PERCEPTIONS OF CAREER AND TECHNICAL EDUCATION TEACHERS ABOUT TEACHER MENTORING AND TEACHER RETENTION

DISSERTATION

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By

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ABSTRACT

The issues of how best to prepare, mentor, and retain new teachers have been discussed for decades. Throughout the education literature in general as well as the career and technical education literature, the importance of supporting new career and technical education teachers has been emphasized as an important component of any induction program designed to improve teacher excellence, teacher retention, and ultimately, student achievement. Limited research, however, has been done recently in how best to prepare, mentor, and retain career and technical education teachers who enter the teaching profession through alternative-licensure programs such as Ohio's licensure program (whose process is titled Route B and depicted in Appendix K). In national research publications, the need for additional information regarding how best to retain career and technical education teachers and how formal mentoring program participation is viewed by these new career and technical education teachers is an important component in the ongoing research surrounding career and technical education teacher retention. In the state of Ohio, a legislated program titled the Ohio Entry Year Program helps to support all beginning teachers through some type of mentoring and support program designed by local district personnel.

The problem, then, of insufficient information in the literature regarding alternative-licensed career and technical education teachers' perceptions of their preparation to teach as evidenced through university coursework and clinical experiences as well as perceptions of their mentoring programs and activities was the central focus of this descriptive, follow-up research study. Alternative-licensed career and technical education teachers were surveyed regarding their perceptions of the teacher licensure coursework taken between 1995 and 2006 at The Ohio State University. In addition, participants were surveyed concerning their perceptions of mentoring activities and programs in which they participated in the early stages of their teaching careers. As a part of the study, the employment status of the alternative-licensed teachers was also determined to see if those who obtained licensure were working in the field and planning to keep their teaching or education-related positions.

The questionnaire used in the survey consisted of five sections including current employment status, perceptions of university coursework and clinical experiences, perceptions of mentoring activities and programs, proposed mentoring topics, and demographic information. Three hundred and twenty-nine research packets were mailed with a response rate of 46% returning the completed questionnaires. Locating the participants for this study was difficult since the years in which they were taking coursework at spanned 1 to 12 years; this served as a limitation of the study.

The first conclusion from the study was that two-thirds of those persons who completed the career and technical education teacher licensure program through The Ohio State University's alternative-licensure program are teaching career and technical education primarily at grades 11 and 12.

A second conclusion involved the university coursework and clinical experiences which respondents found to be the most beneficial. Those included the classes with activities that dealt with pedagogical content knowledge such as classroom management, lesson planning, and student assessment. The career and technical education summer workshop topics were mentioned throughout the open-ended questions and answers as being extremely beneficial. The number of visits from teacher educators could be increased as those visits seemed to provide a great deal of help to the new career and technical education teachers.

A third conclusion generated a large list of topics as the top priorities for mentoring. These were planning and time management, student assessment, ways to prevent teacher burnout, how to deal with classroom management issues, and working within the political and cultural make-up of the individual school building and district.

A fourth conclusion is that the In-house/School District-made Program and the Combination Mentoring Program comprised more than two-thirds of all mentoring programs, which translated into mentoring programs which are fully or at least in part designed by school district personnel.

The fifth conclusion was based on responses woven throughout the qualitative answers as respondents believed that if they were paired with a mentor during their first year of teaching who had taught the same or similar content to what they were teaching, the mentoring would have been more effective.

A sixth conclusion reflected in the responses from the alternative-licensed teachers was that mentoring programs alone did not seem to make any difference to the

majority of respondents in terms of whether a teacher stayed in the profession or left teaching.

Recommendations from the study were first that mentors for beginning career and technical teachers must be screened, assigned during the first year even to those teachers hired late, and well trained as to their role, expectations, listening ability, and willingness to give time to the new teacher. Otherwise, CTE teachers saw mentoring activities and programs as useless. There was little middle ground on this issue.

A second recommendation from the study was that when at all possible, mentors for alternative-licensed career and technical education teachers need to match with their mentees in subject areas to be taught, or content knowledge, to be the most helpful to the new career and technical education teacher. From this recommendation is an implication for the career and technical education professional organizations. A career and technical education professional association could develop a database of content knowledge volunteer mentors who are willing to help new teachers as needed during the course of their early years of teaching who have taught or are teaching the same subject area.

A third recommendation was the need to avoid duplication of university coursework and mentoring content. Local districts and university personnel need to work together to avoid duplication of material as new career and technical education teachers then see mentoring as a burden and not as a useful support for them in their early years.

Lastly, this study showed that two-thirds of all mentoring programs were being designed either fully or partially in-house. This could be problematic as the mentoring program content is dependent upon who is organizing it for that time period. Organized

mentoring programs with no duplication of content would better support the newly alternative-licensed career and technical education teachers.

Further research needs to be completed on characteristics of successful alternative-licensed career and technical education teacher mentors and on the development of an updated induction model for alternative-licensed teachers and their unique professional development needs.

This dissertation is dedicated to the teachers

who have touched my life including my

husband, Brad,

parents, Janice and Howard Hershberger,

aunts and uncles,

late grandparents,

and teachers at all academic levels

who made a difference

in my life and career and who

continue to make a difference

every day in the lives of students.

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FIELDS OF STUDY

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CHAPTER 1

INTRODUCTION

Teacher education programs around the country work diligently to provide relevant and useful coursework and clinical experiences for candidates to prepare them for challenging professions as educators. Teacher education institutions are under scrutiny from accreditation agencies as well as advisory groups to modify program areas to keep their course requirements current. Once candidates are hired by schools, educational administrators and mentor teachers spend time determining how best to support beginning teachers with the hope of retaining them in the profession. The questions of what university coursework and clinical experiences best prepare new teachers for the challenges of the classroom, which supporting activities help them make smooth, successful transitions into the profession, and how best to encourage them to continue in the profession can all provide insight into the issues of teacher mentoring and teacher retention.

How best to prepare, mentor, and retain teachers in the classroom matters as beginning teachers strive toward excellence in student achievement in the educational field. (Darling-Hammond, 1999; Feiman-Nemser, 1996; Huling-Austin, 1988; Odell & Ferraro, 1992). In the preparation of teachers, teacher education has been under fire to

produce teachers who are qualified and who can improve student achievement (Darling-Hammond, 1999). Additional research is needed in the area of supporting activities, as well as the development of conceptions of teaching and learning gained from university coursework and clinical experiences (Putnam & Borko, 2000; Huling-Austin, 1988). Teacher retention data from the National Center for Education Information in 1990 showed that the attrition rate for teachers across all content areas was 4.1% annually; however, various estimates conclude that approximately 30% of beginning teachers do not teach beyond two years and that almost 40% (especially those with the highest grade point averages considered to be the most academically-talented) left the profession within their first five years of teaching (Odell & Ferraro, 1992). Nationally, 17% of new public school teachers leave the profession within the first three years (National Center for Educational Statistics, 1997).

In the field of career and technical education in this country, Heath-Camp and Camp (1990) found that 15% of career and technical education teachers quit within their first year and more than half left the profession within six years. To replace those teachers, career and technical education (CTE) school administrators start the search for well-qualified CTE teachers in business and industry in addition to college graduates who have been licensed through the traditional teacher education route (Route A). Once hired, traditional teacher mentoring programs fail to meet the unique needs of those who become CTE teachers through routes other than traditional teacher education programs (Szuminski, 2003). Well-designed teacher mentoring programs can improve teacher competence, performance, and effectiveness by providing CTE teachers with additional areas of support (Wonacott, 2002).

One recommendation for further research to examine how mentoring can best help career and technical education (CTE) teachers was found in the National Dissemination Center for Career and Technical Education's report titled *Alternative Teacher Certification Procedures and Professional Development Opportunities for Career and Technical Education Teachers* (Ruhland & Bremer, 2002). According to this and other research publications, substantive differences were present in the mentoring experiences between those teachers entering CTE through alternative licensure (Route B) and those traditionally-licensed (Route A) (Heath-Camp, et al., 1992; Joerger & Bremer, 2001). Findings included the need for relevant university coursework and clinical experiences followed by meaningful mentoring programs to help smooth the CTE teacher's transition from business and industry into the classroom and help better prepare and support them as well as retain them in their new roles as CTE teachers.

Joerger and Bremer (2001) continued the call for additional research in their publication *Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers*, stressing the importance of school leaders to be aware of the differences between Route A and Route B new teachers and work to formulate and implement meaningful experiences for both groups as they move through the induction process. Important to this study is the research recommendation from Joerger and Bremer (2001) that "little is still known about the extent to which teacher induction models have been implemented in CTE, or the results of such efforts" (p. 18). Obtaining information from the field to determine what types of activities are occurring and how teachers view the importance of those activities is not well-known at this time.

Additional support for the challenges of teacher preparation, mentoring, and retention can be found when career-technical teacher educators met in a symposium titled CTE in the Year 2000 and Beyond. One area of specific focus for discussion within organizations of teacher educators was how best to prepare, mentor, and retain new CTE teachers (Lewis, 2001; Dykman & Mandel, 2000).

As recently as 2002, McCaslin and Parks published *Teacher Education in Career and Technical Education: Background and Policy Implications for the New Millennium*. In it, they proposed policy actions that should be considered at various levels of government and industry to improve the quality of career and technical teacher education. Included in their 44 recommended actions were references to the topics of teacher preparation, teacher mentoring, and teacher retention at the district, state, and federal levels to again support the beginning career and technical education teacher in the career and technical education field (McCaslin & Parks, 2002).

States such as Ohio have put into place state-wide mandates to make sure new teachers are prepared for the classroom as well as aid those new teachers in adjusting to their new responsibilities including mentor support. As a part of Ohio's *Teacher Education and Licensure Standards* adopted by the State Board of Education on October 15, 1996, effective January 1, 1998, a new teacher program titled Entry Year Program was established.

> Designed to strengthen Ohio's teacher preparation programs, achieve higher standards, and intensify professional development, the new standards required successful performance on the part of beginning teachers. The Ohio Administrative Code states that the Entry Year Program shall include a formal

> program of support, including mentoring, to foster professional growth of the individual and to prepare them for the performance-based assessment required for the five-year professional license (currently Praxis III) (Ohio Department of Education, Ohio's Entry Year Teacher Overview, Section 3301-24-04).

This program has been phased into all Ohio school districts beginning in 1996. Experienced teachers, trained to serve as mentors, provide support for beginning teachers by guiding their induction into the profession and assisting them with the protocol, procedures, and requirements of Praxis III. The mentors work regularly with entry year teachers to increase their skills in planning (Domain A), create an environment for learning (Domain B), teach for student learning (Domain C), and engage in professional reflection (Domain D) (Ohio Department of Education, 2007).

Statement of the Problem

All Ohio teachers, including career and technical education (CTE) teachers, are required to participate in state-mandated mentoring programs as defined by individual school districts. For the purposes of this discussion, there are two routes to become a licensed CTE teacher in Ohio: Route A, which is the traditional teacher education preparation method, and Route B, which is the method without traditional teacher education preparation. Both routes result in university recommendations for licenses for the two groups of teachers. During the first year of teaching, however, Route A teachers view the mentoring program requirement as a relatively easy program to follow since the process of learning how to teach, pedagogical knowledge, as well as learning how to teach a particular subject area, pedagogical content knowledge, began early in their educational process of obtaining the college degree and recommendation for licensure.

The second group, Route B teachers, come directly from business and industry, so they may possess a nursing degree, business degree, or no college degree, with content knowledge from work experience as the primary reason they were hired to teach career and technical education. For them, mentoring is a new experience; and the educational discussions and activities are sometimes confusing.

Mentoring training materials used with both Route A and B teachers are developed by educational publishers such as the Educational Testing Service's Pathwise series or are developed in-house through curriculum directors or administrators in charge of mentoring programs. These materials differ widely from school district to school district. These materials are directly targeted to Route A teachers, since they comprise the majority of beginning teachers. However, those with no education degree need the pedagogical knowledge of how to teach as well as practice in bringing together the pedagogical content knowledge with their content knowledge expertise gained through business and industry. Mentoring materials include assumptions about the level of knowledge new teachers have gained through the Route A traditional university coursework and clinical experiences. The Route B teachers will not have had those same experiences and are often confused by the mentoring materials or simply do not relate well to the training because of this lack of prior knowledge.

The problem of insufficient information in the literature regarding Route B licensed career and technical education teachers' perceptions of their preparation to teach as evidenced through university coursework and clinical experiences as well as perceptions of their mentoring programs and activities was the central focus of this study.

Purpose of the Study

This study was a follow-up study of Route B licensed career and technical education (CTE) teachers regarding their perceptions of the usefulness of university licensure coursework and clinical experiences as well as mentoring activities. To determine retention rates for this group of teachers, questions targeting their employment status were asked of respondents.

The purpose of this study, then, was threefold. First, it provided university teacher educators with a follow-up report detailing the employment status of the licensed CTE teachers. This provided retention data in addition to current employment status.

Second, the study determined what perceptions CTE teachers had of the usefulness of their university coursework including clinical experiences as well as mentoring activities completed as a part of their beginning teacher experiences. This information can then be used in further studies on the relationship between mentoring and retention of CTE teachers.

Third, the study was undertaken to provide staff development specialists, lead mentors, and others in curriculum development who work with Route B licensed CTE teachers with useful information such as what CTE teachers perceive as useful topics for adding, removing, or changing mentoring activities and programs to improve the induction process for beginning CTE teachers.

Specifically, the research questions for this study were as follows:

1. Were Route B licensed career and technical education teachers who completed their university coursework, clinical experiences, and recommendation for licensure from The Ohio State University from 1995 through 2006 currently employed in career and

technical education teaching their areas of licensure? If not, what was their employment status?

2. What university coursework and clinical experiences were perceived as useful in preparing them for their roles as CTE teachers?

3. What mentoring topics did CTE Route B teachers perceive as useful in preparing them for their roles as CTE teachers?

4. What mentoring topics did CTE Route B teachers perceive as important to add, remove, or change so that mentoring programs can be more useful to new CTE teachers?

Assumptions Underlying the Study

Several assumptions underlay this study including the following:

1. Perceptions could be measured.
2. Respondents understood written directions given to them in the questionnaire.
3. The questions had the same meanings and appropriate readability level for all respondents.
4. The respondents were thoughtful and forthright in completing the questionnaires.
5. The questionnaire developed was an appropriate measure for the study.

Significance of the Study

This study was significant as it presented a follow-up of career and technical education (CTE) teachers who completed a particular licensure program through The Ohio State University. The results of this descriptive research provided insight into what university coursework was the most helpful and provided teacher educators with data on

which to base decisions for the university licensure program to better prepare the next class of CTE teachers to enter and remain in the classroom.

In addition, well-documented studies during the 1980s and 1990s were published regarding the need for mentoring programs for new teachers. The reasons for this included changes in university preparation such as the Holmes Group initiative, statistics citing large numbers of teachers leaving the profession in the first and second years, and the fear of who would replace these teachers. At the time, it was thought that mentoring or other induction programs could help stem the wave of teachers leaving the profession.

In the more recent mentoring literature, very few publications focused specifically on the career and technical education (CTE) teacher hired from business and industry (Route B). Typically, Route B teachers need in-depth support because they do not participate in pre-service teaching activities such as early experience programs, in-school tutoring experiences, clinical methods courses, and student teaching, which all help to give an experience base to a beginning Route A teacher. Yet, when hired in Ohio, for example, CTE teachers are required to participate in mentoring programs where discussion centers on teaching and learning issues—topics which may be familiar and others, perhaps, not so familiar. Included in mentoring programs are theories and terminology like multiple intelligence theory, authentic assessment, educational content standards, graduate testing, and other education-related concepts, which can be very overwhelming to a new CTE teacher; or, alternatively, can be considered duplicate information since it may have been discussed in the university coursework taken by Route B teachers. For some new CTE teachers, an overwhelming feeling of not understanding the profession or not belonging to the profession may be another factor for

career and technical education teachers in deciding whether to continue with their new teaching career.

Delimitations

There were three delimitations of this study that the researcher imposed in order to narrow the scope. This study was delimited to a population of Route B career and technical education (CTE) teachers who began the program to obtain their recommendation for teaching licenses from 1995-2006 at The Ohio State University and their perceptions of university coursework and clinical experiences. A second delimitation was that the study was not designed to form a hypothesis--it was descriptive, survey research. Thirdly, the research was delimited in that the mentoring relationships studied were only those between Route B career and technical education teachers and their teacher mentors at individual education institutions.

Limitations

This study had five limitations or natural conditions that restricted the scope and affected its outcomes. The first limitation was the fact that this study was a census and used the entire population of licensed Route B career and technical education (CTE) teachers who began the program to obtain their recommendation for licensure from 1995-2006 at The Ohio State University. Because the entire population was surveyed, no generalizability will result from a sample to a population.

The study's second limitation was the process of locating career and technical education teachers who were recommended for licensure during the period of 1995 to 2006 at The Ohio State University. The data collected was based on the ability to locate

the participants and determine their employment status after several years' absence from the university setting.

A third limitation involved the accuracy of the data to be collected from department files updated by various graduate students through the years. These department files served as the starting point to locate licensed CTE teachers, with additional follow-up data obtained from the Ohio Department of Education database, The Ohio State University student and alumni databases, and contacts to local school district personnel made by the researcher.

A fourth limitation involved the participants' recollections of their licensure program and its usefulness. Perceptions are an attitude or understanding based on what is observed or thought at a moment in time. Recollections over a period of time up to 12 years can be hazy as participants recall their experiences and how useful various college coursework, clinical experiences, or mentoring activities were to them.

A fifth limitation of this study was that its need developed from a summary of current research in the education field. Because of that limitation, there may be additional questions related to this topic which the researcher did not investigate.

Definitions of Terms

To facilitate the understanding of this document, the following definitions of terms were provided:

Alternatively-licensed - Equivalent to the Route B definition below.

Career and Technical Education - Formerly known as vocational education, career and technical education is a collective term in high schools to identify curriculum programs designed to prepare students to acquire an education and job skills, enabling

them to enter employment immediately upon high school graduation. As mirrored in the larger, complicated society and its public education system, vocational education in the United States is diverse, large, and complex. In addition, today students pursue higher education as well, continuing their education at two-year or four-year institutions.

Clinical Experiences - University coursework which takes place in the career and technical education school laboratory setting at which the Route B teacher is teaching under the supervision of university faculty and building administration.

Cronbach's alpha - As defined on the SPSS website, Cronbach's alpha measures how well a set of items (or variables) measures a one-dimensional latent construct. When data have a multidimensional structure, Cronbach's alpha will usually be low. Technically speaking, Cronbach's alpha is not a statistical test--it is a coefficient of reliability (or consistency).

Induction - The process of socialization to the teaching profession, adjustment to the procedures and mores of a school site and school system, and development of effective instructional and classroom management skills. Formal induction or mentoring programs take various forms ranging from a short orientation session to year-long mentoring programs including staff development courses and workshops or multi-year programs that continue to meet the changing needs of teachers as they develop. School districts combine induction, mentoring, and staff development activities to support new and veteran teachers.

Licensure - Document issued by the State Board of Education to an individual who is deemed to be qualified to teach or practice in Ohio schools. Ohio has interim (one-year), provisional (two-year) and professional (five-year) licenses.

Mentoring - A dynamic, reciprocal relationship in a work environment between an experienced, veteran teacher (mentor) and a beginner (protégé) aimed at promoting the career development of both.

Perception - An attitude or understanding based on what is observed or thought at the current time.

Retention – The continuation of a teacher in the career field in which they are licensed to teach.

Route A - In Ohio, the provisional career-technical license may be obtained by an individual who holds the baccalaureate degree, who has successfully completed an examination (Praxis) prescribed by the State Board of Education, who has been recommended by the dean or head of teacher education at an institution approved to prepare career-technical teachers, and who evidences 2 years of recent and successful related work experience or the equivalent in the teaching area. Career-technical licenses shall be issued for specific programs or taxonomies in the following teaching fields: Agriculture, Health Occupations, Integrated Business, Family and Consumer Sciences, Technology Education, Marketing, and Trade and Industry.

Route B - In Ohio, the provisional career-technical license may be obtained by an individual who holds a minimum of a high school diploma, who evidences 5 years of full-time work experience or the equivalent in the career field, and who completes a minimum of 4 semester hours of an approved pre-service career-technical education program. Upon completion of an additional 6 semester hours of coursework in the approved pre-service preparation program, the initial provisional license shall be renewed one time. Upon completion of the approved preparation program of 24 semester hours,

an entry-year program and recommendation by the dean or head of teacher education at an institution approved to prepare teachers, a professional license shall be issued for specific programs or taxonomies in the following occupational fields even though the baccalaureate degree is not held: Agriculture, Health Occupations, Business, Family and Consumer Sciences Occupations, Marketing, and Trade and Industry.

Traditionally-licensed - Equivalent to the Route A definition above.

University coursework - University courses sequenced in a manner as to provide the opportunity for Route B teachers to obtain their licensure recommendation to teach career and technical education.

Usefulness - Having value or benefit, or bringing an advantage; serving a purpose; helpfulness; effectiveness.

Summary

The issues of how best to prepare, mentor, and retain new teachers have been discussed for decades. Limited research has been done recently in how best to prepare, mentor, and retain career and technical education teachers who enter the teaching profession through Route B licensure programs. In national research publications, the need for additional information regarding how best to retain career and technical education teachers and how formal mentoring program participation is viewed by these new career and technical education teachers is an important component in the ongoing research surrounding career and technical education teacher retention.

CHAPTER 2

REVIEW OF THE LITERATURE

Educational researchers have studied the effects of induction programs including the mentoring of teachers who have been university-educated with typically a bachelor's degree or higher prior to their teaching career. Studies have targeted very specific groups of these teachers certified in areas such as math, science, and special education, where teacher retention has been a major problem, especially in rural and urban school districts. However, very few researchers have targeted career and technical education teachers who have been hired directly from business and industry, and who have obtained their license to teach after years of work experience in a field such as auto technology, welding, or information technology. As was documented in a few studies from decades ago, this lack of pedagogical knowledge and experience when compared to their counterparts who hold degrees in education can be a hindrance to these teachers. Content knowledge alone is not enough in education today, and the unique needs of career and technical education (CTE) teachers require mentoring programs targeted to those needs while they enter the CTE classroom.

Within the literature on preparing, mentoring, and retaining teachers, there are four broad areas which identify research completed prior to this study which outline the

need for a research study for the career and technical education field. This review of literature is divided into the four broad areas as follows:

1. Teacher Mentoring.
2. Mentoring for Career and Technical Education Teachers.
3. Teacher Learning Theory.
4. Retention and Attrition.

First were studies outlining the current research in regard to mentoring programs often considered as a part of the larger induction process. These studies helped to cement the need for mentoring programs as one key to reducing teacher turnover. Induction programs and mentoring practices continue to be reviewed within the literature. There were literally hundreds of articles and publications reviewing various school district and state approaches to mentoring as well as mentoring literature on working with specific teacher populations in high demand fields such as math and science. Publications on how to organize a mentoring program and methods to train mentors were in abundance. An overview of the literature in teacher mentoring is outlined in this section on teacher mentoring.

The second section considered the few studies in the literature related more specifically to the mentoring process as it related to the career and technical education (CTE) teacher. Considered was research depicting what works best in various mentoring programs, and if there were mentoring practices which were not as important when working with career and technical education teachers.

The third section reviewed prior studies which are linked to contextual learning and focus on how teachers learn best. These studies provide insight into methods which

worked well for mentoring new career and technical education teachers as well as teachers in general.

A fourth section reviewed the literature surrounding the issue of teacher retention and attrition and described what researchers said about how best to retain teachers, especially those in career and technical education.

Teacher Mentoring

Before the term mentoring was used in the research literature, the broader term of induction was frequently studied beginning in the late 1970s and early 1980s. There was a general consensus that induction referred to orienting, initiating, instructing, or educating someone into a professional role of any type, and the term was applied to the process of initiating teachers into the profession. Other research literature suggested that induction could be thought of as "the broad process by which a novice teacher becomes integrated into the profession of teaching" (Waters & Wyatt, 1985). A third way to think about induction was as the total of all the teacher's experiences from the moment the first teaching contract was signed until the teacher was comfortably established as a competent, effective, professional teacher (Wonacott, 2002).

Induction programs were needed for teachers for a variety of reasons. In the book, *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able To Do,* editors Darling-Hammond and Bransford and their co-authors discussed the importance of new teacher induction programs by stating that during teachers' early years in the field, they needed support to interpret their experiences and expand their teaching repertoire so that they could continue to learn how to become effective teachers (Darling-Hammond & Bransford, 2005).

In the journal *Review of Educational Research*, Veenman (1984) published an article titled "Perceived Problems of Beginning Teachers" which summarized studies from different countries. Issues such as classroom discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students were considered to be the findings across the international studies he reviewed. He stated that the difficulties associated with the first year of teaching form the rationale for targeted, in-service training for new teachers. He defined the term *teacher induction* to mean the entry of new teachers and the planned support the new teachers receive as it occurs. Very few countries at that time were utilizing induction programs, according to Veenman, and he cited the need for these programs to be institutionalized on a larger scale. Veenman clearly makes the case that additional research was needed to see what affects these programs would ultimately have on student achievement. He mentioned the Teacher Induction Pilot Scheme executed in the United Kingdom (1973-1979); however, this program was postponed because of the economic crisis there and the dramatic drop of the number of beginning teachers (Veenman, 1984).

The ERIC Clearinghouse on Teacher Education in cooperation with the Office of Educational Research and Improvement published at least two related digests on the topics of teacher induction and teacher mentoring: *ERIC Digest No. 7* titled *Teacher Mentoring* (1986), and *ERIC Digest No. 5* titled *Current Developments in Teacher Induction Programs* (1986). Published with just five pages, the *ERIC Digest No. 7* discussed the history of induction programs and the reasons why such programs were

essential to the professional development of teachers. The terms induction and mentoring were used almost interchangeably; yet the term induction seemed to mean a little more than just a mentoring program and might include other professional development for new teachers, while the term mentoring was used informally and included everything from mentoring programs to various mentoring activities. The publication listed 11 sources of prior publications on the topic. This *Digest* cited the reasons for induction programs as the need for a planned, organized orientation procedure titled "induction" to help smooth the transition for beginning teachers. Formal induction programs were to provide continuity between the closely supervised preservice experience and the assumption of full classroom responsibilities by the new teachers. Inexperience often accounted for the problems a new teacher experienced, including those of classroom management or evaluation of students. These *Digests* pointed out that administrators also saw induction programs as important to help socialize the new teacher and show them the standards and norms deeply imbedded within a particular school building or school district. Often administrators viewed induction as the first step in a beginning teacher's understanding to personally take control of his or her own professional development. *ERIC Digest No. 5* also mentioned that little research had occurred on common program concerns, such as assessment, evaluation, specification of induction content and the definition of program objectives. *ERIC Digest No. 7* described various applications of teacher mentoring, listing characteristics of mentors. Also mentioned were the California Mentor Teacher Program, which was started in 1983, and the Oklahoma Entry Year Assistance Program. Thirteen references were listed as a part of the publication (*ERIC Digest No. 5* & *ERIC Digest No. 7,* 1986).

In 1987 and 1988, the first reviews of literature regarding the induction process were completed by Leslie Huling-Austin and Sheila Murphy as a part of a national Collaborative Study of Teacher Induction in Diverse Contexts coordinated by the Research and Development Center for Teacher Education at The University of Texas at Austin. An early research publication was titled *Assessing the Impact of Teacher Induction Programs: Implications for Program Development* (Huling-Austin & Murphy, 1987); a second publication was titled *A Synthesis of Research on Teacher Induction Programs and Practices* (Huling-Austin, 1988). The first of these publications summarized 27 research sites producing studies that reviewed various induction programs' organization, structure, and activities, noting their similarities and differences across the sites, and reporting what beginning teachers perceive to be the efforts of the various practices on their teaching and professional development. Induction practices from 150 beginning teachers in Colorado, Kentucky, Michigan, New Mexico, North Carolina, Oregon, Texas, and West Virginia were documented and described. One important finding in all programs studied was that a support teacher, as mentors were then titled, was a program requirement. However, only one-half of the programs had a support team of personnel to help the new teacher; and one finding stated that new teachers with entire support teams seemed to be retained longer. Another important finding was that when new teachers were asked in what areas they were still having difficulty at the end of their first year the typical topics of time to plan, grade, do record-keeping, motivating difficult students, and dealing with individual student needs were mentioned; the author noted that these topics would perhaps be best addressed through an induction program with the emphasis of teaching as a lifelong process--not simply a set

of skills to be mastered within the first few years of teaching. The third important finding from Huling-Austin's work was that one of the most important and cost-effective measures of new teachers' success in the classroom and in their careers in general was the assignment of a support teacher (mentor) who should be compensated and trained in how to work with another adult in a helpful manner. The formula was Induction Success = Beginning Teacher x Context x Support Program. A fourth finding was that first-year teachers reported receiving help from their support teachers in 14 different areas. Out of the 14 areas, those areas most frequently mentioned included the following:

1. Someone to talk to/listen to.
2. Locating materials.
3. Help with clerical work related to district policies and procedures.
4. Lesson planning.
5. Classroom organization.
6. Discipline.

(Huling-Austin & Murphy, 1987).

The second publication titled *A Synthesis of Research on Teacher Induction Programs and Practices* organized the findings of the previous research into five common goals of teacher induction which were to do the following:

1. Improve teaching performance.
2. Increase retention of promising beginning teachers during the induction years.
3. Promote the personal and professional well-being of beginning teachers.
4. Satisfy mandated requirements related to induction and certification.
5. Transmit the culture of the system to beginning teachers.

According to Huling-Austin's recommendations, induction programs needed four characteristics in order to reach their goals:

1. The need for flexibility in induction programs.
2. The important role of the support teacher (mentor).
3. The importance of placement in beginning teacher success.
4. The need to educate the profession (as well as the public) about teacher induction (Huling-Austin, 1988).

Throughout the late 1970s and 1980s, the induction process took different forms not only among school districts and individual buildings, but throughout the United States and abroad. Research focused on documenting the various programs in operation including their successes and failures as well as the sharing of resources for buildings and districts to develop their own, individual models of induction programs. States were just at the point of seeing the benefits of induction programs as they enacted legislation requiring districts to put into place induction programs as one means of retaining good teachers to reduce teacher turnover (Darling-Hammond, 2001). As school districts were finding out, teacher turnover was costly, especially for large districts; putting into place an induction program far outweighed the costs of teacher turnover (Ingersoll, 2001).

Beginning in 1990, there was a decrease in the use of the term induction program and it was generally replaced throughout the literature by the term mentoring program. For example, in 1990, Healy and Welchert suggested their own definition of mentoring and possible research base for mentoring in general to aid in advancing research and practice in the area of mentoring relationships and a focus on developmental-contextual notions. Their definition was

> . . . a dynamic, reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a beginner (protégé) aimed at promoting the career development of both (Healy & Welchert, 1990).

In the spring of 1992, Feiman-Nemser and Parker published a special report for the National Center for Research on Teacher Learning titled *Mentoring in Context: A Comparison of Two U.S. Programs for Beginning Teachers* (Feiman-Nemser & Parker, 1992). They explored the connections between what mentor teachers do as well as the organizational, programmatic, and intellectual contexts in which they work. Topics such as working conditions, selection procedures, and preparation of mentors were reviewed. They compared two mentoring programs in Los Angeles, California, and Albuquerque, New Mexico, to show the similarities and differences in mentoring programming. They described how various districts categorize mentors as local guides, who smooth the entry of novices into teaching; educational companions, who not only help with the day-to-day issues of novice teachers, but also keep in mind educational goals like improved student achievement and critical thinking skills; and, mentors as agents of change, who work to break down the traditional isolation among teachers by fostering norms of collaboration and shared inquiry. An important point in Feiman-Nemser and Parker's work was that mentoring appears differently in different contexts; yet designing more widely-accepted, effective programs is necessary if the benefits of the mentoring programs are to reach their potential (Feiman-Nemser & Parker, 1992).

Odell and Ferraro (1992) surveyed two cohorts of 160 beginning teachers to determine whether they had remained in teaching and their retrospective attitudes about mentoring. Approximately 96% of those located were still in teaching. The type of

support they most valued from their mentor was emotional support. Their findings supported the fact that teacher mentoring can reduce the early attrition of beginning teachers from the profession; however, no comparison group of cohorts who did not receive mentoring was examined. In addition, over 80% of teachers surveyed expected to find themselves in the classroom 5 years from the time of the study (Odell & Ferraro, 1992).

Also in 1992, Wilder completed a study titled *The Role of the Mentor Teacher: A Two-Phase Study of Teacher Mentoring Programs* supported by the Teacher Programs Council Research Report Series. A common set of mentor functions was determined. The survey findings revealed that about 60% of the states in the United States at that time had enacted legislation to create formal programs of mentoring. The importance of disseminating information about mentoring programs as well as evaluating those mentoring programs were two areas where improvement needed to be made.

Feiman-Nemser (1996) published *Teacher Mentoring: A Critical Review* and described the spread of mentoring in the United States. She stated that educators can agree that the mentoring of new teachers is needed; however, she continued with questions regarding what mentors should do, what they actually do, and what novices learn as a result of mentoring activities. She stated that in order to better inform mentoring policy and practice, additional direct studies of mentoring and its effects on teaching and teacher retention, how mentors learn to work with novices in productive ways, what structures and resources facilitate that work, and how mentoring fits into broader frameworks of professional development and accountability are areas for further empirical research (Feiman-Nemser, 1996).

Professional teachers' organizations produced research reports on the topic of mentoring. The American Federation of Teachers' *Educational Issues Policy Brief* issued in September 1998 outlined in practical language how mentoring works, how best to evaluate mentoring programs including sections on teacher attitudes, retention, teaching quality, and mentor outcomes. Their research findings were centered on a large-scale mentoring program in New York City known as the New York City Mentor Teacher Internship Program. In addition, the findings of this report listed the qualities of state mentor programs on a state-by-state basis including answers to the following questions:

1. Were mentor programs in place?
2. Were mentor programs mandated?
3. Were the mentor programs funded?
4. Were the mentors trained?
5. Were the mentors given stipends?
6. Were there mentor requirements?
7. Was release time given for mentoring?

(American Federation of Teachers, 1998).

Following the American Federation of Teachers' publication in 1998, the National Education Association's National Foundation for the Improvement of Education (NFIE) (1999) published *Creating a Teacher Mentoring Program* in 1999 and provided guidelines for developing teacher mentoring programs. The four major areas of this particular program were (1) The Usefulness of Mentoring for Beginning Teachers, (2) The Climate, Context, and Structure for Effective Mentoring, (3) Selecting, Training, and Supporting Mentors, and (4) Mentoring Program Content and Evaluation. In addition,

the NFIE hosted a Teacher Mentoring Symposium in February of 1999 along with the United Teachers Los Angeles focusing on two mentoring issues--how teachers are asked to meet increasingly complex challenges, and how mentoring is one important mechanism for advancing the teaching profession as a whole. Mentoring was seen as a mechanism to raise standards for all teachers and a way to create cohesive schools where teachers and administrators constantly discuss instructional practice and student learning. The payoff for mentoring accumulates with time. Each year may show modest gains, but the gains in mentoring become more obvious as time passes (National Foundation for the Improvement of Education, 1999).

The research studies beginning in 2000 focused on guides to developing mentoring programs and on the evaluation of teacher mentoring programs. As an outcome of Simmons' review of the California's Beginning Teacher Support and Assessment mentoring project in 2000, a *Guide to Developing Teacher Induction Programs, RNT Toolkit* was published. RNT is an acronym for Recruiting New Teachers, Inc. Published as an easy-to-use practitioner guide, it was developed for local educators and contained five key components:

1. Introduction - what induction is, needs, barriers, why teachers leave the profession
2. Guidelines for success - multi-year process, first-class mentoring, technology uses, program evaluation
3. How to develop an effective teacher induction program - getting started, program components

4. Creating a program that works - an in-depth look at California's Beginning Teacher Support and Assessment program

5. Resources

(Simmons, 2000).

Simmons also concluded that the new teachers who received systematic support and professional development in an organized program such as the California pilot induction program remained in the profession at a significantly higher rate than teachers who did not participate in such a program. Additionally, the study's findings showed that the new teachers who were supported developed instructional proficiency at a faster rate (Simmons, 2000).

Eby, McManus, Simon, and Russell (2000) published a research study in the *Journal of Vocational Behavior*, in which protégés' negative mentoring experiences were analyzed. From this research, 15 types of negative mentoring experiences clustered within five broad themes became evident. These five themes included 1) the match between mentor and protégé; 2) mentor distancing behavior; 3) mentor manipulative behavior; 4) a lack of mentor expertise; and 5) a general dysfunctionality. In addition, the implications for practice from this study revealed that it is important to screen potential mentors and become aware of the reasons they give for wanting to become mentors. The study found that mentors may engage in mentoring as a way to wield power over protégés, delegate undesirable work, or cover up their own shortcomings. Ensuring a good match between the mentor and protégé was also considered to be the highest priority in working with a mentoring program (Eby, et al., 2000).

In 2002, Trenta, et al. used a mixed methods approach in their evaluation of a teacher mentoring program. In a paper presented at the Eastern Educational Research Association conference, the three-year study of a program designed to support new teachers in a school district evaluated the participation of the multiple stakeholders in the evaluation process including the teachers' union, school district administrators, and entry-year teachers. The mentoring program titled Teacher Evaluation Program (TEP) included mentor evaluation components. A quantitative and qualitative questionnaire was developed and sent to approximately 200 participants. Responses from all stakeholders supported the mentor evaluation process. There was a high degree of comfort from respondents about the mentor serving in both the mentor and evaluator roles. However, respondents did differentiate in their beliefs that newly hired, yet experienced teachers should not receive the same focus as novice teachers. Participants also objected to the amount of recordkeeping required (Trenta, et al., 2002).

Within the past three to five years, induction program research has begun to focus on specific teacher certification or licensure content areas such as math, science, or special education. As cited by Rhoton and Bowers (2003) a synthesis of research studies by Luft titled *Induction Programs for Science Teachers: What the Research Says*, makes the case for carefully crafted mentoring programs designed with the specific needs of the new science teacher in mind. Essential to a mentoring program for science teachers were components such as program format, mentor teachers, linkages, program content, and evaluation (Rhoton & Bowers, 2003).

Another similar study supported the notion that mentoring programs need to be specific to certification or licensure areas. This study focused on the mentoring needs of

special needs teachers. Boyer and Gillespie (2004) wrote a chapter titled "Making the Case for Teacher Retention" in a government publication called *Keeping Quality Teachers*. In the chapter they discussed districts that have well-developed induction and mentoring programs including well-designed assessment and support components. They continued with the premise that good mentoring programs individualize to the needs of the beginning teacher, the classroom, and the subject level assignment (Boyer & Gillespie, 2004).

In an email interview with Dr. Marilyn Troyer, Senior Associate Superintendent at the Ohio Department of Education, she revealed that about 28% of Ohio's new teachers leave the profession after 5 years compared to 46% nationwide. With that high of a turnover rate, according to Troyer, districts cannot afford to lose excellent teachers, and that is where a strong mentoring program is important to the first year teacher. All districts in Ohio are required to have programs to guide teachers through their first year. The goal, Troyer states, is to both increase the effectiveness of new teachers and retain them in the profession (M. Troyer, personal communication, June 2008).

In addition, keeping new teachers on the job is even more important as their baby boomer-era colleagues continue to retire. In the fall of 2007, the Ohio Department of Education stated that first-time teachers filled 5,800 jobs compared with 1,412 in 2001 (Ohio Department of Education, 2007). Ohio's Early Year Teacher mentoring went into place in 2002, with the goals of helping teachers adjust to their new positions and helping to prepare them for the next round of state licensing, including the Praxis III assessment for first-year teachers. According to Lori Lofton, Associate Director of Teaching Professionals, there are 36 states which require mentoring, yet only half help pay for it,

including Ohio. About $800 is allocated for each first-time teacher in Ohio, with the money paying for administrative expenses and compensating veteran teachers who are mentors for their time (Ohio Department of Education, 2007).

Mentoring for Career and Technical Education Teachers

As was described above, very few mentoring programs have focused on the differing needs of new teachers from different disciplines until more recently. This includes mentoring programs targeted to the needs of career and technical education (CTE) teachers. As is the case with new CTE teachers, they could have been prepared through Route B licensure programs, typically arriving in education with several years of practical work experience, yet having only completed an introduction to the education profession through university coursework and clinical experiences prior to and often during their first years of teaching. Most participate in a mentoring or induction program for new teachers along with the traditionally-licensed teacher to meet the school districts' requirements for all new teachers.

Described below are research studies which outlined the need for specific mentoring programs and activities for career and technical education (CTE) teachers. Along with this research are also described two induction models specifically developed for career and technical education teachers who do not become teachers through the traditional education process. The two models are *A Professional Development Program for Beginning Vocational [CTE] Teachers* developed through the research efforts of Camp and Heath-Camp (1989) and *Pathway to Survival - A New Teacher Induction Initiative* developed in Oklahoma by researchers Virginia Osgood and Mary Jo Self (2002).

The first attempt at an induction program designed specifically for career and technical education (CTE) teachers was developed almost 20 years ago. Camp and Heath-Camp studied a small sample of 12 first-year vocational education (now called career and technical education) teachers, from Virginia, West Virginia, and North Carolina. Five of the teachers were certified through Route A teacher education, four through Route B programs, and three through adding the vocational certification to their credentials. The descriptive, survey research had a questionnaire organized into categories of biographic, situational, school and community, personality, and job satisfaction sections. Data were collected through focus group sessions; field observation; and interviews with the teachers, principals, vocational directors, other teachers, and students. The findings included 1,777 induction "detractors," defined as broad problems faced by new vocational (career and technical education) teachers. The Route B certified teachers' detractors were higher than expected in the areas of curriculum, pedagogy, peers, students, and system. The major recommendation from this study was the development of an induction program to better meet the beginning vocational education (career and technical education) teachers' needs and retain them in teaching vocational education (Camp & Heath-Camp, 1989).

A follow-up ethnographic study of the 12 beginning teachers from 1988 was then completed by Camp and Heath-Camp in 1989. In addition, a case study analysis of the first two years of teaching of five beginning teachers selected from the original 12 teachers was conducted along with focus sessions conducted on samples of beginning teachers from eight states in four U.S. regions over a two-year period. A national mail survey of a stratified random sample of beginning teachers during the fall of 1989 and a

national examination of exemplary teacher induction assistance programs were also part of the study. Important differences were found in the induction experiences and needs of teachers entering vocational education (career and technical education) from traditional certification programs and those entering through Route B or vocational certification. These were mainly attributed to the pedagogical training received in traditional programs and to the age and maturity gained by the Route B certified teacher who typically has years of experience in business and industry. A model induction assistance program was then developed by the researchers which took into account the unique needs of the teacher in terms of specific discipline, vocational development level, and background in teacher preparation (Heath-Camp & Camp, 1992).

Heath-Camp and Camp (1992) then published *A Professional Development Program for Beginning Vocational Teachers* based on their research. Their conclusions from the research included the fact that 25% of both positive and negative experiences of beginning vocational education (career and technical education) teachers were specific to the vocational setting and would not be experienced by teachers from other academic disciplines. In addition, the experiences of the beginning vocational education teachers were all different as well. Therefore, induction assistance programs and the mentors who work in the program for beginning vocational education teachers must do the following:

1. Be flexible to meet the varying needs of the beginning vocational education teacher.

2. Realize that mentoring programs alone were not likely to produce positive results in the long-run for the beginning vocational education teacher; a more

comprehensive induction program including mentoring is needed for beginning vocational teachers.

3. Any program must be multi-faceted and broad-based in nature. Their proposal was a content-specific Induction Assistance Program for new vocational teachers (Heath-Camp & Camp, 1992).

In 2000, Patricia McNeil, Assistant Secretary for Vocational and Adult Education at the U.S. Department of Education, addressed a symposium made up of a national representation of professional teacher educators of career and technical education. In her opening address as paraphrased by Dykman and Mandel (2000), she spoke of a new vision for career and technical education which offered leading-edge teaching and learning. She mentioned that teacher preparation is a major component of the leading-edge teaching and learning that career and technical education must accomplish. From that address, break-out groups were formed around various themes of the speech. One break-out group addressed how best to provide support to new career and technical education teachers. According to group members, the difficulty in recruiting new teachers was challenging enough without the concern that during the first few years of teaching new teachers leave because they are not provided the support that novice teachers need to be successful in the classroom. Used as an example, when a 22-year-old graduate of a teacher education program is sitting at the same table during mentoring sessions as a 42-year-old industry professional who decides to embark on a teaching career, both need mentoring attention; and, part of that support is the same, yet much of that support will focus on areas specific to career and technical education. With new career and technical teachers, having someone who teaches the same subject matter is

extremely beneficial. Recommended federal action derived from the presentation included the need for identification of best practices for teacher mentoring--not a research document, but something practitioners can utilize, according to the teacher education researchers (Dykman & Mandel, 2000).

Another research study outlining the need for mentoring specific to the career and technical education teacher was titled *Teacher Induction Programs: A Strategy for Improving the Professional Experience of Beginning Career and Technical Education Teachers*. Joerger and Bremer (2001) gathered and disseminated research findings about teacher induction programs for beginning secondary career and technical education (CTE) teachers with the goal of program improvement to aid in retention of beginning CTE teachers. They noted that with career and technical education teachers, job dissatisfaction including poor salaries, inadequate student motivation and behavior problems, little support from administration, and the need for more time to achieve expectations entered into the decisions of new career and technical education teachers to leave the field. Areas of future research proposed included identifying where best to address the needs of beginning career and technical education teachers--pre-service, mentoring, or other methods (Joerger & Bremer, 2001).

Also during 2001, Lewis published a research document titled *Major Needs of Career and Technical Education in the Year 2000: Views from the Field* through the National Research Center. The theme of induction and retention of new teachers was one of three themes which dominated the discussion from teachers and administrators in the career and technical education (CTE) field, according to Lewis. High turnover among new career and technical teachers was reported and a perception that new CTE teachers

are often "on-their-own," receiving little support from administration and their academic colleagues was also voiced as a concern from the field (Lewis, 2001).

The need for information regarding the development, organization, and evaluation of specific, targeted mentoring programs has also been mentioned in relation to the duties of various educational agencies. For example, one policy implication noted in the *Teacher Education in Career and Technical Education: Background and Policy Implications for the New Millennium* was the need for local education agencies to develop specific induction and mentoring programs for their beginning career and technical education teachers (McCaslin & Parks, 2002).

Another program developed by Osgood and Self (2002) targeted career and technical education teachers in Oklahoma who were either new to the profession or who were dissatisfied with their current career choice as career and technical education teachers. In response to the career and technical teachers leaving the profession and the high rate of job dissatisfaction, a statewide committee was formed in 1996 to design a system to integrate and align the activities of various stakeholders and provide a high-performance, professional development system for career and technical education teachers which included induction and mentoring activities for beginning teachers as well as for veterans who had become dissatisfied with the profession. Conclusions drawn from this mentoring model targeting career and technical education teachers were an increased awareness of mentor training and related financial issues, an increased knowledge of team members' roles and responsibilities and the need for increased communication among them, and the need for a better selection process for career and

technical education teacher mentors which could involve the state agency developing a list of content mentors willing to help new teachers (Osgood & Self, 2002).

Recommendations from a 2002 published study in the *Journal of Vocational Education Research* by Kerlin found the need for administrators to understand the importance of peer group discussion as a means to deescalate academic and career-technical teacher stress. Peer group discussion was seen as a natural extension of state-mandated mentoring programs for new teachers (Kerlin, 2002).

According to the 2002 National Research Center publication of a study completed by Ruhland and Bremer titled *Alternative Teacher Certification Procedures and Professional Development Opportunities for Career and Technical Education Teachers*, more research was needed in specific areas to help address the challenges facing new career and technical education teachers. The recommendations from the study included the need to do the following:

1. Complete additional research to examine the quality of the mentor relationship and its usefulness to the beginning CTE teacher.
2. Select, train, and match a mentor with a beginning teacher.
3. Compare the traditionally- and alternatively-certified secondary academic teachers and CTE teachers to determine their pre-service and in-service program needs (Ruhland & Bremer, 2002).

In 2002, Wonacott summarized mentoring research through *In Brief: Fast Facts for Policy and Practice, No. 19* distributed through the National Dissemination Center. Of importance was the fact that traditionally- and alternatively-licensed beginning CTE teachers have induction needs in common; however, there are nine areas in which

alternatively-licensed CTE teachers need extra assistance during their first years. These were as follows:

1. A mentor in the same or related instructional area and a support group.
2. Curriculum identification of resources, a record of helpful tips, and instructional materials from the previous instructor.
3. An orientation to system workings, policies, and procedures.
4. More preparation time before the beginning of courses.
5. Access to a variety of workshops when needed.
6. A continuous orientation program that addresses all aspects of teaching.
7. A handbook for first-year teachers that includes a list of resources and supplies.
8. A help hotline for new and beginning teachers (Wonacott, 2002).

Brown (2003) authored an article in *Techniques* titled "Working Models: Why Mentoring Programs May be the Key to Teacher Retention." In the article, she mentioned the National Education Association statistic that new teachers who participate in induction programs like mentoring are nearly twice as likely to stay in their profession. She continued by stating that the benefits for both the mentor and the protégé include increased professional support, classroom and time management strategies, problem solving, and grading procedures. And, even for veteran teachers who serve as mentors, there was a renewed interest in instruction (Brown, 2003).

In 2003, Szuminski published a review of professional development needs for career and technical education titled *In Brief: Fast Facts for Policy and Practice, No. 21* distributed through the National Dissemination Center which discussed Teacher

Development in career and technical education (CTE). Conclusions reached by Szuminski included the dilemma that traditional teacher mentoring and induction programs fail to meet the unique needs of those who become CTE teachers through routes other than traditional teacher education programs. The recent increase in alternatively-licensed CTE teachers has necessitated the development of models that mesh teacher education, mentoring, induction, and professional development (Szuminski, 2003).

Teacher Learning Theory

Information concerning the needs of beginning teachers of all disciplines within the framework of recent teacher education research was critical to the understanding of the mentoring and retention programs and processes. Much had changed since induction and mentoring were first conceived from what we know today about teachers and adult learners. This greatly affected how mentors worked with new teachers in the induction process and through mentoring relationships. Research studies involving induction and mentoring programs changed through time, and more is known today about how new teachers think and how they learn to solve dilemmas in the classroom. In the 2005 book, *Preparing Teachers for a Changing World*, editors Darling-Hammond and Bransford gathered the best theory and practice currently known in teacher education as of 2005. One chapter titled "How Teachers Learn and Develop" discussed the importance of well-designed teacher induction models. In it, seven major authors in the field of teacher education, Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, and Zeichner, presented their thoughts on the topic of induction of new teachers. One of the key questions posed at the introduction to the chapter is "How do

teachers learn to become members of a professional community that works together to improve student learning?" Listed in summary form below are the proposed answers by the authors on how best to address this question:

1. New teachers must come to think about (and understand) teaching in ways quite different from what they have learned from their own experience as students (called the "apprenticeship of observation" by Lortie, 1975). The apprenticeship of observation is basically the thought that learning takes place by virtue of being a student for 12 or more years in traditional classroom settings. Today's teachers need to be "adaptive experts"--a term found throughout teacher education research today. To enact what new teachers know, they must (a) have a deep foundation of factual and theoretical knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and action.

2. New teachers need to learn how to think like a teacher and put into action what they know (termed the "problem of enactment" by Kennedy, 1999). This is more than fact memorization or procedures. This involves knowing "why" and "how" not just "what."

3. New teachers typically work with several students at one time and have to juggle multiple academic and social goals requiring trade-offs from moment to moment and day to day. Differing student needs and unexpected classroom events mean that each day is different and multiple decisions need to be systematically thought through. These decisions are termed "habits of mind" in the teacher education literature and are related to the metacognitive teacher education literature. These habits also include the notion of

reflective practice to enable the teacher to constantly improve on the decision-making process.

4. New teachers need to realize that their professional development is a continuous process, and they are responsible for taking control of their own learning by providing tools for the analysis of events and situations which then enable them to understand and handle the complexities of life in classrooms.

Often new teachers lack a constructivist theory background, believing that learning is simply transmitted from texts and teachers to students who then acquire it through listening, reading, and memorization. New research suggested that in order for students to understand teaching and learning, a "case-based" or "problem-based" instructional strategy works well. The essence of the approach is to organize instruction around actual situations that new teachers are likely to encounter later in their careers or perhaps have already encountered (Darling-Hammond & Bransford, 2005). Mentoring programs which utilized this case-based model would better support teachers in their daily activities. The more job-embedded the tasks in the mentoring program, the more likely the new teacher will be successful with his or her students.

A theory base related to the need for specific mentoring programs for career and technical teachers can be found in "situated learning theory," a forerunner of what is known today as contextual learning. Proposed by anthropologist researchers Jean Lave and Etienne Wenger, situated learning theory was not originally proposed for a classroom setting or even for general educational purposes. However, when viewed today, situated learning theory seems very much related to the experiences of mentors and protégés in the educational setting--specifically career and technical education whose methods are

directly related to contextual learning. In their book *Situated Learning: Legitimate Peripheral Participation*, researchers Jean Lave and Etienne Wenger (1991) proposed situated learning theory, which they define as a dimension of social practice through legitimate peripheral participation. This framework brings together theories of situated activity and theories about the production or reproduction of the social order. One of a group of general theories involving knowledge acquisition, Lave and Wenger proposed that learning occurs as a function of the activity, context, and culture in which it is situated. The goal of situated learning theory was to describe the way in which people learn, reflecting upon how knowledge is obtained and applied in everyday situations. Situated learning theory was a sociocultural phenomenon instead of an individual's action to acquire knowledge. In other words, knowledge was gained through social means in the context in which the learning will be and often is applied. Situated learning theory related to the concept that learning is basically a matter of creating meaning from the activities of daily living in whatever activities are typical of the learner's environment. Two major constructs of situated learning theory were (1) communities of practice, and (2) legitimate peripheral participation.

The first important component of the theory according to Lave and Wenger was the notion of communities of practice. This involved social interaction with others in that learners become involved in a community of practice where novices or newcomers acquire certain beliefs and behaviors from experts called old-timers, who participate fully in the community. Lave and Wenger (1991) researched their theory in a variety of communities of practice involving Yucatec midwives, native tailors, navy quartermasters, meat cutters, and alcoholics. In all of the cases, there was a slow and deliberate

acquisition of knowledge and skills as the novices or newcomers in the communities of practice learned from the experts or old-timers as everyday activities were completed. The novices began on the periphery of the community, moving toward the center of the community as skills and knowledge became more advanced, eventually taking the lead role of old-timers in the community. How well the movement from newcomers to old-timers was made depended in part on the social dynamics and the power structure of the communities of practice. As a part of this process, the concept of cognitive apprenticeship was often quoted in their work. The term regeneration is used as well meaning how newcomers move from periphery to full participation as old-timers, where they in turn then support the newcomers. The movement throughout the community of practice reflected a type of social organism that existed, as people entered and left the community. The second important component according to Lave and Wenger (1991) was the concept of legitimate peripheral participation. This described the actual movement of how a beginner or newcomer to the community of practice began at the periphery and moved to the center as they became actively engaged with the culture of the community and began to assume the role of veteran, expert, or old-timer (Lave & Wenger, 1991).

Three terms were then deconstructed as Lave and Wenger (1991) relayed that the theory is *legitimate* because all parties accept the position of unqualified people as potential members of the community of practice. According to the authors, the second term *peripheral* in this context meant that novices hovered around the edge of the important activities, often doing the peripheral jobs similar to the novices cited in the research as meat cutters who just wrapped the already cut pieces of meat or children of

midwives who ran errands for herbs, and gradually were entrusted with more important jobs over time. The researchers then continued with the third term *participation* in relation to doing the activity to acquire knowledge that was situated within the jobs of the community of practice. This process of legitimate peripheral participation was typically unintentional as opposed to deliberate (Lave & Wenger, 1991; *TIP Theories*, 2006).

Situated learning theory related to the mentoring of career and technical education teachers because within the framework of situated learning theory, the construction of both the individual and group's consciousness as well the development of one's sense of self as a teacher gave the learner (mentee) the opportunity to participate in a community of practice (mentoring program) while moving toward making that community their own (culture of the school setting).

Follow-up studies involving situated learning theory included studies from career and technical education completed by researchers such as Billett, for example, who proposed that "situated learning results from undertaking authentic activities guided by expert practitioners situated in a culture of practice" (Billett, 1994a). In addition, Billett (1994b) also performed studies of the differences in the performance of novices and experts and found that experts organize or index their knowledge so that when they are confronted with new situations or problems, they can find solutions easier when that same situated is confronted by novices in comparison. According to Billett, experts seem to amass a rich cognitive structure which allows them to more easily recall the information needed for the problem at hand (Billett, 1994b.)

The theory of situated learning related well to the induction process of mentoring new teachers. The particular ways in which knowledge was transferred from a mentor

teacher to a novice teacher was of great interest when developing any type of mentoring activity. Situated learning theory offered several important components which helped guide the decisions of mentors and those organizing induction or mentoring programs. According to the literature, there were four contributions from situated learning theory which impacted the way in which programs could be structured for the benefit of new career and technical education teachers. These were as follows:

1. Use of communities of practice or learning communities.
2. Use of legitimate peripheral participation.
3. Teaching experiences and new teacher involvement.
4. Social interaction and collaboration.

The formal units of situated learning theory included the following:

1. Social world - This concept was not a particular way of thinking about the processes of learning; consider how shared cultural systems of meaning and political-economic structuring are interrelated and how they help co-constitute learning in communities of practice; this did not mean the environment of the learning in terms of formal schooling.

2. Internalization of the culture - Building on Vygotsky's (1962) work, Lave and Wenger believed that to internalize a culture, the study of learning beyond the context of pedagogical structuring and most importantly the inclusion of the structure of the social world in the analysis was critical; in addition, taking into account in a central way the conflicting nature of social practice was central to this construct. They placed additional emphasis on connecting issues of sociocultural transformation with the changing relations

between newcomers and old-timers in the context of a changing shared practice as the definition of this construct.

3. Construction of identity - This construct did not simply focus on the person as an individual with his or her own sense of self, but focused more on a person-in-the-world perspective. This focus, in turn, promoted a view of knowing as an activity by specific people in specific circumstances; in other words, what Lave and Wenger refer to as a "full participant;" learning which involved the whole person in relation to community; a member; a kind of person; an individual who can learn new activities, perform new tasks and functions, master new understandings; an individual who had an evolving form of membership with an identity and who considered a long-term, living relationship between persons and their place, and participation in the community of practice.

4. Communities of practice - Individuals participating in communities of practice concerned the whole person and his or her actions in the world; this action was continually evolving, with renewed sets of relationships; this follows along the lines of the Marxist tradition in the social sciences including social practice, praxis, activity, and the development of human knowing through participation in an ongoing social world; persons-in-practice was one key to the goals to be met in developing the theory and it related to the communities; relational interdependency of agent as well as world, activity, meaning, cognition, learning, and knowing.

5. Community reproduction - This particular construct was defined as historically constructed, ongoing, conflicting, synergistic structuring of activity and relations among practitioners which had to be deciphered in order to understand specific

forms of legitimate peripheral participation through time; a fundamental contradiction also carried the meaning as it referred to newcomers and old-timers of increasing participation by the former, for the future replacement of old-timers (Lave & Wenger, 1991).

Related to the work for Lave and Wenger, Putnam and Borko (2000) published an article titled "What Do New Views of Knowledge and Thinking Have to Say about Research on Teacher Learning?" in *Educational Researcher*. In it they proposed that how a person learns a particular set of knowledge and skills, and the situation in which a person learns, become a fundamental part of what is learned. Situative perspectives must include the individuals learning as the participants, interacting with each other as well as the materials and systems in which they participate. They discussed where to situate teachers' learning experiences, including both preservice and inservice activities, the nature of discourse communities for teaching and teacher learning, and the importance of tools in teachers' work (Putnam & Borko, 2000).

Retention and Attrition

Deschamp and Beck conducted a study titled "Teacher Transfers: A Survey of Teachers' Opinions on Factors Influencing Their Period of Stay in Schools with a Low Staff-Retention Rate" in 1978 to ascertain teachers' opinions of the ways in which aspects of rural service affected the rate of staff retention. They questioned 335 teachers in 26 elementary and secondary schools and included 79 teachers who had resigned or moved to a different school during the previous 2 years. Data revealed that teachers were disadvantaged in several areas with one being less professional contact and support (Deschamp & Beck, 1978).

In 1992, Odell and Ferraro published an article in the *Journal of Teacher Education* on the topic of teacher mentoring and teacher retention. They surveyed 160 teachers 4 years after their initial, mentored teaching year, to determine whether they had remained in teaching and what their retrospective attitude was about their mentoring experience. Approximately 96% of those located were still teaching (Odell & Ferraro, 1992).

According to the American Federation of Teachers, there have been few large scale evaluations of the impact of mentor programs on retention, but the results of those which have occurred are promising. New York City had a program called Mentor Teacher Internship Program which claimed that the mentor program was effective in keeping protégés in the classroom teaching. Montana's experimental study found that 4% of protégés left after their first year of teaching as compared to 28% from the control groups. There was greater retention in year two as well. Similar results, according to the article, were found with programs in Indiana, Ohio, and Alabama (American Federation of Teachers, 1998).

Norton (1999) published the results of a study titled "Teacher Retention: Reducing Costly Teacher Turnover" citing that most corporations expected 6% of their employees to quit each year and that replacing workers costs 25% of each person's salary. He continued to make the point that if schools lose 6% of a 1,000 teaching force making just $25,000 per year, a replacement bill of $375,000 would need to be budgeted. The critical component of teacher turnover is the loss of intellectual capital. No organization wants to lose its most talented personnel; yet that is what was occurring, according to Norton. Several areas in which district personnel needed to monitor closer were teacher

selection, orientation, assignment, personal support, and professional development, including appropriate mentoring programs (Norton, 1999).

In *Teacher Turnover and Teacher Shortages: An Organizational Analysis*, Ingersoll analyzed data from the *Schools and Staffing Survey* and its supplement, the *Teacher Follow-up Survey* completed by the National Center for Educational Statistics. Turnover rates for teachers appeared to be higher than in several other occupations. School staffing problems were primarily due to excess demand resulting from large numbers of qualified teachers departing their jobs for reasons other than retirement. Key reasons for this include teacher job dissatisfaction as well as teachers pursuing other jobs. Schools were organizations dependent upon commitment and cohesion among members; teacher turnover disrupted organizations. Successful schools had a presence of a positive sense of community among administration, families, teachers, and students. A high turnover is indicative of not only staffing problems, but of school cohesion and, in turn, performance (Ingersoll, 2001).

Darling-Hammond (2001) published an *Educational Leadership* article titled "The Challenge: Our Schools" in which she discussed the continued high attrition rate of beginning teachers and the pressure that creates on hiring. According to Darling-Hammond,

> The uphill climb to staff U.S. schools with qualified teachers is made that much steeper when new teachers leave in large numbers. With nearly 30 percent of new teachers leaving within five years, and even higher attrition rates in disadvantaged districts, a revolving door of candidates makes recruitment a Sisyphean task. States and districts need to look at the way

that they prepare and hire teachers and how much support new teachers receive during those decisive first years (p. 13).

Business and industry also understood the problem of teacher retention. In California, the Industry Initiatives for Science and Mathematics Education began in 1985 to operate a workshop for math and science teachers during the summer. Titled "Future Connections Summer Fellowship Program," its goal was to see if experience in industry entices teachers to leave teaching. The evidence showed that math and science teachers who participated in the industry-based experiences stayed in teaching at higher rates than their peers in the state and nation. However, teachers who have participated in the program did indicate that they were considering leaving teaching in the next 5 years (Weisbaum & Huang, 2001).

In a quantitative and qualitative research study by Trenta, et al. (2002), induction programs were studied over a period of 3 years with the findings concluding that induction programs tended to work for teacher recruitment and retention. The focus of the study was on the multiple stakeholders (teachers' union representatives, school district administrators, and entry-year teachers) and their levels of participation in the induction program. Within the findings was the fact that newly-hired, experienced teachers should not receive the same focus as novice teachers. Also, participants objected to the amount of recordkeeping required in the induction program as it added to their already heavy workload. Another important finding from this research was that mentors should not serve the dual role as both a mentor-evaluator and mentor-confidant because the dynamics of the two relationships with the new teacher are very different and do not overlap well (Trenta, et al., 2002).

More specific to the subject area of career and technical education, Zirkle and Winegardner (2005) completed a retention study of career-based intervention teachers in Ohio. Conclusions from the questionnaires returned from 89 respondents in Ohio were that 89.9% were employed in the education field (Zirkle & Winegardner, 2005).

Summary

For decades researchers have studied the effects of various induction practices on the retention of new teachers. It has not been until recently, however, that attempts to study particular groups of teachers, especially those in areas of high turnover or attrition, have been undertaken. Career and technical education professional development models including mentoring components were last designed in the late 1980s and early 1990s when career and technical education and its programs often included teachers with four-year degrees. With the growing trend of career and technical education school administrators hiring alternative-licensed teachers, the need for new teacher mentoring programs designed for this group of teachers increased in importance.

CHAPTER 3

METHODOLOGY

The methods and procedures that were used in this study are presented in this chapter. The following sections include the research design, population, instrumentation, data collection procedures, data analysis, and chapter summary.

Research Design

The study design was descriptive, survey research known as a one-shot case study, pre-experimental design (Campbell & Stanley, 1963). This design lacked control to all the threats to internal validity; yet according to Campbell and Stanley, "much research in education today conforms to a design in which a single group is studied only once" (Campbell & Stanley, 1963). The goal of descriptive, survey research is to explore phenomena and gain new insights about those phenomena (Campbell & Stanley, 1963). The data collected through this research study provided university faculty with baseline information to use for future planning of university coursework and clinical experiences as well as those in the K-12 institution such as mentors, administrators, and K-12 curriculum developers with better information to target areas for development of mentoring materials specifically designed for Route B career and technical education teachers.

This descriptive study asked first for employment data to provide indication of the respondents' status in regard to teaching or other employment as well as what their future plans for employment might be which provided insight into the retention of this population of Route B teachers; second, teachers' perceptions of the usefulness of university coursework and clinical experiences taken for licensure; and, third, respondents' perceptions regarding their mentoring activities in which they participated when and if hired by a school district. These perceptions will include what topics they would add, delete, or change in future mentoring programs.

Population

The population for this study was Route B licensed career and technical education teachers who obtained their recommendation for licensure from The Ohio State University from 1995 to 2006. Because all of the participants were asked to complete a questionnaire, a census resulted. The census totaled 456 Route B licensed career and technical teachers listed in the departmental database at the beginning of the study.

From this population, the study researcher collected the following information:

Employment Status

1. Year career and technical education license was obtained.
2. Employment status; if teaching, the number of years of teaching.
3. If teaching, what subjects, grade levels, type of career and technical education program or programs taught.

University Coursework

4. Perceptions of university coursework and clinical experiences, preparedness for teaching duties such as classroom instruction, classroom management, lesson

planning, curriculum material selection, recordkeeping, special learner accommodation, reflection in teaching, involvement with business and industry, parent interactions, student organizations, advisory committees, job placement.

Mentoring Activities

5. Participation in a formal mentoring program.
6. Types of mentoring activities and perceptions of their usefulness.

Future Career Plans

7. Future career plans of respondents.

Instrumentation

The instrument that was used for this research was a questionnaire similar to the one developed by Zirkle and Winegardner (2005) in an earlier study on the retention of licensed career-based intervention teachers. However, it was modified to target the specific research problem and its objectives. Using the research objectives, draft questions were composed to elicit data to answer the research questions proposed.

Validity

The validity of an instrument is the extent to which an instrument measures what one thinks it is measuring. Validity includes both internal and external. Internal validity refers to the basic minimum without which any experiment is uninterpretable, while external validity asks the question of generalizability of the results. To what population, settings, treatment variables, and measurement variables can the effect be generalized (Campbell & Stanley, 1963).

Internal Validity. This study was descriptive in nature, was a one-shot case study of pre-experimental design, and was designed to obtain perceptions of respondents who

were licensed to teach career and technical education and was not designed to control for any type of variable.

External Validity. Because all licensed career and technical education teachers were surveyed as a census, the results were not generalizable except to describe the population on which the census was based--The Ohio State University completers who were recommended for licensure in career and technical education from 1995 to 2006. Only the respondents' perceptions were described in this study, so no treatment variables or measurement variables were generalized.

Face Validity. The instrument's face validity refers to whether the instrument appears to be measuring what it is supposed to be measuring. The instrument was checked for face validity by the use of a field test using educators from the career and technical education profession not included in the population to determine if the directions were clear and item content was appropriate for the population. Licensure program completers from Kent State University checked the questionnaire for face validity. The questionnaire was edited per their recommendations to improve its face validity.

Content Validity. The content validity of the instrument was verified by a panel of experts familiar with career and technical education and mentoring practices to determine if the test items were a representative sample of the total domain of content to be measured. The panel of experts included faculty members who were teacher educators, graduate students, and current career and technical education teachers who have participated in mentoring but did not receive their recommendation for licensure through The Ohio State University. Their comments were taken into consideration.

Reliability

The reliability of an instrument refers to its consistency of measurement from one use to the next. The instrument was checked for reliability using pilot testing with a similar population of career and technical education teachers. The pilot test participants were completers of Kent State University's career and technical Route B teacher licensure program, a similar population to those participating in the research study. Thirty-six teachers were asked to participate in the pilot study. Fourteen completed questionnaires were returned for a 39% response rate. The data were entered into a statistical package with Cronbach's Alpha generating an internal reliability of .979.

Data Collection Procedures

Mailing lists for the population were developed from department files with the assistance of graduate students from within the department. Once the first list was compiled, the respondents' licensure data was compared to a list from the Ohio Department of Education to further verify the population data was as accurate as possible.

The goal of any census is a 100% response rate; however, a reasonable expectation is 75 to 90 percent return of questionnaires using the Tailored Design Method (Dillman, 2000). To help control for non-response error, a very specific procedure and timeline was followed by the researcher as described below:

1. Each respondent received prenotice of the research study by telephone or email at least a week prior to the questionnaire mailing to share the purpose of the study and to verify the recipient's mailing address (see Appendix E).

2. Each respondent received a Round 1 research packet delivered to the work or home address as verified with the departmental database. The research packet contained

a cover letter explaining the questionnaire (see Appendix F), the questionnaire (see Appendix G), a postage-paid, pre-addressed return envelope, and an advance incentive for completing the survey.

3. To help control for nonresponse, a Round 2 replacement research packet was sent to those in the population who did not return the Round 1 questionnaire by the deadline. Recipients were given an additional two-week time period and new deadline for return of the questionnaire. This packet included all of the same materials as the first research packet, but with a different cover letter to reflect a new due date for the returned questionnaire (see Appendix H).

4. A Round 3 reminder postcard was sent to those who did not return the questionnaire after Round 1 or Round 2, providing them with two additional weeks to return the questionnaire (see Appendix I).

Questionnaire

The questionnaire instrument used for the survey was developed from a similar questionnaire used by Zirkle and Winegardner (2005) in their retention study of career-based intervention teachers. The questionnaire consisted of the following five sections:

Sections I and V: Demographic information to ascertain employment-related data such as current teaching assignments or other employment, educational attainment, gender, years of teaching, future plans including whether the respondent anticipated leaving the field;

Section II: Ratings of the perception of usefulness of university coursework and clinical experiences in relationship to their teaching responsibilities;

Section III: Ratings of the usefulness of any mentoring experiences in relationship to their teaching responsibilities;

Section IV: Ratings of the usefulness of potential mentoring topics which they perceived to be useful to new career and technical education teachers.

Sections of the questionnaires provided space for recipients to answer open-ended questions throughout various sections. The questionnaires were coded to protect the privacy of the identifying information of the respondents. The coding method used was dependent upon whether the respondent was working at a school building or whether they were not working in education. Each list was then listed alphabetically by name within the groups. The researcher only had access to the data. Names and telephone numbers were given to the person helping to make the verification calls. Each round of communication to the population had a particular sequence and a different look and feel. It was important that each communication differ from the previous one, while conveying a sense of appropriate renewal of an effort to communicate (Dillman, 2000).

Data Analysis

Open-ended questions and closed-ended statements using summated rating scales similar to Likert were developed by the researcher. In order to establish validity, utility, and reliability for the instrument, the questionnaire was pilot tested using Kent State University Route B career and technical educators who recently received their recommendation for career and technical education licensure. These completers were asked to complete the questionnaire and comment on the questionnaire directions and items for clarity. The questionnaire was edited per recommendations. Data from the

pilot test were then entered into a statistical package to determine reliability utilizing the Cronbach's Alpha statistic.

Quantitative data were analyzed using descriptive statistical techniques. Tables were created to display the frequency distribution by item. Mean scores were computed for scales. The qualitative portion was reviewed for various themes.

Summary

Using survey research techniques from the *Tailored Design Method* (Dillman, 2000), a sequence of contacts were made to the population asking for participation in this research study. The population was licensed career and technical education teachers who obtained their recommendation for licensure from The Ohio State University's Workforce Development and Education section from 1995 to 2006. This research was a census in that all participants were invited to respond. Appropriate validity and reliability measures were taken. Both open-ended and closed-ended questions were utilized to illicit responses directly related to the research questions. A replacement questionnaire and final contacts through telephone and known email addresses were utilized to help control for non-response. Identifying information was removed to protect confidentiality. All quantitative information collected was entered into a statistical package for analysis. All qualitative information collected was analyzed for themes.

CHAPTER 4

RESULTS OF THE STUDY

The Population

Questionnaires were mailed to 329 Route B licensed career and technical education teachers who obtained their recommendation for licensure from The Ohio State University from 1995 to 2006. The original database obtained from department files included 456 Route B teachers recommended for licensure from 1995-2006. This original database, however, included persons with one-year temporary career and technical education licenses, teachers already licensed yet working toward the CBI endorsement, persons with Route A teacher education credentials who were adding the career and technical education license, persons whose licenses were suspended, persons who died, and persons not listed in the ODE database as having obtained the career and technical education license. Those 127 persons were removed from the database, leaving 329 Route B career and technical education teachers who worked toward completion of the licensure program to obtain their recommendation for licensure from The Ohio State University between 1995 and 2006.

Several items of information were collected on the Route B teachers to update the department's database. They included assignment of an identification number and the

updating of the following fields in the database: last name, first name, middle initial, date of birth, place of work as of 2006-2007 (including school district), work phone (including school building), school name, workplace city, workplace state, workplace zip code, license expiration date, license revoked, notes, social security number, licenses or certificates issued or renewed, teaching area one, taxonomy one, teaching area two, taxonomy two, home address, home city, home state, home zip code, home telephone, program exit date. The following procedures were then used to verify the individual contact information as listed in the department database:

1. The researcher created a SAFE Account through the Ohio Department of Education (ODE) website which permitted entry into the licensure records of persons teaching during the 2006-2007 school year. This process allowed for verification of district and school buildings for all persons teaching in Ohio schools using licensure information and matching date of birth with name. Phone numbers of those districts and school buildings were then recorded for later telephone call verification. The licensure information had not yet been entered into the ODE database for the 2007-2008 school year, when this phase of the research occurred.

2. For those persons who could not be verified through the ODE licensure database, The Ohio State University (OSU) webmail (using the University Search option) and the OSU Alumni Database were used to locate persons and verify their addresses either through emails or telephone calls directly to the person or the person's workplace.

3. The database was sent to career and technical teacher educators who work with career and technical education throughout the state and in other states including

teachers in correctional facilities in Ohio. They were able to provide some home addresses, work addresses and telephone numbers for these persons.

4. An additional method of locating persons was using WhitePages.com, where additional names and addresses could be verified with the white pages database including the use of the reverse look-up feature available for home and work telephone numbers, if given. However, this method was the least preferable as the information found through WhitePages.com was not always current.

5. Using a web location service that charges for each search called Web Detective, the researcher was able to locate additional persons. This method restricted the researcher to five searches per day for a price of $19.95/month and gave information which then had to be verified through another means such as WhitePages.com. Telephone numbers were not provided using this service--only records showing previous addresses for persons found through searching property and court records.

6. Lastly, personal telephone calls were made to all work and home telephone numbers for verification of address information. The database was split into those found to be teaching and those not currently teaching. For the group who was verified as teaching in a particular school district, a telephone or email contact to that district's office staff or teaching staff was made to verify that the teacher was still under employment. If, according to the district, the teacher was not under employment, an attempt was made to determine his or her whereabouts to verify the home address through school personnel records as permitted. For the group not teaching, telephone calls to the home telephone number given in the database were made to verify home phone, address, and email information. If no contact could be made with the person, then the purpose of the study

was recorded on the answering machine or voice mailbox, if available, notifying them of the upcoming research study. Many numbers had been disconnected, rang to a fax machine, or were out of order. Trying to locate persons proved to be a limitation as was discussed in Chapter III and would affect the response rate. Valid percents are given throughout Chapter IV--in other words, the percents based on the questionnaires returned, not on the total number of questionnaires.

Methods	N=329
Work Address Verified by ODE Database, OSU Databases and Workplace Phone Call	199
Home Address Verified by Home Phone Call	38
Home Address Verified by WhitePages.com and Web Detective	26
Home Address Unable to be Verified by any method	66

Table 4.1: Teacher database verification methods

As can be determined from Table 4.1 above, verifying the information for the frame was a challenge and a limitation of this research.

Response Rates

Pre-Notice. The pre-notice stage of the research study was completed during a telephone or email verification process. If no one answered at the workplace phone and no one answered at the home telephone number, the information was left on the answering machine or voice mailbox, if available. Over 12 years had elapsed since the

database information had been updated, so persons had telephone numbers disconnected, the connected number was to a fax machine, or the telephone was out of order. Using a consistent script, participants were notified that their mailing address was being verified because they were part of a department database which would be used for one or more upcoming research studies about teaching career and technical education.

Round 1. On March 24, 2008, one signed cover letter on department stationery describing the purpose of the study, one blank questionnaire, one postage-paid return envelope, and one incentive were mailed to 329 research participants. The deadline for returning the completed questionnaire was Friday, April 18, 2008, and the completed questionnaire return rate of 103 or 31% was recorded.

Round 2. On Monday, April 21, 2008, an identical mailing was sent to non-respondents from Round 1. The deadline of Friday, May 2, 2008, was the only change in the cover letter. The results of Round 2 were that an additional 30 completed questionnaires were returned, bringing the total number and percent of completed questionnaires to 133 or 40%.

Round 3. On Monday, May 5, 2008, a postcard reminder asking for the completed questionnaires was sent to all those non-respondents yet to return a completed questionnaire by the Round 1 or Round 2 deadline. This reminder brought in an additional 18 completed questionnaires, bringing the total and percent of completed questionnaires returned to 151 or 46%.

Missing Data

During the same time period, the number of returned questionnaires stamped Return to Sender/Address Unknown was 38 or 11.5%. The number of questionnaires not

returned by the recipient nor stamped Return to Sender/Address Unknown was 42.5%. Those coded as Home Address Unable to be Verified by any method were included in the mailing in case their telephone number had changed, but the mailing address was still correct, just unable to be verified and they numbered 66 or 20%.

Demographics

Information collected from the questionnaire responders included the respondents' industry areas of expertise classification as defined by The Ohio Department of Education, Division of Career and Technical Education, current age, age when respondents began their teaching careers, gender, highest degree completed prior to entering licensure program at The Ohio State University, and highest degree completed since completing the licensure program at The Ohio State University. Respondents' average number of years teaching career and technical education was 9.32 years. Table 4.2 identifies 142 respondents' classifications of industry areas of expertise by frequency as well as percent.

Industry Expertise	Frequency	Percent
Arts and Communication	21	14.8
Business and Management	40	28.2
Environmental and Agricultural Systems	8	5.6
Health Services	26	18.3
Human Resources and Services	19	13.4
Industrial and Engineering Systems	46	32.4

Note: The total will not equate to 100 percent as respondents could mark all that apply.

Table 4.2: Classification of industry expertise (N=142)

Respondents' current ages were an average of 47.11 years, while their ages when they began teaching were an average of 35.21 years. Analyzing the gender demographic, female respondents comprised 44% of the total, while male respondents comprised the remaining 56%.

In terms of the respondents' academic degrees, both persons who completed degrees prior to licensure and persons who completed degrees following licensure are displayed in Tables 4.3 and 4.4 respectively.

	Frequency	Percent
High School Diploma/GED	37	27.6
Associates Degree	18	13.4
Bachelors Degree	62	46.3
Masters Degree	15	11.2
Ph.D.	2	1.5
Total	134	100.0

Table 4.3: Highest degree completed prior to licensure

	Frequency	Percent
High School Diploma/GED	23	19.0
Associates Degree	18	14.9
Bachelors Degree	32	26.4
Masters Degree	46	38.0
Ph.D.	2	1.7
Total	121	100.0

Table 4.4: Highest degree completed following licensure

Research Questions

This research study was designed to answer four major research questions related to teacher mentoring and teacher retention. These questions were as follows:

1. Are Route B licensed career and technical education teachers who completed their university coursework, clinical experiences, and recommendation for licensure from The Ohio State University from 1995 through 2006 currently employed in career and technical education teaching their areas of licensure? If not, what is their employment status?

2. What university coursework and clinical experiences were perceived as useful in preparing them for their roles as CTE teachers?

3. What mentoring topics did CTE Route B teachers perceive as useful in preparing them for their roles as CTE teachers?

4. What mentoring topics do CTE Route B teachers perceive as important to add, remove, or change so that mentoring programs can be more useful to new CTE teachers?

Findings from the research study were matched with each research question. The questions and their findings are shared below organized by research question. A complete list of all qualitative responses to the open-ended questions in this study can be found in Appendix J.

Research Question One

To determine employment status, respondents were asked if they obtained their career and technical education licensure coursework through The Ohio State University. Of those respondents returning the questionnaire, 100% had taken at least one course in the career and technical teacher education licensure program. And, of those returning the completed questionnaires, 80% completed the program and were recommended for licensure.

To answer the employment status of the respondents, the current employment positions of respondents are summarized in Table 4.5.

	Frequency	Percent
Career-Technical K-12 Teacher	101	73.2
School Administrator	8	5.8
Other teaching, non-teaching, non-administrative role in education-related field (computer specialist, media center specialist, guidance counselor, support services, corporate trainer, post-secondary teacher)	10	7.2
Employed in education-related field/business	7	5.1
Returned to/am working in my business or industry trade	12	8.7
Total	138	100.0

Table 4.5: Current employment

The next follow-up question to respondents' employment status was whether or not they planned to leave education within the next five years; and, if so, why. Of the 126 respondents who answered this question, 103 or 81.7% stated that they did not plan to leave the field of education within the next 5 years, leaving 23 or 18.3% stating that they did plan to leave education within the next five years. When the 18.3% were asked what the reason or reasons were for this change, the summary of the data is displayed in Table 4.6.

Reasons	Frequency	Percent
Retirement	16	69.6
Dissatisfaction with job	11	47.8
Pursuit of another career outside of education	7	30.4
Other reasons	5	21.7
School staffing action	4	17.4
Advance to another education-related career	3	13.0
Family/personal reasons	2	8.7
Return to previous career	2	8.7

Note: The total will not equate to 100 percent as respondents could mark all that apply.

Table 4.6: Reasons for leaving education within 5 years (N=23)

Recipients marking other reasons for leaving education within the next 5 years had the option of listing their reason if not already in the list above.

In addition, those respondents who had already left teaching prior to this study were asked to state their reasons for leaving teaching. The two reasons which were reported the most were retirement (even though it was one of the selections) and lack of support from administrators.

Research Question Two

The second major research question focused on the required university coursework and clinical experiences in which the respondents were enrolled at The Ohio State University. The summated rating scale was a Level of Usefulness Scale, asking recipients to circle one of the following options: 5=Useful often--daily; 4=Useful often--weekly or monthly; 3=Useful once in awhile--once or twice during the year; 2=Not

useful--have not used it; and 1=does not apply to the particular licensure coursework and clinical experiences. Table 4.7 below summarizes the responses according to the rating scale and also sorts the university coursework and clinical experiences by their means from high to low. Note that within the table the abbreviation CT stands for Career-Technical and CTE stands for Career and Technical Education within the course titles.

Course	5 Useful Daily	4 Useful Weekly or Monthly	3 Useful Once or Twice Annually	2 Not Useful	1 Does Not Apply	Mean
	<----------(In Percents)---------->					
ED PAES 575.01/668.01 Pre-Service CT Teacher Licensure Clinic (Summer Workshop)	38.0	32.6	14.0	3.9	11.6	3.81
ED PAES 655 Classroom and Laboratory Organization and Management in CTE	29.2	33.8	21.5	6.9	8.5	3.68
ED PAES 667 Essentials of CTE Curriculum and Instruction	25.2	34.6	19.7	7.9	12.6	3.52
ED PAES 665 Making Effective Technical-Skill Presentations	22.3	36.2	21.5	9.2	10.8	3.50
ED PAES 575.02/668.02 CT Teacher Licensure Clinic (Site Visit/University Faculty)	29.4	24.6	26.2	4.8	15.1	3.48
ED PAES 575.03/668.03 CT Teacher Licensure Clinic (Site Visit/University Faculty)	24.4	30.9	22.8	4.1	17.9	3.40
ED PAES 575.04/668.04 CT Teacher Licensure Clinic (Site Visit/University Faculty)	23.8	32.0	20.5	6.6	17.2	3.39
ED PAES 675 Assessment Student Outcomes in CTE	13.6	39.2	23.2	5.6	18.4	3.24

Continued

Table 4.7: Usefulness of university coursework and clinical experiences

Table 4.7 continued

ED P & L 309 Psychological Perspectives on Education	27.0	23.0	19.8	6.3	23.8	3.23
ED PAES 575.06/668.06 CT Teacher Licensure Clinic (Portfolio and IPDP Development)	18.4	25.6	26.4	10.4	19.2	3.14
ED PAES 650 Introduction to Exceptional Children	19.7	26.8	23.6	7.9	22.0	3.14
Business and technology courses such as the following: ED PAES 622 Business Technology Education I; ED PAES 623 Business Technology Education II; or, ED PAES 632 Software Apps. for Business/ Industry Teachers and Trainers	11.3	18.3	20.0	8.7	41.7	2.49
ED T & L 642.07 Teaching Reading across the Curriculum	5.8	26.7	16.7	10.8	40.0	2.48

Given the chance to write additional comments, over one-half of the respondents provided additional comments about their university coursework and clinical experiences and found the licensure program and individual classes to be beneficial and valuable to them as career and technical education teachers. The remainder of the respondents did not feel the coursework was needed for their current position as it didn't apply to their current employment situation. Additional smaller percentages of respondents also remarked with comments such as it was too long ago for me to remember, class content repeated itself in all classes, don't do notebooks, waste of time, and too many classes taught by the same person.

Other comments about university coursework and clinical experiences could be categorized one of two ways--either suggestions for improving the program or methods to improve the operation of the program. The respondents' answers had equal response rates and were categorized as follows:

Suggestions for Program Improvement
Have students use the lesson plan form that their hiring district requires
Cut down the workload
Use more distance learning
Add cultural diversity training
Add race relations materials
Add more teaching techniques
Just give me what I need to know

Ways to Improve the Program's Operation
Coursework was a hefty financial burden to undertake
Credit should be given to people who already hold professional degrees
More visits by teacher educators would be helpful
Registering for classes was difficult

Research Question Three

Respondents' mentoring experiences as a part of their first years of employment were the focus of research question three. The questionnaire asked if the respondents had participated in or were currently participating in a new teacher mentoring program or new teacher mentoring activities directed by the employing district as a part of teaching career and technical education. Over 70% answered yes to participation in some type of mentoring activity or program as required by the employing district. The remaining 29.6% answering no to this question could have been hired prior to the district requirement in 1996 for mentoring in Ohio; may have obtained their teaching license, but decided not to pursue this career; or could be teaching in another state which doesn't require any mentoring program for new teachers.

A second question asked if the respondents did participate in a mentoring program or mentoring activities, what type of mentoring program would best describe it. Results from this question were Formal Program, 23.4%; In-house/School District-made Program, 55.5%; Combination Program, 11.7%; and Other Mentoring Experience, 9.4%. When the In-house/School District-made Program and the Combination Program percents are added together, the total reflects the fact that 67.2% of all mentoring programs are fully or at least in part designed by school district personnel.

Eleven respondents shared that many of them did not participate in mentoring as it wasn't required when they began teaching, although they stated that it would have helped a great deal. Most relied on co-teachers for support through their early years.

Equally, 11 respondents beginning their first year of teaching when mentoring was required shared that either no mentor was assigned, but should have been assigned,

or the mentor who was assigned was little or no help. Of this category, some respondents shared that if they entered a teaching assignment late, they were told that they would have to go through mentoring the following year, and they wished that a mentor was assigned to them to help as they felt behind in their learning curve the entire school year.

Other individual replies to this question involved the fact that persons at the career center were assigned a mentor, but satellite locations were not assigned mentors. Some respondents remarked that both formal mentoring and informal mentoring were equally important as well as the fact that mentoring should not replace university coursework. Experienced teachers did not like the fact that they had to participate in mentoring as required by school districts, often for the entire year, since they already had teaching experience. Mentoring was viewed as the most helpful if the mentor taught the same career field or subject areas as the new teacher was teaching.

Third, respondents used a summated rating scale titled the Level of Usefulness Scale to circle one of the following options in response to how useful they found various mentoring topics: 5=Useful often--daily; 4=Useful often--weekly or monthly; 3=Useful once in awhile--once or twice during the year; 2=Not useful--have not used it; and 1=does not apply.

In Table 4.8 are summarized the responses categorized by rating scale selections as well as the mean for each mentoring topic experienced by the respondents.

Course	5 Useful Daily	4 Useful Weekly or Monthly	3 Useful Once or Twice Annually	2 Not Useful	1 Does Not Apply	Mean
	<----------(In Percents)---------->					
Recordkeeping/Grading	51.7	24.1	9.5	5.2	9.5	4.03
Classroom management	42.7	29.9	14.5	6.0	6.8	3.96
Classroom instruction	47.9	18.8	20.5	5.1	7.7	3.94
Making your classroom/lab a safe environment	45.7	23.3	14.7	6.0	10.3	3.88
Student assessment and evaluation	41.0	28.2	16.2	5.1	9.4	3.86
Student discipline	35.9	29.1	18.8	6.0	10.3	3.74
Lesson plan development	30.2	36.2	17.2	7.8	8.6	3.72
Laboratory instruction	35.3	28.4	15.5	10.3	10.3	3.68
Reflection on teaching and learning	20.7	44.0	18.1	7.8	9.5	3.59
Teacher organizational techniques	25.6	31.6	24.8	9.4	8.5	3.56
Teacher professional development	18.8	41.9	23.1	6.8	9.4	3.54
Curriculum development	18.6	42.4	19.5	9.3	10.2	3.50
Parent communication and interactions	18.1	42.2	17.2	7.8	14.7	3.41
Business-industry partnerships	12.9	36.2	31.0	9.5	10.3	3.32
Recruitment of students	14.2	35.4	27.4	10.6	12.4	3.28
Retention of students (keeping students from junior to senior year in a two-year program)	20.2	30.7	18.4	13.2	17.5	3.23

Continued

Table 4.8: Usefulness of mentoring topics experienced

Table 4.8 continued

Organization of district and school	11.2	30.2	38.8	7.8	12.1	3.21
Career-technical student organizations	12.7	32.2	29.7	9.3	16.1	3.16
Education of special populations	13.7	30.8	26.5	14.5	14.5	3.15
Advisory committee organization	5.1	29.7	48.3	7.6	9.3	3.14
Job placement and supervision	11.3	31.3	26.1	16.5	14.8	3.08

Respondents were invited to share their suggestions for topics to include in a mentoring program for new career and technical education teachers. Their responses varied a great deal with only one or two respondents choosing the same or similar topics. The responses were categorized and analyzed for themes, with the focus on teacher tasks as the largest category of responses. Below are those themes and the responses shared as categorized:

<u>Teacher Tasks</u>
maintaining integrity in the classroom
recruiting students
assessing students
organizing advisory committee operations
differentiating learning and lesson plans including modification for special needs students
managing time, calendars, events, and teacher planning
learning new teaching techniques
improving classroom management techniques to better deal with disruptive students
obtaining new industry standards
operating student career and technical student organizations
finding lesson plan and unit plan samples
understanding and using grading software packages
understanding articulation agreements
completing grant applications
ordering and budgeting
teaching in the prison system

teaching in other environments including charter and alternative schools
motivating students
dealing with students who are grieving, especially in urban areas

Teacher Licensing and Professional Development
working with the Local Professional Development Committee (LPDC)
preparing for Praxis III
preventing teacher burn-out
learning from veteran teachers
listening to veteran teachers
learning about teacher's unions

Institutional Issues Related to the State, the School and Mentoring Program Operations
dealing with expectations from all groups--administrators, co-workers, community, parents, and students
reduce the amount of mentoring for people new to the school district, but not new to teaching--otherwise, it is a waste of time
learning about the state education law and professional codes of conduct
understanding career and technical education at the state level including organizational charts
understanding school district politics, procedures, and chain of command
watching video-tapings of teachers handling the first days of school as new CTE teachers
matching mentees and mentors carefully

Research Question Four

The final research question involved asking recipients their perceptions of what topics need to be included in a mentoring program for new Route B career and technical education teachers. The summated rating scale called Level of Inclusion had the following options for respondents: 4=yes, I would include that topic in a mentoring program; 3=maybe I would include this topic, depending upon other factors such as time or resources; 2=no, I would not include this topic; and, 1=not sure of the item's meaning; unclear. In addition to the topics listed, respondents were also asked the open-ended question of what topic or topics they believed should be included in a mentoring program for Route B teachers that were not already listed.

Table 4.9 summarizes data collected from the provided list of possible mentoring topics and what recipients perceived as important to include. Following the table are the findings from the open-ended question regarding additional topics respondents would recommend in a Route B new career and technical education teacher mentoring program, what their thoughts were in general about their mentoring experiences, and whether their mentoring experiences were seen as helpful in preparing for their Praxis III assessment.

Topic	4 Yes	3 Maybe	2 No	1 Not Sure	Mean
	<----------In Percents---------->				
Motivating students to learn the content	70.8	23.4	3.6	2.2	3.63
Promoting my program - recruitment, publications	67.9	25.5	5.8	.7	3.61
How to organize teaching paperwork	65.4	29.4	4.4	.7	3.60
Student versus teacher learning expectations	54.4	35.3	8.1	2.2	3.42
How to handle job placement responsibilities - paperwork, hiring of students, working with employers	55.9	33.1	7.4	3.7	3.41
Psychology of adolescents	50.4	34.3	11.7	3.6	3.31
How to get the students to come to school	47.4	36.5	10.9	5.1	3.26
Sexual harassment issues	38.7	43.8	12.4	5.1	3.16
How to get along with academic staff	35.8	43.1	17.5	3.6	3.11
Co-workers and their responsibilities	29.4	39.7	22.8	8.1	2.90

Table 4.9: Inclusion of potential mentoring topics

Of a total of 123 respondents who submitted answers to the open-ended question of whether mentoring was helpful in making them the teacher they are today, 63 respondents answered yes to the question of whether mentoring helped to make them the teacher they were today, while 34 answered no. Not sure was the answer for 7 respondents while 19 found it not applicable or did not answer that particular question. Overall, even though the respondents were somewhat critical of their mentoring experiences, their answers stated that in general if a good mentor was assigned to them (and they did not define good), then they believed the mentoring process to be worthwhile for them in their early years of teaching and it would have helped to make them better teachers.

There were 81 responses given for an open-ended question of whether mentoring did have or would have any impact on their decision to stay or leave teaching. Twenty-six respondents said that their mentoring experiences had no impact or would have no impact on their decision to stay or leave the teaching profession. Five respondents said it would have an impact on their decision to stay or leave teaching. Two were not sure and for 48 respondents, this question did not apply or they did not answer the correct question.

A final open-ended question was asked of respondents concerning whether their mentoring experiences helped them prepare for their Praxis III assessments. Of the 107 who chose to answer this question, 38 responded that mentoring did help with preparing for their Praxis III assessment, 16 responded that it did not help, 5 were not sure it helped, and 48 did not answer this question because it didn't apply to them or they did not answer the correct question.

Summary

Results from the study were presented in this chapter, using both paragraph and table formats. Data collected was both qualitative and quantitative in nature. Response rates for all questions in the questionnaire were given. Low response rates can be explained by the fact that the population covered 12 years of teachers and problems with locating persons was evident in the results. Quantitative data were analyzed in terms of frequencies, percents, and means. Qualitative data were summarized and categorized so that themes could be determined from the optional written responses provided.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Statement of the Problem

This descriptive, survey research investigated the problem of insufficient information in the literature regarding Route B licensed career and technical education teachers' perceptions of their preparation to teach as evidenced through university coursework and clinical experiences as well as perceptions of their mentoring programs and activities.

Review of Procedures

There were four major research questions involving current employment status, usefulness of university coursework and clinical experiences, usefulness of mentoring activities, and perceptions of the usefulness of new mentoring topics for career and technical Route B teachers. In addition, demographic information was collected from the respondents such as age and degrees obtained as well as asking for current employment status and future employment plans. The procedures employed to research this problem included using both quantitative methods and qualitative methods with a mailed

questionnaire. Both summated rating scales and open-ended questions were used in the questionnaire's construction.

Over the course of two months, three rounds of contacts were made to the population. The contacts included verifying the departmental database information; mailing the research packet including a cover letter, questionnaire, postage-paid envelope, and incentive; and completing follow-up on non-respondents such as mailing a second research packet identical to the first packet and reminder postcards to illicit more responses. One hundred fifty-one persons responded to the questionnaire, providing their perceptions of their university coursework and clinical activities as well as various mentoring topics including adding, removing, or changing topics related to mentoring programs to best help support new career and technical education Route B teachers.

Conclusions

Almost two-thirds of those persons who completed the career and technical education teacher licensure program through The Ohio State University's Route B program are teaching career and technical education primarily at grades 11 and 12. There are also additional completers who are working in educational-related positions including administration and non-teaching roles within schools. Less than 10% have returned to their area of expertise in business or industry for employment. If career and technical education teachers left or were planning to leave the education field, the reasons were varied, with retirement and lack of administrative support being the number one reasons.

The university coursework and clinical experiences which respondents found to be the most beneficial are those which dealt with specific content such as classroom management, lesson planning, and student assessment. The career and technical

education summer workshop topics were mentioned throughout the open-ended questions and answers as being extremely beneficial. According to the questionnaire qualitative responses, the number of visits from teacher educators could be increased as those visits seemed to have provided a great deal of help to the career and technical education teachers when they began their careers. Respondents provided suggestions for improvement of content for both university coursework and clinical experiences, as well as mentoring experiences included additional information on the cultural diversity of classrooms, how to complete course of study development, and the waste of time of preparing notebooks full of paperwork. Respondents did not want to waste their time with repetition of material in both university coursework and clinical experiences and that of mentoring programs or activities. Respondents perceived the need for distance learning coursework throughout the licensure program as a way for them to reduce travel time to licensure classes. Also mentioned was a need for reduction in the amount of work required or assigned in any university class or school-district required program. Respondents perceived their early years of teaching as the most stressful and anything to reduce the paperwork load from the university or the school district was important to them.

Third, in terms of answering the usefulness of various mentoring topics, a large list of topics was added to the listing in the study, with the top priorities for mentoring being planning and time management, student assessment, ways to prevent teacher burnout, how to deal with classroom management issues, and working within the political and cultural make-up of your individual school building and district. Of note is that In-house/School District-made Program and the Combination Mentoring Programs

comprised more than two-thirds of all mentoring programs, which translates into mentoring programs which are fully or at least in part designed by school district personnel. Woven throughout the qualitative answers were respondents who believed that if they were paired with a mentor during their first year of teaching who had taught the same or similar content to what they were teaching, the mentoring would have been more effective. Mentoring did not make a difference in terms of whether a teacher stayed in the profession or left teaching. The overall process in which mentors are selected and assigned and what actually comprises mentoring for new career and technical teachers varied from district-to-district, with the conclusion from the respondents being that if mentoring cannot be improved, then do not bother them with additional paperwork and activities which duplicate what they have already learned in university coursework and clinical experiences. According to the recipients, mentoring is the most useful when mentors and mentees are carefully matched based on similar teaching content, when duplication of university materials and employment materials is reduced, when paperwork is reduced as much as possible, when mentors take the time to meet with their assigned mentees, and when university and school employees realize that Route B career and technical mentees are overwhelmed with everything when they begin teaching, and they could use whatever help the mentor, university teacher educators, and school district administration can provide to help them succeed. This help includes Praxis III study materials and preparation.

Recommendations

First, mentors for beginning career and technical teachers must be screened, assigned during the first year (even to those who enter part way through the year), and

well trained as to their role, expectations, listening ability, and willingness to give time to the new teacher. Otherwise, CTE teachers see mentoring activities and programs as useless. There is little middle ground on this issue. Career and technical education teachers had little difficulty stating "yes, mentoring was helpful" or "no, mentoring was not helpful." Noted in the literature was the fact that paying mentors does improve the quality of the mentoring program.

Second, when at all possible, mentors for career and technical education teachers need to match in subject areas to be taught, or content knowledge, to be the most helpful to the new career and technical education teacher. For example, a mentor for the new cosmetology teacher needs to be another, successful cosmetology teacher. A career and technical education professional association could develop a database of content knowledge volunteer mentors who are willing to help new teachers as needed during the course of their early years of teaching.

Third, avoid duplication of university coursework and mentoring content. The two groups must work together to avoid duplication of material as new career and technical education teachers then see mentoring as a burden and not as a useful support for them in their early years. New career and technical education teachers seemed overwhelmed and overburdened as was evidenced with comments throughout the study. They want services to be streamlined with little or no duplication of content. Mentoring needs to be focused on the new teacher tasks, with time for meetings with the mentor, tailored to the specific needs of the individual new teacher.

Fourth, this study showed that two-thirds of all mentoring programs are being designed in-house, and there is little consistency with mentoring topics and activities

from district-to-district. New career and technical education teachers give less credence to programs which seem to be "piecemeal" in nature or simply focusing only on one aspect of teaching. Therefore, school district personnel and statewide curriculum development specialists need to construct a mentoring program for new Route B career and technical education teachers which could be used throughout Ohio to better standardize what is being done through mentoring while allowing individual districts to share information specific to their districts.

Fifth, continue to support Route B beginning career and technical teachers as much as possible, especially during the first three years of their teaching experiences. Throughout the qualitative comments continued the theme of needing great amounts of support from the school district administration and mentors as well as university faculty. To retain excellent Route B teachers in our career and technical programs, support must be increased for these new teachers.

Further Research

There are two areas for further research which would be of benefit to Route B career and technical education teachers. The first area of further research includes determining which characteristics would describe the most successful mentors for beginning Route B teachers. This research would then help school district identify those persons most suited to mentoring the Route B teacher.

A second area of further research is the need for an update to the professional development models for the induction of career and technical education. Using the review of literature, few models exist for the Route B career and technical education teachers. Included in this research task needs to be the widespread dissemination of the

model so that school districts will begin to utilize the professional development model with their new teachers.

Summary

The first conclusion from the study was that two-thirds of those persons who completed the career and technical education teacher licensure program through The Ohio State University's Route B program are teaching career and technical education primarily at grades 11 and 12. A second conclusion involves the university coursework and clinical experiences which respondents found to be the most beneficial including the classes with activities that dealt with specific content such as classroom management, lesson planning, and student assessment. The career and technical education summer workshop topics were mentioned throughout the open-ended questions and answers as being extremely beneficial. The number of visits from teacher educators could be increased as those visits seemed to provide a great deal of help to the new career and technical education teachers. A third conclusion, in terms of answering the usefulness of various mentoring topics, a large list of topics was added to the listing in the study, with the top priorities for mentoring being planning and time management, student assessment, ways to prevent teacher burnout, how to deal with classroom management issues, and working within the political and cultural make-up of your individual school building and district. A fourth conclusion is that In-house/School District-made Program and the Combination Mentoring Programs comprised more than two-thirds of all mentoring programs, which translated into mentoring programs which are fully or at least in part designed by school district personnel. Fifth, woven throughout the qualitative answers were respondents who believed that if they were paired with a mentor during

their first year of teaching who had taught the same or similar content to what they were teaching, the mentoring would have been more effective. And, lastly, mentoring alone did not seem to make a difference in terms of whether a teacher stayed in the profession or left teaching.

Recommendations from the study were first that mentors for beginning career and technical teachers must be screened, assigned during the first year especially to those teachers hired late, and well trained as to their roles, expectations, listening abilities, and willingness to give time to new teachers. A second recommendation from the study was that when at all possible, mentors for Route B career and technical education teachers need to match with their mentees in subject areas to be taught, or content knowledge, to be the most helpful to the new career and technical education teacher. From this recommendation is an implication for the career and technical education professional organizations. A career and technical education professional association could develop a database of content knowledge volunteer mentors who are willing to help new teachers as needed during the course of their early years of teaching who have taught or are teaching the same subject area. A third recommendation was the need to avoid duplication of university coursework and mentoring content. Local districts and university personnel need to work together to avoid duplication of material as new career and technical education teachers then see mentoring as a burden and not as a useful support for them in their early years. Lastly, this study showed that two-thirds of all mentoring programs are being designed either fully or partially in-house. This could be problematic as what the mentoring program content consists of is dependent upon who is organizing it for that

time period. At least partial standardization of mentoring programs with no duplication would better support the new Route B career and technical education teachers.

Further research needs to be completed on characteristics of successful Route B career and technical education teacher mentors and on the development of an induction model for Route B teachers and their unique professional development needs using prior models as the starting point. The model needs to be disseminated to the career and technical education community so that Route B teachers receive its benefit.

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APPENDIX A

HUMAN RESEARCH EXEMPTION

RECD DEC 0 5 2007

TITLE PAGE - APPLICATION FOR EXEMPTION

FROM REVIEW BY THE INSTITUTIONAL REVIEW BOARD
The Ohio State University, Columbus OH 43210

For office use only
PROTOCOL NUMBER: 2007E0803

►Principal Investigator	Name: Chris Zirkle	Phone: 614-247-6227
University Title: ☐ Professor ☒ Associate Professor ☐ Assistant Professor ☐ Instructor ☐ Other. Please specify. (May require prior approval.)	Department or College: College of Education and Human Ecology Campus Address (room, building, street address): A468 PAES BLDG 305 W. 17th Avenue Columbus, OH 43210	E-mail: zirkle.6@osu.edu
	Signature: 12-3-07 Date:	Fax: 614-292-4255

►Co-Investigator	Name: Jane Briggs	Phone: 614-836-5725
University Status: ☐ Faculty ☐ Staff ☒ Graduate Student ☐ Undergraduate Student ☐ Other. Please specify.	Campus Address (room, building, street address) or Mailing Address: (no campus mailing address) Eastland Career Center 4465 South Hamilton Road Groveport, OH 43125	E-mail: briggs.26@osu.edu
	Signature: Jane E. Briggs 12-3-07 Date:	Fax:

►Co-Investigator	Name:	Phone:
University Status: ☐ Faculty ☐ Staff ☐ Graduate Student ☐ Undergraduate Student ☐ Other. Please specify.	Campus Address (room, building, street address) or Mailing Address:	E-mail:
	Signature: Date:	Fax:

►Protocol Title	Perceptions of Career-Technical Teachers about Teacher Mentoring and Teacher Retention

►Source of Funding	Self

For Office Use Only

☒ **Approved.** ► Research has been determined to be exempt under these categories: #2. Research may begin as of the date of determination listed below.

☐ **Disapproved.** ► The proposed research does not fall within the categories of exemption. Submit an application to the appropriate Institutional Review Board for review.

Date of determination: 12/04/07 **Signature:** Janet A. Schulte
Office of Responsible Research Practices

APPENDIX B

PANEL OF EXPERTS COVER LETTER

September 17, 2007

Name, Title
Department Name
University
Address
City, ST Zip Code

Dear Name:

Your help is needed to review a questionnaire for content validity in a proposed study titled "Perceptions of Career and Technical Education Teachers about Teacher Mentoring and Teacher Retention." You were selected because of your many years of involvement with persons working on their licensure in career and technical education.

Specifically, you are being asked to determine if 1) the instrument adequately samples the domain, 2) each item is appropriate to the questionnaire, and 3) the item is clear. Please make your comments directly on the questionnaire.

The deadline to return the marked questionnaire in the addressed, stamped envelope is Friday, October 5, 2007, should you agree to participate. You can be assured that your confidential comments will aid in the revision of the questionnaire. If you have questions, please telephone me at (333) 333-3333 or email me at briggs.33@osu.edu. Your contribution to this study is appreciated.

Sincerely,

Jane E. Briggs, Ph.D. Candidate
Workforce Development and Education

Enclosure: Questionnaire

APPENDIX C

PILOT TEST COVER LETTER

August 12, 2008

«AddressBlock»

«GreetingLine»

SUBJECT: CAREER-TECHNICAL TEACHERS' HELP NEEDED FOR PILOT TEST

As a career-technical teacher myself, I know how many requests you receive every day asking for your input on this committee or that project. Your time is VERY valuable; BUT, this letter is important because you were selected to participate in a pilot study which will provide feedback for a research study about teacher mentoring. As a career-technical teacher, you have probably been involved in some type of mentoring activities--a formal program through your school or even informal mentoring, where teachers in your field helped you through your first year. This research study is being done so that data can be collected to develop better mentoring programs for Ohio's career and technical education teachers. Hopefully, a better mentoring program will also help retain these teachers in Ohio's career and technical education classrooms.

Enclosed with this letter is a short questionnaire for you to complete and make suggestions. When you have completed it, please return it in the enclosed self-addressed, stamped envelope and place it in the mail. It is important I receive it by Wednesday, February 27, 2008. Your confidential responses will help me improve the questionnaire to make it better for the research study. Your responses will not have any names attached to the data. The process will probably take no more than 15-20 minutes of your time.

As a thank you for your help in completing and reviewing the enclosed questionnaire by February 27, 2008, I have included a pencil for you to keep. Please contact me should you need additional information or have any questions. Your willingness to help future CTE teachers is greatly appreciated!

Sincerely

Jane E. Briggs, Ph.D. Candidate
Workforce Development and Education

Enclosure: Questionnaire, Return Envelope, Pencil

APPENDIX D

INSTRUCTIONS FOR PILOT TEST

Title of Study:
Perceptions of Career and Technical Education (CTE) Teachers
about Teacher Mentoring and Teacher Retention

PILOT TEST INSTRUCTIONS

Please complete the following tasks as a part of this pilot test on mentoring:

1. You may use a pen or pencil to complete the questionnaire.

2. Please answer the questions to the best of your ability.

3. You may do the following as you are completing the questionnaire:

    - ADD any words, punctuation, or sentence structure which you believe will make the item clearer or easier to understand for another CTE teacher.

    - DELETE any words, punctuation, or sentence structure which you believe will make the item clearer or easier to understand for another CTE teacher.

    - CHANGE any words, punctuation, or sentence structure which you believe will make the item clearer or easier to understand for another CTE teacher.

4. If you have any questions in general about the pilot test or the research, please email me at briggs.33@osu.edu.

I appreciate your taking the time to complete this pilot test.

Thank you!

APPENDIX E

SCRIPTS FOR TELEPHONE AND EMAIL VERIFICATIONS

SCRIPT FOR ADDRESS VERIFICATION OF TEACHERS

Materials Needed:

List of teachers' names, schools, and phone numbers (department database)

Step 1: Dial numbers shown on database sheet. Many calls are long-distance.

When he or she says "Hello, [school name or business name, possibly]" . . . .

Hello. My name is Janice, and I am working on a career-technical teacher education database for an OSU research project. I am telephoning you today to verify that my list of career-technical teachers is still teaching at your school. The Ohio Department of Education only gives the 2006-2007 teacher education data, and I need to make sure these teachers are still working at your school during the 2007-2008 school year. I have _____ [number of names] names to verify, if you wouldn't mind:

Name	School	Phone	Still works there in 2007-2008?

NOTE: If a particular teacher is not working there this year, do you have a forwarding address for that teacher?

That's great. That's all I need. Thank you for your time. Good-bye.

SCRIPT FOR ADDRESS VERIFICATION FOR NON-TEACHERS

Materials: List of teachers' names, schools, and phone numbers (department database)

Dial numbers shown on database sheet. Many calls are long-distance.

When they say "hello, [school name]" . . . .

Hello. My name is Janice Hershberger, and I am working on the career-technical teacher database for an OSU research project. I'm calling you today to verify your mailing address. We have your current address in our database as

(Read off of table in database).

Is that correct? (GIVE THEM A CHANCE TO ANSWER YES OR NO.)

That's great. That's all I need. Thank you for your time. Good-bye.

(If they ask how you got their name and address . . . just state that "You provided your address and phone when you attended the career-technical teacher education classes through OSU.)

(This database covers licensure completers from 1995-2006.)

(If they ask a question that you don't know . . . ask if they would like one of the researchers to telephone them.)

APPENDIX F

ROUND 1 COVER LETTER

August 12, 2008

«AddressBlock»

«GreetingLine»

SUBJECT: CAREER-TECHNICAL TEACHERS' HELP NEEDED FOR MENTORING RESEARCH

As a career-technical teacher myself, I know how many requests you receive every day asking for your input on this committee or that project. Your time is VERY valuable; BUT, this letter is important because you are being asked to participate in a research study which will provide feedback for teacher mentoring. As a career-technical teacher, you have probably been involved in some type of mentoring activities--a formal program through your school or even informal mentoring, where teachers in your field helped you through your first year. This research study is being done so that data can be collected to develop better mentoring programs for Ohio's career and technical education teachers. Hopefully, a better mentoring program will also help retain these teachers in Ohio's career and technical education classrooms.

Enclosed with this letter is a questionnaire for you to complete and make suggestions. When you have completed it, please return it in the enclosed self-addressed, stamped red envelope and place it in the mail. It is important I receive it by Friday, April 18, 2008. Your confidential responses will not have any names attached to the data. The process will probably take no more than 15-20 minutes of your time.

As a thank you for your help in completing and reviewing the enclosed questionnaire by Friday, April 18, 2008, I have included a pencil for you to keep. Please contact me should you need additional information or have any questions. Your willingness to help future CTE teachers is greatly appreciated!

Sincerely

Jane E. Briggs, Ph.D. Candidate
Workforce Development and Education

Enclosure: Questionnaire, Return Envelope, Pencil

APPENDIX G

QUESTIONNAIRE

"Perceptions of Career-Technical Education Teachers about Teacher Mentoring and Teacher Retention"

Please return the completed questionnaire in the red envelope to:

Jane E. Briggs, Ph.D. Candidate
College of Education & Human Ecology
The Ohio State University

Mailing Address:
Eastland Career Center
4465 South Hamilton Road
Groveport, OH 43125

"Perceptions of Career-Technical Teachers
about Teacher Mentoring and Teacher Retention"

Questionnaire

SECTION I: EMPLOYMENT STATUS

Directions: Please take about 10 to 15 minutes to answer the following questions regarding your university coursework, clinical experiences, and teacher mentoring activities.

1. How many years have you taught (or did you teach) career and technical education? _____ (Include the current year.)

2. Did you obtain your career-technical teaching licensure coursework through The Ohio State University's Route B program? (Check one.)

_____ Yes _____ No

Note: As you read through the remainder of the questionnaire, the term "mentoring" will be used. For the purposes of this study, "mentoring" will be defined as a dynamic, reciprocal relationship in a work environment between a veteran teacher (mentor) and a beginning teacher (protégé or mentee) aimed at promoting the career development of both. Mentoring activities are those in which the mentor and mentee participate as a part of their job responsibilities. This questionnaire will ask your perceptions as a new career-technical teacher concerning your mentoring activities within your school setting.

3. Did you participate (or are you currently participating) in a new teacher mentoring program or new teacher mentoring activities directed by your employing district as a part of teaching career-technical education?

_____ Yes _____ No

4. Which job title best describes your current employment position? (Check one.)

_____ Career-Technical K-12 Teacher

Grade level: _____

_____ School Administrator

Employer and Grade Level: _____

_____ Other teaching, non-teaching, non-administrative role in education-related field (e.g. computer specialist, media center specialist, guidance counselor, support services, corporate trainer, post-secondary teacher)

Job title: _____

_____ Employed in education-related field/business (List job title.)

Job title: _____

_____ Returned to/am working in my business or industry trade

5. If teaching currently, do you anticipate leaving education within the next five years?

_____ Yes _____ No

If you answered "Yes," what are the reasons for this change? (Check all that apply.)

____ Dissatisfaction with job

____ Retirement

____ Pursuit of another career outside of education

____ Advance to another education-related career

____ Family/personal reasons

____ School staffing action

____ Return to previous career

____ Other (please list): _____
_____

6. If you left teaching, state your reason below:

SECTION II: UNIVERSITY PREPARATION

Directions: This section of the questionnaire will ask you to rate your perceptions of the usefulness of various university coursework and clinical experiences taken during your licensure program. Please rank the level of usefulness to you as an entry-year teacher by using this "level of usefulness" scale. Circle the number that best describes your perception of the usefulness of that item. Review the examples below, and then please begin with Question 1 on the next page.

LEVEL OF USEFULNESS SCALE:

5 = Useful often--daily

4 = Useful often--weekly or monthly

3 = Useful once in awhile--once or twice during the year

2 = Not useful--have not used it

1 = Does not apply

EXAMPLE:

Y. AG ED 885 - Introduction to Quantitative Research 5 4 (3) 2 1

LEVEL OF USEFULNESS SCALE:

5 = Useful often--daily
4 = Useful often--weekly or monthly
3 = Useful once in awhile--once or twice during the year
2 = Not useful--have not used it
1 = Does not apply

1. Using the Level of Usefulness Scale above, please circle a number beside each of these courses taken as part of the Route B licensure program:

A. Teacher Licensure Clinics:

ED PAES 668.01 Pre-Service Career and Technical Teacher Licensure Clinic (Summer Workshop)	5	4	3	2	1
ED PAES 575.02/668.02 Career and Technical Teacher Licensure Clinic (Site Visit/University Faculty)	5	4	3	2	1
ED PAES 575.03/668.03 Career and Technical Teacher Licensure Clinic (Site Visit/University Faculty)	5	4	3	2	1
ED PAES 575.04/668.04 Career and Technical Teacher Licensure Clinic (Site Visit/University/ Faculty)	5	4	3	2	1
ED PAES 575.06/668.06 Career and Technical Teacher Licensure Clinic (Portfolio and IPDP Development)	5	4	3	2	1
B. ED P & L 309 Psychological Perspectives on Education	5	4	3	2	1
C. ED T & L 642.07 Teaching Reading across the Curriculum	5	4	3	2	1
D. ED PAES 650 Introduction to Exceptional Children	5	4	3	2	1

E. ED PAES 655 Classroom and Laboratory Organization and Management in Career and Technical Education	5	4	3	2	1
F. ED PAES 665 Making Effective Technical-Skill Presentations	5	4	3	2	1
G. ED PAES 667 Essentials of Career and Technical Education Curriculum and Instruction	5	4	3	2	1
H. ED PAES 675 Assessment Student Outcomes in Career and Technical Education	5	4	3	2	1
I. Business and technology courses such as the following:					
ED PAES 622 Business Technology Education I	5	4	3	2	1
ED PAES 623 Business Technology Education II	5	4	3	2	1
ED PAES 632 Software Applications for Business/Industry Teachers and Trainers	5	4	3	2	1

LEVEL OF USEFULNESS SCALE:

5 = Useful often--daily
4 = Useful often--weekly or monthly
3 = Useful once in awhile--once or twice during the year
2 = Not useful--have not used it
1 = Does not apply

2. Do you have any additional comments you would like to share about your university coursework and clinical experiences? If so, please use the space below to share your comments.

SECTION III: MENTORING EXPERIENCES

Directions: *Only complete this section if you participated in mentoring activities or a mentoring program.* This section of the questionnaire will ask you to rate the usefulness of various topics which may have been included in your mentoring program. Please rank their level of usefulness to you as an entry-year teacher by using this "level of usefulness" scale. Circle the number that matches your perception on the level of usefulness of that particular item.

LEVEL OF USEFULNESS SCALE:

5 = Useful often--daily

4 = Useful often--weekly or monthly

3 = Useful once in awhile--once or twice during the year

2 = Not useful--have not used it

1 = Does not apply

1. Topic List:

A. Advisory committee organization	5	4	3	2	1
B. Career-technical student organizations	5	4	3	2	1
C. Curriculum development	5	4	3	2	1
D. Organization of district and school	5	4	3	2	1
E. Education of special populations	5	4	3	2	1
F. Lesson plan development	5	4	3	2	1
G. Recordkeeping/Grading	5	4	3	2	1

LEVEL OF USEFULNESS SCALE:

5 = Useful often--daily
4 = Useful often--weekly or monthly
3 = Useful once in awhile--once or twice during the year
2 = Not useful--have not used it
1 = Does not apply

H. Recruitment of students	5	4	3	2	1
I. Retention of students (keeping students from a junior to senior year in a two-year program)	5	4	3	2	1
J. Teacher organizational techniques	5	4	3	2	1
K. Classroom management	5	4	3	2	1
L. Student discipline	5	4	3	2	1
M. Making your classroom/lab a safe environment	5	4	3	2	1
N. Classroom instruction	5	4	3	2	1
O. Job placement and supervision	5	4	3	2	1
P. Laboratory instruction	5	4	3	2	1
Q. Student assessment and evaluation	5	4	3	2	1

LEVEL OF USEFULNESS SCALE:

5 = Useful often--daily
4 = Useful often--weekly or monthly
3 = Useful once in awhile--once or twice during the year
2 = Not useful--have not used it
1 = Does not apply

R. Business-industry partnerships	5	4	3	2	1
S. Parent communications and interactions	5	4	3	2	1
T. Reflection on teaching and learning	5	4	3	2	1
U. Teacher professional development	5	4	3	2	1

SECTION IV: POTENTIAL MENTORING TOPICS

Directions: Below is a list of proposed topics for possible inclusion in a mentoring program for Route B teachers. Please communicate your perceptions of the importance of these topics if added into a beginning Route B teacher's mentoring program. Circle the number corresponding to the level of inclusion using the scale below.

LEVEL OF INCLUSION IN MENTORING:

4 = Yes, I would include this topic

3 = Maybe, I would include this topic; it depends upon other factors--time, resources

2 = No, I would not include this topic

1 = Not sure of item meaning; unclear

1. Topic List:

A. How to organize teaching paperwork	4	3	2	1
B. How to get along with academic staff	4	3	2	1
C. Co-workers and their responsibilities	4	3	2	1
D. Psychology of adolescents	4	3	2	1
E. Student vs. teacher expectations	4	3	2	1
F. How to get the students to come to school	4	3	2	1
G. Motivating students to learn the content	4	3	2	1
H. Promoting my program - recruitment, publications	4	3	2	1

LEVEL OF INCLUSION IN MENTORING

4 = Yes I would include this topic

3 = Maybe I would include this topic; it depends upon other factors--time, resources

2 = No, I would not include this topic

1 = Not sure of item meaning; unclear

I. How to handle job placement responsibilities - paperwork, hiring of students, working with employers	4	3	2	1
J. Sexual harassment issues	4	3	2	1

2. Please list or describe below other topics not listed here that you believe should be included in a mentoring program for beginning, Route B career and technical teachers.

SECTION V: PERCEPTIONS OF MENTORING

Directions: The following questions relate to you as a teacher.

1. In Ohio, every first-year teacher is assigned a mentor teacher and is expected to participate in some type of mentoring program or mentoring activities to help smooth the transition into the classroom. Often districts have persons completing multiple years of mentoring.

Please check the type of mentoring program in which you participated when you first began teaching career-technical education (Year 1). If you did not enter teaching, simply check that option below. (Check one.)

_____ Formal Mentoring Program (e.g. Pathwise Mentoring Program, Ohio First)

_____ In-house or school district-made program (no specific program name)

_____ Combination of in-house or school district-made program and formal program

_____ I did not enter teaching, so I did not participate in an education mentoring program.

_____ Other mentoring experience (Please describe below):

2. Do you believe that your mentoring experience (formal program or activities) helped you in any way to become the teacher you are today? If so, how?

3. If you are contemplating leaving education, did your mentoring experiences have any impact on your decision to either stay in teaching or leave teaching? Please explain.

4. Did participation in your mentoring experiences help prepare you for the PRAXIS III assessment? If so, how? If not, why? (If you were not required to take PRAXIS III, please write N/A in the box below.)

SECTION VI: DEMOGRAPHIC INFORMATION

Directions: Please answer the following questions.

1. How would you classify your industry area of expertise? (Check all that apply.)

_____ Arts and Communication

_____ Business and Management

_____ Environmental and Agricultural Systems

_____ Health Services

_____ Human Resources and Services

_____ Industrial & Engineering Systems

2. What is your current age? _____

3. At what age did you begin your teaching career? _____

4. Please circle your gender.

Female Male

5. What is the highest degree you completed prior to entering the OSU licensure program? (Check one.)

_____ High School Diploma/GED

_____ Associates Degree (two-year)

_____ Bachelors Degree (four-year)

_____ Masters Degree

_____ Ph.D.

6. Since completing the licensure program, what is the highest degree you have completed? (Check one.)

_____ High School Diploma/GED

_____ Associates Degree (two-year)

_____ Bachelors Degree (four-year)

_____ Masters Degree

_____ Ph.D.

Thank you for completing this questionnaire. The OSU pencil is yours to keep as a thank you. Please double-check to make sure all questions have been answered. Any additional comments can be listed below or on the back of the questionnaire. Please return your questionnaire in the red, self-addressed, stamped envelope by Friday, April 18, 2008.

APPENDIX H

ROUND 2 COVER LETTER

August 12, 2008

Dear Potential Research Participant:

SUBJECT: CAREER-TECHNICAL TEACHER MENTORING RESEARCH

Three weeks ago, you received a research questionnaire asking for your perceptions about a research study on mentoring and retaining new career-technical teachers. For whatever reason, your questionnaire was not received by the deadline.

Would you once again consider completing the questionnaire? As a part of this research, we are trying to determine why career-technical teachers left teaching and/or if certain types of mentoring activities make a difference in their career choices.

I realize your time is valuable, but your returned questionnaire will help provide us with critical data for the study and which can only be gained from people such as yourself. If you can complete the questionnaire and return it in the prepaid, enclosed envelope by Friday, May 2, 2008, that would be appreciated. Your responses will be kept confidential. Again, the process will probably take no more than 15-20 minutes of your time.

Please contact me should you need additional information or have any questions.

Sincerely

Jane E. Briggs, Ph.D. Candidate
Workforce Development and Education

Enclosure: Questionnaire, Return Envelope

APPENDIX I

ROUND 3 REMINDER POST CARD


THE
OHIO
STATE
UNIVERSITY

OSU Teacher Mentoring

Jane Briggs
Ph.D. Candidate

Eastland Career Center
4465 S. Hamilton Road
Groveport, OH 43125
333-333-3333 x1333

PLACE POSTAGE HERE

We have not yet received your OSU Teacher Mentoring Questionnaire. Please return it as soon as possible. If you need another survey, please leave your name and address at the number below. Your input is very important. Thank you.

333-333-3333 x1333

APPENDIX J

QUALITATIVE RESPONSES

SECTION I, Question 4, Career-Technical K-12 Teacher, Grade Level

12
11th
10, 11, 12
11 & 12th
11-12
11/12
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11 & 12
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11
11/12
Juniors (11th grade) and Seniors (12th grade)
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11 & 12 – Welding Instructor
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11th & 12th
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Senior
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11th
11, 12
11-12
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11-12
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11 & 12

9-12
11/12
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11-12
11-12 Special Education
11 & 12
11 & 12
11 & 12
Early Childhood Education Instructor & School's Daycare Director
9-12
11 & 12
11 & 12
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11 & 12
11-12
11 & 12
11^{th} & 12^{th}
11-12
11-12
seniors
11/12
11-12
11 & 12
11 & 12
12
Eleven & Twelve
11
12
11 & 12
11-12
11 & 12
11-12
Grad
7-12
9-12
9-12
9-12
11 & 12

SECTION I, Question 4, School Administrator,
Employer and Grade Level

C-TEC 9-12
CTEC

EFCTS 11 & 12
Knox County Career Center 9-12
(Principal) Lakewood M.S. 6-8
LCS—12
Mid-East CTC – secondary
SWCS – Career Academy, Grades 11-12
New Hope Christian School Principal, K-8

SECTION I, Question 4, Other,
Job Title

Curriculum/Career Coordinator
Local Professional Develop Committee
"Work Experience" teacher
Athletic Trainer
Barber Teacher
Visual Communications Instructor, Adult Ed
School Nurse
Professor
Teacher Excel Academy 9-12 Social Studies
Voc. Horticulture in Prison
Visiting Professor, School of Teaching and Learning College of Ed. OSU
Instructor, Computerized Office Technologies - Adults

SECTION I, Question 4, Employed in Education-Related Field/Business,
Job Title

Cosmetology Instructor
Drafting Instructor
Barber
Park Time Clark State DIT Adult Ed while in Adult Ed RETIRED
Retired but…substitute teacher
Teacher (ABLE Program) Part-Time
"High Schools that Work" Regional Coord.
Lecturer
Coaching/teaching P.E. @ junior college
Adjunct Professor

SECTION I, Question 5, Reason for Change,
Other

Seems the entire public ed system wants to look good on "paper" but there is no accountability w/regards to students and often staff. Some of things I have witnessed at

my location and others is scary. It is no wonder students are so unprepared for college and the workforce.

N/A

N/A

Pursue a PhD

High stress, poor management, to [sic] much paperwork

Administration

The downward spiral of public education—legislative mandates to require one to get more education

Retirement

Will not be subbing in 5 yrs

Back to industry in family re-loc. No teaching job available

SECTION I, Question 6, Reason Left Teaching

Retirement

When I leave I will leave because of an extremely poor administrative system that does not care about its employees. I do not feel supported and I feel that there is neither any understanding of the complexity of my field nor any appreciation for the work that I have done or the things that I am trying to accomplish. I am only as good as the number of students I have participating in my class (for Funding).

Retirement

To Enter Administration

Return to Previous Career

Hopefully….retirement will be my only reason!

Promoted to Supervisor

I have been teaching Cosmetology for 12 years. Despite my earnest efforts to obtain a bachlor [sic] degree, my opportunities have been very limited and expensive. I truely [sic] believe I have earned this distiction [sic] over & over again. Many classes I require

are only offered during my work day. At this time a degree would not increase my salary; making my goal even more difficult.

Return to nursing

Injury, Illness, Moved out of State, Death.

This is my second career, and I would leave only because of retirement.

*Stress

Extensive amounts of work outside regular work day

N/A

Because, of the need for Technical teachers to get Associates Degree @ the end of 2-5 yr. licensure

N/A

Personal Reasons
Promoted. Currently considering changing career fields. Education is currently becoming an expensive profession to maintain in terms of continuous learning, licensure/certifications, & salary.

Very bad experience with school administration. No support or lab. Did not recognize that the Ohio Nursing Association dictated the rules for nursing program

See above.

I did not want to. I told my supt. we were not friends so his narcissistic management style He spent five years deducing my _____

Closed Adult Ed program scjvs

Down sized at Springfield Clark JVS Adult Training Programs Closed

Retired

I enjoyed teaching in Adult Ed. I then transfered [sic] to the Secondary level and taught for 5 years. I was sorry I left Adult Ed. I am no longer teaching or working outside the home.

The pay grade is insultingly low. The administrative policies are rediculous [sic]. Not enough focus on students and practical skills. No support in the disciplinary process.

The administration did everything, including lieing [sic] to the board to do away with the precision machining program

Another district had a better opportunity

N/A

To become fulltime homemaker

Pursue my own business.

I was getting less and less patient with the students each year and did not want to turn into a stereotypical burnt out teacher.

Family relocation – moved to new city. No teaching jobs in my field were available so I am back in "the industry."

*I am not a classroom teacher but work with schools (both teachers & administrators) on school improvement activities. My role includes providing professional dev't. and coaching for teachers.

Retirement age

N/A

Lay off by Columbus School District

Poor judgement [sic] on administration! Non renewal of contract.

31 yrs. credit – retired

Financial; Medical Benefits

SECTION II, Question 2, Additional Comments
about University and Clinical Experiences

It has been too long to remember course title & no. But I use knowledge & skills from all courses I took.

Many classes felt like a repeat of each other with a different name on them.

ED PAES 655 was the most helpful class I took!!

State requires 24 hrs. Many of the classes taken at OSU seems as though we were taking the same class over and over with no real benefit. I could see very easily where at least 10 hrs. could be removed from the 38 hr. Program.

So many new terms/ideas are being used. It was like I finished the coursework and my new supervisor & I spoke on different languages. A lot of work and did not seem to be valued by my administration. The courses & instructors did help me learn how to teach.

- Lesson planning is very important for "new" Career-Tech teachers. It would be nice at some point in their training that they use "their" schools choice of lessons plans. Ex. Tech Paths, Progress Book, etc. This would help the teachers and save them time.

Looking back, the two areas that I felt ill prepared for was development of a course of study. I was dissappointed [sic] w/ED PAES 667 because I thought it would address this area but didn't. Also, there should be more taught on classroom management, handling discipline issues, etc.

I did not take the Ohio State program as I was already a highly qualified teacher and held a teaching degree.

I really enjoyed the coursework and the clinical experiences because it helped me understand what teaching is all about and I was able to develop friendships, that still continue today, with career tech. instructors. We are able to share ideas and talk about teaching strategies that we use in the classroom and lab.

The courses were devoid of useful teaching techniques. Mostly, instructors let teachers/students who were taking the classes blab about their own teaching, let limited, experiences. It was death by PowerPoint for many of the classes. Modeling of proper and varied teaching techniques would have been more useful. In short, the topics were important, but presented in a very difficult to synthesize manner.

I am probably not a typical route B student. I had already received my M Ed. from OSU in mathematics. I only needed a few additional courses for my career-tech license.

Although I took all of the courses, I do not remember all of the material to effectively answer some of the questions

I enjoyed the entire course work. Most of the classes I use information from every day.

In general, much of the coursework seemed like hoops to jump through, rather than having a large impact on developing me as a teacher. Of course, some very valuable things were learned, but as a new teacher, it added more work that could've been spent developing lessons, grading, admin. etc. Perhaps the classes could be cut down in some way. It was also a pretty hefty financial burden to take on…

Some classes were extremely helpful & useful. A few were not at all. Overall, OSU was a great resource.

Difficult to remember all classes. Overall, OSU was a great experience & very useful

Good program – but my biggest struggle is motivating unmotivated students and dealing w/disrespectful, disruptive students.

The only thing I didn't like was the History of Voc. Ed. Being employed as a new teacher full time, plus the work at the University is very difficult to get through. Just give me what I really need. Gayle was my teacher/coordinator at OSU. She was the best! She encouraged us both professionally & personally. Some didn't make it because it was too stressful working a new job (with students all day), raising a family & doing the University work. One divorced. I'm glad I stuck with it because I love my teaching job and my students! I believe it's what the Lord wants me to do.

Generally, a waste of time. You need to teach teachers how to teach not spend hours compiling useless notebooks.

Overall the OSU course work was very much a waste of time. Most classes did nothing to help in the classroom. I was very disappointed.

I don't think I was required to take all of the courses listed herein (B, C, D). I was in the program 1994-1995, 1995-1996.

My experience with O.S.U. was very enjoyable. I worked and learned from the perfect role model, Gayle Ray. Her enthusiasm for learning & teaching brought true education to life!

I enjoyed all of the program classes. They were very helpful. I felt I was more prepared then some teacher that where in a 4 year college. [sic]

I was already a permanent Licensed Teacher K-12 with Master's Degree

I completed the CTE program eight years ago in order to obtain a vocational certificate. Much of the coursework listed above was not a part of the program.

OSU is not a user friendly college when it comes to registering for courses. I found some courses directed toward the graduate degree students, not undergrad. I applaud Dr. Zirkle for the tech ed. & training program (for the C.T.E. teacher) he started. Some courses are difficult to register or obtain as we are full time employees.

I began Route B when I taught Agricultural Education in 2001-2003. I did not finish the coursework because I decided to get new licensure in special education while I was pursuing my Masters.

Some of classes not offered when I went to school

I am a mentor @ this time. I think the assignment of completing these massive notebooks is repetitive, time consuming & of little value. One notebook should be sufficient.

Due to needing a degree in my field anyway I think a lot of the information was a repeat for me…but excellent for new teachers w/out educational backgrounds!! ECE is an "exception" to so many ODE things…its frustrating!!

Almost every class that I took at OSU was useful to me as a teacher. Some of them could have been completed more quickly, or combined with a similar content area. I took several software classes that were very informative.

Always enjoyed…things change and these classes helped me keep abreast of changes.

I believe the system needs to return to the way it was with teacher educators making frequent trips to see the new teacher. The way it is now is sink or swim.

Top notch, helpful & easily reachable professors. I felt like they actually got to know me; that I was more than a name on their class rosters.

Some of the 600 level courses were redundant.

N/A

I don't remember much from any of the classes, as being helpful for practical classroom applications. The two I remember as being most informative were the psychology and exceptional children classes. None of them really prepared me for a typical day in the classroom.

Began teaching in 1991. Trained through 3 year path through O.S.U.
Could be on-line courses for distance learner. I travel 2½ hrs to get to classes.

Most of the courses listed above were not req'd when I took my certification classes from '95-'97. Others, especially the 575.01….series were 1 hr. classes that, 11-13 years later, left no lasting impression. The classes I remember most were the ones taught by Dr. Parks and Gayle Ray.

I'm not sure that licensure describes my path. When I entered vocational education, it was certification.

I took computers in education → excellent course with excellent teacher Learned how to make websites, etc….

Need a cultural diversity class. Some kind of 1st year completed – follow up summer workshop would be great. Need tons of teaching techniques (MAX teaching, etc) to continue & expand on lessons from 1st year when you're just trying to keep your head above water writing lesson plans.

Have classes more teacher friendly. (night classes or better selection in summer classes)

The OSU professor in my classroom and the course were very helpful. Coaching is critical for new teachers and I received that from my OSU professor/mentor.

More hands on – not classroom clinics. Nothing prepares you more than the real thing – especially in the prison system

Clinical Experiences were helpful.

I live 2 hrs. from OSU and 1 hr. from work. Working full time and going to school was difficult. I wish there were more online classes or satelite [sic] branches to take the classes.

Classes were not offered during the summer. It would have been a lot easier to get it done then.

I am sorry – but this information does not apply to me. I left the teaching world before and in response to the licensure mandates. In my 20 yrs. in education there was no formal type of mentoring that took place – seems to me the administration and veteran teachers used a thing called common sense with beginning teachers. Sorry this probably will not help your survey. Thanks anyway, James Baier

Work shop's – 4 weeks/2 weeks were great – useful. I hate visit from teacher educator but they were helpful. Most courses taken after that were repetitive & next to useless.

Gayle Raye did a great job in the training. Student teachers were not as experienced & did not learn as much from them

I do believe the training I received from Gayle Ray was very helpful & she made it clear what was needed. Took classes in the 1990's but mostly taught adults.

I am 60 and do not remember most of these courses. I was originally a Home Economics teacher and taught only 1 year. I became interested in computers and began teaching adult ed for approximately 11 years, then 5 years at the High School level.

The information for technical teachers is sometimes monoteneous [sic] and doesn't focus on getting the facts across. If every student learns differently at a different pace in a different style don't you think it would make sense to treat the PAES courses the same?

In technical education the career fields vary so dramatically that each teacher/career group would need individual training to be effective. PAES is just another group or bundle of government standards that don't apply to everyone and really don't make you a better teacher. They don't even address skills necessary to be a better teacher!

Race relations must be a part of all teaching programs. Teachers must learn that all students are capable of stimilated [sic].

I found the programs very helpful and would recommend that all new teachers have the opportunity to attend. Having been in woodworking for sixty years, I can now teach the teacher.

Curriculum was watered down for non degree instructors. Credit & consideration should be given to new instructors holding professional degrees.

I did my undergrad work as an elementary education major K-8. I did my graduate work in the ITL Master of Arts program. Both degrees are from Ohio State. I have much more CT experience than many of my peers, as I went to a CT program in H.S., my background is in education.

Other than student teaching, my education courses did not prepare me at all.

The program has been very helpful! Nearly all work in my classes had direct bearing upon my work as a teacher. Even when I felt "over extended" and couldnt see the value in what I was doing, I have been able to look back and see why it was actually important. Sure, there were certain concepts that did not apply to my unique teaching situation, still these matters were applicable to the other 95% of students.
- good networking opportunity – good contacts.
- the coursework was a great confidence-builder!

My teaching certificate was as a Pathway Specialist – I was only required to take 2 courses at Ohio State to obtain this certification. I later returned to school at the Univ. of Dayton and received a Master's Degree in Education Administration

Too many classes taught by the same person – better to have different perspectives from other people.

Many courses were long ago, I also have licensure in NJ. PA. and Ohio.

Took courses in 1972-73, and a few therafter [sic], but none of these.

SECTION IV, Question 2, Topics to Include in a Mentoring Program

1) Playing the "Raise the Standards, Lowering the Bar" Game

2) How to deal with Administration that push you into passing students that have no business passing.
3) Maintaining integrity in the classroom.

Coorelation [sic] between student involvement/enjoyment and recruiting. If you have no students, you have no job.

Classroom Management/Student Discipline. More time needs to be spent on discussing what are reasonable behavior expectations for students in your school, and what are the appropriate actions teachers can and should take when students misbehave. Also, there should be some extensive mentoring with regard to creating and revising course of study.

Why would you want to spend five years going back to school while working a full time job making less money than you could as a Fast Food Manager? I can make 79K a year as a truck driver.

Working with administrators

Student assessment

Advisory Committee recruitment and organization
LPDC – more
Teaching to different levels of student within the same class.

Infra-structure & expectations of my school:
- in my classroom
- w/academic teachers
- w/my "team"
- from my admin.
- from the school vision
- etc…

Calendar of events/schedule
planning of these & how to plan & do assoc. paperwork.

Repeating a mentoring program when I have just completed a very intense mentoring program, Praxis II and Praxis III makes me feel like I'm required to repeat a class as if I failed. I feel this needs completely revamped for those of us who have completed this requirement. One-on-one with my mentor would be so much more helpful than talking about Bloom's taxonomy for the 10th time. I am on my third mentor. It's hard to be enthusiastic about it. I would reduce the mentoring for those who are new to the district but not new teachers. I need to understand how the district works, not prepare for Praxis III. As a taxpayer, I don't feel this is a good use of money.

Increase discussions on Pedagogy. Praxis III needs to be re-established for CT teachers. More on how to teach, (methods of instruction, questioning techniques) etc.

Working w/disruptive, disrespectful students.

What industry standards curriculum is available.

- Resting your brain & body to prevent burn-out
- How to deal with all of our jobs, as a teacher (Teachers become parents to some students, counselors, dealing with so many baggages that students bring to school with them) Ex: Domestic Violence in families, Alcohol & Drugs, Profanity, Students without manners, students who come from lazy families (welfare), Rape, etc. Teachers not only have to deal with the above issues, but make time to actually teach the skills.

State education law overview

School districts administration should be more accountable for their support of career tech educational staff.

- Students and legal, ethical obligations.
- CTSO's & student achievement/success.
- Teacher licensure, inc. IPDP, professional development, & certifications.
- Ohio Dept. of Ed.: structure, services provided, (ask a CTE teacher who is Director of Ohio's CTE Districts, most don't know.)
- Organizations that offer CTE support (i.e. A.C.T.E.) or industry certifications.

- Communication system – Chain of Command
- Lesson plan template samples unit samples

- Grade book software - @ least introduce possibilities
- Different ways to grade work

Stress relief!! lots drop out due to stress…need positive outlets!!
- I was at a school for 2 years… & had NO MENTOR. I left & came to another…& the 2nd year there I got one…too long of a wait!! Most would of quit…many did!! This needs to happen year one not 3 or 4

How to obtain and foster an articulation agreement with a local university

- completing grants

All of above – great topics – very practical!

- Time Management
- Disciplinary methods, scenarios to use in class – so problems don't end up growing
- How to budget, & order for next year

Assessment Development
Project/Materials Development
Utilizing Technology

Bullying – How to Handle Difficult Students. Watch recordings of teachers interacting with students on the first few days of school – to be able to visualize how to establish a good start with: organizing students, discipline, setting standards, goals and a general feel of what a 'normal' day would be like. Maybe show 'poor' management as well, to point out problems. Have disscusions [sic] demonstations [sic], observations.

ODE Code of Conduct as interpreted by employing district.

- Student Bullying Issues
- Classroom Mgt
- Time Mgt

How to diversify teaching delivery systems ex – PowerPoints, graphic organizer, anticipation guides review activities to engage the student

School political issues & environments Career tech education is an easy target for budget cuts – CT teachers need to understand this

- more info on the prison teaching environment. More speakers
- how the system works (dept of edu)
- more on special needs ed, sld,
- IEP's, SMP's

Include various educational settings to accommodate different learning areas (i.e. correctional, alternative, charters, etc.)

1. How to get your Administrators to actively participate in your job training.
2. What is your supervisor good for?

How to get supplies without money.
How to educate the homeless student
How to get drug screens on students who come to school high on drugs.
IEP's

Need to match new teachers with teachers who are <u>willing</u> to help.

How to recharge the energy in teachers that have grown stale.

How to inspire low performing students.

*How manage workplace politics/administration

*union involvment [sic]

Unfortunately, beginning teachers need to be prepared on how to handle those areas that educators would prefer not to discuss. Sometimes in larger systems career/technical (CT) dollars are misused. I experienced freshman/sophmore [sic] students from an academic and failing program being forced to take CT classes & listed as CT for the extra dollars. CT students were forced to take language classes that would boost the academic programs enrollment & number of teachers. CT Seniors who were barely passing were given Chinese in the last half of their schooling & told they would have to transfer if they refused.

Learn to accept advise [sic] from experienced teachers in personal hygiene, appierance [sic], and fairness to all students. One must be fair, firm and consistant [sic].

Teacher Prof. Development

- If teachers are placed in districts outside their home school they could benefit from insight to cross-district politics and history
- More insight into standing ground with tenured/experienced co-teachers

Teacher's stress level when first beginning to teach.

How to get along with heavy handed administrators?
How to get parents involved with student learning so as to strengthen community involvement?

List ways to test out of coursework.

Grief – Most urban students are dealing with grief half or more of the time. It ruins the academic climate. There is no cure, but understanding the issues might help.

SECTION V, Question 1, Other Mentoring Experience

The school has a formal mentoring program, but the satellite center was not included when I was hired. As fellow teachers saw me struggling, they were very helpful.

I had a very good mentor when I started teaching, however, as that first year progressed, there were other teachers both academic and career tech. that helped me understand how to handle different responsibilitys [sic]. The mentor program is valuable for formal (by the book) procedures. Watching and talking to others gives practical knowledge. Both were important to my success here.

I had no mentor the first year. My second year I met with a mentor for approximately 1 hour over the entire year. None of the topics listed previously were mentioned. Many of

the mentoring activities would have been useful. However I should not have to re-earn a degree that I already hold in order to obtain effective mentoring.

I did one for 2 schools at the same time.

I started with Cols. Public Schools. I did not have a 1st year mentor. My second year I had Both an OSU assigned mentor and a School mentor. After 3 years, I moved to a new School District and went through another 1st year mentor.

I'm not totally sure…Pathwise sounds quite familiar, but I think all the participants I recall mentoring with were district employees

Didn't receive alot [sic] of assistance. Was kind of "thrown in to it."

Very intense Ross-Pike Entry Year Consortium 30 contact hours Too much!

I needed a mentor to help with the first year, basically I had an older teacher who stopped by from time to time & said "Do this" – no support at all.

My mentor was also in my profession. Extremely helpful.

Staff interaction

Teacher in-service OSU 25 yrs ago not really a mentoring program.

Did not have mentoring

- early observation – 3 week experience in 1997 for agr edu classes
- student teaching

I had Dr. Z & Dr. Pincheck (?spell) my year 1. I was told who was to "be" my mentor bus she was also my supervisor…so not too much formal mentoring there!! After 2 years I came to my current school, & the school gave me a mentor for 2 years, one of which she was out on Medical status & no one replaced her….poor system!!

Workplace experience…I had worked over 20 years in the insurance industry

I had a teacher educator assigned to me for the first two years during the certification process. Dr. Ray was mine. She would make frequent stops to my class and observe & help me become a better teacher. I think the way it is being handled today is very lacking its almost like having no guidance at all.

I did not participate in a mentoring program. My date of hire was Nov. 1st and I was told it was too late to pair me with a mentor.

No one was assigned to me when I started!

My 1st year mentoring was basically an experienced teacher leading me thru the ropes of our school.

OSU Technology Education Degree Autumn Qtr 1996 thru Autumn Qtr. 2001

My mentor broke her leg on the second week of school and was out for 8 wks. I was not assigned another mentor.

It was paid for by county & the state teacher educator. Administration of school (top--down) not supportive of county program as I think they should have been.

Only mentoring I got was at Ohio State in Gayle Ray classes!

My first year of teaching was 1968-69. I don't remember being assigned a mentor but I certainly could have used one. I only taught one year because I went overseas with my husband the next year. When I began teaching "Computer Applications" in Adult Ed. the other teachers shared their experiences with me. When I started teaching Computer Applications at the high school level I did have a mentor and she did help me adapt to teaching teenagers. I appreciated her help.

The mentor that was assigned to me never even came to my classroom or did I ever speak to him.

When I started teaching in 1996, the school did not have a formal mentoring program.

In house program, very little guidance. We were pretty much left to our own resources. I will say that I think mentoring has improved from the time I started which was mid-year. (which could have been another reason for lack of help.)

I was required to spend 2 hours a week for a semester with inner-city youth for one of my classes. In my final year, student-teaching was required. However, I originally taught under the Smith-Hughes Act for a training program. There I was able to observe others and learn by doing.

Do not recall ever having an "official" mentor.

- Pathwise workshop
- no mentor was assigned
- OSU program not helpful

I am not a negative person ☺, I had to suck it up and devote my time to creating a curriculum, recruiting business partners, and recruiting students. Our programs are often very specific, so let us do what we do.

Since I was a math teacher before becoming a CT teacher, my mentoring consisted of one meeting with my coordinator Susan Nell. I told her I was getting my master's degree and that was the end of my program. I passed praxis 2 in 1994, way before it was mandatory to do so. So I was not required to do praxis 3.

None

I believe training and certification would be helpful for proper mentoring.

Never mentored

Since I entered the classroom after school began, I did not go through a mentoring program until my second year of teaching

SECTION V, Question 2, Mentoring Helpful to You as a Teacher Today

No

The 668 series was the most helpful.

Yes, more in the capacity of simply being available for questions.

Experience from other teachers is always a helpful tool.

No. The previous program was very weak. Current programs appear to provide much more education to $1^{st}/2^{nd}$ year teachers.

Yes, I had time one-on-one to ask questions, go over paperwork and procedures.

Very helpful when questions arose.

Sink or swim was the most help. OSU curriculum also prepared me for requirements.

Maybe but I didn't get much help or advice.

Yes, it helped me prepare myself better for the classroom and the other ancillary duties that come with teaching, (i.e.-parent meetings, documentation, etc)

- Our program has been changed from when I started.
- I enjoyed getting with other "new" teachers each month, but their [sic] was little mentoring.

Yes, prepared me for the job.

Minimally. Of my training and pre for teaching, the mentoring program had the least impact. Countywide programs were somewhat informative mainly with regards to Praxis, but individual mentors were minimally effective.

Yes, when someone comes into this job "route B," the understanding of how public education works is limited. This just gives them a person or people to guide them for a while.

No.

Yes, I was able to meet with other teachers and share some of my struggles and get help in dealing with students, administration, and parents. The mentoring program did real well in preparing me for Praxis III.

No. My mentoring experience was unique in that I was hired in November. I was assigned a mentor, but really only saw her for a couple of observations.

No, except for the help in prep for Praxis. Mentoring was all about Praxis, not real classroom prep.

My "formal" mentoring did not help at all since it was practically non-existant [sic]. My informal mentoring has helped a great deal.

Yes – experienced knowledge shared ideas very helpful

Yes, the experiences and wisdom of my mentor were a tremendous help in being able to acclimate easily into the job.

Helped to gel my teaching to have experienced teacher guidence [sic] and feedback

Absolutely. I took their advice and implemented into my teaching.

In the beginning it helped. However, over time I developed by own methods of doing things.

Yes, more real life experience

It was helpful, but too overwhelming @ times!

It helped me transition into teaching. Also it gave me teaching techniques & strategies I use today.

No question. Meeting with the mentor was huge. It helped most by giving me advanced notice on upcoming events for which I was responsible (interim reports, field trips,

parent-teacher conferences, exams, etc) It was also great to get feedback in a non-threatening environment. It was a steadying influence.

Absolutely with organization & lesson plans

I learned more by getting involved w/school club [sic] & communicating with other teachers/schools/professionals.

The first year in 02/03, yes. No, 07/08 no. I am jumping through hoops.

Not really. Needed greater structure & more focused meetings.

Yes. Having someone to talk to was the most beneficial element.

Learning from the experience of others is always a "good thing."

Understanding policy of districts
Student issues
Planning

Yes. The mentoring program helped me see the importance of organization, not just the lesson plans and classroom, but also the outside demands of paper work and record keeping

?

N/A

The individual assigned to be my mentor was not effective in any way, shape, or form.

No

Yes The mentoring exp. helped much more than the course work at OSU.

It helped me to learn the procedures for submitting paperwork.

It was helpful from an "understanding the organization" perspective.

I believe it was a small piece of the process – (mainly conformation of techniques)

No, the teacher who mentored me was not in my content area and was also a "new" teacher (less than 5 yrs experience).

My teacher-educator, Gayle Ray and my co-worker mentor were perfect role models that I respected and wanted to reflect their skills & enthusiasm.

No

No. It is more ongoing.

No, I love to teach and love kids, I feel I know what I'm doing

No! I learned more from the teacher that I work closely with. I found it easier to work with her because she taught the same type of students.

No

Yes – helped with system issues

Yes, when you have a mentor that cares

Yes, the mentoring program helped learn how to deal with all of the everyday interuptions [sic] in the week.

Yes, there was an opportunity for me to ask questions & receive feedback from a veteran teacher, she remains someone I can go to when I have questions or concerns.

Yes. It helped in maintaining consistency across dis. I learned much about how to teach and why some methods are better than others.

NO

Yes. Helped me to observe & reflect on teaching.

Yes, the support relationship proved to be very beneficial

Mentoring program offered insights about district & school expectations, the demographics & work of the district. My mentor, however, was a retired English teacher, not A.C.T.E. professional. I believe this was a detriment (albeit minor).

Documentation
Grade-book
Discipline
Peer group teaching

Yes: The biggest help to me is networking with a mentor and learning how to be an effective part of the teaching team.

Yes I do. My mentor knew what a first year teacher goes threw [sic]. Helped me by answering questions & gave ideas on how to handle problems & students

Probably not much. All she really did was oberve [sic] me twice & write down everything I said, and she showed me how to set up a weighted grading policy. I sought out a 2nd grade teacher to show me how to set up a paper gradebook for record keeping. We're all electronic now! Yea!

Back then we didn't have much of a mentoring system they just hooked me up with a person to go to if I had any questions.

Basically learn ropes – expectations of us as teachers – politics of the school.

NO – My Bach. Degree did that.

Yes. The example set by my mentor gave me a standard to live up to.

There is so much you have to know that I found it beneficial to have the PAR instructors and master teachers as points of reference.

Objective observation coupled with constructive feedback is helpful.

Yes. My T.E. would see things as they happened and would be there to offer help.

Yes, It's good to have someone show you the ropes.

N/a

No – mentor did not understand my content – wasn't there long enough to get more than a quick "snapshot" so her comments were not helpful or on target

38 hr. program was a life-saver. Dr. Catri and Dr. Hodges [??] are experts. I would not have made it through the 1st yr. w/out them.

Yes. It was hands-on, practical, daily application.

No so much. The mentor teacher was retired in place.

Even though it was not a "formal" program, I feel that my mentor assisted me with moral support most of all. This is extremely important for first year teachers. ☺

No, not at all. It went something like this: "How's it going, OK?" I'm stressed, overwhelmed and not sure I made the right choice. "Stick it out for at least 3-5 years then you'll know; let me know if you need anything." That was repeated every couple weeks, and that was that.

Yes. Had excellent mentor who demonstrated utmost professionalism and skills.

No.

Yes. Listening to an experienced mentor (teacher) and how they deal with issues really helped me and my development.

No

Familiarized me with policy & procedures.

No, some people just have a knack for it. I taught adults in nursing/hospital, and I had high school children when I started so I was much more prepared with what I was getting into.

Yes – I still communicate w/my mentor daily and share experiences, techniques, ideas & reflections. But I have a good mentor –That's the whole key – Lots of my co-workers had useless mentors and bad experiences.

My mentoring experience was the best learning situation I had ever encountered. Gail Ray was a very positive person to work with & motivated me to continue my education at OSU.

Yes My mentor said that he was my go to guy. He would answer any questions I had. He would get the answer if he did not know it. He would meet with me on a regular basis to discuss issues that was helpful.

Yes. If not for my mentor teacher I may not have survived the first year. Deffinately [sic] not the second year.

No, My mentor teacher refused to help me. She described it as "tough love" and told me to work it out

Yes. I interacted w/senior teachers and learned some insights to how to become an effective teacher. Pathwise classes were good for networking & learning about expectations of Praxis III.

No, I began the mentoring in year 3

Somewhat. They assigned a mentor who was 9 mos. pregnant – I had her for 2 wks then she went on leave. She was very good but not really available

Yes. My PAR person was a very experienced teacher and gave me good information and strategies for improvement. Some very concrete info too about organization.

No

NO – we met 3 times when I first started. It wasn't clear what was being talked about

A little. Not much interaction unless I initiated. Visits from teacher educator was helpful.

My mentor did not help me too much. He was out of touch. I think the person being mentored should pick their own mentor. My mentor did NOTHING and got a wonderful gift plus $300 for his classroom.

Yes – I am a better mentor in my nursing practice

The state program (4 wk) & (2 wk) workshops – I think were great. The course work was not. Local (county) monitoring was helpful & if administrators could have made it better

N/A

In Adult Ed. The OACTS group was a great source for mentoring. The 2 times a year was a must for new information & contact with people with similar problems or answers to problems

N/A

I think it helps to discuss problems with an experienced teacher and get a different point of view. Sometimes I was overwhelmed at the high school level that I needed to have someone to discuss problems with.

No. I became less of a teacher. The mentors often don't have a clue about your program. They are also paired to you by administration to manipulate maximum compliance and to make sure you see things in the same light. Most teachers have been there to [sic] long, stuck in a rut, and bring you down. You don't learn how to be a great teacher, you learn how to be whipped and broken and how to not standout!

Currently not teaching

No, I think I learned from my own resources and found people that could guide and advise me.

Each year one is active in the classroom, they learn and hopefully improve. At all times, our objective has to be that of stimulating the learning process of the students we serve.

NA

Mentoring in the field of any given trade or accidemic [sic] schooling.

No. Nor was I mentored as a first year teacher in public schools.

Not needed?

Yes Yes Yes! The mentor teachers gave me confidence and constructive feedback – making me much better as a teacher. Offering new ideas, modifications for what I'm already doing and insight into motivating those students who need the extra push. Very useful experience!

Most of my teaching experience was acquired prior to entering the K-12 education system. But what the mentor was most helpful with was identifying the specific differences in educating children vs. adults i.e. in relation to attention span, interaction, etc.

Yes. It always helps to have an experienced teacher guide you through the process. Other teachers in the school were also instrumental in helping me get through the first couple of years.

No. It caused me additional stress.

Not involved

Yes, in the correctional institutions there are a lot of institutional policies a mentor can help you with.

Yes, It encouraged me to continue to learn more about how to reach all my students. Also, it drove home the need for lifelong learning.

My experience in the mentorship program did not influence me as the teacher I am. I believe in the mentorship process. I had a poor mentor which gave me a bad experience

No! The in-house (Columbus Public) mentoring program paired me up with a teacher who new [sic] less than I did. She only got in the way and new [sic] nothing about electronics.

Somewhat, but mostly just experiences I have had. A great deal of it has been learned on my own.

Yes – it helped me learn how to navigate through the administration when I had student problems

Yes, I could contact someone for more information or needed help.

SECTION V, Question 3, Mentoring Impact on Decision to Stay or Leave Teaching

N/A

No

NA

While I may leave education in the next few years (which is very disappointing to me on several levels) the mentoring reflection has been mixed. I was under the table told to learn to play the game or get out of a job. I didn't believe this but now see the sad truth. For too many it is all about the paycheck and the system encourages this.

Had I experienced the formal mentoring that others, after me have benefited [sic] from, I would be more successful.

No

N/A

N/A

No

N/A

Not leaving. (if I can help it)

It may have lessened the stress on many occasions.

N/A

N/A

No

N/A

None

Not really

N/A

N/A

No impact.

No intention of leaving

N/A

Mentoring definately [sic] made me feel stressed & 05/06 burnt out. I have to focus on the State Board Exam for students. Trying to do that & a mentoring program made me feel like I couldn't handle it all. Now 07/08, I am not spending anymore time than minimum on mentoring program. I should be moving forward, not repeating.

N/A

N/A

N/A

N/A

N/A

No….I was only disappointed in the lack of guidance I received from the individual who was my mentor.

No

No. The mentoring experience was 13-14 years ago.

Planning to stay in education

N/A

My mentor support is the only reason I have been successful and retained my position.

No. I am not leaving education.

NO.

No

NO

N/A

N/A

I plan on staying in education – I may end up working in K-12 regular education or subbing.

No – that was to [sic] long ago to affect any current decision.

No, really just the schools lack of support

My mentor was a source of comfort and also a motivator, therefore, I believe she helped me over situations that might have turned others away from teaching.

n/a

Not at this time

N/A

N/A

N/a

N/A

No.

N/A

N/A

Not really. However an internship type intro to teaching could have made a huge impact.

N/A

Not Leaving

For 3 yrs. I wanted to leave. I felt like I was being allowed to "drown" at my job and that experienced teachers enjoyed watching the demise. What kept me from leaving was the schedule (because I had an elementary son) and I felt like I was letting students down.

N/A

My mentor and I have become good friends over the years. The close relationships which were formed through mentoring and other activities (similar) have kept me in my current possition [sic]

N/A

N/A

N/A

Not really. I would leave if the school system did not value what I have to teach or for personal reasons

No

NO – total leadership – if you can't trust them whats the point. They lie to your face & tell another story to others

No

No

No. I am out of education because I did not agree with boss – I followed orders. But in private let him know I disagreed & we were not friends.

N/A

Mentoring did not have any impact on my decision to leave teaching.

It played a big roll [sic]. I wanted a job that I could focus on the skill and relaying the passion and training to the students not spend all my time focussing [sic] on pointless standards and unecessary [sic] professional development.

No, I left simply because I was presented with another opportunity.

No

No

n/a

No, mentoring is overrated. A teacher needs support in learning the system of their parent distric's [sic] operations. A teacher coming out of college doesn't need to be mentored in their teaching abilities, they need support in their decision making processes that involve other teachers.

N/A

My mentors reinforced my desire to be an educator and even encouraged me to endure extra short term life hardships in exchange for long term career benefits! I definitely did not leave teaching because of my mentor experience!

No impact

No – I've been in teaching long enough to come to my own conclusions.

No

Not involved

No

No. I was laid off & left teaching because of program elimination.

I would like to be teaching again and if so I would consider being a mentor

Not really

N/A

N/A

N/A

SECTION V, Question 4, Mentoring and PRAXIS III Preparation

N/A

Yes. It taught me classroom management.

No, nothing was discussed regarding Praxis III

NA

I did not have to take Praxis III

NA!!

Yes. Let me be aware of what was going to happen.

N/A

Yes

Yes, my mentor assisted me in preparing successfully for Praxis III and it worked so well, I became a mentor to help new teachers and to give back.

N/A

Yes. Support.

Yes. The countywide sessions informed me of the process, expectations, and provided me a "guide" to succeed.

Yes. Did several pathways observations with mentors.

NA

Yes, My mentor was able to give me valuable feedback from the Pathwise observations that helped prepare me for Praxis III. Going through Pathwise observations helped me know how to complete the paperwork associated with the Praxis III observation.

Yes. The couple of observations that I had utilized the Praxis forms so I knew what to expect.

Yes--I was given practice and got reviewed on my writing, which helped.

I had already passed the Praxis III before becoming a career-tech teacher.

Yes – helpful strategies for application w/all core domains

N/A

N/A

Yes it did help--organizational skills and teaching strategies.

N/A

N/A

No! My mentor did not know what or how to prepare! I was glad I changed mentors plus talked to someone that had taken the test before I did!

The program itself did not because most information was district related. The program did require attendance at a praxis meeting. However, my mentor did assist with Praxis III planning.

Absolutely. My mentor spent a great deal of time & effort helping me to get ready & be totally prepared. I knew the domains inside & out by the time Praxis III came around.

Yes it helped with vocabulary used in Praxis

N/A

No, it was not focused on just Praxis III. Pathwise would have helped me but I took it after Praxis III. It all seems out of whack in order.

No. See #2.

Yes. Helped guide through the process.

Absolutely…

N/A

N/A

N/A

N/A

No…..no further comment on this topic

NA

Yes, My mentor went over Praxis III expectations with me several times and made sure I knew what to expect.

No, we only focused on procedures associated with our specific school.

N/A

I would say that the mentoring experiences did not help as much as the classes at OSU (Feedback on lessons was the most helpful in the mentoring program)

May have helped a little, but there was not much feedback from my mentor. Most help came from group experience with other mentors and 1st year teachers

Grandfathered in, no praxis. Vocational Teachers jump through far too many hoops to not have the distinction of a bachelor degree! W/o the degree comes a disrespect by distinguished co-workers.

Yes. This helped me to prepare for the test.

N/A

During Praxis III I had a mentor also and she was helpful in getting all the paperwork needed together for my Praxis III

Yes.

not required for me. N/A

Yes, I had a very good mentor, that was excellent.

Yes, My Praxis III mentor done 2 assessments this allowed me to be more at ease with the pre and post assessment questions

Yes in my second & third year my mentor did several practice assessments with me focusing in the different areas of praxis which was very helpful in passing the evaluation.

N/A

N/A

Yes. Attention to pedagogical issues.

Yes, I was more prepared in what material I needed and already relaxed in displaying my teaching methods.

N/A

Yes. I enjoyed having a mentor who put me through practice rounds for praxis and used the Pathwise system.

I did not have to take Praxxis [sic] assessment. N.A.

N/A – I took Praxis II. No one helped me with that – Totally on my own. PASSED – 1st try. ☺

No

Only one part…the Practice Praxis III, a different teacher did a mock Praxis III & I loved that!!

N/A

Yes. All that I learned was relative to the questions and activities required to pass the PRAXIS.

Gave me a "heads up" as to what to expect. Also teaching in front of peers, esp. evaluators, can be stressful - mentoring lowered anxieties.

Did not have to take praxis III. I received permanent certification in my field.

N/A

N/a

N/A

No. That was a joke. My evaluator was an English teacher. She had no idea how to eval a voc. edu. instructor. She said so herself.

Yes. It provided me w/a dry run, was practical & hands on.

N/A

N/A I was assessed by a PRAXIS assessor my 1st year as a paid practice run for the department.

N/A However I was a mentor to another teacher for Praxis III, and although very taxing (I think it would have made me quit). It does have a lot of good training in it. However Praxis felt a bit overkill in a lot of ways to [sic].

N/A

No

Praxis III My mentoring experiences helped me keep records, contacts, and documentation. It helped organize my time, material and maintain stress levels.

NA

N/A

In my 4th yr, Pathwise mentoring began in our school and I did get this which helped me with things I should be doing in the classroom.

Yes. Every teaching experience helps prepare for Praxis III, and working with the mentor allowed for reflection, growth & learning in the classroom.

N/A

We have a separate entry year mentoring program which prepared me for Praxis 3

No – See Above

Yes. We had to create a book that outlined all aspects of Praxis III.
ie - *parent communication
*high achievers
*sample lessons, evaluations, assessments
*student successes
*course of study
*IPDP
etc.

Yes, I knew what to expect.

Somewhat – the most influential prep for Praxis II was ED P & L 309–(Praxis II)
Praxis III – mentor helped but initial workshop @ OSU was the best prep. Dr. Catri (Bingham Catri)

Yes. My OSU & PAR instructor/mentor always used Praxis "language" and assessments were based on meeting criteria – much like Praxis language

Yes good information was supplied

Little – this is where coursework was better

Was not able to take Praxis III due to entry year requirements

No – my mentor never took the Praxis III so he was not helpful

N/A

N/A

N/A

N/A

N/A

N/A

Our teachers were assigned a special coordinator to get us through Praxis III. This was very valuable.

NA

N/A

I was before Praxis

N/A *Praxis III is a money making scheme, it doesn't prepare teachers for the "reality" of delivery/instruction. You can't expect a teacher making less than 30K to perform at Praxis III standards! It's a pipe dream.

In career tech N/A; in current situation, no

NA. Did not take Praxis III. But mentors helped me sail through Praxis II.

N/A

To some degree. OSU and practice test were actually more beneficial, I believe.

N/A

Not involved

Yes

No, I had no obligation to take Praxis III. I was last of certificated teachers (8 yr)

N/A I was exempt from Praxis. However others I've witnessed was helped by mentoring.

I never did Praxis

N/A

Somewhat.

Yes. I had contact with an educator and she answered my questions during the year leading to the evaluation.

Other Comments Handwritten Somewhere on the Survey

[ED T & L 642.07] – Did not offer/Don't remember

No mentor program for me ☹ School has one – I was not served by it. ☹

[Section II, Question 1, A – (?) N/A –There were no visits over the two years I was in class. –I did have the 575 Series classes, just no visits. The classes were useful.

[ED PAES 650] – Needed Today

[Section III, Question 1, D] - Important, but your focus is other places the first couple of years.

[Section III, Question 1, G] – Make sure teachers use "their" schools system.

[Section III, Question 1, H & I] – Grows in importance over time.

[Section III, Question 1, R] – Very important, but not the first year or two. Teachers leave the field because they are overwhelmed. They already have connections to Industry. They need to focus on students & teaching.

[Section IV, Question 1, B & C] – Important, but other areas may be of more importance.

[Section IV, Question 1, H] – Would be helpful over the years, but do they really have the time?

[Section I, Question 3] – Not from my employing district.

[ED T & L 642.07 Teaching Reading across the Curriculum] – Not Required at the time

[ED T & L 642.07] – Not required at the time.

[ED PAES 622, 623, 632] - Took an alternate course at Newark

Sorry it took so long. End of the year stuff. Other paperwork. Thanks. Mark

[Section VI, Question 6] – (working slowly on this)

15 years teaching 1½ years long term sub

"Working on Associate"

Sorry its late

I cant remember some classes. I completed the program 3 or 4 years ago.

[ED T & L 642.07] – Do not remember

[Section III, Question 1, A, B, F, G, H, I, M, O, P, R, S] – Did Not Happen

4/14/08 Jane, I teach Fine Arts at Fort Hayes. While some of your categories are reminiscent of those I utilized at Eastland – I use them no longer, for the most part. Sorry I'm of little help to you. KMDarling

NOTE: My mentoring was not geared toward the CT teacher – just new teachers in general.

Since I wasn't in a mentoring program, some questions are left unanswered. Good Luck with your future! Sherry Curry

Not sure it was called Route B. I think it was just called 36 Hour Voc. Course

I am not involved, but our school has many veteran teachers mentoring the younger teachers.

Unless I can afford to retire, which most likely won't happen

[ED PAES 575.06/668.06] – not sure I did this one

[ED PAES 622, 623, 632] – Don't think I had these

[Section III, Question 1] – I did A & B, but not under a mentoring "program"

[Section IV, Question 1, A] – Definitely! It can become overwhelming sometimes

[Section IV, Question 1, D] – Definitely. Especially with societal moral declines

[Section IV, Question 1, F] – Absences are a major problem

[Section V, Question 1] – It just was such that I'd ask other teachers for info/advice
[Section VI, Question 6] – Just have taken misc. classes for my IPDP – both college classes & my industry seminars.

[Section III, Question 1, F] – Overkill

[Section VI, Question 6] – [Master's Degree] x 2

[Section I, Question 2] – I don't know if it was termed "Route B."

[Section VI, Question 6] – After I became a vo-tech teacher, I received my M.A. and Ph.D. from OSU. Also my Superintendent Certificate.

Thank you for the pencil ☺

[Section VI, Question 1, Environmental and Agricultural Systems] – and Special Education

[Section I, Question 2] - I'm not sure what "B" program is, but I did go to OSU.

[Section I, Question 4, education-related field/business] - ? example ?

[Section I, Question 5] – think about it weekly

[Section III, Question 1, C] – State tells us what the curriculum of our course is, maybe content organization

[Section III, Question 1, G] – Not covered in my teacher educator program

[Section IV, Question 1, J] – Required by law?

[Section V, Question 1] – Very poorly done. My mentor wasn't a high school teacher and had no idea what I did.

[Section VI, Question 5] – Tech School

[Section VI, Question 6] – Tech School

[Section I, Question 2] – Don't know what Route

[ED PAES 667] – ☺ Lots!! have all notes & use a lot – Dr. Z was great!

[Section 3, Question 1, I] – Needs to be better!!!

[Section 3, Question 1, L] – Students are great, use this little!!
[Section VI, Question 3] – 21 in field (ECE) – 6 years Career Edu.

[Section VI, Question 6] - ☹ 16 hrs short M.S.

[Section I, Question 3] – Teacher Educator Dr. Ray

[Section III, Question 1, O] – Some fields are declining in placement i.e. economy & competing demands – college & out of work skilled labor

[Section VI, Question 6] – plus 45 hrs.

[Section I, Question 2] – after looking at course list, I believe I did not participate in Route B program

[Section II, Question 1, B] – didn't take

[Section II, Question 1, C] – didn't take

[Section II, Question 1, D] – didn't take

[Section II, Question 1, I] – didn't take

Jane – Good luck w/this! Say "Hi" to your hubby for me. Judy ☺

[Section I, Question 5] – N/A

[ED PAES 575.02/668.02, 575.03/668.03, 575.04/668.04] – Pretty hard to remember 7 years ago. A brief desc. of the class would be good.

[ED T & L 642.07] – NA

[ED PAES 675] - ?

[ED PAES 622, 623, 632] - ?

[Section III, Question 1] – none of these, none was covered in mentoring

[Section VI, Question 6, Associate Degree] – Almost Done

Sorry, I didn't feel I should fill this out. I went through T. E. 25 years ago & have been out of the classroom for 13 years.

[Section I, Question 5] – (But not positive)

[Section VI, Question 5] – 2 year tech school

[Section VI, Question 6] – 1 year tech school

[Section VI, Question 5] – in progress

[Section VI, Question 6] – in progress

[Section VI, Question 6] – in process

[Section I, Question 2] – certificate? Route B?

[Section 1, Question 3] – but it was pathetically inadequate

[Section II, Question 1] – O = can't remember – it was so long ago

[ED PAES 668.02] – 4 wk summer '95 Ed STDS 575.01 (?)

[ED P & L 309, ED PAES 650, ED PAES 667, ED PAES 675, ED PAES 622, 623, 632] – did not take

[Section III, Question 1, B] – 575.01

[Section III, Question 1, F] – covered in 575.01

Most of the above items were not covered in my employee mentoring process. Most were covered in the 575.1…2…3 etc. series @ OSU. Our mentoring process at Tolles has undergone a complete overhaul since 1995.

[Section VI, Question 5] – B.A. Comm.

[Section VI, Question 6] – M. Ed.

[Section I, Question 2] – Certification-Yes not licensure

[Section VI, Question 6] – <u>worked on it</u>

What Pencil? JM

[ED PAES 655] – should be 1st class taught!!!

[ED PAES 675] – Yes but needs to be 1 of 1st classes

[ED T & L 642.07] – N/A

[Section I, Question 2] – Not sure what you mean by, "Route B."

[Section VI, Question 5] – 1984 – Criminal Justice. 1993-Civil Eng. Tech.

[Section VI, Question 6] – Technology Education – OSU 2001

[ED P & L 309] – excellent course

[ED PAES 650] – Excellent Instruction Dr. Peterson?

[Section IV, Question 1, F] - !

I realize this is not anonymous. Donna Marshalko

[Section III, Question 1, D] – poor

[Section III] – I have learned more via other teachers then [sic] w/college courses

[Section IV, Question 1, F] – doesn't apply to prison pop

[Section I, Question 5] – N/A

[Section IV, Question 1, J] – of supervisors +++

[Section I, Question 5] – I left 8 yrs. ago

[Section I, Question 4] - Mayor of my Village

[Section II, Question 1] – 5 years ago: not much of a description

[Section II, Question 1, H] – Don't remember

[Section IV, Question 1] – Adult Ed

[Section I, Question 4] – Part time training at Clark State

[Section I, Question 5] - ?

[ED PAES 575.03/668.03, 575.04/668.04, 575.06/668.06, ED P & L 309, ED T & L 642.07, ED PAES 650] – Do not remember classes Did Adult Ed

[Section III] – Only mentoring I received was classes from Gayle Ray at OSU

[Section VI, Question 5] – Beauty School Training

[Section VI, Question 6] – same as above

No longer employed. Do not want questionnaire

[Section I, Question 2] – Route B what is this; used OSU coursework

[Section II] – I took only 5 classes for credit 178-18 yrs ago. I don't remember exactly what. But they weren't useful at all. I previously had taught high school for 19 yrs.

[Section V, Question 1] - N/A

[Section I, Question 4] – Retired

[Section II, Question 1] – Sorry, I don't remember

FYI, This survey doesn't even scratch the surface. Teaching is something that comes natural to a real, and good teacher. To find and retain good technical teachers you must allow them to teach! Allow them to train their students to become masters of the craft. If industry professionals continue to be forced into a status quo box or forced to "fit the mold" than [sic] you will continue to have second rate teachers. The kids get no real training and the state of technical education will continue to decline. This survey doesn't come close to asking what the real issues are. It doesn't ask anything it wants you to check a predetermined answer. You wrote the answers and all I can do is pick one.

[Section III, Question 1, L] – HA! (no support available)

Thank you for including me in your survey but I am afraid that I was not much help. I took most of my classes at Kent State and a few at Muskingum. I am currently Head of the art department at Carthage High School teaching 10 through 12 students. I also am currently District 9 Representative for Missouri Art Education Association, but have not participated in Career-Technical Education. However, our district is adopting a Commercial Art Program that will be implemented next fall so a Career Technical Curriculum will be developed this summer. If you have any assistance in helping with that I would completely appreciate that.

[Section I, Question 2] – I don't know what Route B is

[Section I, Question 3] – It was very, very limited

[Section I, Question 4] – They did away with the program to make room for weight training

[Section II, Question 1, A] – taken the year after I started

[Section III, Question 1] – I did not have any help with any of these topics

[Section VI, Question 5] – 4 yrs Apprenticeship State of Ohio

I'm no longer teaching due to the fact that the program was closed and all the equipment sold to make room for a weight room for the football team. I was originally hired in late August of 1999 to begin teaching the next week. Because of this late hiring I was not

able to take the summer course for new teachers until the next year. That course was very helpful but a little late. I began taking education courses at OSU while trying to learn how to handle a classroom of junior and senior students. I was supposed to have a mentor but even though he was being paid to help me I never saw him. My only help was the technical math teacher. All during the courses that I took at OSU others and myself in the class were told that we would not have to take the praxis test. That changed after completing the last course required. So we had no instruction about the praxis but were told we now had to take it. I took it twice but did not pass so I didn't have much recourse when the school decided to close the program. I later found out that during this time many people were told they had not passed due to incorrect scoring. I know it doesn't sound that important but I felt after all I spent on these courses we should have at least received a certificate of completion. I have nothing to sow [sic] for all the time and money spent. I enjoyed teaching even though it was very stressful and I believe I did make a difference in a few students lives. Sincerely Tom Darfus

Dear Mrs. Briggs, The questionnaire was not returned due to loss of teacher contract in 2002. and I have chosen not to return to education. Thank You Billie Jo Sever

[Section I, Question 2] – unsure, did get my tech. training at OSU – but not sure about route B

[Section I, Question 5] – currently not teaching

[Section II] – It has been over 10 years since I completed the program and I can't remember which of these classes I took.

[Section III] – I did not have a "mentor!"

[Section IV, Question 1] – Staff Dev. Coordinator made herself available

Good luck to you!

[Section I, Question 4] – Not employed at this time

[Section I, Question 5] – NA

[Section VI, Questions 5 & 6] – a few hours short did not complete

[Section I, Question 2] – 1 year on job of mentoring 3 year night classes

[Section 1, Question 3] – But would if asked

[Section I, Question 4] – Teaching on internet for Wood Magazine (unpaid)

[Section III, Question 1, B] – Mine was accepted by the State of Education and the correctional institutions to be used by all vocational teachers.

[Section III, Question 1, F] – I use the old four-step Preperation [sic], presentation, application, evaluation

[Section III, Question 1, U] – IPC Inner Personal Communication

[Section VI, Question 1, F] – Teaching in such a manner that the student would want to come to classes

[Section VI, Question 1, H] – Word of mouth is the best.

[Section VI, Question 1, I] – 75% of my former students are working at the trade

[Section V, Question 1] – existing today as the mentor

[Section VI, Question 5] – 1 yr on site with mentor 3 yrs night classes at OSU

[Section VI, Question 6] – Equiv. and 4 year teaching cert.

Hello Friends, As you can see I am still mentoring. Should you need or want my services in the up coming future, please feel free to call me at 740-506-3012 or email me at Ralj7@aol.com Respectfully Ralph A Jones

[Section III] – I didn't have a mentor

[Section VI, Question 5] – (5 year)

[Section VI, Question 6] – (5 year)

[Section III, Question 1, A] – Not influential in any decision making process. Have used it….Never mind – there was no mentoring program where I work.

[Section IV] – N/A

[Section VI, Question 5] – I never entered OSU's licensure program.

I didn't get an OSU pencil…send me football tickets. Thanks! D.M.

[Section VI, Question 6] – N/A

[Section I, Question 5] – NA not currently teaching
[Section VI, Question 6] – not quite finished with Master's

Thanks for seeking my input. Hope this helps!
[Section I, Question 1] – Most of my teaching experience was at community college and nursing facilities.

I was assigned a mentor during my 1st yr of employment in an urban school district. Since I worked with the district office business partners & the schools in a support role, my mentor had difficulty in determining how to help me. I was not in a direct teaching role in the public school system.

[Section V, Question 1] – PAR Program

[Section VI, Question 3] – (I began working in Professional Dev't./Orientation & Training in the industry)

Jane, I am no longer a teacher. I have been in the corporate world for 2 years now. Good luck with your research. M. Randall

[Section V, Question 1] – PAR

[Section VI, Question 1] – Computer Systems

[Section II] – Never went through Licensure

[Section III] – didn't part.

[Section I, Question 4] – Retired

I have taught one semester and do not feel experienced enough to fill out form Frank Simonetti

Dear Jane, I am sorry, I no longer teach career-tech students. Shawn Smith

[Section VI, Question 6] – (2nd)

[Section I, Question 4] – Retired

[Section VI, Question 5] – Never licensed

Dear Jane, By the "B" plan, I thought you meant the certification route that followed a degree in a non-education field (Business). I wasn't certain. Since I took my coursework in education so long ago (1972), I am unfamiliar with any of the courses or workshops. I earned vocational certification through an in-school program called Occupational Work Adjustment (OWA), a not abandoned program. Any insights I might have about business or vocational training, would be so dated, that they would be misleading. I was a certified teacher; I was never licensed. I never had any mentoring experience although I

informally helped every new teacher I could. I proposed systems for helping new teachers adjust, and one or two were implemented to some extent. If you wanted my opinions on teaching in the subject areas, I would be happy to venture some, but the questionnaire just doesn't apply to someone as old as me. I answered all I could. Sorry. Vohlers

[Sections II, III, IV, V] – N/A

[Section VI, Question 5] – N/A didn't enter program

[Section VI, Question 6] – N/A didn't complete program

[Section VI, Question 5] – N/A – Ashland University

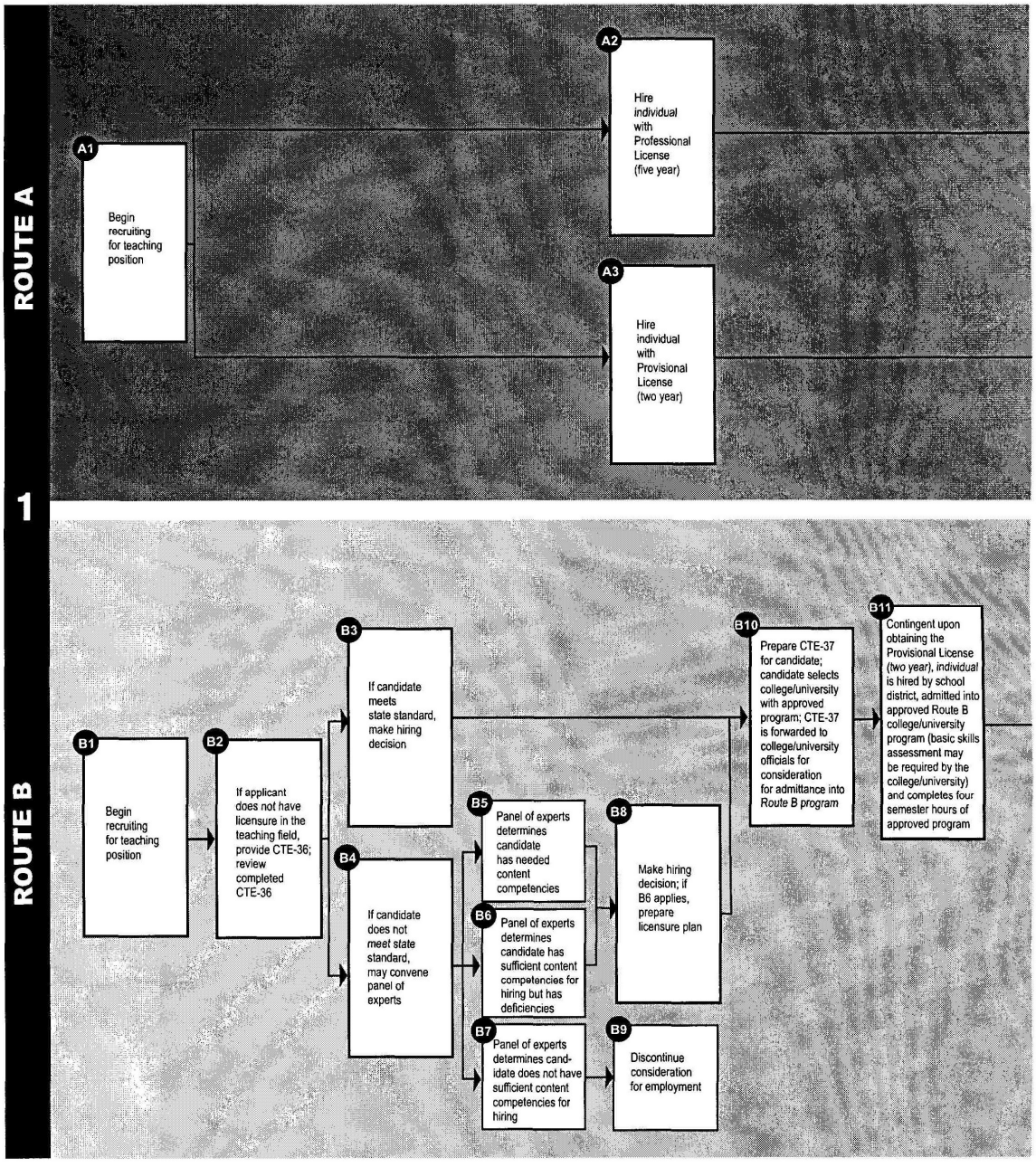
[Section VI, Question 6] – Ashland University

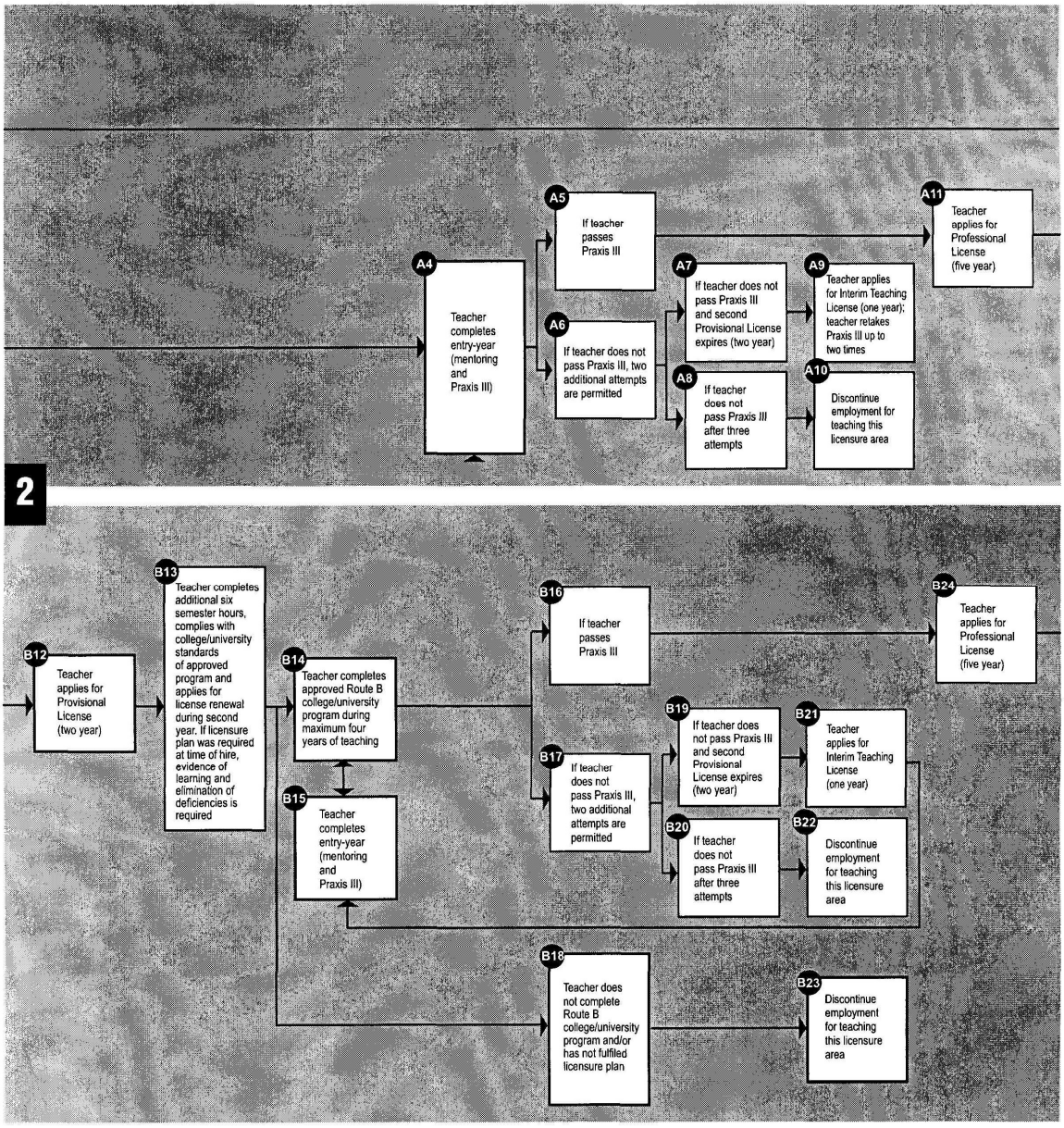
APPENDIX K

CAREER-TECHNICAL TEACHER LICENSURE OVERVIEW

FLOW CHARTS FOR CAREER-TECHNICAL TEACHER LICENSURE

From Teacher Recruitment to Five-Year Professional License




2
A4
Teacher completes entry-year (mentoring and Praxis III)
A5
If teacher passes Praxis III
A6
If teacher does not pass Praxis III, two additional attempts are permitted
A7
If teacher does not pass Praxis III and second Provisional License expires (two year)
A8
If teacher does not pass Praxis III after three attempts
A9
Teacher applies for Interim Teaching License (one year); teacher retakes Praxis III up to two times
A10
Discontinue employment for teaching this licensure area
A11
Teacher applies for Professional License (five year)
B12
Teacher applies for Provisional License (two year)
B13
Teacher completes additional six semester hours, complies with college/university standards of approved program and applies for license renewal during second year. If licensure plan was required at time of hire, evidence of learning and elimination of deficiencies is required
B14
Teacher completes approved Route B college/university program during maximum four years of teaching
B15
Teacher completes entry-year (mentoring and Praxis III)
B16
If teacher passes Praxis III
B17
If teacher does not pass Praxis III, two additional attempts are permitted
B18
Teacher does not complete Route B college/university program and/or has not fulfilled licensure plan
B19
If teacher does not pass Praxis III and second Provisional License expires (two year)
B20
If teacher does not pass Praxis III after three attempts
B21
Teacher applies for Interim Teaching License (one year)
B22
Discontinue employment for teaching this licensure area
B23
Discontinue employment for teaching this licensure area
B24
Teacher applies for Professional License (five year)

Renewal of Five-Year Professional License