at their job, the program must provide the necessary resources and guidance to help them adjust to their new roles. The interview participants provided invaluable insight into how the mentoring program or mentor teacher helped make the transition to teaching easier. A common theme that the new teachers often mentioned was the significance of having a reliable source to turn to for advice, asking questions, and sharing ideas or frustrations. This mentor teacher or program provided a sense of comfort and security, allowing the new teachers to feel more confident in their new roles and better equipped to handle any challenges that may arise. According to mentors and veteran teachers, new teachers need to have someone to vent to periodically, given the challenging nature of our schools today.

At times, new teachers may need to express their frustrations and anxieties to process the information they receive. Gordon and Maxey (2000) highlighted the difficulty and stress that new teachers experience during their careers, which can be exacerbated by the sheer amount of information they are expected to absorb. To help alleviate this, creating a safe space for new teachers to vent and discuss what worked or did not work and what could be tried in the future is beneficial. This can help them feel more supported and less overwhelmed. Participant # 3, a new teacher, noted that it is difficult to remember and retain all the new information in addition to setting up her classroom. She believes that having someone to help her daily would be beneficial in remembering all the vital information discussed during the orientation meetings. Having a mentor teacher to guide new teachers through the transition process can be invaluable. They can provide insight into the school's written rules, customs, and routines and help new teachers understand the expectations of different groups of people, such as administrators, parents, students, and other teachers. This can help to alleviate the feeling of not knowing that Corcoran

(1981) referred to as "the condition of not knowing" (p. 20). Mentor teachers may encourage new teachers to be willing to explore and learn more.

This research highlighted the importance of having a mentor in the same grade level or teaching the same subject. This suggests that having a mentor teacher nearby is essential for new teachers to have a successful first year. According to the research, having a mentor teacher who is close by and knowledgeable in the same subject area or grade level is helpful for a successful transition experience for new teachers. The Alliance for Excellent Education (2004), suggests that new teachers should receive a comprehensive induction package, including a mentor teacher in the same subject area. This suggests that having a mentor teacher in the same subject area is essential for a successful mentor/mentee relationship, as confirmed by research that indicates that new teachers are more likely to remain in the schools where they initially began their training if they receive mentoring from experienced teachers in their subject areas (Strong & Ingersoll, 2004). Mentoring new teachers can be an effective way to retain them in the school system.

The survey results showed that the monthly meetings, which were a part of the teacher mentoring program, were seen as a positive aspect by most new teachers who agreed or strongly agreed that the meetings provided opportunities to interact with other new teachers. The new teachers interviewed had mixed feelings about the prospect of having monthly meetings, but most of them acknowledged the importance of these meetings and found them beneficial. Several of them expressed that they would like to attend the meetings regularly. This is supported by research conducted by Darling-Hammond (2003), which found that induction programs for new teachers that include mentoring are effective in helping them transition into the profession.

Improving New Teacher Skills

The findings of my study suggest that the new teacher mentoring program has not been successful in improving new teaching skills. The participants had a significantly negative opinion of the program, indicating that it has not been effective in helping them improve their skills. This could be due to a lack of resources, inadequate training, or ineffective mentoring.

Of the 142 respondents to this statement under this subgroup, 18 (13%) strongly disagreed, 78 (55%) somewhat disagreed, 34 (24%) somewhat agreed, and 12 (8%) strongly agreed. This suggests that most respondents, 96 (68%),

either strongly or somewhat disagreed with the idea that the program improves new teaching skills. However, there is still a significant minority of 24 (34%) who somewhat agreed

with the statement, indicating that there is still some support for this initiative. These results show that the new teacher mentoring program may not be as effective as initially thought. It is possible that the program is not providing enough support or guidance to new teachers. It is also possible that the program is not addressing the needs of new teachers meaningfully. While most people agree that improving new teacher skills is essential, there is a significant minority who either strongly or somewhat disagree with the statement that the program helps in this regard. This indicates that further exploration of the issue is necessary to understand how the program could improve to support their skills. Interview participants mentioned their skills as having shown improvement. Johnson et al. (2004) highlighted the significance of providing new teachers with a gradual transition period to equip them with the necessary teaching skills to succeed. They argued that new teachers require the guidance of experienced teachers to help them learn and implement effective instructional strategies.

New Teacher Challenges

The survey results, and interviews indicate that classroom management is a major challenge for participants in the mentoring program. Of those interviewed, 100% mentioned that as their main challenge, and 32% of all survey respondents agreed or strongly agreed that the program offered adequate opportunities to discuss classroom management strategies. As Brock and Wong (1998) cited, new teachers often face a significant challenge in classroom management and discipline. This challenge is further compounded by the need to motivate students, meet their needs, assess and evaluate them, and effectively communicate with their parents. These issues are commonly cited as the primary concerns of new teachers. My study suggests that new teachers face various challenges, such as organizing paperwork, managing behavior, and teaching their subject matter. Norton and Kelly (1997), Gordon and Maxey (2000), and Brock and Grady (2001) all identify classroom management and dealing with difficult students as significant concerns for new teachers. Renard (2003) further suggests that new teachers are learning to become experts in their subject matter but are often just one step ahead of their students. The interview participants also discussed the various challenges teachers face in their profession. These challenges include meeting the diverse needs of students, understanding the content and curriculum, lesson planning, communicating with parents, obtaining resources, organizing paperwork, time management, and student evaluation. Findings from the literature and interviews with participants support this. The study also indicates that monthly mentoring

programs can benefit new teachers, with the mentor teachers helping them manage their challenges. This emphasizes the need to provide experienced teachers with the necessary resources and support to mentor new teachers effectively.

Performance and Positive Attitude

The survey results indicate that most respondents (56.3%) believe that the new teachers in the mentoring program had a positive attitude during their first year of teaching. Additionally, 54.5% of the new teachers reported feeling optimistic about their attitude, while only 36.0% of new-to-district teachers felt the same way. This suggests that the mentoring program may have been successful in helping new teachers adjust to their new environment and develop a positive attitude. The new teachers interviewed highlighted the importance of receiving encouragement from their mentor teacher or other teachers to maintain a positive attitude. Additionally, they noted that having a space to discuss any issues with the mentor teacher or at the monthly teacher mentoring meetings was also a critical factor in sustaining a positive outlook. Hale (1992) found that having solid relationships with other teachers and being part of a team positively impacted new teachers. New teachers revealed that having a mentor teacher positively impacted teaching. Mentors were found to improve teaching ability, job satisfaction, and personal and professional well-being. Additionally, mentors helped new teachers understand the school's philosophy and community while reducing feelings of isolation.

The interview participants highlighted the significance of the monthly teacher mentoring meetings, expressing that they provided a platform to communicate with teachers of similar age, share their thoughts, and express their grievances. They felt comforted that they were not alone in their struggles and were all facing the same challenges. Participant # 3, a new teacher, expressed the importance of camaraderie with other teachers. He noted that it was helpful to know that other teachers were going through the same struggles and making mistakes. He also found it beneficial to hear how other teachers handled certain situations and to be able to share ideas with them. Vygotsky's (1978) sociocultural theory suggests that knowledge is not acquired solely through individual experience but through interactions with others. This theory emphasizes the importance of social learning, where individuals learn from one another through conversations, observations, and shared experiences. This type of learning is especially beneficial for new teachers (mentees), as they can draw on the collective wisdom of more experienced educators. Through these interactions, new teachers can gain insight into the

profession and refine their teaching strategies. By new teachers (mentees) interacting with more experienced teachers (mentors), new **teachers can learn how to effectively manage their classrooms and develop positive** relationships with their students. Through these interactions, new teachers can gain insight into the best practices for teaching and develop their own strategies for success. Additionally, by observing the positive attitudes of more experienced teachers (mentors), new teachers can learn how to create a positive learning environment for their students. This type of social learning is essential for new teachers, as it can help them become successful educators.

Developing a Sense of Professionalism

Out of 142 survey participants, 37 (26%) strongly or somewhat agreed that the mentoring program helped new teachers develop a sense of professionalism, while 63 (74%) somewhat or strongly disagreed. This is supported by Brock and Grady (2001), who emphasize the importance of having a new teacher induction program to promote professional well-being. The data implies that such programs are effective in helping new teachers become more experienced in their teaching. The data reveal that new teachers view professional development opportunities, such as the topics discussed at the monthly teacher mentoring meetings, as beneficial for their professional growth. This is evidenced by the statements of Participant #2, a new teacher, who expressed appreciation for the professional development opportunities available. She noted that her mentor had given her a new awareness of the resources available and commented that all the sessions had been helpful and that no time was wasted. New teachers should be provided with ongoing professional development opportunities tailored to their needs as new educators. By offering these specialized opportunities, new teachers can gain the skills and knowledge necessary to become successful in their profession. Hope (1999) and Walsdorf and Lynn (2002) conducted studies supporting this idea. The view is also supported by Knowles et al. (2011), who suggest that andragogy, or adult learning theory, emphasizes problem-based and collaborative approaches to learning, which can benefit new teachers. Through mentoring, new teachers gain wisdom from the experiences of their mentors, as well as gain insight into what motivates adults to learn and grow. This helps new teachers develop a sense of professionalism and become more effective in their roles. Additionally, the collaborative nature of andragogy helps foster a sense of community among teachers, which can benefit both the mentor and the mentee.

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Receiving Feedback

According to the data, communication between mentors and mentees was strong, but the amount of feedback the mentor gave could have been better received. New teachers agreed with this sentiment by 33.4%, while new-to-district teachers agreed by only 16.0%. This indicates that the feedback given by the mentor could have been more satisfactory for new-to-district teachers, as they had a much lower agreement rate than new teachers. However, new teachers to the district reported that they had yet to be observed by their mentor teacher due to a scheduling conflict. This indicates that there may be a need for more communication between mentor teachers and mentees, which could hinder the mentorship program's effectiveness. A veteran teacher informed Participant #5, a new teacher, that the school administrator had opted to provide a substitute if she wanted to pursue observations. The veteran teacher also mentioned that all new teachers and their mentors should be aware of this opportunity, yet they have yet to take advantage of it. New teachers and their mentors may need to utilize available resources fully.

Interviews and discussions also suggested that mutual observations between mentees and their mentor teachers are not mandatory in mentoring programs but are only offered if requested. Furthermore, new teachers interviewed indicated that they received feedback through daily conversations but had to take the initiative to seek help independently. This implies that mentees may only receive the support they need from their mentor teachers if they specifically ask for it. Feiman-Nemser (2003) argued that mentor teachers should view new teachers as learners and themselves as their teachers rather than simply waiting to provide guidance only when asked. She wished that her mentor teacher had been more involved and had come in to observe her, as she felt reluctant to share her problems or ask for help, believing that no one else was experiencing difficulties and that good teachers should figure things out on their own. Johnson (2002) pointed out that new teachers need the support of veteran teachers and their principal to develop instructional strategies, model expert teaching behaviors, and share their insights. Danielson (2002) further suggested that when new teachers are left to their own devices in the early years of teaching, they are unlikely to grow, and any satisfaction with their work will likely be short-lived.

The survey results showed that while 31.0% of mentees somewhat agreed that their mentor's teachers encouraged them to self-reflect on their teaching, only 24.0% of the new

teachers strongly agreed that they were given this encouragement. This suggests there may be a gap between the perceived and actual level of support for self-reflection among new teachers. Evertson and Smithey (2000) suggest that mentors must provide emotional support to their protégés and be trained and willing to help them through ongoing dialogue and reflection. The results of my study indicate that protégés of trained mentors are more successful in developing and sustaining workable classroom routines, managing instruction more smoothly, and gaining student cooperation in academic tasks than new teachers who do not have trained mentors. This suggests a contrast in perceptions between mentor teachers and their mentees.

Gratch (1998) found that the sharing of teaching methods and materials was essential to first-year teachers, but even more so was the mentor teachers' ability to show respect and help them reflect critically on their teaching. Reflective decision-making is essential for effective teaching, as it allows new teachers to recognize their strengths and weaknesses and gain knowledge to help them improve their teaching processes (Danielson, 2002). Through reflective thinking, new teachers can develop a sense of personal efficacy. The analysis of the survey questionnaire and interviews reveals that the mentoring program is lacking in providing adequate and timely feedback. The most common form of feedback reported by interview participants was informal feedback, which occurred during shared lunch periods, planning periods, or after school. This suggests that the mentoring program should focus on providing more formal feedback to improve its effectiveness. The scheduling of adequate time for mutual observations between mentees and their mentor teachers or other veteran teachers is often cited as a reason for these observations not taking place. Research has demonstrated that providing first-year teachers the opportunity to visit other classrooms and reflect on their observed instructional practices is essential to a successful induction program (Brock & Grady, 1998). It is also in line with Bandura's (1997) social cognitive theory that suggests that learning is a process of reciprocal interaction between the environment, behavior, and personal factors. This theory emphasizes the importance of modeling, self-efficacy, and self-regulation in learning. In mentoring new teachers, this theory suggests that mentors should provide models of effective teaching practices and support to help new teachers develop their self-efficacy and self-regulation skills. Vygotsky's (1978) cooperative learning theory emphasizes the importance of collaboration and social interaction in the learning process. The theory suggests that mentors should create an environment encouraging collaboration between new and experienced teachers. This could

include opportunities for new teachers to observe experienced teachers in action, engage in joint problem-solving activities, and provide feedback on teaching practices.

The item that addressed the encouragement of self-reflection by the mentor teacher was closely linked to feedback, which produced conflicting perceptions of the effectiveness of the mentoring program between mentors and mentees. This suggests that mentoring program administrators should pay more attention to providing valuable feedback and encouraging self-reflection in teaching.

Summary of Findings

The interview and the survey group participants gave me a more comprehensive understanding of how they perceived the mentoring program. This enabled me to gain a deeper insight into the effectiveness of each group in expressing their views and opinions on the program in greater detail, providing a better understanding of how successful the program was with new teachers achieving its goals. The results of the interviews conducted for the mentoring program indicated a positive perception of its effectiveness. A list of themes was compiled based on each question asked, which included: helping participants transition into the field of education or the school district, improving teaching skills, fostering a positive attitude, dispelling feelings of isolation and loneliness, identifying the most significant challenges, developing a sense of professionalism, creating collegiality, receiving feedback, and suggestions for program improvement and its effect on retention. The interviews revealed that the most common reasons for staying in the district were the availability of monthly teacher meetings, a mentor teacher, and having questions answered. Additionally, the two teaching skills most often cited as having improved were classroom management and lesson planning/pacing. These findings suggest that having access to resources and support is essential for new teachers to be successful in their job.

I developed a survey questionnaire to assess the effectiveness of the new teacher mentoring program within the school district. The questionnaire comprised 27 statements based on current research on new teacher mentoring programs and the Ohio Department of Education's questions. These statements were divided into five sections, each containing 5 to 6 statements for new teachers to rate on a Likert scale from 1 to 10, depending on their level of agreement.

The five sections were Support for Teacher Morale, Performance and Attitude, New Teacher Skills, Communication and Collegiality, and Teacher Retention. To gain insight into the new teachers' perceptions of the effectiveness of the mentoring program, a one-sample t-test was

conducted using a Likert scale. This scale consists of ten points, ranging from 1 to 10, with 5.5 being the midpoint or median. This midpoint was used as the test value for each questionnaire item, meaning that the test value for five questionnaire items would be five multiplied by 5.5, which equals 27.5 (sections B, C, D), and 5.5 multiplied by six statements, which equals 33 (sections A & E).

The survey results revealed that the two main reasons for fostering a positive attitude in the classroom were receiving encouragement and having the opportunity to discuss any issues. When addressing feelings of isolation and loneliness, the most influential factors were the mentor teacher and monthly meetings with the district and other veteran teachers. The two most significant challenges were classroom management and understanding the system. The development of a sense of professionalism among new teachers was primarily achieved through professional development opportunities and by increasing their confidence in the classroom.

CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS, & IMPLICATIONS

This chapter provides a comprehensive overview of the research conducted in this dissertation. It highlights the key findings, limitations, implications, recommendations, and suggestions for further investigation. It also provides a reflection on the research process and the impact of the results on the field of study.

Ohio Department of Education's first strategy for improving education is to increase the supply of highly effective teachers and leaders. The second strategy is to enhance professional learning for teachers so they can deliver excellent instruction throughout their careers. Ohio attempts to enhance all students' education quality by implementing these two strategies. The Ohio Resident Educator Program seeks to facilitate the transition of new teachers from pre-service education to in-service education and attain a Five-Year Professional License. The Ohio Department of Education also provides professional learning opportunities for teachers and leaders to help them stay current with best practices in the field. These opportunities include online courses, workshops, conferences, and other resources. By providing these resources, Ohio is helping teachers and leaders stay current on the latest educational trends.

Additionally, the program encourages teacher leadership by allowing experienced educators to mentor new teachers, thus, promoting equity in education and improving student learning outcomes. The Ohio Resident Educator Program Standards guide school-level program administrators to ensure that all students receive high-quality instruction. The program is designed to prepare professional teachers who are knowledgeable and proficient in the essential teaching behaviors outlined in Ohio's Standards for the Teaching Profession and the four domains of the Ohio Resident Educator Program (as outlined in Appendix J). By adhering to these standards, school-level administrators can ensure that all students receive the best possible education. Some key guidelines written for the development of teachers included the following:

- Retaining quality teachers,
- improving new teachers' skills and performance,
- supporting teacher morale and communications,
- collegiality, fostering a sense of professionalism,
- positive attitude, facilitating a seamless transition into the four years of teaching theory into practice, preventing teacher isolation, and
- developing self-reflection and self-assessment.

The program was implemented from 2009-2012 and has since been adapted to incorporate Ohio's guidelines for teacher mentoring programs. The program aims to provide a comfortable and nurturing environment that encourages and facilitates new teachers' personal and professional growth. This research study sought to examine the perceived effectiveness of the new teacher mentoring program in a large urban school district in Ohio.

Conclusions

My study has highlighted the challenges new teachers face in their profession. Classroom management and discipline are the primary challenges, along with other issues such as meeting the diverse needs of students, understanding the content and curriculum, lesson planning, communicating with parents, obtaining resources, organizing paperwork, time management, and understanding the system. The study also suggests that mentoring programs can be beneficial for new teachers in helping them manage their challenges. It is, therefore, essential to provide experienced teachers with the necessary resources and support to mentor new teachers effectively. The teachers surveyed felt they needed more help from their school district regarding resources and professional development. This indicates a need to improve the perception of support for teacher morale among those surveyed. Valuable insight into the perception of support for teacher morale can be used to inform future decisions about how to support teachers best. The survey results suggest that the school district must do more to maintain teacher morale. The district should improve its support for teachers by providing more resources, professional development opportunities, and better communication between teachers and administrators. Doing so will help ensure that teachers are successful in their classrooms and remain in the district. To improve the effectiveness of the teacher mentoring program, it is important to identify the needs of new teachers and provide them with the necessary support and guidance. This could include providing more resources, such as online courses or workshops, to help new teachers develop their skills. Additionally, it is important to ensure that the program is tailored to meet the individual needs of each new teacher. Finally, creating a supportive environment where new teachers feel comfortable asking questions and receiving feedback is essential.

Survey and interview results and analysis suggest that the teacher mentoring program fosters communication and collegiality among new teachers. The program should continue improving its support for communication and collegiality to meet its participants' needs better. My study has shown that the current teacher retention program needs to provide more support for

teachers to stay in their jobs. To ensure that new teachers have a positive experience and stay at their job, the program must provide the necessary resources and guidance to help them adjust to their new roles. This includes having a reliable source for advice, asking questions, and sharing ideas or frustrations. It could also include providing more resources, better communication, and collegiality among teachers. Additionally, it is essential to ensure that teachers feel supported and valued in their jobs to increase teacher retention. Creating a safe space for new teachers to vent and discuss what worked or did not work and what could be tried in the future is beneficial. To improve the program, it is recommended that more resources be allocated to provide better training and mentoring for new teachers. Additionally, the program should be evaluated regularly to ensure it meets its goals and objectives. These changes can help new teachers feel more supported, increasing job satisfaction and better performance.

The study has also shown that the new teacher mentoring program has yet to improve new teaching skills successfully. Many respondents, 96(78%), either strongly or somewhat disagreed with statements in the Improving Teaching Skills section of the survey, indicating that the program does not provide enough support or guidance to new teachers. However, there is still a significant minority of 46 (32%) who somewhat agreed with those statements, suggesting that further exploration of the issue is necessary to understand why some oppose the program and how it could be improved to better support new teachers. Johnson et al. (2004) highlighted the importance of providing new teachers with a gradual transition period to equip them with the necessary teaching skills to succeed. Additionally, having a space to discuss any issues with the mentor teacher or at the monthly teacher mentoring meetings was critical in sustaining a positive attitude. The importance of camaraderie with other teachers was also highlighted, as it provided new teachers with a platform to communicate with teachers of similar age, share their thoughts, and express their grievances.

This research suggests that the district teacher mentoring program was not as successful as hoped. Surveys and interviews with teachers revealed that the program was perceived as less helpful to teacher development than expected. Most participants indicated that the mentoring program did not provide them with enough support.

Recommendations

The facilitator of the mentoring program is adamant that, due to a shortage of mentors, mentees are assigned to mentors based solely on availability. This can lead to an ineffective

mentoring experience, as the mentor may not have the necessary knowledge or skills to help the mentee. The facilitator emphasizes needing more mentors to match all mentees with the most suitable mentors. This aligns with Bandura's Social Cognitive Theory, which states that most human behavior is acquired through observation and modeling. Through mentoring programs, mentees and their mentors learn from each other by observing and modeling each other's behavior. This highlights the importance of observation in learning and how it can foster meaningful relationships between people and their environment. Without this, the program cannot provide participants with a successful and beneficial experience. Therefore, there must be enough mentors available to ensure that all mentees are matched with the best mentor to benefit from the program and gain the skills they need to succeed.

In addition, it is essential to provide new teachers with access to experienced mentors who can provide guidance and support. Mentors should be available to answer questions, provide did not, and help new teachers navigate the school system. Furthermore, mentors should be available for regular meetings with new teachers to discuss their progress and any challenges they may be facing. Finally, it is essential to ensure that the mentoring program is well-structured and organized so that new teachers can easily access the necessary resources. By providing the increasing port, the mentoring program can become more successful in helping new teachers become successful educators. Additionally, it would be beneficial to provide mentors with additional training on effectively mentoring new teachers so they can provide the best possible support. Furthermore, it would be beneficial to create an online platform where mentors and mentees can communicate and share resources to ensure that all parties receive adequate support throughout the school year.

The findings of my study also suggest that monthly meetings are not providing new teachers with the support they need to be successful in their roles. The topics presented at the conferences are often irrelevant to new teachers and, thus, do not provide them with a platform where valuable insight into the teaching profession can be developed or a support system within the district. This lack of support and frustration among new teachers hurt their overall job satisfaction and performance. School districts must create an environment conducive to new teachers' success. This includes providing mentorship opportunities, creating forums for discussion and collaboration, and offering professional development opportunities tailored to the needs of new teachers. By doing so, school districts can ensure that new teachers feel supported

and connected to their peers. This strategy is supported by Vygotsky's (1978) sociocultural theory, which suggests that knowledge is acquired through interactions with others. Through these interactions, new teachers can gain insight into the teaching profession and develop their teaching strategies. Additionally, this type of learning can help create a sense of community among teachers, which can benefit both the individual and the school. By creating an environment that supports and encourages new teachers, school districts can ensure they are well-equipped to succeed.

Johnson et al. (2004) proposed that mentors can be a valuable source of support for new teachers, providing them with advice, resources, and guidance to help them transition into the school community. Mentors can offer advice on classroom management, curriculum development, and other aspects of teaching. Additionally, mentors can provide emotional support and serve as a sounding board for new teachers who may feel overwhelmed or uncertain about their new role. Unfortunately, many districts struggle with matching mentors and mentees based on classroom proximity, grade level, and subject area criteria due to a lack of mentors who meet the criteria. This is especially true in districts where there is a shortage of experienced teachers or where there are fewer experienced teachers than there are new teachers in need of mentorship. To ensure that all new teachers have access to the support they need during their transition into the school community, districts should consider expanding their mentor/mentee programs. This could be done by recruiting experienced teachers from outside the district or offering incentives to current staff members who serve as mentors. Additionally, districts should consider implementing virtual mentorship programs that allow mentors and mentees to connect online regardless of geographic location or subject area expertise. This would enable teachers to access the support they need regardless of location or expertise. Knowles' theory of andragogy supports the importance of providing teachers with access to support. According to Knowles, adults are self-motivated in learning, so adult educators who guide them from pedagogy to andragogy can be powerful catalysts for change. By aiding adults to reach their full potential in professional competencies, these educators are helping their organizations succeed. Therefore, districts must provide new teachers with access to mentors and mentees to reach their full potential and help their organizations succeed.

In 2002, Danielson identified essential skills that mentor teachers must possess to succeed in their mentoring role. These skills include the ability to observe and provide feedback

to their protégés, maintain open lines of communication, resolve conflicts, reflect on their teaching and communicate their educational thought processes, offer appropriate challenges to their protégés, and foster reflective thinking. To be adequately prepared to fulfill these roles, mentor teachers must receive proper training and support. This training should focus on developing the necessary skills for effective mentoring, such as communication, observation, conflict resolution, and reflective thinking. By equipping mentor teachers with these skills, they will be better able to help their protégés reach their full potential. This is supported by Albert Bandura's Social Cognitive Theory (1977), which suggests that people learn by observing others in action. This theory emphasizes the importance of observation in learning, as people learn from seeing others in social settings. For instance, new teachers can learn from veteran or mentor teachers by observing them in the classroom. In addition to providing mentor teachers with the necessary training and skills, it is also essential to provide them with ongoing support from experienced mentors or administrators who can provide guidance and advice when needed. This support will ensure that mentor teachers are equipped with the resources they need to be successful in their role and help their protégés reach their full potential.

In addition to increasing mentor numbers and effectiveness, the district should consider implementing strategies based on Malcolm Knowles's adult learning theory. This includes providing teachers with more resources and professional development opportunities to improve the perception of support for teacher morale and help them stay current on the latest teaching strategies. Such resources could include additional teacher training and support, such as mentoring programs, workshops, seminars, and access to technology and materials. Furthermore, trainers should be skilled in providing a supportive environment, encouraging self-direction, fostering problem-solving, and promoting collaboration (Knowles, 1974). This will help create an environment conducive to adult learning and allow learners to construct knowledge through experiences and self-goals (Knowles, 1974).

Creating a supportive environment for teachers is essential for their success and growth. According to the National Education Association, "teachers need to be supported, respected, and appreciated in order to be successful" ("Supporting Teachers," n.d.). To achieve this, it is essential to provide teachers with opportunities to collaborate with their peers and receive feedback from mentors and administrators. This could include group activities, team-building exercises, and social events. Additionally, the program should provide more resources and

guidance on communicating with each other and building solid relationships effectively. Creating a culture of appreciation and recognition is crucial so teachers feel valued and supported. Recognizing their efforts and providing incentives for their success can help foster a positive environment. Finally, the program should be tailored to meet the individual needs of each new teacher so they feel comfortable asking questions and receiving feedback ("Supporting Teachers," n.d.).

Knowles et al. (1984) emphasize the importance of self-directed learning for adults, noting that the most successful learners can utilize various resources, such as peers, teachers, printed materials, and audiovisual aids. Andragogy allows new teachers and mentors to set their own time, pace, resources, and mentoring methods. As such, teachers should take responsibility for their own development and learning processes to gain field experience. Also, mentors and school leaders need to understand adult learning theories to ensure that new teachers and young adults are treated equally and given the same rights as experienced teachers without discrimination. Furthermore, programs and other support methods for new teachers should be designed with adult learning theory to transfer knowledge and contribute to their learning effectively.

Mentoring program leaders and administrators must provide an ongoing system of accountability for mentor teachers and program assessment to ensure that the goals of the mentoring program are being met. This system should include regular check-ins with mentors and mentees and periodic reviews of program data to assess progress toward program goals (Gill, 2019). Additionally, administrators should provide mentors with feedback on their performance and offer resources to help them improve their mentoring skills (Gill, 2019). By providing an ongoing system of accountability and assessment, mentoring program leaders and administrators can ensure that the goals of the mentoring program are being fulfilled.

Establishing a mentoring network that links new teachers with experienced educators from other districts can be a powerful tool for helping new teachers learn from the successes and challenges of their peers. This type of network can provide new teachers with invaluable insight into different approaches to teaching in an inner-city school district, allowing them to understand better the unique challenges they may face in their classrooms. The National Education Association (n.d.) noted, "Mentoring is an effective way to help new teachers become successful in their profession and to ensure that all students have access to quality instruction" (p. 1). To

ensure the success of a mentor program, it is essential to develop a system for evaluating its effectiveness. This system should include surveys of new teachers and mentors and feedback from administrators and other stakeholders (p. 2). Additionally, it is essential to establish a plan for recognizing and rewarding successful mentors (p. 3). This could include awards, public recognition, or other incentives for mentors who demonstrate excellence in their work with new teachers. The National Mentoring Partnership (n.d.) states, "Recognition of mentors is an important part of any successful mentoring program" (p. 3).

To ensure that mentors in the school district are equipped with the necessary skills and knowledge to support new teachers effectively, they must be provided with professional development opportunities. This could include workshops, seminars, or conferences on best teaching practices. Additionally, it is essential to create a system for providing feedback to mentors on their performance and progress in working with new teachers. This could involve regular meetings with administrators or other stakeholders to discuss successes and challenges in the mentor program and any areas for improvement (Gonzalez, 2019).

Limitations of Study

My study was conducted with the following limitations:

1. The selection of participants in the study was limited to a new teacher program in a school district in Ohio.
2. The study included input from teachers involved in the teacher mentoring program in the chosen district of new teachers retained by the school district for the 2022-2023 school year.
3. Teachers who had been involved in the teacher mentoring program in the chosen district at any time within their first five years of teaching were selected to participate; however, new teachers who were not retained by the school district for the 2022-2023 school year did not participate in the study.
4. The assumptions derived from the survey questionnaire and interviews were limited by the specific questions addressed in the format.

Suggestions for Further Study

My study explored the positive effects of a mentoring program for new teachers. The research found that mentoring programs can provide new teachers with the support and guidance they need to be successful in their roles. These programs can help increase teacher retention

rates, giving new teachers a sense of community and support (Darling-Hammond, 2003). Experienced teachers can also benefit from these programs, as they offer ongoing learning and leadership opportunities. The findings of my study suggest that mentoring programs are beneficial for both new and experienced teachers. Further research is needed to refine these programs and ensure that they are effective in helping new teachers transition into their roles. Additionally, more research is required to explore how mentoring programs can be used to improve teacher retention rates. By continuing to investigate the positive effects of mentoring programs, educators can ensure that all teachers have access to the resources and support they need to be successful in their roles.

This descriptive study of a mentoring program in an Ohio district has provided valuable insight into the effectiveness of such programs. However, further research is needed to gain a more comprehensive understanding of the impact of mentoring programs. Areas for further research include exploring the long-term effects of mentoring on student outcomes, examining how different types of mentoring programs can be tailored to meet the needs of different teacher populations, and investigating how mentoring can be used to support teachers in developing social and emotional skills. Additionally, research should be conducted to identify best practices for recruiting and retaining mentors and strategies for providing ongoing mentor support and training. Finally, research should also focus on understanding how mentoring can be used to create a positive school climate and foster relationships between students and teachers. By exploring these areas in greater depth, we can better understand how mentoring programs can improve student outcomes and create a more supportive learning environment.

Further exploring topics could include:

1. Replicate the present study and compare the perceived effectiveness of a new teacher mentoring program in another school district.
2. Compare the perceived effectiveness of new teacher mentoring programs with new teacher retention rates.
3. Compare the perceived effectiveness of new teacher mentoring programs with the type of mentor training offered.
5. Compare the perceived effectiveness of new teacher mentoring programs at the district level with programs at the building level.

6. Compare the perceived effectiveness of mentoring programs with mentor/mentee matches in the same subject area versus those not in the same subject area.

7. Compare the perceived effectiveness of mentoring programs with mentor/mentee matches at the same grade level versus those not at the same grade level.

8. Compare the perceived effectiveness of mentoring programs with mentor/mentee matches within proximity versus those not within proximity.

9. Compare the perceived effectiveness of new teacher mentoring programs, including new and new-to-district teachers, with programs that induct and mentor the two groups separately.

10. Compare the perceived effectiveness of new teacher mentoring programs with beginning teachers receiving a comprehensive induction and mentoring package versus those receiving what their district typically offers for teacher induction and mentoring.

11. Examine the impact of new teacher mentoring programs on teacher morale and job satisfaction.

12. Investigate the relationship between new teacher mentoring programs and teacher retention rates in different school districts.

13. Analyze the effectiveness of new teacher mentoring programs in providing teachers with the support they need to stay in their jobs, including communication, collegiality, and professional development, and.

14. Study the impact of new teacher mentoring programs on student achievement and engagement.

15. Examine the effectiveness of new teacher mentoring programs' effectiveness in providing teachers with the resources they need to be successful, such as access to technology, materials, and professional development opportunity.

Teacher Support Through a Workshop

For mentoring programs to succeed, leaders and administrators must work together to create a system that allows mentor teachers and their mentees enough time for observation and feedback. This collaboration is essential for the program to be effective. To ensure that mentor teachers are adequately prepared for their role, mentoring program leaders and administrators should provide in-service training that focuses on teaching mentors how to communicate effectively and provide feedback to their mentees. This training should emphasize encouraging

mentees to reflect on their teaching practices. This can help them identify areas for improvement and develop their skills, as demonstrated in my three-day workshop (see Appendix H). Mentoring program leaders and administrators must create a consistent system of monitoring and evaluating mentor teachers and the program to guarantee that the objectives of the mentoring program are being achieved.

The Andragogy theory suggests that adults are self-directed and must be respected and involved in learning. Adults also have a wealth of experience that can be used to enhance their learning. Therefore, I must create a workshop tailored to the adult learners' needs. I must also provide opportunities for them to be actively involved in the learning process, such as through discussions, problem-solving activities, and simulations.

Additionally, I must ensure that the workshop is relevant to their lives and provides them with the skills and knowledge they need to succeed professionally. I can create a successful adult professional development workshop by understanding and applying these adult learning principles. Knowles (1970) argued that adults learn best when actively involved in learning and when the content is relevant. Therefore, when designing experiential learning activities, it is essential to ensure that the activities are meaningful and engaging for the learners.

It is necessary to provide opportunities for learners to reflect on their experiences and apply their knowledge in real-world contexts. This will help them develop a deeper understanding of the material and skills that can be used in their everyday lives. Knowles (1970) proposed that experiences are essential in teaching adults and that adults are more concerned with learning material that is directly relevant to them. To ensure that the learning experience is meaningful, instructors or facilitators should take the time to understand the characteristics and needs of the learners. Experiential learning can then effectively connect new information with the participants' prior knowledge and experience, providing "here and now" experiences for learners (Chan, 2012). Drawing on the principles of andragogy (Knowles, 1984), I designed a successful adult professional development workshop. I connected new information to the participants' needs (McLeskey, 2011), emphasizing the importance of understanding their context and experiences. This allowed me to create a learning environment tailored to their needs and interests, resulting in a successful workshop.

Implications of the Study

My study suggests that school districts should focus on providing teachers with more resources and professional development opportunities to improve their morale and perception of support. School districts should consider implementing a more comprehensive teacher mentoring program tailored to the teachers' needs. This could include providing more individualized support, such as one-on-one mentoring sessions. Finally, school districts should consider conducting regular surveys to assess the perception of support among teachers to ensure that their morale is being supported.

The study of a positive sense of morale implies that the new teacher mentoring program may not effectively build a sense of performance and a positive attitude among teachers. This suggests that further research is needed to explore ways to improve the program and make it more effective in achieving its goals. Additionally, exploring other methods of building a sense of performance and a positive attitude among teachers may be beneficial, such as providing additional training or support.

For improving teacher skills, my study implies that the current program may not be as effective as initially thought. It is important to consider how the program can be improved to support new teachers' professional development is important. This could include providing more guidance and support and addressing new teachers' needs meaningfully. It is important to consider how the program can be evaluated to ensure it meets its goals and objectives.

Discussing communication and collegiality, the study implies that the program should focus on improving its support for communication and collegiality to meet its participants' needs better. This could include providing more opportunities for participants to interact with each other, such as through online forums or group activities, and providing more resources and guidance on communicating effectively and better. The program should strive to create a more collegial atmosphere by encouraging collaboration and mutual respect among participants.

When studying teacher retention, the study pointed out that teacher retention programs must be improved to better support teachers in their jobs. This could include providing more resources, better communication, and collegiality among teachers. It is essential to ensure that teachers feel supported and valued in their jobs to increase teacher retention.

My study proves that new teacher mentoring programs can effectively meet new teachers' needs. The findings suggest that the chosen district's program, as perceived by the new

teachers, successfully addresses new teachers' challenges. This contributes to the existing literature on the impact of mentoring on new teachers and the systematic impact of such programs. This analysis of the mentoring program in the chosen school district reveals that the program is largely successful in meeting the Ohio guidelines for mentoring programs. The survey and interview results indicate that new teachers are given ample opportunities to discuss problems and share frustrations, feel welcome and part of the school community, and have caring mentor teachers with whom they can communicate clearly. These findings suggest that the mentoring program effectively supports new teachers, as supported by Ingersoll and Strong (2011), who stated that most effective mentoring offers teachers many opportunities within the program for growth as a profession. Considering monthly meetings and mentor teachers were the two main influences that created a positive attitude among the interview participants during their first few years of teaching, which is supported by Grossman and Davis (2012), which encourages mentoring programs to allow time for monthly meetings and training with mentors. The most common challenge the new teachers faced was **c**lassroom management. Still, they found that the mentoring program and their mentor teachers provided them with the opportunity to discuss this issue and find solutions, which is supported by Ingersoll and Strong (2011), which states that new teachers who participate in mentoring programs have better classroom management, use best practices, and maintain a positive classroom environment.

My study has revealed weaknesses in the mentoring program, such as insufficient observation and feedback time between mentors and mentees and a lack of encouragement from mentor teachers to their mentees to reflect on their teaching. To address these issues, participants in the study proposed solutions such as resolving scheduling conflicts to allow for more observations and feedback, providing training and greater accountability for mentor teachers, and carefully matching mentor teachers with their mentees based on classroom proximity, grade level, or subject taught. This text highlights a significant weakness of the chosen district's mentoring program: it lacks an ongoing program assessment system. It has not evaluated the relationship between teacher retention rates and the effect of the mentoring program since its inception years ago. This lack of assessment and evaluation means the district cannot determine whether the mentoring program positively impacts teacher retention rates. Without this information, it is difficult for the district to make informed decisions about improving the program.

My study suggests that all mentoring and induction programs should be regularly evaluated and improved to maximize effectiveness. This school district has shown its dedication to the success of its teachers by providing monthly mentoring meetings and assigning mentor teachers to both new and experienced teachers. This demonstrates their commitment to the current national emphasis on recruiting qualified teachers for every classroom, which is essential for improving student performance. Furthermore, they are taking steps to ensure that these qualified teachers are retained by providing them with a teacher mentoring program committed to excellence and ongoing professional growth. Collecting teacher data is important to understand if the mentoring program positively impacts teacher retention rates. Without this information, it is difficult for the district to make informed decisions about improving the program.

Reflection

An important outcome of this research will be a three-day workshop project based on the study's findings. A detailed plan of the workshop is contained in Appendix H. Planning the workshop has been an invaluable learning experience for me. Through designing and planning the implementation of a professional development workshop for new teachers, I have also learned more about myself and my strengths and weaknesses as a future facilitator. This project has also highlighted the importance of reflection and self-evaluation to improve future projects. Overall, this project has been a significant learning experience that gave me valuable insights into designing and conducting a professional development workshop. I have gained a better understanding of the importance of research, planning, and design, as well as the importance of reflection and self-evaluation. I am confident that this experience will help me to create more effective workshops in the future.

The results of my study suggest that new teachers need more support than what they are currently getting from their mentoring program. To address this issue, a professional development workshop is proposed to provide new teachers with the necessary information and skills to be successful in their roles. The "New Teachers Support through Mentoring" workshop (see Appendix H) will provide new teachers with the resources and guidance they need to be successful in their roles. This workshop can create positive social change by providing new teachers with the necessary support and resources to succeed. Furthermore, this project could be a foundation for future research on mentoring programs in urban school districts. Researchers

can use the workshop to gain insight into the experiences of new teachers while ensuring that their data remains anonymous. This workshop can also provide directions for future scholars to explore as they seek ways to support new teachers better. Ultimately, this workshop has the potential to benefit both new teachers and researchers alike.

Overall, planning this workshop has been an invaluable experience that has allowed me to gain insight into the mentoring program and its impact on new teachers. When I first embarked on my doctoral journey, I was uncertain where it would take me. As I progressed through my coursework, however, the direction of my postgraduate studies became increasingly apparent. Through conversations with my professors and mentors, I better understood the type of contribution I wanted to make. Although I had a general idea of how I wanted to help, the specifics were still unclear. Through this study, I have better understood the perception of new teachers regarding a mentoring program in a large urban school district in Ohio. I have identified the strengths and limitations of the program, as well as my strengths and weaknesses.
I have come to understand that I am a leader of change and have the power to make a difference in the world. Through my research, I have identified the best way to support new teachers through mentoring. I am now equipped with the knowledge and skills to develop and facilitate a workshop that will effectively provide new teachers with the necessary resources to succeed. My success as a facilitator will depend on my ability to embed adult learning principles into the workshop. I am confident that this is the best possible solution to make a positive impact in the educational arena. I have thoroughly assessed my leadership, project developer, scholar, and practitioner abilities. I am pleased with my progress in these areas, and while I still have much to learn, I have gone from understanding the concepts to putting them into practice. My upcoming professional development workshop has the potential to not only benefit new teachers by providing them with the support they need but also to influence administrators, experienced teachers, and decision-makers. My study has highlighted the importance of providing new teachers with the necessary support and resources to ensure their success.

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APPENDIX A: INTERVIEW GUIDE

Note: This is intended to be a semi-structured interview, meaning I might deviate slightly from these questions depending on the information I receive.

<u>Introduction</u>

Your answers will be helpful in the school and school district's decision to improve the mentoring program. Your responses will be kept confidential. Thank you for your participation.

Position of the person being interviewed:

Date of interview: Place of interview:

Time interview began: Time interview ended:

1. Briefly describe your participation in the mentoring program. What are the challenges you face as a new teacher?

2. What are your perceptions of what you need as support?

3. Briefly describe your participation in the mentoring program. What are your perceptions of the support you have received from the mentoring program?

4. What are your perceptions of your development as a new teacher due to that support?

5. What level of support from the mentoring program has influenced your instructional practices?

6. How does the mentoring program facilitate your professional development and growth?

7. Identify strategies used in the teacher mentoring program that have helped you as a teacher. Identify specific mentoring strategies used in the teacher mentoring program that you feel did not add to your growth as a teacher.

8. What are the strengths and weaknesses of the teacher mentoring program?

9. What are some things the district does well in training new teachers and helping them become comfortable in the classroom? What items are done poorly in the district's training of new teachers or that the district could improve upon?

10. What changes would you like to see in the Teacher Mentoring Program? How may the mentoring program impact new teachers in the future?

Follow-up Questions

1. What specifically did you learn from your mentor that helped your teaching practice?

2. Describe what you wish you could have learned from your mentor that you did not learn.

3. What do you perceive would be different if you did not have a mentor?

4. Describe whether you could have open and candid conversations with your mentor and why (or why not).

5. How often do you and your mentor meet?

APPENDIX B: RECRUITMENT LETTER

Dear Educator,

Esteler Nju cordially invites you to participate in a study examining the effectiveness of the new teacher mentoring program in the Cincinnati Public School district based on your experience in the program. The findings will help to explain the kinds of support and guidance new teachers may need in their early years of teaching to stay in their jobs.

This research is being conducted by Esteler Keng Nju, a doctoral candidate at Miami University, with the support of faculty sponsor Lucian Szlizewski, a professor in Educational Leadership at Miami University. As part of this research, the researcher asks that you reflect on your experiences, thoughts, and concerns about your district's mentoring program. Then, you complete a brief, anonymous survey in which you share your challenges and what you feel are the essential qualities and attributes of a successful mentoring program—the understanding of how the mentoring program has benefited your professional growth. The research also invites you to participate in an interview if you want to volunteer. The discussion will take 15 to 20 minutes conducted after school hours. We may subsequently request continued correspondence with you and seek to conduct a follow-up interview for questions that need more clarification.

There is no guarantee of direct benefit to you by participating in this study; however, the study may help us understand how to improve new teacher mentoring programs for the future. As we get better at assimilating new teachers into the profession, we will increase the chances of retaining them, benefiting all educators and, ultimately, the students they teach. There are also no foreseeable risks to your participation in this research. The survey you will complete for this study will be anonymous and contain no identifying information. If you agree to an interview, it will be

done through google meet for convenience and safety during this current concern with Covid-19 and other related illnesses. Interviews will be Tran scripted with your permission, a code number will assign, and any identifying information will remain confidential. The researcher will collect and store these data in a locked file and keep the list connecting your name to a code number. When the investigation is complete, and data are analyzed, the researcher will secure the list and other information on a computer accessible to the researcher only for three years.

Please consider your invaluable contribution to this research study. By having an effective teacher mentoring program that addresses teachers' individual and organizational needs, school districts can address the challenges of new teachers and provide strategies to better prepare and support them during the most crucial stages of their careers.

Please see the consent form that is attached to this message. Should you agree, you may sign both documents and connect both forms or send a return email noting that you agree to participate in the short interview.

Thank you for considering this request. If you have any questions, feel free to contact me at njueste@cpsboe.k12.oh.us or Njuek@miamioh.edu.

Sincerely,

Esteler Keng Nju

 You could cut and paste this consent form through your email or district mailing system

I agree to participate in an interview for the study **"New *Teachers' Perceptions of a Mentoring Program in an Urban School District.***"** I permit my interview to be transcribed. I also allow the researcher to assign a code to my transcribed interview included in the study report, and use my quotes to illustrate a finding.

APPENDIX C: INTERVIEW CONSENT FORM

Esteler Nju invites you to participate in a research study to give your perceptions of the school district's teacher mentoring program. This form is part of an "informed consent" process to allow you to understand this study before deciding whether to participate.

The study examines new teachers' perceptions of their teacher mentoring program in an urban school district. The study will explore new teachers' perceptions of the strengths and weaknesses of their teacher mentoring program, the mentoring strategies, the role of the program growth, and the development of teachers.

Participation involves an interview by a researcher from Miami University as part of her dissertation research. As part of this study, the researcher invites you to participate in a semi-structured interview that will last for approximately 10 to 15 minutes after school hours. Notes will be taken during the interview or obtained from a google meeting recording of the interview and subsequent transcript. A follow-up interview may be possible if the research needs clarification.

Your responses will be confidential. However, the number of participants in this study is relatively limited, which raises the possibility that a published quotation researcher could attribute a quotation to you. There are also no foreseeable risks to your participation in this research. There are also no direct benefits to you for participation. However, your involvement will help explain the support and guidance new teachers need in their early years of teaching to stay in their jobs.

Confidentiality: The researcher has taken the precaution to maintain your anonymity as a study participant by removing identifying information; using a pseudonym when describing any reference to specific districts in Ohio. The research will present results so that individuals are not

determined to have sensitive opinions, and each participant will be assigned a code. My data will be analyzed using this pseudonym. I will not mention the actual individual names or the names of school districts in any publication or presentation resulting from this study.

Payment: There will be no payment for your participation in this study.

Privacy: Any information you provide will be kept confidential. The researcher will not use your data outside this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure in a locked filing cabinet in the researcher's home. Data will be kept for at least three years, as required by the District and Miami University, in a locked office, and I will digitally research records will be held on a password-protected computer.

Voluntary Participation: Taking part in this study is entirely voluntary. You do not need to participate. If you decide to participate, you are free to withdraw at any time without penalty by contacting either the researcher or the faculty sponsor using the contact information found below. You may also elect not to answer any question you do not want to answer.

Contact and Questions: If you have any questions about this research study, you can contact Esteler Keng Nju or Lucian Szlizewski using the information below. If you have questions or concerns about your rights as a research participant, you may contact Miami University's Office for the Advancement of Research and Scholarship at humansubjects@MiamiOH.edu or 513-529-3600.

Researcher: Esteler Keng Nju – 513 290 8635 Emails: njueste@cpsboe.k12.oh.oh.us or njuek@Miamioh.edu

Faculty Sponsor: Lucian Szlizewski - 513-529-6825 or Email: szlizela@miamioh.edu

I understand that this research study has been reviewed and approved by the Institutional Review Board (IRB) for Studies Involving Human Subjects at Miami University. I voluntarily agree to participate in this study and have read the explanation.

_____ _____

My Signature

 Date

_____ _____

 My Printed Name

 Signature of the Researcher

Interview with Participant #4

Note: This is intended to be a semi-structured interview, meaning I might deviate slightly from these questions depending on the information I receive.

<u>Introduction</u>

Your answers will be helpful in the school and school district's decision to improve the mentoring program. Your responses will be kept confidential. Thank you for your participation.

Position of the person being interviewed: (4th year)

Date of interview: **01/04/2023** Place of interview: **Google Meet**

Time interview began**: 4:00pm** Time interview ended**: 5:00pm**

1. **Interviewer:** Briefly describe your participation in the mentoring program. What are the challenges you face as a new teacher?

   Participant:

As a first year teacher, I was not sure on how to properly set up my classroom and what materials that I needed. One of my biggest challenges was with classroom management. How to manage my classroom for effective teaching and learning.

2. **Interviewer:** What are your perceptions of what you need as support?

Participant: I needed guidance on the classroom environment, parent-teacher interactions and understanding on the lesson plan set up. I needed someone to come in to watch what I was doing, then tell me where I could improve

3. **Interviewer:** Briefly describe your participation in the mentoring program. What are your perceptions of the support you have received from the mentoring program?

Participant: I really enjoyed participating in the mentoring program my first two years. I had a wonderful experience with my mentor. She communicated with me as often as she could and visited my classroom. She helped me try out different learning styles/practices that worked for me and my students.

4. **Interviewer:** What are your perceptions of your development as a new teacher due to that support?

Participant: My development as a new teacher due to the mentor program has made me feel supported and confident. I know I have someone I can call when things are going on that I don't understand or if I need more support in an area I am struggling with. I feel my mentor provided me with great resources and guidance that I needed to help me find my teaching style for me to effectively teach my students. However, the support was to the best of their ability. I needed access to things that were not responsibilities of mentors.

5. **Interviewer:** What level of support from the mentoring program has influenced your instructional practices?

Participant: Being able to watch other teachers go through their routine, and handle students was helpful to gain an idea of how to maneuver in my own classroom.

6. **Interviewer:** How does the mentoring program facilitate your professional development and growth?

Participant: The program facilitated my professional development and growth because I learned how the observation process went prior to me having to be observed by my administrators. I learned how to use the feedback given to and how to implement those practices to the best of my abilities to enhance my classroom environment.

7. **Interviewer:** Identify strategies used in the teacher mentoring program that have helped you as a teacher. Identify specific mentoring strategies used in the teacher mentoring program that you feel did not add to your growth as a teacher.

Participant: The classroom observations were very helpful because I was given constructive feedback based on what I was doing from an experienced teacher.

8. **Interviewer**: What are the strengths and weaknesses of the teacher mentoring program?

   Participant: A strength of the program is how available my mentor is. I can always schedule a time to call, or she offers to come out to my school to help. Also, the class observations from mentor teachers with feedback and completing the log sheet was a strength of the teacher mentoring program. The weakness in the mentoring program was during COVID when they let go of many mentors and forced mentees to make mentors out of veteran teachers in their building. This took away the choice of the type of mentor I wanted to have, and forced me to be mentored by another teacher.

9. **Interviewer:** What are some things the district does well in training new teachers and helping them become comfortable in the classroom? What items are done poorly in the district's training of new teachers or that the district could improve upon?

   Participant: The district did a great job at the new teacher training by grouping us with our grade level teachers and having the breakout sessions for us. However, I would have liked for them to provide us with my in-depth knowledge on the forms and documents we

are required to complete for students in the first week of school and in addition to our staff files. One other thing the district does well is allow new teachers to observe other teachers. The district does a poor job of offering trainings to teachers moving to new grades or subjects. The trainings could be improved by being more specific to grades, subjects and individual needs.

10. **Interviewer:** What changes would you like to see in the Teacher Mentoring Program? How may the mentoring program impact new teachers in the future?

Participant: I would like to see a program where new teachers are provided with the opportunity, time, schedule to observe an experienced teacher giving a lesson, help when setting up the classroom for the first time and a walk through on the expectations on completing a lesson plan. Help with some classroom management strategies or a professional development that is focus on classroom management techniques. A structure and how to access resources. I would be interested in the program allowing mentees to have multiple options of mentors, then allow them to choose who they think would best suit them for their first years teaching.

Follow-up Questions

1. **Interviewer:** What specifically did you learn from your mentor that helped your teaching practice?

Participant: I learned how to use my paraprofessionals in a positive way to enhance the learning experience for my students. I learned how to use different learning styles to meet the needs of my students such as doing table top activities/small groups. Finally, I learned from my mentor different ways to transition from one activity to another. She also showed me how to set up my classroom, and showed me how to redo my classroom when it needed a change

2. **Interviewer:** Describe what you wish you could have learned from your mentor that you did not learn.

Participant: I wish I could have learned was how to deal with principals/coworkers who did not have your best interest and how to maneuver those relationships. Also, how to manage my social emotional needs.

3. **Interviewer:** What do you perceive would be different if you did not have a mentor?

Participant: I think that it would've taken me longer than I did to be completely comfortable inside of my classroom. For example, I was new to creative curriculum and did not know the expectations on how to use it properly, I did not know the requirements of the centers that should be in my classroom. In my opinion, I would have eventually found my way but having a mentor helped speed up my learning process so that I was able to be an effective teacher for my students.

I perceive that I would have struggled silently, without having a person to talk to or give me advice. She also gave me emails/numbers of other people who had better expertise in specific subjects

4. **Interviewer**: Describe whether you could have open and candid conversations with your mentor and why (or why not).

Participant: Yes, I was able to have open and candid conversations with my mentor. She expressed to me that she was there for me and would help me to the best of her abilities. Whenever I had a question or concern about something, I was able to freely express myself and she gave me her honest opinion and resources when needed.

5. **Interviewer**: How often do you and your mentor meet?

Participant: My mentor and I talk whenever I have a question. She also reaches out monthly to check in if she has not heard from me or wants an update. It was always an open line of communication which I really appreciated.

Interview with Participant #2

Note: This is intended to be a semi-structured interview, meaning I might deviate slightly from these questions depending on the information I receive.

Introduction

Your answers will be helpful in the school and school district's decision to improve the mentoring program. Your responses will be kept confidential. Thank you for your participation.

Position of the person being interviewed: (Second year)

Date of interview: **12/16/2022** Place of interview: **Google Meet**

Time interview began**: 3:40pm** Time interview ended**: 4:20pm**

Interviewer: **Briefly describe your participation in the mentoring program. What are the challenges you face as a new teacher?**

Participant: I have had minimal experience with the teacher mentoring program. Last year was my first official year of teaching. I was assigned a mentor and we had two meetings after school. During this school year, I have not had many conversations with my mentor teacher. We met twice this year. We never met for guidance and instructional support. The district's mentoring program should have oversight of what is happening in the building. I feel as if my teacher education program thoroughly prepared me for life in the classroom. I have been with a coteacher for the past two years, which has helped me deal with the challenges I have faced.

2. Interviewer: **What are your perceptions of what you need as support?**

Participant: The only support I have needed on a consistent basis during my first years of teaching is from my immediate supervisor and principal. It is a great feeling to know that they will support you as long as you are doing what you are supposed to. Unfortunately, I have not experienced that. I have access to all the teaching resources I could ever need. The professional development program has been outstanding in terms of training although not really targeting my individual needs. However, at this time in my career, supports I need include an administration

or a mentor that is responsive to discipline issues, an appropriate space to teach my classes or a smaller number of students that would allow me to use the space I am allotted, and a buddy teacher that teaches a subject matter close to my own in a situation similar to my own that I can collaborate in navigating through the system.

3. Interviewer: **What are your perceptions of the support you have received from the mentoring program?**

Participant: I have received minimal support from the teacher mentoring program thus far. My mentor teacher rarely checks in with me. We do not meet to discuss teaching strategies or classroom management issues. At the new teacher meeting, we discussed a lot related to my subject area. There have been a few things that I need to be made aware. I did not know how to answer either. And so, like, he must go to ODE and check on my questions. Mentors need to be able to help with most of my questions. Yeah, my mentor was going to look into some things, but the things he was going to look into, the most significant thing was my evaluation. Because my content area doesn't have state standards to evaluate, we still have to do the complete review, so it was still up in the air on how it looked, but I'm now on the leadership team to verify through that committee. I wanted to be a part of that to know more. I just volunteered to do that to answer some of my questions too.

4. Interviewer: **What are your perceptions of your development as a new teacher as a result of that support?**

Participant: The teacher mentoring program has not helped in my teacher development thus far because of the lack of communication and support. Honestly, I've never had anyone asked for help with different things, primarily for behavior issues which is one of my greatest challenge. And maybe there's something that I was doing wrong, but all the feedback I've gotten has been that I've been doing the right things. And to keep doing them. Some of it has just been that there's just so much need for me. I do not understand the school structure and support in place. The students need help with computer classes. The library needs to be organized up to standard. Most kids, even our sixth graders, have never had a library. So, their idea of library is just coming into the computer and playing games. And so I got a lot of pushback from them when I ask them to do work just because they need to get used to it, in terms of support. I've never had anyone tell me anything different than things I knew. I work in isolation basically.

5. Interviewer: **What are your perceptions of the level of support that has influenced your instructional practices?**

Participant: The level of support from the teacher mentoring program has not influenced my instructional practices in the classroom because my mentor is not on the same grade level with me. We do not teach the same subject matter. The administration should make sure that the mentor and mentee are on the same grade level and teach in the same subject area so that they could plan together and help each other out. This could enhance the teacher mentoring program. Also, I've not gotten any Support from the mentoring program specifically for instructional practice. The support I have from the mentoring program is obtaining information about my teacher License. Nothing related to my teacher needs to grow.

I am supported in only some areas, such as classroom evaluations, not discipline and behavior strategies, that I need when I reached out for help. In terms of instruction, I have yet to have any support. I feel like I'm making things up, and there are things that I know are relevant to library science, and they're relevant to information literacy. Still, they cannot implement it due to their behavioral issues.

6. Interviewer: **How does the mentoring program facilitate your professional development and growth?**

Participant: The teacher mentoring program does not facilitate my professional development or growth due to the lack of opportunities to meet and discuss current challenges I am facing. There have been many professional development opportunities in the district, which is nice. I've taken quite a few things already. I took the youth mental health first aid. These were good refreshers for me on building empathy with the kids. But again, it did not address my needs as a new teacher. Like if I need to think about things or ask questions. People are not going to come to me with something. It is tough for me as a new teacher. My mentor has been super open; however, he cannot answer many of my questions. He will say things like, "if you need anything, let me know" He met with me and said that we'd meet again, but no one had come to help me. If that makes sense, I need someone to give me professional development in many areas (classroom management, school requirements or structure, and instructional support). .

7. **Interviewer: Identify specific mentoring strategies used in the teacher mentoring program that you feel has helped you as a teacher?** There are no specific mentoring strategies that were used in the teacher mentoring program that I feel helped me as a teacher. In terms of strategies, my mentor has not gone over any strategy with me. Honestly, like in our first district mentoring meeting we were just talking, I was able to speak openly about my needs. Listening to other new teachers speak made me realize that I was not alone with all the issues I was facing. A lot of teachers are going through it. I realized that even my mentor was still struggling with certain things as an experienced teacher, and it just generally made me feel more at ease. Like I wasn't doing anything wrong. An open discussion about what was going on was excellent. Well, I feel like it's been a lack of things and a lot especially after the start of school, which makes sense because everyone is stressed after school starts. Things are more so reactive. If I'm going to people and asking for help, that's great. But I think what would add to new teacher growth is for mentors to be more proactive, like giving almost like a workbook or like a, you know, tips and tricks kind of document or like. Even just meeting before school starts to go over talking points. I would have wanted to have a conversation with one. After the first week of school, I had a lot of questions floating in my brain. About what to say, what to do, what I could have done better, and how to have the opportunity to talk about my need, but I did not have that. Now I cannot even think straight.

8. Interviewer: **What are the strengths and weaknesses of the teacher mentoring program?**

Participant: The weaknesses of the teacher mentoring program are the lack of communication between the mentor and mentee, the minimal opportunities to meet as a group to discuss challenges we are currently facing, and the time of the meetings. The meetings are after school. This is a very inconvenient time for me.

The only strength of the teacher mentoring program is having a mentor.

9. Interviewer: What are some things that the district does well in training new teachers and getting familiar with the classroom?

What are some things that are done poorly in district's training of new teachers or that the district could improve upon?

Participant: Some of the things that the district does well in training new teachers and getting them familiar with the classroom is providing Peer Assistance and Review Program (PARP), District wide Mentors and Instructional Coaches with other major mentoring programs running in the district alongside OREP. The district has monthly meeting for new educators that allow them to share resources and strategies for dealing with issues that may arise in the classroom. They also have an opportunity to talk with veteran teachers from around the district. Some things that the district could improve on in the training of new teachers are the opportunities for new teachers to connect with veteran teachers in their building. I would benefit from more release time in which to develop networks among my colleagues. An observation schedule should be put in place with coverage for a substitute teacher

10. Interviewer: What changes would you like to see in the Teacher Mentoring Program? How may the mentoring program impact new teachers in the future?

Participant: The changes I would like to see in the teacher mentoring program is more communication between mentor and mentee, pairing up new teachers with mentors in the same subject area could enhance the mentoring program, a more experienced mentor teacher to guide and support new teachers, more opportunities to shadow mentor teachers, and the time of the support meetings moved to during the instructional day. The teacher mentoring program may impact new teachers negatively because there is a disconnect between the district's expectations and the school. It would be good to see the program become more structured. If there was a calendar of regular evaluations, reflection meetings, and lesson planning brainstorming sessions (or something like that), I think I would've benefited a bit more.

Follow-up Questions 11.

Interviewer: What specifically did you learn from your mentor that helped your teaching practice?

Participant: I did not learn anything from my mentor that helped my teaching practice. I asked questions to the administrator and colleagues to be able to navigate the system.

12. Interviewer: Describe what you wish you could have learned from your mentor that you did not learn.

Participant: I wish I could have learned how to manage, access resources and structure my classroom effectively

13. Interviewer: What do you perceive would be different if you did not have a mentor?

Participant: I really did not have a mentor. I was just assigned a mentor whom we did not communicate a lot

14. Interviewer: Describe whether you were able to have open and candid conversations with your mentor and why (or why not).

Participant: I did not have open and candid conversations with my mentor because we did not communicate enough for me to get close to him

15. Interviewer: How often do you and your mentor meet?

Participant: We only met twice at the beginning of the school year.

APPENDIX E: NEW TEACHER MENTORING PROGRAM SURVEY

Teacher Mentoring Program Survey

New Teachers (0-5 Years of Teaching Experience) or New Teachers to the District

Please reflected on the experience you had when you participated in the new teacher mentoring program in this school district as either a new teacher to the teaching profession or a new teacher to the district within your first 5 years of teaching.

Section A: Demographic Information
1. Please circle the gender identity with which you identify. Male Female Non-binary
 Prefer not to answer
2. Please indicate your age during your most recent participation in the mentoring program. ____
3. Please indicate the level you taught during your most recent participation in the mentoring program:
____ Elementary
____ Middle School
____ High School
4. Please indicate your type of teacher preparation:
____ Teacher Preparation program, 4 year ____ Plus Master's Degree
____ Teacher Preparation program, 5 year
____ Lateral Entry, alternate program ____ Plus Master's Degree
____ Other Please Explain: _____
5. Please indicate your role during your most recent participation in the mentoring program:
____ New Teacher (0-2 years teaching experience)
____ New Teacher to District ____ Number of years of teaching experience
6. Including this year, how many years have you participated in the mentoring program?
 ____ 1 year   ____ 4 years

 ____ 2 years   ____5 years

 ____ 3 years

Instructions for Sections B to F: Please rate how strongly you agree or disagree with each of the following statements by circling one of the numbers selected from the table below

Strongly disagrees SD		Somewhat disagree SWD			Somewhat agree SWA			Strongly agree SA	
1	2	3	4	5	6	7	8	9	10

Section B. Perception of Support or Supporting Teacher Moral

7. The new teacher mentoring program was a key factor in helping me adjust to the school district.	1	2	3	4	5	6	7	8	9	10
8. My mentor teacher gave me the help I needed with my teaching.	1	2	3	4	5	6	7	8	9	10
9. The mentoring program helped me feel less isolated or alone during my first three years as a teacher.	1	2	3	4	5	6	7	8	9	10
11. I often did not need assistance with my teaching than what my mentor teacher provided.	1	2	3	4	5	6	7	8	9	10
12. The importance of self-reflection in my teaching was stressed by my mentor teacher.	1	2	3	4	5	6	7	8	9	10
13. Classroom management strategies were addressed by the mentoring program.	1	2	3	4	5	6	7	8	9	10

Section C. Building a Sense of Performance and Positive Attitude

14. The mentoring program helped reduce my feelings of isolation as a new teacher	1	2	3	4	5	6	7	8	9	10
15. The mentoring program helped me develop a positive attitude toward teaching.	1	2	3	4	5	6	7	8	9	10
16. The mentoring program provided me with skills to be more effective with my attitude and performance in the classroom.	1	2	3	4	5	6	7	8	9	10
17. The mentoring program helped me develop a sense of professionalism in teaching.	1	2	3	4	5	6	7	8	9	10
18. My mentor has been helpful in assisting me with creating a positive learning environment.	1	2	3	4	5	6	7	8	9	10

Section D: Improving New Teacher Skills

21. The mentoring program provided me opportunities throughout the school year to discuss my classroom concerns with other new teachers.	1	2	3	4	5	6	7	8	9	10
22. My mentor teacher encouraged me to self-reflect on my teaching.	1	2	3	4	5	6	7	8	9	10
23. My mentor teacher provided me with feedback about my teaching on a regular basis.	1	2	3	4	5	6	7	8	9	10
24. The mentoring program allowed me to *discuss* classroom management skills	1	2	3	4	5	6	7	8	9	10

25. My mentor teacher provided feedback about my teaching only when I asked.	1	2	3	4	5	6	7	8	9	10

Section E: Communication and Collegiality

26. I had clear communication with my mentor teacher.	1	2	3	4	5	6	7	8	9	10
27. My mentor teacher is always available when I need to talk with her.	1	2	3	4	5	6	7	8	9	10
28. My mentor teacher was very helpful in encouraging me when I am facing minor failures/setbacks?	1	2	3	4	5	6	7	8	9	10
29. Mentor teachers often have difficulty communicating clearly with the teacher they mentors	1	2	3	5	7	6	7	8	9	10
30. My new teacher leadership does not communicate the goals and objectives of the mentoring program.	1	2	3	4	5	6	7	8	9	10

Section F: Teacher Retention

31. The mentoring program did not play a significant role in helping me adjust to my first year(s) as a teacher in this district.	1	2	3	4	5	6	7	8	9	10
32. The mentoring program did not schedule district-wide meetings for new teachers throughout the school year to get together and discuss their teaching concerns.	1	2	3	4	5	6	7	8	9	10
33. Mentoring has played a tremendous part in my decision to remain in the profession.	1	2	3	4	5	6	7	8	9	10
34. My mentoring experience has not been successful.	1	2	3	4	5	6	7	8	9	10
35. Mentoring has had little impact on my decision to remain in the profession.	1	2	3	4	5	6	7	8	9	10
36. My mentoring experience has not been a success.	1	2	3	4	5	6	7	8	9	10

Thank you for participating in my survey.
Please complete, and submit

APPENDIX F: ONLINE SURVEY CONSENT FORM

Research Consent Information

Esteler Nju (an Intervention Specialist Teacher working at South Avondale) cordially invites you to participate in a study examining the effectiveness of the new teacher mentoring program in the Cincinnati Public School district based on your experience in the program. The findings will help to explain the kinds of support and guidance new teachers may need in their early years of teaching to stay in their jobs.
The researcher is inviting new teachers in the district who have or are participating in the teacher mentoring program to respond to a brief (5-10 minute) anonymous survey to reflect upon the strength, essential qualities, attributes, and challenges experienced and the role of the mentoring program in supporting professional growth.

There are no foreseeable risks to your participation in this research, and it is voluntary. Your responses will be confidential, and the researcher will not include your name or anything else that could identify you in the study reports. Any information you provide will be kept confidential, and the data will be kept secure in a locked filing cabinet in the researcher's home. There are no direct benefits to you for participation; however, your involvement will help to explain the kinds of support and guidance new teachers need in their early years of teaching to stay in their jobs and will help the researcher.

If you have any questions about this research or need more information to determine whether you would like to volunteer, you can contact the researcher at 513 290 8635 OR njuek@miamioh.edu and their advisor.

If you are interested in participating in this research, please click the link below to access the survey.

[Link to survey]

We thank you in advance for your time and willingness to participate.

Sincerely,
Esteler Nju

The link below will allow you to participate in the survey.

Click here to proceed to the survey.
Thank you for your time and willingness to participate!

Potential Debriefing Statement: At the end of the survey

Thank you for researching new teachers' perceptions of their district's teacher mentoring program. Your help is greatly appreciated. If you have any questions about this research or need more information, contact me at 513 290 8635 or njuek@miamioh.edu. If you have concerns about the rights of research subjects, you may contact our reviewing body: Research Ethics and Integrity Office at Miami University, at (513) 529-3600 or humansubjects@miamioh.edu.

Please select DONE to submit.

APPENDIX G: INTERVIEW SCHEDULE

Interview Number	Interview participant	Date	Time	Location
1	Emma	12/14/2022	2:30pm	Google meet
2	Buma	12/16/2022	3:00pm	Google Meet
3	Black	01/4/2023	4:00pm	Google Meet
4	Tyler	1/10/2023	4:00pm	Google Meet
5	Kinney	1/17/2023	4:00pm	Google Meet
6	Allison	1/16/2012	3:30pm	Google Meet

Project "New Teachers Support through Mentoring" Workshop

Goals, Outcomes, and Objectives

This workshop aims to provide new teachers with the necessary mentoring and support to help them succeed in their roles. The workshop's goals are to equip new teachers with the knowledge and skills they need to succeed, help them understand their roles and responsibilities, and create a supportive environment. The workshop outcomes are to increase the effectiveness of new teachers, improve their job satisfaction, and reduce their stress levels. To achieve these objectives, the workshop will provide mentoring opportunities, create a network of mentors and mentees, and provide resources and support for new teachers.

Program Goal

To ensure that new teachers are well-equipped to take on the role of mentor, it is essential to provide them with the necessary mentoring skills and an opportunity to practice being a mentee. This can be done by offering workshops and seminars that focus on the concept of mentoring and the roles of mentors and mentees. Additionally, new teachers should be given the chance to collaborate with their peers while creating a lesson plan that can be implemented in their classroom and content area.

Program Outcomes

Newly hired teachers will benefit from a mentoring program that pairs them with experienced peers. Through this program, they will gain valuable insight into the process

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of creating lesson plans and developing a Professional Growth Plan. They will also learn the roles and responsibilities of both mentors and mentees, as well as how to take advantage of the resources available to them. This program will provide new teachers with the guidance and support they need to become successful educators

Program Objectives

After being introduced to the mentoring concept, teachers can better understand the advantages of a mentoring program and what makes it successful or unsuccessful. Through mentor modeling, new teachers can learn from their peers, develop their skills, and progress in their careers. During the professional development workshop, new teachers will be able to comprehend their roles as mentees while learning from their mentors. Additionally, they will leave the workshop with a Professional Growth Plan (PGP) and a lesson plan that can be used in their classrooms.

Sources for Participants

Teachers Helping Teachers is a website that provides resources for educators, created by educators. It is an excellent resource for new teachers, as it offers a Survival Guide for New Teachers published by the U.S. Department of Education. This guide discusses how new teachers can collaborate with veteran teachers, parents, principals, and teacher educators to ensure success in the classroom. Additionally, the website offers the New Teachers Tool Box, a community of educators with the mission of providing new teachers with resources for classroom success

Target Audience: New Teachers

 Workshop Outline

This three-day workshop is designed to provide new teachers with the necessary tools and resources to ensure a successful first year of teaching. During the workshop, new teachers will have the opportunity to discuss mentoring, create plans for utilizing the information and resources they receive, and interact with mentors and other new teachers. Mentors will be invited to participate in various roles, such as leading small groups, giving presentations to the entire group, and providing guidance and support. Each day of the workshop will be divided

a. An activity at the beginning of the workshop to help the group get to know each other and understand what will be covered during the workshop.

 b. A section of the workshop where teachers learn more about mentoring, the advantages of having a mentoring program, what roles mentors and mentees have, how to create a successful mentoring relationship, teaching strategies, and how to manage a classroom.

c. A final activity that allows participants to use what they learned in the workshop to help them grow personally and professionally.

d. New teachers will be given the opportunity to learn different techniques and strategies to help them get ready for the start of the school year. They will be able to participate in both large and small group activities that will cover topics related to mentoring and teaching.

- Instructional strategies are ways to create effective lessons, build relationships with students, and understand their individual needs.
- Classroom management is a set of techniques to help teachers meet the expectations of the school.
- Mentoring skills are necessary to ensure that beginning teachers are taking advantage of the mentoring program.
- Professional communication involves addressing difficult issues with students, parents, and colleagues.
- Breakout sessions involve mentors providing instructional materials, best practices, and other relevant information to beginning teachers. They also provide an opportunity for

professional dialogue and to collect data to make sure that beginning teachers are getting the support they need.

Format

A variety of approaches will make the workshop more interesting.

They will include:

• Informal question and answer sessions

 • Brainstorming

• Case study

• Simulation exercises

 • Demonstration exercises

• Lecture presentations

 Timetable

The planning for the workshop should begin before the end of the school year to ensure that the event can be held in August for three days. This will give the administration ample time to arrange the necessary facilities and consult with mentors and new teachers during the spring and summer months. This will also allow for any potential issues to be addressed and resolved before the workshop, ensuring it runs smoothly and efficiently. Furthermore, it will provide an opportunity for mentors and new teachers to become familiar

 Materials and Equipment:

Before a meeting, it is essential to gather all the necessary materials. This includes an agenda, name tags for all attendees, audio-visual equipment if needed, any resources that may be necessary for the meeting, pencils, and notepads for taking notes. These items will ensure that the session runs smoothly and efficiently. Additionally, having an agenda will help keep the meeting on track and ensure that all topics are discussed promptly. Name tags will help attendees

"Support of New Teachers through Mentoring" Workshop Schedule

This three-day workshop will give new teachers the skills and knowledge to become successful mentors. It will help them understand their role as mentors, develop the critical mentoring skills needed to be successful, and identify goals to work on with their mentees. This workshop is meant to supplement and enhance the school's support of its new teachers, providing them with guidance, help, and resources from experienced mentors. Through this workshop, new teachers can learn from others and understand their role as mentees, develop critical mentoring skills, and identify goals to work on with mentors.

Day 1: Support of New Teachers through Mentoring

Time	Activity
8: 00-8:20	**Arrival & Sign in**
8:20-9:25	- We are here to welcome the new teachers and start off with an activity that will help us get to know each other and understand the objectives of the workshop. - We will be discussing the purpose of mentoring and how to use it to help beginning teachers gain knowledge and skills. - We will also be talking about adult learning theory and how it can be used to help teachers become more effective in their roles. We will be doing team activities, role-plays, and group exercises to cover the important topics of adult learning theory. + Students will be aware of the goals and expectations of the learning process. + Adults need to be engaged and motivated to learn effectively. - Instruction will be tailored to the learners' appropriate level so they can understand and benefit from it. It is also essential for learners to recognize the importance of what is being taught. Discuss the key concepts of the experiential learning theory. Teachers will participate in role-plays, simulations, small team activities, and games to cover the four learning modes of experiential learning theory: - concrete experience (feeling the experience of the activity) - reflective observation (watching what the issue or situation is generating) - abstract conceptualization (thinking about the issues) - active experimentation (doing something about the issue or situation
9:25-10:00	- The facilitator will explain the history and advantages of having a mentoring program. They will then discuss the research and personal experiences of mentoring. - The new teachers will be split into smaller groups and assigned roles such as a new teacher, mentor, veteran teacher, principal, mentor coordinator, and observer. Each group member will be asked to imagine each role's feelings, thoughts, etc.

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	- The observer will note how the group dynamics could affect others, such as colleagues, other new teachers, and students.
10:00-10:15	Restroom Break
10:15-11:30	- Groups of beginning teachers will come together to brainstorm what makes a successful and unsuccessful mentoring relationship. Each group will then have one person write their ideas on a poster. Afterward, the groups will compare their responses and note their similarities or differences.
11:30-12:30	Lunch
	- New teachers will be taught about the different kinds of mentors, what roles mentors and mentees play, and how mentoring relationships work. - They will also learn how to find and make the most of mentors. - To help illustrate this, beginning teachers and mentors will act out different scenarios to show their understanding of the different types of mentors, roles of mentors and mentees, and mentoring relationships.
1:30-2:30	- Discussion about what can be reasonably expected from a mentor-mentee relationship.
2:30-2:45	Restroom break
2:45- 3:30	- New teachers will talk about themselves, why they want to improve, what they hope to get out of the mentorship, and how they can make the most of their mentoring experience. They will act out being mentees. Mentors will describe a good mentee based on their past experiences, both the good and the bad.

Day Two: Day 2: Support of New Teachers through Mentoring

Times	Activities
8:00-8:45 am	- Review of the previous Day Training - On Day 1, we began with an icebreaker activity to help build group rapport and provide an overview of the workshop's objectives and sequence of activities. We then discussed the significance of communication and collaboration in the workplace.
8:45-10:00	- New teachers will be provided with professional guidance and support from mentors through simulations. They will be taught

	two mentoring strategies, which are observations and conferencing. • As a group, discuss how you believe beginning teachers should receive constructive feedback. Have one person from the group write a summary of your responses on a poster for everyone to see. This will help new teachers learn how to effectively receive and use constructive feedback.
10:00-10:15	Restroom Break
10:15-11:30	• The planning of a mentoring program and the mentoring process itself are topics that warrant discussion. It is important to consider the goals of the program, the roles of mentors and mentees, and the methods for matching mentors and mentees. Additionally, it is essential to think about how to measure success and how to provide support for both mentors and mentees throughout the program. • New teachers and mentors will come together in groups to discuss "Planning and Mentoring Activities," which will involve setting goals and keeping track of progress.
11:30-12:30	Lunch on your own.
12:30-1:30	• At the breakout session, new teachers can work with mentors who can provide them with instructional materials, advice on best practices, and other pertinent information.
1:30-2:30	• Mentors will provide support to new teachers by addressing their questions and concerns. • New teachers will be assigned a mentor to help them develop and implement their professional development plans. The mentor will offer advice and assistance through observations, feedback, and attending workshops together. • Mentors will assist new teachers in creating and executing their professional development plans. They will also show them how to continue to develop their skills over time. a. A Professional Growth Plan (PGP) should be created to Identify areas of growth and development. b. When selecting a criterion for the area of growth, it is essential to consider what skills and knowledge are needed to improve student learning. c. Once the area of growth has been identified, a plan should be developed to accomplish the goal. d. Evidence should be collected, analyzed, and shared to demonstrate how the new learning has positively impacted student learning.

2:30-2:45	Restroom Break
2:45-3:30	• New teachers-in-training will be divided into content-based groups, each with a designated team leader. With the guidance of mentors, each group will create a lesson plan and receive feedback • At the end of the workshop, participants will have the chance to apply what they have learned to their personal and professional lives. This activity will allow new teachers to reflect on their experiences and gain insight into how they can best utilize the knowledge they have achieved.

Day 3: Support of New Teachers using Mentoring programs

Time	Activity
8:00-8:45	Recap of Day 1 and Day 2.
8:45-10:00	• An "icebreaker" activity to determine if new teachers know how to be a mentee. • New teachers will be given a chance to present a mini-lesson, with mentors observing and offering feedback on their mentoring strategy. There will also be breakout sessions for new teachers to have conferences with their mentors, during which they can ask questions and voice any concerns • The discussion of mentoring support and mentoring skills will involve role-playing for beginning teachers to gain experience in this area. Through a case study, they will be presented with real-life scenarios that could potentially arise when mentoring. These problems will be simulated to give beginning teachers a better understanding of handling such situations. Once the challenge has been presented to them, beginning teachers must work together in groups to share ideas and information that could help them tackle the situation. After they have discussed and shared their thoughts, they must then face the scenario and attempt to resolve it as best they can. When each group has finished, they come back together for a group discussion about what worked and what didn't. Finally, the beginning teachers evaluate themselves on how they handled the situation.
10:00-10:15	Restroom Break
10:15-11:30	• Through role-playing, teachers can apply adult learning theory in a practical setting. During the practice session, teachers can implement the key concepts they just learned. They will have the chance to hone their skills and get feedback.

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11:30-12:30	Lunch on your own.
12:30-1:30	• Mentors will support new teachers by helping them hone their teaching abilities and become familiar with the school district's objectives, curriculum, culture, and regulations
1:30-2:30	• New teachers will work in groups to discuss "Managing a Class." They will cover topics such as forming connections with students, finding effective ways to motivate them to learn, creating routines that save time and keep their attention, setting rules for a classroom learning environment, and handling issues like inattention and misbehavior. • Through role-playing, beginning teachers will gain insight into techniques for professional communication and effective time management. To further their understanding, they will be presented with case studies that simulate real-life scenarios they may encounter. Each case study will provide an opportunity to practice problem-solving and develop strategies for dealing with everyday challenges. After the challenge has been presented to them, new teachers must work together in groups to brainstorm and exchange ideas that could help them tackle the issue. After discussing and sharing their thoughts, they must face the challenge and attempt to resolve it as best as possible. Once each group has finished, they come back together for a discussion about which strategies were successful and which were not. Once the groups have worked together and shared ideas to their satisfaction, they must face the scenario and deal with the challenge as effectively as possible. Finally, the new teachers evaluate their own performance in dealing with the situation.
2:30-2:45	• Restroom Break

2:45-3:30	• At the end of the workshop, participants will have a chance to put their newfound knowledge into practice with a concluding activity. This will give them an opportunity to apply what they have learned.
	
	• Question/Answer Session Formative feedback
	   ✓ Explain purpose of the feedback form
	   ✓ Distribute form
	   ✓ Allow time for new teachers to complete form

Professional Development Workshop Evaluation Form

This evaluation measures the success of the "New Teachers support through Mentoring" workshop. We want to know if the presentation gave you a better understanding of mentoring, if the goals of the workshop were communicated, and if it made you want to take part in a

professional development workshop. The data collected will change the workshop and create a timeline for mentoring activities.

Directions: Please circle the number representing how you feel about the workshop.
1. Before the workshop, I was knowledgeable about the concept of mentoring

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

2. Before the workshop, I was knowledgeable about the role of a mentee

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

3. After the workshop, I am knowledgeable about the concept of mentoring.

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

4. After the workshop, I am knowledgeable about the role of a mentee.

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

5. The workshop approach was appropriate.

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

6. The presenter was knowledgeable

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

7. The sessions were valuable and informative.

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

8. I will implement what I have learned in my classroom this school year

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

Directions: Use the space provided to respond to the open-ended questions.
9. How effective has the workshop been in identifying and supporting you and your concerns?

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10. Has the workshop been of benefit to you? If so, how? If not, what needs to change?

11. What new insights do you have regarding being a mentee after participating in the professional development workshop?

 Suggestions or comments that you would like to add.

Listing of Literature References Corresponding with Survey Questionnaire and Interview Protocol

Survey Item	Protocol Question	literature References
The new teacher mentoring program was a key factor in helping me adjust to the teaching profession/school district	What are some specific examples of how the new teacher mentoring program in your district helped you make the transition into the field of education? If it did not help you make this transition, what are some factors that could have been addressed that would have helped you?	Blair-Larsen (1998) Feiman-Nemser (2003) Gordon & Maxey (2000) Halford (1998) Johnson et al. (2004) Renard (2003) Rogers & Babinski (2002)
My mentor teacher gave me the amount of help I needed with my teaching.	What are some specific teaching skills that you feel have improved as a result of being involved in the new teacher mentoring program and being assigned to a mentor teacher? If you feel your teaching skills did not improve as a result of being involved in the program or having a mentor, what helped them improve?	Evertson & Smithey (2000) Gratch (1998) Hale (1992) Johnson et al. (2004) Rowley (1999)
The mentoring program helped me reduce my feelings of isolation as a new or beginning teacher.	If you had a feeling of isolation and loneliness your first year, describe what you wished had been different about the program that would have helped. If you felt part of the team and not isolated, what were some of the things that the program or your mentor teacher did to help you feel this way?	rock & Grady (1998) Feiman-Nemser (2003) Little (1999) Sergiovanni (1995) Walsdorf & Lynn (2002)
The mentoring program helped me develop a sense of professionalism about teaching	What are some specific ways you grew professionally during your first year of teaching? 8. Do you feel your mentor teacher or the mentoring program contributed to this professional growth? Explain	Darling-Hammond (2003) Gordon & Maxey (2000) Hope (1999) Walsdorf & Lynn (2002)

The mentoring program provided opportunities throughout the school year to discuss my classroom concerns with other new teachers in the district.	What do you feel is the value of meeting with other new and new teachers throughout the school year?	Blair-Larsen (1998) Breaux & Wong (2002) Renard (2003)
My mentor teacher encouraged me to self-reflect on my teaching.		Danielson (2002) Evertson & Smithey (2000) Gratch (1998) Schon (1987)
I received feedback about my teaching from my mentor teacher on a regular basis.	If you were given consistent feedback about your teaching from your mentor teacher, what type of feedback was most valuable to you? If not, what type of feedback would have been most helpful to you	Brock & Grady (1998) Danielson (2002) Johnson & Kardos (2002) Rowley (1999)
The mentoring program afforded me opportunities to discuss classroom management strategies.	What was your greatest challenge as a new teacher? 6. Do you feel that your mentor teacher or the mentoring program helped you address this challenge? Explain.	Brock & Grady (2001) Charles (1996) Evertson, Emmer, Clements & Worsham (1994) Levine & Nolan (2000) Renard (2003)
10. I had clear communication with my mentor teacher		Brock & Grady (1998) Danielson (2002) Davis (2001) Evertson & Smithey (2000) Gordon & Maxey (2000)
	11. What would you like to change about the beginning teacher mentoring program in your district? 13. What else would you like to add that we haven't covered regarding new teachers and the mentoring program?	Alliance for Excellent Education, (2004) Lopez et al., (2004) Moir, (2003)
	12. Do you feel that the new teacher mentoring program has influenced your decision to remain in or leave the teaching profession in the future? Please elaborate.	Darling-Hammond, (2003) Halford, (1998) Ingersoll, (2000, 2001) Ingersoll & Smith, (2003) Merrow, (1999)

Listing of School District Teacher Mentoring Program Guidelines Corresponding with Survey Questionnaire and Interview Protocol

The new teacher mentoring program was a key factor in helping me adjust to the teaching profession/school district	What are some specific examples of how the new teacher mentoring program in your district helped you make the transition into the field of education? If it did not help you make this transition, what are some factors that could have been addressed that would have helped you?	Facilitating a seamless transition into the first year of teaching
My mentor teacher gave me the amount of help I needed with my teaching.	What are some specific teaching skills that you feel have improved as a result of being involved in the new teacher mentoring program and being assigned to a mentor teacher? If you feel your teaching skills did not improve as a result of being involved in the program or having a mentor, what helped them improve?	improving beginning teachers' skills & performance
The mentoring program helped me reduce my feelings of isolation as a new or beginning teacher.	If you had a feeling of isolation and loneliness your first year, describe what you wished had been different about the program that would have helped. If you felt part of the team and not isolated, what were some of the things that the program or your mentor teacher did to help you feel this way?	Preventing teacher isolation
The mentoring program helped me develop a sense of professionalism about teaching	What are some specific ways you grew professionally during your first year of teaching? 8. Do you feel your mentor teacher or the mentoring program contributed to this professional growth? Explain	Building a sense of professionalism & positive attitude
The mentoring program provided opportunities throughout the school year to	What do you feel is the value of meeting with other new	Supporting teacher morale, communications, & collegiality

discuss my classroom concerns with other new or beginning teachers in the district.	and new teachers throughout the school year?	
My mentor teacher encouraged me to self-reflect on my teaching.		Building self-reflection
I received feedback about my teaching from my mentor teacher on a regular basis.	If you were given consistent feedback about your teaching from your mentor teacher, what type of feedback was most valuable to you? If not, what type of feedback would have been most helpful to you	Improving new teachers' skills & performance
The mentoring program afforded me opportunities to discuss classroom management strategies.	What was your greatest challenge as a new teacher? 6. Do you feel that your mentor teacher or the mentoring program helped you address this challenge? Explain.	Putting theory into practice
10. I had clear communication with my mentor teacher		Supporting teacher morale, communications, & collegiality
	11. What would you like to change about the new teacher mentoring program in your district? 13. What else would you like to add that we haven't covered regarding new teachers and the mentoring program?	
	12. Do you feel that the new teacher mentoring program has influenced your decision to remain in or leave the teaching profession in the future? Please elaborate.	Improving teacher retention
The new teacher mentoring program was a key factor in helping me adjust to the teaching profession/school district	What are some specific examples of how the new teacher mentoring program in your district helped you make the transition into the field of education? If it did not help you make this transition, what are some factors that could	Facilitating a seamless transition into the first year of teaching

	have been addressed that would have helped you?	

APPENDIX J: OHIO STANDARD FOR MENTORING DOMAINS

Domain 1: Program Leadership, Communication and Alignment

The knowledge, attitudes and actions of district and school leaders are critical to providing the structure and support mentors and resident educators need to succeed. District and school leaders establish a positive culture and create school structures that promote clear, consistent communication designed to improve teacher practice. These leaders ensure building and district policies and practices support continuous teacher growth and development. Leaders align their districts and schools' Resident Educator Programs with existing professional development programs and state professional development initiatives.

Domain 2: Mentor Quality, Professional Learning and Onboarding

Mentors, when carefully selected and supported, can help create new norms of collaboration, inquiry and ongoing learning. Developing an effective mentor professional development program requires a district or school to set up a professional community of practice for mentors and designate time for mentor collaboration and professional development. Mentors engage in self-assessment and reflection with other mentors as part of their own professional growth.

Domain 3: Instructional Mentoring

Resident educators grow professionally through relationships with mentors and other teachers that cultivate and nurture their skills and abilities. The Resident Educator Program gives resident educators formal and informal professional development opportunities based on their developmental needs and district priorities. Instructional mentoring draws resident educators into conversations about instructional practices, provides usable feedback and differentiates support for resident educators aimed at growth and competence. Domain

Domain 4: Resident Educator Professional Growth and Development. The professional

development offered to resident educators is guided by a standards-based, differentiated growth

model that promotes communities of practice. Resident educator professional development

builds on teacher preparation and offers opportunities for teachers to reflect on and improve their

effectiveness during residency and throughout their careers

APPENDIX K: NEW TEACHER MENTORING PROGRAM SURVEY REMINDER

We are so grateful for your participation in this research study and for investing in the future of new teachers. If you still need to complete the survey on your district's new teacher mentoring program, please do so as soon as possible. As a token of our appreciation, all participants who return their survey will be entered into a drawing for a $50 prize. So that you know, your survey is anonymous.

We thank you for taking the time to complete your survey and submit it. I would greatly appreciate your contribution to this important research study.

If you have questions regarding this research or want to speak with me directly, please contact me at Njueste@cpsboe.k12.oh.us.

Thanks,

Esteler Nju

APPENDIX L: CPS COMMUNICATION

Esteler Nju <njueste@cpsboe.k12.oh.us>

Fwd: CPS Research Application Received

Brian Sersion <sersiob@cpsboe.k12.oh.us>   Mon, Nov 21, 2022 at 12:02 PM
To: Esteler Nju <njueste@cpsboe.k12.oh.us>
Cc: Candace Wang <wangcan@cpsboe.k12.oh.us>, "Gollihue, Jeremy" <gollih|@cpsboe.k12.oh.us>, "Dillman, Brad" <dillmab@cpsboe.k12.oh.us>

Esteler,
All CPS requirements have been met for the research proposal entitled, New Teachers' Perception of a Mentoring Program in an Urban School District. Teacher data requested by the researcher to recruit early career teachers can now be fulfilled. It has been made clear in study materials that participation is at the sole discretion of teachers, and not a requirement of the district.

A student data sharing MOU is not required since the study focuses on teachers. Good luck with your dissertation.
(Quoted text hidden)