A COMPARATIVE CASE STUDY ANALYSIS: EFFECTS OF MENTOR PRACTICES ON NEW TEACHER RETENTION

By

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DEDICATION

To my trio, Ave' Bennings, Avanti' Bennings and Ethan-Mekhi' Bennings, who were sent directly from the heavens above. To my first born, Sweet Ave', who inspires and encourages me with her innate strength. You remind me of the importance of being strong no matter what. To my second born, also know as Lil' Le-Le and my twin, you have been a true angel to me since conception. I thank you for your love and unwavering support to help mommy even when times get rough. Finally, to my E-Man, who is truly a warrior. I thank you for your obedient spirit and desire to treat others with kindness.

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ABSTRACT

Teacher attrition rates continue to rise at an alarming rate, which contribute to budget problems and decreased educational school quality. Unfortunately, about one-third of all new teachers decide to leave the classroom within the first three years (Darling-Hammond, 2003; Ingersoll, 2001). Half of new teachers do not make it through the fifth year of teaching (Ingersoll & Smith, 2003). The purpose of this case study analysis was to determine which mentoring strategies had the most influence on teacher retention in hopes that these effective strategies can be duplicated later in other settings to promote best practices. Three case studies were examined to explore how mentoring programs will be utilized and its impact on new teacher retention. The research and findings related to these three case studies investigating induction, mentoring program components and new teacher retention had varied results. The findings show that mentoring provides opportunities for networking and classroom competency along with incorporating opportunities for teacher participation, autonomy, and collegial collaboration. These kinds of teacher supports influenced new teachers' beliefs about their profession and commitment to their career. Mentoring programs also provide new teachers with a security that makes them feel better about staying in education in their early years.

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CHAPTER I

INTRODUCTION

The enactment of No Child Left Behind (NCLB, 2001) mandates that schools staff all classrooms with highly qualified teachers, which creates an exceedingly ongoing challenge for school districts across the country. The NCLB Act of 2001 is designed to ensure that all children, regardless of race, ethnicity, class, disability, or English proficiency have a fair, equal, and significant opportunity to obtain a high-quality education. Our nation produces more qualified teachers than needed. Thus, the problem does not lie in the number of teachers available. The challenge is how to retain the qualified teachers that are presently employed (Darling-Hammond, 2003). The teaching profession has been traditionally signalized as a profession that experiences high levels of attrition among newcomers (Ingersoll & Smith, 2004). Freedman and Appleman (2009) found that teachers leave the profession in rates higher than other professions. Ingersoll and Merrill's (2010) research showed the annual turnover rate for teachers was higher than for other professions like lawyers, engineers and professors.

Teacher attrition rates continue to rise at an alarming rate, which contribute to budget problems and decreased educational school quality. The attrition rates of first-year teachers have increased by about one-third in the past two decades according to (Ingersoll, 2010) There are far more beginners in the teaching force, but they are less likely to stay in teaching. Turnover in the teaching profession is four percent higher than other professions. Approximately 15.7 percent of teachers leave their posts every year, and 40 percent of teachers who pursue undergraduate degrees in teaching never even enter the classroom (Riggs, 2013). Ultimately, both the number and instability of beginning teachers have been increasing in recent years (Ingersoll, 2010).

These realities, although negative for schools that must constantly replace teachers, are devastating for those teachers that choose to leave the careers for which they prepared and invested time. With the cost of a college education getting increasingly higher, the time and cost necessary for taking and passing the certification exams, and the amount of time it takes to become a teacher, the personal costs of new teacher attrition are enormous (Moore, 2011).

Attrition is problematic for several reasons. First, teacher stability is critical to providing high quality education for all students. Second, teachers are costly to replace, once hired and trained. Third, schools that serve students from economically disadvantaged households suffer more from teacher attrition and transfer to other schools; these are the students that need quality education in order to improve their quality of life (Bryk, Sebring, Allensworth, Luppescu & Easton, 2010).

The national concern with quality education and teacher retention has led to an increase in novice teacher support. In recent years, there has been a growth in support, guidance, and orientation programs, collectively known as the induction process, for beginning teachers during their transition into their first years of teaching (Smith & Ingersoll, 2004).

Legislative initiatives and mandates that require assistance for beginning teachers have proliferated as a result of realizing that the challenges faced by novice teachers can become overwhelming. The National Commission on Teaching and America's Future (2002) stated that a total of 28 states reported that they have some form of a beginning teacher assistance program (p. 12).

1.1. Statement of the Problem

The National Commission on Teaching and America's Future (NCTAF, 2003) reported that annual teacher turnover (15.7%) is notably higher than the annual turnover of people in non-

teaching occupations (11.9%). Also, the NCTAF identified beginning teacher attrition as a "serious problem" and reported that the cumulative percent of teachers leaving teaching each year is: 14% after one year, 24% after two years, 33% after three years, 40% after four years and 46% after five years. The teaching profession is one of the few professions that demands novice teachers meet the same standards and requirements as their experienced colleagues (Hill & Barth, 2004).

A federal longitudinal study released in April of 2015 by the U.S. Department of Education's National Center for Educational reported new findings about teacher attrition rates. This study, "Public School Teacher Attrition and Mobility in the First Five Years," found that 10 percent of new teachers in 2007-08 didn't return the following year, increasing cumulatively to 12 percent in year three, 15 percent in year four and 17 percent in the fifth year.
The director for Teacher Quality at the National Education Association (NEA), Segun Eubanks, stated that "these important findings support what NEA has advocated for a long time. That high-quality mentors and competitive salaries make a difference in keeping teachers."(Fensterwald, 2015)

This means that retaining a teacher with two years of experience is far more productive than hiring a new teacher to replace him or her (Brill & McCartney, 2008).

Several studies have found that well designed mentoring programs including induction raise retention rates for new teachers by improving their attitudes, feelings of efficacy, and instructional skills (Darling-Hammond, 2003). The quality of induction programs are however inconsistent as far as focal elements in the programs are concerned (Jaja, 2010).

The inability to retain an effective teaching force has a direct effect on teacher quality and, ultimately, student achievement. Opposed to leaving unfilled teaching positions, principals

choose to fill the classrooms with less-qualified teachers, substitute teachers, or "out-of-field" teachers who are trained in another subject or grade level (Ingersoll, 1997).

Teacher quality is measured by content knowledge, experience, training, highly qualified (HQ) credentials, or general intellectual skills which are strongly related to student achievement. Ultimately, skilled teachers produce better student results (Sanders & Rivers, 1996; Breaux & Wong 2003; Guarino, Santibafiez; Daley & Brewer, 2004; Murname & Steele, 2007). Researchers and analysts debate the fact that poor and minority students are the least likely to have qualified teachers, in itself a major contributor to the achievement gap (Center for Public Education, 2005). Research also shows that assigning experienced, qualified teachers to low-performing schools and students is likely to pay off in better performance and narrowing gaps.

Due to increasing curriculum expectations, as well as an increased number of students with special needs in general education classes and the expedited rate of transformation, pressure to develop cultures of working together to include mentoring relationships has emerged (Hargreaves & Fullan, 2000).

Teaching is one of the rare professions that places its new employees into the trenches with very little on-the-job training (Carney, Crilley, Fala, Strouse, & Tully, 2012). According to Hargreaves and Fullan (2000), early education in the U.S. began like a manufactured system of mass education. Accepted practices of teaching were primarily lecture and rote memorization, as well as note taking, assigning questions, and seat work. During these early years of teaching, the job of teachers was seen as simple and the complexities that exist were not understood. New teachers received no mentoring at all. Hargreaves and Fullan also noted that teachers learned to be teachers through practical apprenticeship and became better teachers simply by trial and error.

Roussos and Hancock (2009) found national teacher vacancies listed as high as 500,000 to 540,000 in the school year of 2007 – 2008. They also reported that 15% of all teachers leave the workforce or move to new teaching assignments each year. According to The Alliance for Excellent Education (2008), reasons for attrition were retirement, dissatisfaction with working conditions, administrative support, better teaching assignment and quality school relationship. The Alliance for Excellent Education also explained that teacher turnover includes those who transferred from one school to another within a district (movers) and those who left the district or profession entirely (leavers).

While there are several existing studies on the impact on teacher turnover of new-teacher induction programs, the conclusions are not consistent. The extent of the induction programs' outcomes vary. There are numerous explanations for the discrepancy in empirical findings.

One of the explanations is the criticism of the empirical analytic approaches for not being sufficiently rigorous (Ingersoll & Kralik, 2004; Glazerman et al., 2008). The second reason is that the components of the programs examined in different studies differ (Smith & Ingersoll, 2004). A third reason is that the quality of each program may be different (Rockoff, 2008). Finally, the fourth reason is that a given program or program component(s) may have different effects on different groups of teachers, such as teachers with different experiences and teachers working in different conditions (Rockoff, 2008; Glazerman et al., 2008).

Ingersoll has done extensive research on beginning teacher support and found that teachers who have at least two small initiatives in place, such as, working with a mentor and having regular supportive communication with an administrator are more likely to stay in the classroom (Riggs, 2013)

Over the past two decades, there has been a large increase in the number of states, districts, and schools offering support, guidance, and orientation programs (Ingersoll 2012). This data indicates that induction can help retain teachers and improve their instruction. The data also show that the kinds and amounts of support vary. Other research suggests that content, intensity, and duration are important: The effect depends on how much induction one gets and for how long. This is an area in which the research community could provide useful guidance to the policy community (Ingersoll, 2012).

Over the past couple of decades, numerous studies have been done on different types of teacher induction programs. However, it is unclear how much of this research warrants unambiguous conclusions about the value of the induction program being considered. Quality induction programs are inconsistent as far as the elements in the programs are concerned (Jaja, 2010).

1.2. Purpose of the Study

The purpose of this comparative case study analysis is to provide a descriptive analysis on the effect of mentor practices on new teacher retention.

1.3. Significance of the Study

Teacher retention strategies are important to research because teacher attrition has a direct connection to the lack of student achievement. This problem affects educational organizations because research has found that building positive relationships among educational leaders and teachers has a powerful impact on teacher motivation and retention, (Schlichte, Yssel & Merbler, 2005). The continuing shortage of teachers makes it crucial for educators and researchers to continue to find ways to stop the flow of teachers from leaving the profession and to retain the best teachers in classrooms (Chapman, 1984). According to Lyne (2013), mentoring

is not by any means a new approach and its origin dates back as far as Greek mythology. The modern day practice of mentoring pinpoints its beginnings in the early 1980s when there was an expansive evolution to strengthen and reinforce education. Interest in teacher turnover and its effect on teacher quality has played a role into the development of state-level polices in relation to new teachers since the early 1980s. Supporting regulations, as well as appropriations financially backing beginning teacher programs, often referred to as induction, have been enacted in diversified structures at the state level. In the early 1980s, in an effort to minimize the progression of new teacher attrition, advanced mentoring programs were developed. These programs were created with the purpose of offering new teachers a more practical, efficient, and productive progression into the world of teaching, which included advising mentors in the most accommodating approaches of support of novice teachers, and evolving the teaching field (Lambeth, 2012).

Although research (Glazerman, Dolfin, Bleeker, Johnson, Isenberg & Lugo-Gil, 2008) has found that induction programs, in general, have a positive impact on teacher retention, it is admitted that few empirical studies have addressed the issue that there might be factors that influence both program enrollment and turnover outcome. If any of these factors was not measured and addressed in regression, estimates of program effects would be biased. Particularly, many states have devoted significant resources to new-teacher induction programs; however, the empirical support for such programs based on rigorous studies is rather minimal. Thus, there is a need for intentional research on the effect of mentoring programs on teacher retention.

There are numerous gaps in the literature concerning new teacher turnover and new-teacher induction programs. The effects of new teacher mentor programs on teacher turnover are

inconsistent in existing literature; however, some studies have been devoted to empirical examinations of potential reasons. These studies, in particular, use analytical methods only. When studies employ one single method, this makes it difficult to distinguish whether other aspects of a study matter (Ingersoll, 2011)

However, no empirical studies have ever done comprehensive research on legal provisions for teacher induction programs in all 50 states and the District of Columbia. Thus, there is no link between the variation of mandatory induction legislation/policy for induction participation and its effects on new teacher turnover (McElroy, 2012).

Thus, the influence of teacher retention is important in order to ultimately impact student achievement. Although researchers Ingersoll and Kralik (2004) have indicated which activities are most frequently used during mentoring and induction to enable professional development in beginning teachers, research is still lacking in identifying specifically which activities have been viewed as being most efficacious by beginning teachers themselves.

This particular study focuses on how mentoring programs have been most effective with supporting the goals of teacher retention. This comparative case study analysis will contribute to the body of work through analyzing case studies around mentoring programs and mentoring's effect on teacher retention. It will provide recommendations for improving practice and policy making. This study may open a broader dialogue about the mentoring process and how mentors' and new teachers' perceptions can help shape the direction of mentoring programs. This study may also serve as a vehicle of communication among mentor teachers, new teachers, building administrators, and central office personnel. The results from this study could be used as a planning resource for central office personnel that focus on recruitment and retention of teachers in a district.

1.4. Theoretical Framework

The theoretical framework for this study is based on Michael Zey's Mutual Benefits Model. The protégé, mentor, and organization have mutual benefits according to Zey's (1984) Mutual Benefits Model. The protégé, also known as the mentee, learns his/her job and the political and cultural aspects of the organization. The mentor is normally compensated and/or has classroom release time. The protégé's or mentee's accomplishments achieved can have a positive effect on the mentor's reputation. Through the relationship, the organization is able to be efficient and have a functioning managerial team, along with socialized and integrated employees, and, most importantly, a distinct model of managerial succession guaranteeing the transference of organizational values and culture to the next generation of managers (Pattie, 2010).

Kram (1983) was one of the first researchers to investigate the positive aspects of mentoring and found that mentoring was based on an individual's need for psychosocial support, guidance to accomplish tasks, and advancement of one's career. In her seminal study, Kram found that a mentor-mentee relationship went through four stages. During the first stage, initiation (six to twelve months), novices evaluate their competencies and form relationships with mentors. Over time, an emotional bond occurs as a byproduct of frequent interaction.

Mentoring is a common strategy for transformative professional, personal and organizational development. By creating a supportive culture, mentoring can provide the environment for transformative learning to occur. Through this experience, mentoring becomes a transformative relationship in which individuals reconstruct possible selves. As a two-way process, mentoring is a learning tool for both the mentor and the person being mentored (Fletcher, 2007).

1.5 Research Questions

The research questions that will guide this study are:

1. How does mentoring first year teachers contribute to teacher retention?
2. How does mentoring first year teachers contribute to their professional development after two to three years of teaching ?

1.6 Limitations

The limitations of this comparative case study analysis include an analysis of only three case studies. Only non-tenured new teachers who are in their first through third year of teaching are being investigated on their mentoring experience. Findings from this comparative case study analysis my not be generalizable.

1.7 Delimitations

This comparative case study analysis is not addressing a specific treatment or instrument for the analysis of the three case studies selected. This comparative case study analysis is not examining other factors that support teacher attrition such as job satisfaction, financial compensation, and administrative support. This analysis will focus on a target population of non-tenured new teachers.

1.8. Definitions of Terms

Ecological school system: The ecological school system is a complex system made up of sub-systems (microsystem, mesosystem, exosystem, macrosystem) that creates the school environment. The teacher is the unit of analysis in the ecological environment. The microsystem will refer to the classroom, the mesosystem will refer to the school and immediate community, and exosystem will refer to the school district, and the macrosystem will refer to the state and

national systems of education. Within each sub-system, characteristics of the environment can potentially affect teachers (You, 2012).

School environment: The school environment is synonymous with the ecological school system. It is comprised of nested sub-systems which make each school unique. The school environment is affected not only by the people within the school, but also by other stakeholders such as the district CEO, the state department of education, and colleges that produce teachers (Waterman and He, 2011).

Teacher attrition: Teacher attrition is defined as the exit of teachers from classrooms due to reasons other than retirement, school closing, being fired, or being laid off. Attrition does not include teachers who transfer from one teaching job to another teaching job, nor does it include teachers that transfer from one position within a school to another position (You, 2012).

Teacher transfer: Teacher transfer is defined as the voluntary movement of a teacher from one classroom teaching job to another classroom teaching job in a different school (Waterman and He, 2011).

School organization: The school organization is comprised of features within a particular school that affect the working environment and teachers' work. The school organization does not refer to influences outside of the school, such as the socioeconomic status of the students, which could have an effect on the school. Rather, the school organization refers to the school policies, overall structure, and tasks and roles that affect the day-to-day operations of the school (Waterman & He, 2011).

Stayer: If a teacher is satisfied with these aspects of his or her career, the decision is often made to be a stayer (Palmer, 2010).

Leaver: If a teacher is dissatisfied with these aspects of his or her career, the decision is often made to become a leaver (Palmer, 2010).

Veteran: means that the teacher is not in his or her first year of teaching; however, the number of years of experience is not necessarily specified. Typically, mentors have at least three years of experience in their school district or division that allows the mentor to develop an expertise and understanding about the school system and to become skilled and comfortable within the classroom (Waterman & He, 2011).

Mentor: For the purpose of this study, a mentor is defined as an experienced peer teacher who has been chosen to provide assistance and guidance to an assigned novice teacher. Mentoring: A nurturing process in which a more skilled or more experienced person serves as a role model, teacher, sponsors, encourages, counsels, and befriends a less skilled, experiences person for the purpose of promoting the mentee's professional and/or personal development (You, 2012).

New Teacher: For the purpose of this study, a new teacher is defined as a teacher with fewer than five years of teaching experience or new to the school district (Waterman & He, 2011).

Retention: A teacher who remains in the school district where the mentoring experience was provided (You, 2012).

1.9. Summary

The literature suggests that teacher retention may negatively affect student achievement in many ways. First, high turnover affects the stability in schools making it more difficult to have coherent instruction. This instability may be particularly problematic when schools are trying to implement reforms, as the new teachers coming in each year are likely to repeat mistakes rather than improve upon implementation of reform (Boyd, Lankford, Loeb, Rockoff & Wycoff, 2007). Also, in high-turnover schools, students may be more likely to have inexperienced teachers who

we know are less effective (Kane, Rockoff & Staiger, 2006; Rivkin, Hanushek & Kain 2005; Rockoff, 2004). Finally, high turnover can be costly in that it takes time and effort to continuously recruit teachers. In addition to all these factors, turnover can reduce student learning if the effective teachers are the ones that are more likely to leave.

CHAPTER II:

REVIEW OF THE LITERATURE

2.1. Introduction

This comparative case study analysis analyzed three case studies which focus on specific activities in which novice teachers participate and find to be the most meaningful in their development as teaching professionals. This review of literature provides an overview of mentoring from a practical and theoretical perspective. This review discusses the rationale for mentoring programs and describes how professional mentoring programs provide a viable solution to problems commonly associated with beginning teachers. This review describes research findings that build a foundation for this study and its implications for the necessity for providing strong mentoring programs.

Each year many teachers enter and leave the teaching profession in the United States. According to recent data from the National Center for Education Statistics (2012), of the 3,377,900 public school teachers who were teaching during the 2011–12 school year, 84 percent remained at the same school ("stayers"), 8 percent moved to a different school ("movers"), and 8 percent left the profession ("leavers") during the following year. Among public school teachers with 1–3 years of experience, 80 percent stayed in their base-year school, 13 percent moved to another school, and 7 percent left teaching in 2012–13. Among public school teacher movers, 59 percent moved from one public school to another public school in the same district, 38 percent moved from one public school district to another public school district, and 3 percent moved from a public school to a private school between 2011–12 and 2012–13. About 51 percent of public school teachers who left teaching in 2012–13 reported that the manageability of their work load was better in their current position than in teaching. Additionally, 53 percent of public

school leavers reported that their general work conditions were better in their current position than in teaching.

Teacher turnover can be costly for school districts. In a pilot study conducted by the National Commission on Teaching and America's Future (2003), for example, the total cost of teacher turnover in the Chicago Public Schools was estimated to be over $86 million per year, and the average cost per leaver was $15,325 (Barnes, Crowe, & Shaefer, 2007). The purpose of this pilot study was designed to develop tools for estimating turnover cost. Barnes et al. reported the results of a pilot study that analyzed the cost of teacher turnover in five school districts in which the rate of turnover, the relationship between turnover and teacher and school characteristics, and the costs associated with recruiting, hiring, and training replacement teachers were impacted by the cost of attrition. The evidence found that turnover costs, while difficult to quantify, are significant at both the district and the school levels. The results also showed that teachers tend to leave high minority and low performing schools at significantly higher rates. This has implications for the differential impact of the costs of teacher turnover on high-need schools. The relationship between teacher turnover and other school and teacher characteristics varied across the five school districts. Based on the findings, Barnes et al. recommended that districts strongly consider the following:

1. Track teacher turnover and its annual cost
2. Upgrade district data systems
3. Invest in new teacher support and development
4. Target retention strategies at high needs schools.

High turnover costs undermine school districts' efforts to enhance the quality of teaching under the already tight budgets. Most importantly, higher school turnover rates have an adverse

effect on student academic performance (Guin, 2004; Terry & Kritsonis, 2008). In order to maximize the use of resources that address quality teaching, it is critical for school districts to provide effective teacher retention programs. Among various retention strategies, mentoring programs are widely used.

According to a study, The Wrong Solutions to Teacher Shortage, conducted by Ingersoll and Smith (2003), SASS/Teacher Follow-Up Survey study suggested that after 5 years, 40-50% of all beginning teachers had left the profession. Such reasons for leaving included working conditions, termination, pregnancy, child rearing, health problems, relocation, and job dissatisfaction (see Figure 1&2; Ingersoll, 2003). for the ratings in detail.

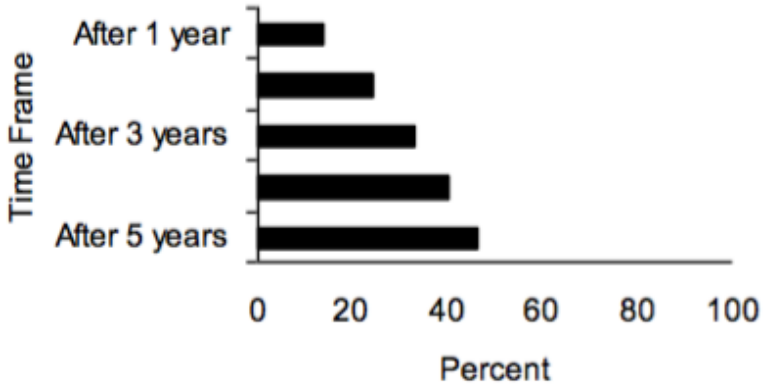


Figure 1. Beginning teacher attrition. From Is There Really a Teacher Shortage? (p. 14), by R. Ingersoll, 2003. Retrieved from http://depts.washington.edu/ctpmail/PDFs/ Shortage-RI-09-2003.pdf. Adapted with permission.

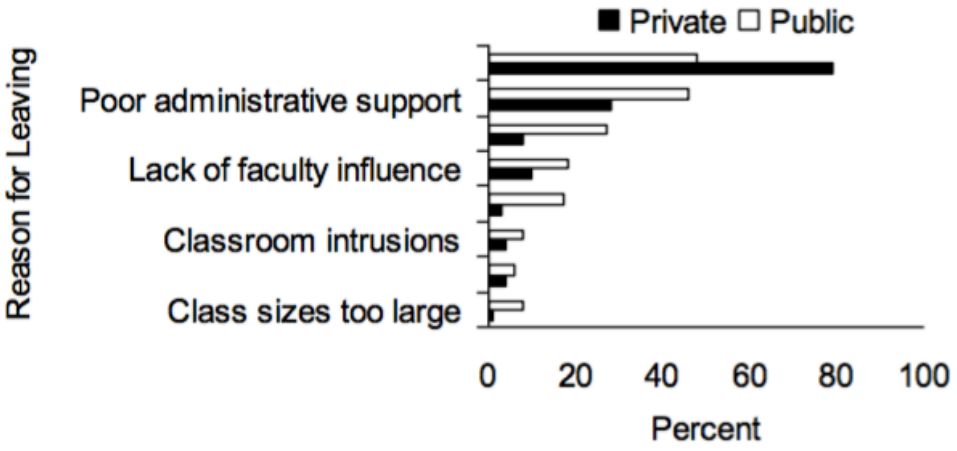


Figure 2. Various reasons for turnover. From Is There Really a Teacher Shortage? (p. 16), by R. Ingersoll, 2003. Retrieved from http://depts.washington.edu/ctpmail/ PDFs/Shortage-RI-09-2003.pdf. Adapted with permission.

2.2. History of Mentoring

Mentorship has roots that date back to ancient times and has served as a powerful developer of human potential throughout the centuries. The term "mentor" had its origin in Homer's Odyssey. Mentor was a wise and learned individual who was the friend of Odysseus, a Greek king. Mentor became entrusted with the education of Odysseus' son, Telemachus, to be his guide and companion (Poden & Denmark, 2000). Today, mentors are thought to be guides and companions to protégés.

There are other historical figures of noted mentors. Socrates and Plato were paired as mentor and protégé, as were Plato and Aristotle. Poden & Denmark (2000) discussed Socrates' mentoring of Plato as an illustration of learning from a master; Plato was considered an actual and professed disciple of Socrates. He developed an aspect of the Socratic educational theory that appealed to him. Because of a mentoring relationship, it was not necessary for Plato to replicate Socrates' work nor was it necessary for Aristotle to repeat Plato entirely. The protégé is led by the mentor to develop his or her own beliefs. Aristotle's view was that some men learn

some things by habituation and some by instruction. The mentor sets the example and guides the protégé to develop into a successful individual in his or her own respect (Bey & Holmes, 1990).

Mentoring practices can be traced back to the 18th century, when the laws of Hammurabi of Babylon obligated young apprentices to learn a craft from an experienced artisan. The education profession incorporated mentoring in the United States in the mid-1800s (Odell & Huling, 2000). At the onset, mentoring consisted of pairing an untrained inexperienced novice teacher with a practicing teacher who was to provide a model of teaching that the new teacher could replicate. The model began to evolve and by the 1920s, teacher education was required by most states. The general perception of teacher preparation underwent a significant change in the 1950s. Colleges and universities shifted terminology to reflect the change in the ways teachers were being prepared for the profession. "Practice teaching" became "student teaching," and "teacher training" became known as "teacher education" (Cosgrove, 2002).

The practice of mentoring beginning teachers emerged in the 1980s as a professional development strategy for achieving a variety of goals. One of those goals focused solely on teachers who are just entering the profession, while others extend the benefits of mentoring to other educators in the school and district community (Davis, 2001).

Although the specific needs within education change over time, the theory of mentorship is classical. Mentoring is a clear example of using lessons from the past to improve contemporary practices. Building a knowledge base on which to create a theoretical framework to support the practice of modern mentoring is critical for its success in the contemporary world (Boreen et al., 2000).

Historically, very little thought was given to providing assistance to new teachers. It was assumed that a first-year teacher's readiness for the classroom depended on the teacher

preparation program that the teacher was enrolled in. However, first year teachers are faced with enormous challenges and overwhelming problems and when there is a lack of support, too many new teachers become disillusioned (Feiman-Nemser, 2000).

2.3. Mentoring and Mentor Programs

Every year, beginning teachers across the county enter into their first full year of teaching. Theses teachers are full of excitement and spend many hours preparing lesson plans, setting up a classroom, developing classroom management plans, and making sure all is well planned for the first day of school. Teachers are in a stage of idealism.

Unfortunately, when the first day of school arrives, these teachers recognize the rigors of the day-to-day routine demands of teaching. By December many of these teachers are in the stage of survival. As spring arrives, these once enthusiastic teachers most often experience great anxiety and feelings of being overwhelmed (Gratch, 2001). New teacher mentoring programs help teachers transition into the classroom and acculturate them to the specific school and district setting in which they will work. The mentor sets the example and guides the protégé to develop into a successful individual in his or her own right (Bowman, 2002). Mentoring refers to the personal guidance provided, usually by seasoned veterans, to beginning teachers in schools. Over the past two decades, teacher-mentoring programs have become the dominant form of teacher induction (Certo & Fox, 2002).

In the research findings of Stansbury and Zimmerman (2002), teacher development and support should be seen as a continuum, starting with personal and emotional support, leading toward specific task or problem-related support, and ultimately expanding to aid the new teacher in critical self-reflection on teaching practice. At each stage, different levels of support should be provided to meet developmental needs. It is the role of the mentor to guide the mentee through

the continuum. The mentors' teaching experiences are highly beneficial as they offer a practical perspective to dealing with teaching challenges. The mentoring relationship allows for collaboration between theory and practice and brings together university coursework and pedagogy with pragmatic teaching experiences to improve teacher instructional practice. Additionally, improved experiences early in a career, combined with increased new teacher satisfaction, can undoubtedly impact teacher retention rates.

According to Poden and Denmark (2000), the overall objective of teacher mentoring programs is to provide newcomers with a local guide, but the particulars in regard to character and content of these programs, themselves, widely vary. One set of variables are duration and intensity. Mentoring programs can vary from a single meeting between mentor and mentee at the beginning of a school year, to a highly structured program involving frequent meetings over a couple of years between mentors and mentees who are provided with release time from their normal teaching schedules.

Programs also differ according to the numbers of new teachers they serve. Some include anyone new to a particular school, even those with previous teaching experience, while others focus solely upon inexperienced candidates new to teaching. In addition, programs differ according to their purpose. Some are primarily developmental and designed to foster growth on the part of newcomers, while others are designed to assess, or perhaps weed out, those deemed ill-suited to the profession (Perreault, 2003).

Mentoring programs are also different in the way they select, prepare, assign, and compensate the mentors themselves. Mentors can be selected or they can serve on a voluntary basis. Some receive training and some do not. Programs differ according to if and how they pay mentors for their services. Some programs devote attention to the match between mentor and

mentee (Danielson, 2002).

The kinds of induction and mentoring programs that exist and the circumstances under which they help are fundamental questions for the policymakers faced with decisions about supporting such programs. With the growth of mentoring programs, there also has been a growing interest in empirical research on the variety and effects of these initiatives.

According to Ganser (2002), mentor-teacher programs were developed to meet goals such as providing instructional assistance, helping new teachers navigate through curriculum guidelines, and assisting with discipline problems. In a four-year study, titled "Perceptions of teachers from an alternative program", by Maloy, Seidman, Pine, & Ludlow (2006), mentoring programs varied according to different school systems. This study was about new teachers who completed the Massachusetts Institute for New Teachers (MINT). MINT was an alternative teacher licensing program, which was considered a fast track model for certification.

In some systems, the experienced teacher provided the support that each new teacher needed. In other systems, the mentoring consisted of a few workshops and orientation sessions. There were even systems that offered no mentoring or support programs. The results of this study showed that teachers strongly agreed that mentoring programs were beneficial (Maloy et al., 2006).

A qualitative study titled, "Analysis of urban teachers' first year experiences in alternative certification program", conducted by Ilmer, Elliott, Snyder, Nathan, and Colombo (2005) supported the idea that mentoring is an important part of retaining teachers. This study was conducted in Michigan. Wayne State University, the Detroit Public Schools, the Michigan Department of Education, and the Detroit Federation of Teachers collaborated to design and implement an alternative certification program called the Limited License to Instruct (LLI).

Similar to other alternative certification programs nationally, the LLI included the use of cohort groups, mentors, alternative course work scheduling, and induction activities. This study assessed LLI Teachers' 1st-year experiences in the program.

Narrative data from the group interviews were analyzed through qualitative and quasi-quantitative methods. Results underscored the importance of interpreting 1st-year Teachers' accounts of their initial program experiences. One teacher was quoted as saying, “My mentor teacher has 35 years of experience. She has been very helpful. I wouldn’t be here today without her support” (Ilmer et al., 2005, p.35). According to Fluckiger, McGlamery, & Edick (2006), teachers who participated in mentoring programs remained in the teaching field at a much higher rate than those who did not.

Mentoring is very expensive and requires an enormous amount of time (Yost, 2006). A very successful mentoring strategy is when mentors share examples of their own teaching experiences with novice teachers (Fluckiger et al., 2006).

According to studies conducted by Ingersoll (2001), new teachers who receive no support are twice as likely to leave the teaching field after their first year. The study showed that the best support came from having a mentor from the same field and grade, collaborating with teachers who teach the same subject, being a part of a network of teachers, and having support in the area of technology.

Student teachers also reported that the mentoring support they received during their practice teaching encouraged them to continue with their dream to become a teacher. They reported that the knowledge they gained from their mentor helped as they entered their first year of teaching (Koener, & Baumgartner, 2002). Wong stated that effective mentor programs offered continuous professional development and opportunities to beginning teachers. According to

Wong (2004), these programs provided opportunities for beginning teachers to visit classrooms in order to observe effective teaching practices.

It is of interest to see how intense mentoring programs can help these new teachers find the desire to stay in the education field. It is unacceptable for teachers to leave because they feel they get no support. Every new teacher usually goes through an orientation. This is where all the new teachers come together for a day to learn about the policies and procedures of the school and district. However, more intense support is needed to ensure that our teachers stay in the teaching profession (Selke & Fero, 2005). Mentoring involves ongoing systematic training and support for new teachers beginning before the first day of school and continuing throughout the first two or three years of teaching. The mentor programs cater to the culture and needs of its unique school or district. It is necessary to have cooperating teachers for student teachers and mentor teachers for beginning teachers (Gasner, 2002).

In response to the high attrition rate of new teachers and increasing numbers, mentoring programs are being implemented across the country. Current financial constraints, coupled with no systematic way to coordinate resources across schools and state organizations, present a challenge to many small or poorly funded schools and districts (Wilkins & Clift, 2006).

According to a study by Wilkins and Clift (2006), titled *Building a network of support for new teachers*, there are five related forms of support for beginning teachers. It is important to enable teachers to learn more about instruction and instructional practices. Assistance should be offered to help beginning teachers learn how to manage the emotions and stresses of teaching. Support should be provided at the individual level. There should be a developing community of support in group situations. Finally, virtual arrangements should be made for support through computer and internet enhanced contexts.

Wang and Odel (2006) note that mentoring refers to a comprehensive program of support that provides both psychological and instructional support and embraces the totality of experience. Totality of experience recognizes that beginning teachers are affected by the impact of all of the elements in their environment during those impressionable years.

The National Commission on Teaching and America's Future (2003) views high-quality mentoring as one of the most effective ways to address new teacher concerns. This organization recommends structuring the first year or two of teaching like a residency in medicine, in which novices continually consult veterans. Veteran teachers can help novices overcome such daily challenges as classroom management, assessing how well students are learning, lesson planning, and understanding the culture of the school. Well funded, comprehensive, developmental mentoring programs that serve all teachers who need assistance are far from the norm in the United States school districts (Ingersoll, 2001).

The roles of cooperating teacher and mentor are prominent for teachers. Understanding and enhancing these roles is critical, because large numbers of new teachers will be entering classrooms over the next decade. Hargreaves and Fullan (2000) asserted that the successful professionalization of teaching that started in the 1990s depends largely on the quality of mentoring that will be available to new teachers in the twenty-first century. Beginning teachers who have mentors that they rate as effective are more likely to remain in the field of education (Nugent & Faucette, 2004).

In order for these programs to be successful, it is necessary for the mentors and cooperating teachers to understand their roles and to feel prepared and supported in carrying them out. It is unfortunate that many of them have not received formal training for these roles. Without clear expectations and high quality training, cooperating teachers' and mentors' ability

to enhance student teachers' and novices' professional knowledge, skills, and dispositions may be minimized (Certo & Fox, 2002).

New teachers' decision to stay in the classroom seems to be directly affected by their sense of student achievement. The feeling that they were teaching students well strongly affected their decisions to change schools or to exit the profession altogether. Mentoring is a way to help novices develop efficacy and thereby retain them in the classroom.

Mentoring, when carefully designed and implemented and soundly supported by the schools in which new teachers work, has been shown to positively affect the retention of new teachers. The quality of mentoring varies and could, in fact, have little impact on teacher retention. However, with specific interaction and support, mentoring and induction can produce very promising effects (Johnson & Birkeland, 2003).

The Public Education Network (PEN) (2004) collected data on 200 new teachers through surveys, focus groups, and interviews. PEN found that most teachers felt that they benefited from having a mentor. There were very positive effects when the mentors for the new teachers taught the same grade and subject and could meet on a regular basis. They were more likely than their counterparts with less engaged mentoring experiences to indicate that mentoring improved their instruction (Justice, Griener, & Anderson, 2003).

A study titled, *Why public schools lose teachers*, by Hanushek, Kain, & Rivkin (2003), showed that, based on a survey of 3,235 first-year teachers, mentoring had a positive effect on teacher retention. Texas public elementary schools were used due to the large number of teachers and diversity of teachers. These data allowed the researchers to analyze pre and post move comparisons for teachers who switch ("movers") public schools within Texas versus those who leave ("leavers") Texas Public Schools altogether. Detailed longitudinal observations were used

along with a unified treatment of interrelated decisions to switch schools or exit the public school system. Findings showed that novices that had mentors in their field were 30 percent less likely to leave the profession at the end of the first year. Mentoring was not as positive when the mentor was not in the same field as the new teacher. During the past decade, new thinking about mentoring has emerged nationwide.

According to Hanushek et al. (2003), there are several promising comprehensive mentoring models which include the following:

1. One on One School Based Mentoring- carefully selected and highly-trained mentor;
2. District based Mentoring- highly qualified mentor assigned from district and provided on-going professional development;
3. Professional Learning Communities- provides collaborative learning environment for teaching practicum and networking for growth and development.

It is educators that shape the profession of education – its culture, its knowledge base, its standards for practice, and even its future. We can best impact that future in all sorts of positive ways, by nurturing new educators. With intensive support, studies tell us, new teachers consistently demonstrate higher levels of professional competence, greater success in working with children, and increased job satisfaction (Yost, 2006).

The mentoring of new teachers has been proven to be an effective strategy in helping novice teachers succeed. Mentoring strategies help to transition beginning teachers into the classroom and acculturate them to the specific school and district setting in which they work. The goal is to give intensive assistance to new teachers in meeting their immediate needs as they adjust to the demands of teaching and become socialized to the school organization (David, 2005).

According to Stansbury and Zimmerman (2002), both psychological and instruction-related support are necessary to help retain teachers. Psychological support can be provided when mentors create an emotional safety net by acting as a sounding board, assuring beginners that their experience is normal. Mentors can also offer sympathy and perspective by providing advice to help reduce the inevitable stress (Ingersoll, 2004).

The practice of mentoring beginning teachers emerged in the 1980s as a professional development strategy for achieving a variety of goals. One of those goals focuses solely on teachers who are just entering the profession, while others extend the benefits of mentoring to other educators in the school and district community (Gordon & Maxey, 2000).

Although the specific needs within education change over time, the theory of mentorship is classical. Mentoring is a clear example of using lessons from the past to improve contemporary practice. Building a knowledge base on which to create a theoretical framework to support the practice of modern mentoring is critical for its success in the contemporary world (Boreen, Johnson, Niday, & Potts, 2000).

The practice of managing a mentorship program continues to evolve along with education. Teacher development and retention rely upon engagement in the school community. A strong commitment to effective mentorships for new teachers is a critical element in this era of school reform (Boreen, Johnson, Niday, & Potts, 2000).

In theory, mentors support new teachers by providing them with information, assistance, support, and guidance, which will help the new teachers to be successful in their early years of teaching. The support that mentors provide ranges from helping introduce the new teacher to the social system of the school to helping with logistics, planning, and teaching concerns. Formal mentoring programs provide new practitioners with skills and support structures to develop

effective teaching practices (Feiman-Nemser, 2000). The mentoring experience also offers experienced teachers opportunities for differentiated responsibilities and roles as they serve in the role of mentor.

Teacher mentorship can be defined as "helping novices speed up the learning of a new job or skill and reduce the stress of transition, improving instructional performance of novices through modeling by a top performer and socializing novices in to the profession of teaching" (Walker, 2003, p. 32). Mentorship is the special relationship that is cultivated between a mentor and protégé whereby the mentor counsels, guides, and helps the protégé to develop both personally and professionally (Garet, Porter, Desimone, Birman, & Yoon, 2001). The purpose of mentoring efforts ranges from orientation and induction of new teachers to instructional improvement with intent to change the culture of the school to a more collaborative learning environment (Poden & Denmark, 2000). Heath and Yost (2001) explained that mentorships are developed in schools throughout the nation in an attempt to stem the departure of first-year teachers. Research shows that the first year of teaching has greater correlation to teacher retention than either prior academic performance or the quality of the teacher preparation program (Boreen et al., 2000).

It is also important to focus on the reason that mentors accept the challenge of mentoring. Being a mentor allows seasoned teachers a chance to repay the debt to the ones who mentored them. If the early years of teaching were painful for experienced teachers, then becoming a mentor can help them to spare other new teachers the same fate (Boreen et al., 2000).

Becoming a mentor allows teachers to impact the future of education and how future educators teach. Participating in a mentor role allows teachers to share their professionalism with local, regional, and national colleagues, administrators, parents and students. Teachers do not

often have the opportunity to affirm their status as master teachers publicly (Poden & Denmark, 2000). Mentors benefit from mentorship relationships through continued contact with their protégés. Mentors report that this continued contact with their protégés provides some of their richest collegial interactions. This relationship often develops into a peer-coaching situation that allows both parties to grow as educators (Brock, 1999).

2.4. Theoretical Framework

The two theoretical frameworks that were used for this study are Michael Zey's Mutual Benefits Model and Social Exchange Theory. The first theoretical framework for this study was based on Michael Zey's Mutual Benefits Model. The protégé, mentor, and organization have mutual benefits according to Zey's (1984) Mutual Benefits Model. The protégé, also known as the mentee, learns his/her job and the political and cultural aspects of the organization. The mentor is normally compensated and/or has classroom release time. The accomplishments protégés or mentees receive can have a positive effect on the mentor's reputation. Through the relationship, the organization is able to be efficient and have a functioning managerial team, along with socialized and integrated employees, and, most importantly, a distinct model of managerial succession guaranteeing the transference of organizational values and culture to the next generation of managers (Pattie, 2010).

The theory underlying induction is Zey's (1984) Mutual Benefits model, drawn from social exchange theory. This model is based on the premise that individuals enter into and remain part of relationships in order to meet certain needs, for as long as the parties continue to benefit. Zey extended this model by adding that the organization as a whole (in this case the school) that contains the mentor and mentee also benefits from the interaction.

Social exchange theory is a social psychological and sociological perspective that explains social change and stability as a process of negotiated exchanges between parties. Social exchange theory suggests that human relationships (Mentor and Mentee) are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives. Social exchange theory views exchange as a social behavior that may result in both economic and social outcomes.

Similar to social exchange theory, Jack Mezirow's transformational learning theory is based on original research that explained 10 phases or process of perspective transformation. Mezirow's research was done at Columbia University after studying factors related to the success, or lack thereof, of women's reentry to community college programs in the 1970s, with the resulting conclusion that a key factor was perspective transformation. As a result, Mezirow developed a 10 phase transformation process: (a) a disorientating dilemma; (b) self-examination with feelings of guilt or shame; (c) recognition that one's discontent and the process of transformation are shared and others have negotiated a similar change; (d) exploration of options for new roles, relationships, and actions; (e) a critical assessment of assumptions; (f) provisional trying of new roles; (g) planning of a course of action; (h) acquisition of knowledge and skills for implementing one's plans; (i) building of competence and self-confidence in new roles and relationships; and (j) a reintegration into one's life on the basis of conditions dictated by one's new perspectives (Mezirow & Associates, 2000)

Mezirow's 10 phase transformation process explains how adult learners undergo a meaning of perspective transformation which allows them to experience a disorienting dilemma. From this dilemma, a significant disturbance can occur, which can lead a person to experience critical self-reflection. Mezirow defines learning as "the process of using a prior interpretation to

construe a new or a revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow, 1996 p49)

The path to a transformative learning experience is "individualistic, fluid and recursive" (Taylor, 2000). In Mezirow's 'transformation' in Transformation Theory, the description of a number of elements shows a pattern which has led to a positive directional shift in a person's meaning perspective.

Research by Ellen Moir (1999) connects with transformational learning theory by exhibiting teachers' attitudes during their first year of teaching, as it is a difficult challenge. Teachers move through the phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection, and then back to anticipation.

Kram's (1983) study, titled "Phases of the Mentor Relationship", was one of the first research studies to investigate the positive aspects of mentoring and found that mentoring was based on an individual's need for psychosocial support, guidance to accomplish tasks, and advancement of one's career. In her seminal study, Kram found that a mentor-mentee relationship went through four stages. During the first stage, initiation (six to twelve months), novices evaluate their competencies and form relationships with mentors. Over time, an emotional bond occurs as a byproduct of frequent interaction.

During the second stage (Kram, 1983), cultivation (two to five years), the mentor-mentee relationship peaks. Novices have gained practical experience and assessed accomplishments. At this point, mentors have modeled behavior, which has begun to have an impact on mentees' behavior. Modeling is defined as "learning through imitation… the teacher acts and models a preferred way of teaching… in actual situations" (Bashan & Holsblat, 2012, p. 207). In the field of education, modeling is an important aspect of mentoring because mentees reconceptualize

their practice, which results in a transfer of knowledge to students and better teaching performance.

During the third stage (Kram, 1983), separation (after five years), the mentor-mentee relationship is redefined. Mentees experience autonomy and act independently. At this juncture, mentors feel a sense of accomplishment and pride due to investing a significant amount of time and energy to prepare mentees to independently face life's challenges. Regrettably, unprepared mentees may experience a drop in performance during this stage and may require additional support.

During the last stage, redefinition (more than five years), mentors and mentees interact on an informal basis and may continue their friendship. Mentors and mentees tend to benefit from the relationship. Mentors' careers are reenergized and mentees' confidence and competence increase with each passing day (Kram, 1983). In short, beginning teachers who receive mentoring in conjunction with district induction make greater gains in teaching effectiveness than beginning teachers supported solely by a district induction program (Stanulis & Floden, 2009).

In a qualitative study, Kumi-Yeboah and James (2012) found that "teachers move through four stages of transformation: Fear and Uncertainty, Testing and Exploring, Affirming and Connecting, which culminates in New Perspectives" (p. 176). Kumi-Yeboah and James detailed the specific actions embedded in Kram's (1983) four phases of mentoring. The purpose of the study was to provide a narrative transformational journey of one award-winning teacher and access to the transformational processes that created the opportunity for the teacher to be successful. Six themes emerged based on the data analysis: challenges, preparation and organization, hard work and dedication, professional development, extra- curricular activities,

and mentoring from mentors or experienced teachers. Transformation is possible as mentees observe their mentors and implement relevant suggestions. Just as a butterfly struggles to grow and develop, so beginning teachers do likewise as they develop new knowledge and skills.

Ongoing professional development keeps teachers up-to-date about research on how students learn, emerging technology tools for the classroom, and new curriculum resources. In general, transformative learning does not offer easy answers to the challenges of a novice teacher; it provides a multidimensional paradigm that will help to develop the growing understanding of a novice teacher who is the learner (King, 2005).

In the mentoring process, teachers gain a new understanding and reorganize their thinking as they reflect on practice. After reflection, they are more effective at meeting students' learning needs, develop a positive relationship with mentors, and seek out professional development opportunities to keep their knowledge and skills up-to-date. Mentoring and reflecting require time, energy, and commitment. Behavior does not change quickly. Mentoring and reflecting are complicated and contain the following psychosocial dimensions: (a) relational, (b) developmental, and (c) contextual (Lai, 2005). The first dimension, the relational, is based on the interaction of mentors and mentees. It takes time for mentors and mentees to develop trust and learn from each other. The second dimension, the developmental, focuses on the professional development of novice teachers. The third dimension, the contextual, relates to a school's organizational and cultural influences on teachers. A school's organization is unique due to the specific mix of individuals, their backgrounds, and culture. In view of the amount of time, energy, and commitment required to change behavior, school leaders and individuals who provide support to beginning teachers will want to understand the multi-dimensional aspects of mentoring.

Experiential learning is a critical element of the mentoring process. Experienced teachers model behavior, demonstrate skills, and encourage beginning teachers to apply new knowledge and skills in their classrooms. Synergy is possible when experienced teachers partner with beginning teachers to solve problems of practice. More can be achieved with less energy exerted in a shorter amount of time. Therefore, experiential learning within the context of mentoring will likely have a positive impact on veteran teachers, beginning teachers, and students (Mughal, 2011)

A teacher can move through the four major stages of the journey of transformation learning as referenced by King (2006): fear and uncertainty, testing and exploring, affirming and connecting, and new perspectives. The focus on the role of mentor characteristics shows how a teacher values cooperating with teachers who are supportive, understanding, and knowledgeable. A teacher understands the benefits new teachers receive from the role mentors play in the teaching field. Daloz (1987) acknowledged that mentoring makes room for the learner or mentee to create new ways of asking questions about the learning process and the environment.

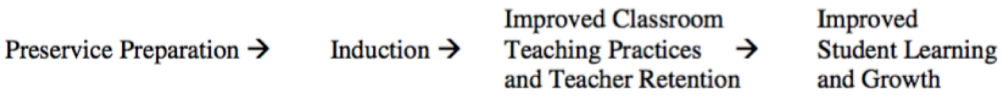
Mentoring is a common strategy for transformative professional, personal and organizational development. By creating a supportive culture, mentoring can provide the environment for transformative learning to occur. Through this experience, mentoring becomes a transformative relationship in which individuals reconstruct possible selves. As a two-way process, mentoring is a learning tool for both the mentor as well as the person being mentored (Fletcher, 2007)

The Social Exchange Theory and Zey's Mutual Benefits Model will guide the analysis of this comparative case study. These theoretical frameworks were appropriate for this study since Zey's Mutual Benefits model supports the triangulation of examining the interrelationship

between the mentor, protégé(mentee), and organization. This indicates the benefits are exchanged between the mentor and protégé (mentee) and between the mentor-protégé relationship and the organization. Zey (1991) described the mutual benefits model for mentoring: The mentors, protégés, and organizations all receive benefits from the mentoring process. The protégé receives increased role clarity, protection, promotion opportunities, and support. Organizational benefits are derived from the development of employee talent, which yields high performance, increased organizational commitment, and lower levels of turnover (p. 10).

According to Ingersoll and Strong (2011), there is a necessary role for schools in providing an environment where novices are able to learn the craft and survive and succeed as teachers. The goal of these support programs to include mentoring is to improve the performance and retention of beginning teachers, that is, to both enhance and prevent the loss of teachers' human capital, with the ultimate aim of improving the growth and learning of students (see Figure 3).

Figure 3. Theory of Teacher Development. The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research, by R. Ingersoll, 2011 and M. Strong. Retrieved from http://online.sagepub.com.



Theoretically, induction is intended for those who have already completed basic pre-employment education and preparation. These programs are often conceived as a "bridge" from student of teaching to teacher of students.

Based on the analysis of the findings, these frameworks can be referenced when

sharing recommendations for educational leaders regarding non-tenured teacher retention support.

2.5. National Context of Mentoring Programs in the United States

Many first-year teachers will begin to think about the decision of whether or not to return to the classroom the next school year. Bowman (2002) conducted a study of first year teachers in rural South Carolina. Bowman wrote of one teacher who described her first year of teaching as an experience filled with terror. She decided to leave the field after that first year. In this case, very little support was provided to assist this teacher (Brock & Grady, 2001).

Mentoring was not a common educational practice in the United States until about the past 10 years (Davis, 2003). In many cases, educators recognize mentoring as a special, personal, and usually unproductive relationship established between an experienced teacher and one new to the profession or to an individual school. When teachers first join a school, the principal and the experienced teachers would welcome the first-year teacher with introductions at the beginning of school. As the school year begins and work begins, the new teachers find themselves alone and in isolation. They lack significant information and understanding about their school and, unfortunately, about their profession.

School staffing problems are, to a significant extent, a result of a "revolving door" where large numbers of teachers depart teaching long before retirement (Ingersoll & Perda, 2010a; Ingersoll & May 2011) According to Education Week (2008), research by Ingersoll showed that beginning teachers, in particular, report that one of the main factors behind their decisions to depart is inadequate support from the school administration. Ingersoll reported that the percentage of beginning teachers who participated in some kind of induction program in their first year of teaching has steadily increased over the past two decades, from about 40 percent in

1990 to almost 80 percent by 2008. By 2008, 22 states were funding induction programs for new teachers (Education Week, 2008).

Today, however, policies to establish teacher-mentoring programs have become increasingly popular. Today, twenty-eight states and the District of Columbia have instituted some type of mentoring program. These programs differ in both the level of financial support for new teachers and the percentage of new teachers served (Moir & Gless, 2001). Some states secured their state departments to specify the services of a mentor as part of licensing requirements for first-year teachers.

Partnerships and collaborative efforts afford teacher educators opportunities to offer new teachers continued support in their first years of teaching, to maintain contact with practitioners, and to spend time in schools. Future teachers need quality clinical experiences in schools and need the support of mentor teachers and program faculty. Teacher education faculty also benefits from classroom experiences that help them stay current with trends in elementary and secondary classrooms (Smith & Ingersoll, 2004).

The University of Southern Maine and six nearby rural school districts formed the Southern Maine partnership to facilitate collaboration between university education faculty and local teachers. The partnership has grown to include thirty-three districts, representing 201 schools, 6,700 teachers, and 82,000 students. Its staff has grown from one part-time professional staff, and two assistants. The partnership provides teachers in rural school districts with networks of colleagues with whom they can share experiences and ideas. The partnership is also beneficial to the university. Faculty members learn from their new relationships with classroom teachers and from experiences in schools and sometimes use feedback from teachers in their own classrooms. The partnership provides schools and teachers with critical support (Ingersoll, 2003).

There are several promising comprehensive mentoring models (Hanushek, Kain, & Rivkin, 2003). The New Teacher Center (NTC) at the University of California, Santa Cruz, is leading the way. Their model is one-on-one mentoring by a carefully selected and highly trained mentor. Additional components include participation by all first-and second-year teachers, a network of support for also beginning to increase efforts to support teachers in their first few years in classrooms. Arkansas' Beginning Teacher Support Program will provide all new teachers with mentors and other assistance (Fluckiger, McGlamery, & Edick 2006). Georgia has a support system in place, but is not fully funding it at the present time. The plan of this program was to offer support for new teachers the first two years. Mentors would be released from teaching duties to assist new teachers, formative assessment would take place, and linkages to pre-service education, program evaluation, and other elements would be included. This model promotes the expectation that teaching is collegial and that learning is a lifelong process (Guarino, Santibanez, & Daley, 2006).

Stansbury and Zimmerman (2002) reported on the topic of Designing Support for Beginning Teachers in a West Ed publication, that some individual states, such as California, offered new teacher support programs. Some local school districts offered their own mentor programs. These successful programs made sure that beginning and veteran teachers were well matched. In these programs, the mentors served as a buddy and offered a great deal of emotional support.

The Educational Testing Service has developed the Pathwise Framework Induction Program, a comprehensive mentoring and support program for beginning teachers. This program provides training and support for mentors and structured tasks through which beginning teachers, with the assistance of a mentor, can develop and refine their skills. An online component,

including discussion boards, courses, mentor refresher, and resource pages, enhances communication (Ilmer, Elliott, Snyder, Nahan, & Colombo, 2004).

The Teachers for a New Era Project of the Carnegie Corporation of New York is attempting to strengthen K-12 teaching by developing state-of-the-art programs at schools of education. One guiding principle is the establishment of teaching as a clinical profession. Exemplary teacher education programs will consider the first two years of teaching as a residency period requiring mentorship and supervision. During this time, faculty from the higher education institution will confer with, observe, and provide guidance to the new teacher to improve practice (Beck-Frazier, 2005). According to the Southern Regional Education Board (2002), Delaware, Florida, Kentucky, Louisiana, Maryland, North Carolina, Oklahoma, Texas, Virginia, and West Virginia have established formal training for those who serve as mentor teachers (Garet, Porter, Desimone, Birman, & Yoon 2001). There is a Teacher Support Specialist Training Program that is available for teachers in Georgia who wish to become mentors of beginning teachers. Arkansas' Beginning Teacher Support Program will provide all beginning and newly hired teachers with trained mentors during their first two years of teaching. Florida's Mentor Teacher Pilot Program trains mentor teachers to assist inexperienced teachers. Texas' beginning educator support system is implemented over a three-year period. It will provide first- and second-year teachers statewide with local support teams (Bolich, 2005). Each support team will consist of an experienced mentor teacher, the principal at the beginning teacher's school and representatives from teacher preparation entities.

The Oklahoma Residency Program provides each new teacher with a three-member team that consists of a representative from a college or university, a school administrator and a mentor teacher. The team observes the beginning teacher three times a year and provides him or her with

guidance and support during the first year and, if needed, the second year of teaching (Maloy, Seidman, Pine, & Ludlow, 2006). Since 1980, nearly 40,000 new teachers in Oklahoma have participated in the program. Part of the mentoring program mandates how first year teachers are placed. First-year teachers cannot be assigned to extracurricular or non-instructional activities. Second-and third-year teachers in some states are allowed two to three extra days to develop their portfolios, which are required for the state's performance-based licensure (Johnson, & Birkland, 2003).

Ng and Peter (2010) stated that 46 states and the District of Columbia employ some form of alternative certification to prepare teachers. They affirmed "In order to address the issue of persistent teacher shortages, urban districts increasingly rely on alternatively licensed teachers who are often viewed as well-suited to work in urban areas because of their greater age, life and work experiences, and understanding of diverse communities" (p. 123). Over 60,000 alternatively trained teachers were identified in U. S. classrooms in 2009, according to the Department of Education.

2.6. Mentoring Programs and New Teacher Retention

Research findings about the connection between mentoring programs and new teacher retention are inconclusive. Some research statistically affirmed the connection between mentoring programs and new teacher retention, while others inferred, disputed and found mixed findings about the manner in which the two are connected.

Mentoring programs vary as to how they select, prepare, assign, and compensate the mentors themselves. Grossman and Davis (2012) asserted that the "mere presence of a mentor was not enough" (p. 55). To have effective mentoring, Grossman and Davis (2012) listed three vital components:

1) A mentor must be trained so that teacher learning increases.

2) Support for the mentee must be focused on the teaching and learning of content.

3) There must be sufficient time for mentoring.

Black et al. (2008) found that mentoring programs, which included trained mentors, learning communities, and ongoing training for mentors and novices, increased the retention rate of teachers in "high-need schools" (p.14). Huling and Resta (2007) reached the same conclusion, and identified significant components as follows: using trained mentors who matched with novices by field, providing stipends and administrative support, having common planning time to allow for frequent interaction between mentors and novices, and providing ongoing training. Perez and Ciriza (2005) claimed that compared to national statistics, teachers in their study left the profession at slower rates, but even though most of the mentors in their program said the training improved their abilities to help novices, some felt their mentoring did not address "the core issues" that affect teacher turnover. Interestingly, McNeil et al. (2006) found that their mentoring program increased retention rates among special education teachers who often show significantly higher rates of attrition than regular education teachers (Bay & Parker-Katz, 2009).

Even though Parker et al. (2009) found that mentoring programs had a positive effect on new teacher retention, they acknowledged that some of their findings seemed counterintuitive or contradictory because of the non-linear and complex nature of mentoring and retention. Parker et al. noted, for instance, that too much guidance from mentors and too much formality did not increase retention. They also found that matching mentors with mentees by grade level was important in terms of retention, but being in the same building or teaching the same subjects were less important. Finally, Parker et al. noted that some teachers might be more susceptible to leaving the profession than others, regardless of a strong mentoring program.

(Freemyer, Townsend, Freemyer, & Baldwin, 2010) concluded that the removal of mentor stipends had an adverse impact on "perceived teacher longevity in education" (p. 2) mainly because it reduced the frequency of interaction between novices and mentors. This study provided a snapshot of school district policies for mentoring new teachers in five Regional Educational Laboratory Central states (Kansas, Missouri, Nebraska, North Dakota, and South Dakota). State education agencies collected survey data from school districts on who provides mentoring, how time spent mentoring changes after the first year, whether districts provide stipends to mentors for their work, and what barriers districts identify to implementing mentoring programs. Respondents from nearly 1,000 school districts, including superintendents and other district administrative leaders, completed the survey during the 2013/14 school year.

The findings in this study show that 69 percent of districts across all five states mentoring is provided primarily by full-time teachers who receive no release time from teaching responsibilities. Mentoring teachers are expected to teach their regular, full-time class load on top of their mentoring duties, which can reduce their capacity to provide mentoring support. In about 11 percent of districts, full-time teachers receive partial release time to mentors, and in less than 3 percent of districts, mentoring is provided primarily by full-time teachers who are given full release time. The percentage of districts across states that indicate that mentoring is provided primarily by a teacher who receives full release time to mentor new teachers varies little, ranging from 0 percent to 3 percent. The percentage of districts across states that indicate that mentoring is provided by a teacher who receives partial release time ranges from less than 1 percent to 26 percent. In four of the five states, more than 60 percent of districts indicate that mentoring is provided primarily by full-time teachers who do not receive release time for this activity.

State and district leaders could work to develop a clearer understanding of why nearly

half (46 percent) of districts do not provide stipends to mentors. Some research on the impact of stipends on mentoring programs has shown that a lack of financial support for mentors had adverse effects on perceived teacher longevity and teacher effectiveness Freemyer et al (2010).. Leaders could identify districts that do offer stipends and work with them to gather data on the costs of stipends and how this expense is covered.

Scherff (2008) inferred a connection between mentoring and retention because the two teachers she studied who left the profession suggested that inadequate mentoring contributed to their schools' atmosphere of "professional, social, and emotional disavowal" (p. 1328). Kardos and Johnson (2007) took a somewhat different approach to describing a connection between mentoring and retention. Assuming that by improving job satisfaction (e.g., reducing isolation, allowing novice status) teachers would choose to stay in their schools or in the profession, they identified certain program components that led to job satisfaction. These components included, for instance, matching mentors and novices by field, providing stipends, allowing a sheltered status, supporting novices administratively, scheduling opportunities to meet, and conducting ongoing professional development. Unfortunately, they found that many mentoring programs did not provide these components.

Glazerman et al. (2010) and Wechsler et al. (2010) investigated the effects of comprehensive mentoring programs, which included full-time trained mentors, sheltered novice status, strong administrative support, frequency of interaction between mentors and novices, and ongoing professional development. They found no connection between mentoring and retention. The design for the teacher induction evaluation was the use of random assignment to construct a group of teachers who were exposed to comprehensive teacher induction services (treatment) and an equivalent group who were exposed to the induction services normally offered by the districts

(control). There was a final sample of 17 school districts in 13 states. These districts provided the most promising candidates for teacher induction and this study.

Wynn et al. (2007) also found no connection between mentoring and retention when the mentoring program included trained classroom-based mentors with stipends, schedules and expectations that promoted frequency of interaction between novices and mentors, ongoing training, and the expectation that the school culture had adopted a learning community model. Also, Wynn et al. found principal leadership and the professional learning community model have an effect on retention, whereas mentoring did not; however, they strongly questioned the fidelity of the implementation of the mentoring program. Interestingly, even though these researchers failed to see a strong connection between mentoring and retention, they determined that mentoring increased, or had the potential to increase, the level of support to novices (Glazerman et al., 2010; Wechsler et al., 2010). Ingersoll (2012), along with his earlier work with Kralik (2004), discovered that when novices felt isolated and left to succeed or fail with little to no assistance in their classroom, the attrition rate was higher.

In a report titled, "Supporting Beginning Teachers: How Administrators, Teachers, and Policymakers can help New Teachers Succeed", Borman & Dowling (2008) and Brewster & Railsback (2011), suggested that adding school-based mentoring and induction programs assisted with lowering the turnover rates of beginning teachers. Researchers Etscheidt, Curran, and Sawyer (2012) stressed that the importance of pre-service teachers afforded educators great opportunities to improve and collaborate.

Fry (2007) compared the services her four novice teachers received with the levels of service described by Smith and Ingersoll (2004). She found that the reports from these novices' perspectives were inconsistent in terms of the adequacy of mentoring program components to

affect their decisions to stay in the profession. Fry (2007) concluded that, of the induction practices described by Smith and Ingersoll (2004), only common planning time and administrator communication seemed consistently helpful. Although Kapadia et al. (2007) found that mentoring was "highly predictive" of teachers' intentions to continue in the profession, when they considered the effects of their entire induction program, including services other than mentoring, they found no connection between their induction program and teacher retention (p. 2).

Another factor to consider when evaluating new teacher mentor programs is the fact that the Millennial Generation comprises most of today's novice teachers explained by McElroy (2012). Four generations have been represented in education as of 2012. They are known as the Matures, born from 1900 to 1946; Baby-Boomers, born from 1947 to 1964; Generation X, born from 1965 to 1982; and Millennials, born from 1983 and 2002, according to Werth and Werth (2011). Millennials have been so protected that parents have even gone on job interviews with their children (Howe, 2005; Lum, 2006). Millennials have a sense of entitlement about them and have an expectation of frequent positive feedback (Pew Research Center, 2009).

Werth and Werth (2011) reasoned, ~~that~~ "great benefits could be obtained by de-emphasizing lecture for Millennial learners and integrating technology" (p. 13). Constructivist learning emphasizes the learner's contribution to learning as both an individual and a social activity (Hoy & Miskel, 2008). They found that completion of authentic tasks and activities while expressing those applications in real-world problems has major importance for Millennials. Carter (2009) confirmed those findings as he reported that Millennials expect diversity in their pursuit and acquisition of knowledge. Millennials seek authentic learning strategies for each core standard. As a result, mentoring programs may have to consider adjusting the mentoring style to

meet the needs of all generations represented in the teaching profession.

According to a study conducted Freemyer et al (2010), teachers have different needs and effective programs use different support strategies as a way to meet their needs and retain them. Mentoring programs with effective mentoring relationships can impact teacher retention if the mentoring program includes the following components: (a) the mentors are rigorously trained and qualified, (b) mentors and mentees are appropriately matched by content area and grade, (c) weekly (face to face) mentor/mentee meetings, and (d)mandatory new-teacher orientation.

Finally, Rockoff (2008), who noted an overall weak relationship between mentoring and retention, called attention to some of the difficulties researchers who study this topic face. For example, he raised questions about evaluating mentors by asking novices about the amount and quality of services they received from their mentors. Rockoff concluded that researchers cannot "fairly judge the input of mentoring based on a comparison of teachers who receive mentoring and those who do not" (p.13) because they cannot adequately capture the specific circumstances under which novices might receive mentoring or their rationales for evaluating that mentor's services. For example, he suggested that a statistical analysis of the effects of mentoring needs to take into consideration the idea that those teachers who struggle the most may blame their mentors and thus evaluate their effectiveness as poor. Rockoff also discovered that although matching novices and mentors by field should seem fairly easy to determine because mentors and novices either matched or they did not, even this characteristic was difficult to evaluate because, in his study, he found a discrepancy between teachers' and administrators' reports of subject matching. Rockoff's strongest finding connecting mentoring with retention was that mentors who had previously worked in the school in which they were currently mentoring had a significant impact on retention. Even though he found at least one factor that seemed significant

in terms of connecting mentoring with retention, based on his other findings, Rockoff encouraged decision-makers to interpret studies of the effects of mentoring programs on teacher retention with caution.

Feiman-Nemser (1998) coined the term educative mentoring to distinguish the mentoring of novice teachers from the traditional or conventional supervisory approach student teachers normally receive from their colleges. It was grounded on the theory that the learner must cogitate through reflection, dialogue, and inquiry (Fayne & Ortquist-Ahrens, 2006; Schwille, 2008). In order for learners to be active participants, novices must be engaged in authentic tasks of teaching. This research supports the need to adapt mentoring programs based on how millennial learners think and learn.

2.7. Summary

In conclusion, findings regarding the connection between mentoring and retention are inconclusive, but even more alarming is that these studies rarely addressed the characteristics of novices that would have an impact on their capacity or tendency to receive help from mentors. In addition, most researchers obtained data only from novices' perceptions and intentions without providing any means of confirming those findings. Only one study acknowledged the highly significant effect of the recent economic downturn on researchers' ability to study new teacher retention (Wechsler et al., 2010). When researchers ignore important novice characteristics, such as their specific levels of professional abilities and their reasons for leaving teaching which can be totally unrelated to mentoring, and when they ignore other factors, such as economic context, they could be drawing faulty conclusions.

Schools continue to experience a high rate of turnover among beginning teachers. Factors

impacting turnover are multi-faceted and require the attention of school leaders and individuals responsible for providing mentoring support (Andrews et al., 2007; Fantilli & McDougal, 2009; Jones & Youngs, 2012). In the United States, approximately one in two beginning teachers leaves the profession within the first five years (Alliance for Excellent Education, 2014). To encourage retention of beginning teachers, some states adopted laws that require school districts to provide support via face-to-face and/or virtual mentoring, which requires the district and local school to invest time and money to train mentors and mentees.

Due to fiscal constraints, not all beginning teachers are mentored and leave the profession prematurely (Washburn-Moses, 2010). Teacher support strategies have been the primary focus of schools to attract, retain, and develop highly qualified beginning teachers. Unfortunately, beginning teacher support strategies have not effectively addressed retention. The literature on this topic supports the premise that mentoring may have a positive impact on beginning teachers' retention.

CHAPTER III

METHODOLOGY

3.1 Introduction

The methodology for this study is discussed in this chapter. There are three case studies that are presented and used for this case study analysis. In order to design a good case study, the researcher must collect, present and analyze data fairly (Yin, 2009). This comparative case study analysis focuses on the influence of mentoring activities and its impact on teacher retention. The three case studies chosen for this analysis include two qualitative exploratory single case studies and one multi-case study.

3.1.1 Case Study Analysis

According to Yin (2009), a researcher must follow a rigorous methodological path with a thorough literature review and careful posing of research objectives. Case study research includes procedures central to all types of research methods to protect validity, maintain a "chain of evidence", and investigate rival explanations. Yin (2013) also reported that comparing and contrasting several case studies supports the increase in the validity of correlative findings. Every case study analysis should follow a general analytic strategy to include theoretical positions, developing case descriptions, quantitative and qualitative data, and examining rival explanations, defining priorities for what to analyze and why (Yin, 2009).

Although findings from multiple, similar case studies my not be generalizable, Creswell (2013) states that the goal of a case study analysis is to dive into a deeper understanding of a phenomenon. Based on this understanding, this case study analysis can provide clarity and greater understanding around tackling the billion dollar cost of teacher attrition through

mentoring programs, in hopes to provide solid recommendations for school district leadership around quality retention programs.

3.1.2. Methodology

This particular study analysis focuses on the effects of mentoring activities and their impact on teacher retention. The three case studies chosen for this analysis include two qualitative exploratory single case studies and one multi-case study. Each study has a focus on mentorship support and its contribution to new teacher retention. Mentoring programs were reviewed and explored to determine the effect on novice teacher retention. The studies focused on how specific mentoring programs and activities influenced new teachers' instructional practice, confidence and their perceptions of staying in the profession or field of teaching. After exploring these case studies, the Social Learning Theory and Zey's Mutual Benefits Model were foundational for the purpose of the study. These studies' findings were compared and contrasted to find themes that can be useful to share recommendations for district retention programs.

3.1.3. Selection of Case Studies for Analysis

These three studies were selected based on specific criteria around the relationship between mentoring and new teacher retention. The first criterion is that the case studies must focus on new teachers, defined as 0-5 year of experience. The second criterion is that the studies must show evidence of analyzing the usage of teacher prep programs and mentoring programs and activities with new teachers. The final criterion consists of findings discussing the impact of mentoring on new teacher retention.

Databases such as EBSCO host and Pro Quest were used to search for the appropriate case studies. Over 20,000 articles around the topic of mentoring and new teacher retention populated from the search engine database. The search was narrowed when I entered key words

for case study on mentoring and new teacher retention on dissertation case studies within the last ten years.

3.2. CASE STUDY ONE

3.2.1. Description

Michael, B. (2014). *Meeting the needs of beginning teachers: An exploratory case study of mentorship efficacy*. (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxy.desu.edu/

This qualitative exploratory single case study's (Michael, 2014) goal was to achieve an understanding of the influence of mentoring in the novice teacher's initial teaching assignment in small Plains public school district in Alberta, Canada. Novice teachers' perceptions of the adequacy of the teacher internship program were explored.

Data were collected (Michael, 2014) by interviewing 18 teachers who were either first-year teachers with a mentor or the non-mentored first-year teachers. This occurred during the first year of teaching in order to gain insight about teacher preparation program challenges for first year teachers. This study has several findings. Based upon the analysis of the teachers' perceptions, three themes and two subthemes emerged: networking, mentor role, and classroom competency that split into subthemes of instructional competency and classroom management.

3.2.2. Methodology

This case study (Michael, 2014) collected data by interviewing 18 teachers who were either first-year teachers with a mentor or non-mentored first-year teachers. Open-ended interview questions were asked to explore their perspectives of the adequacy of their professional education internship and formal mentorship. In order to gain insight about teacher preparation program challenges for teachers during their first year, these interviews occurred during the first

year of teaching. This study has several findings. Based upon the analysis of the teachers' perceptions, three themes and two subthemes emerged: networking, mentor role, and classroom competency that split into subthemes of instructional competency and classroom management.

Novice teacher and mentor interviews took place at the end of the beginning teachers' initial teaching assignment. Transcribed audio digitally recorded interviews were compared for emergent themes and patterns to determine how mentoring influenced novice teacher self-efficacy (Michael, 2014).

The research (Michael, 2014) was an exploratory single case study where the situation with the intervention under evaluation had no single set or clearly defined outcomes (Yin, 2003). The purpose of this study was to explore and describe the adequacy of the teacher internship program and the influence of mentoring in the novice teacher's initial teaching. Studying human behavior in the social world requires understanding "why" people act in certain ways and "why" things exist as they do among human beings (Yin, 2009). A qualitative method was appropriate to explore the perspectives of novice teachers on their preparation for their initial instructional year and mentoring influence.

Although the adequacy of teacher internship programs followed by formal mentorships during the first year of teaching was not completely understood, the study resulted in new information on professional teacher education and mentoring (Michael, 2014).

A qualitative study aligns with the requirement of an inductive reasoning approach to deepen understanding by gathering and interpreting data (Yin, 2009) from the perspectives of novice teachers in their initial teaching year. Implementing a qualitative method allowed exploratory research respective of the nature of human behavior as dynamic, situational, social, and personal in a natural environment as with new teachers in their initial teaching year.

To gain insight into novice teachers' perceptions, a qualitative study (Michael, 2014) educed subjective data in the form of the opinions, feelings, and experiences of the participants as they occurred naturally in their first-year teaching assignment. Multiple participants, characteristic of a qualitative study, supplied a strong data set from which analysis, comparisons, and conclusions were drawn about teacher preparation adequacy and mentoring in the novice teachers' initial assignments. The qualitative study was based on the assumption that subjects shared candidly, accurately, and honestly their perceptions of, and attitudes toward, their teaching and mentoring experiences in their initial year of instruction.

Thoughtful consideration was given when considering the demand for teachers, high teacher attrition rates, increased mentorship programs, and numerous studies on teacher preparation and retention, and evaluation of the teacher professional education internship process (Michael, 2014). Increased opportunity for theoretical application in teacher education will better prepare novice teachers and decrease the need for mandated mentoring programs. Mentorship programs are valuable to beginning teachers but are not the means by which the new teacher initially should experience the trials and tribulations of the profession. Teacher education internships must prepare student teachers as active participants in schools and collaborative groups and allow time to reflect and discuss educational issues comprehensively within the professional learning community with other students and experienced teacher facilitators (Harting-McChesney, 2008; Rivera-Wilson, 2008).

Teacher efficacy can be achieved if teachers have strategies for enabling student achievement while managing other demands of the profession (Fullan, 2007). The general purpose of the qualitative exploratory case study was to explore and describe the adequacy of the teacher internship program and the influence of mentoring in the novice teacher's initial teaching

assignment. The specific purpose of the study was to understand these perceptions so others could develop appropriate programs to increase awareness and improve the retention rate of beginning teachers. The comparative exploratory case study involved examining the efficacy of pre-service teachers in their initial year of teaching in a small plains school district in Alberta, Canada.

The general purpose of the qualitative exploratory case study was to explore and describe the adequacy of the teacher internship program and the influence of mentoring in the novice teacher's initial teaching assignment. Subjective in approach, researchers who use a qualitative technique examine the depth and breadth of an issue with a wide scope, whereas quantitative research is objective and purposely focused to test a specific hypothesis (Moustakas, 1994). The study (Michael, 2014) included a narrative identifying themes, patterns, and features in the data analysis of the qualitative understandings rather than a report of statistical details with correlations and statistical significance characteristic of quantitative research (Simon, 2006). A quantitative methodology was not appropriate for this study.

A single exploratory case study was an appropriate design as the adequacy of teacher internship programs followed by formal mentorships throughout the initial teaching year was relatively unfamiliar. The approach using a single exploratory case study was suitable as this research required delving into and exploring mentoring and novice teacher effectiveness in the initial teaching assignment. Previous researchers had demonstrated that teacher preparation courses needed stronger preservice programs for teacher inductees to improve student achievement and quality and effectiveness of teachers (Botzakis & Malloy, 2006; Darling-Hammond, 2010; Haberman, 2003).

The case study approach had the capability of revealing underlying causal influences, processes, and frameworks (Gerring, 2004) involved with novice teachers' perspectives in their first teaching assignment. Details of experiences, reflections, and perceptions that may not be exposed through other traditional methods of research may be uncovered through an exploratory case study (Yin, 2009). This exploratory case study's (Michael, 2014) open-ended interviews elicited recollections of novice teachers' experiences within their natural settings. Stake (1995) referred to someone who conducts a case study as a biographer who focuses on only a segment or phase of an individual's life. The phase in this study was the novice teachers' first-year teaching assignment.

Participant data gathered from a single exploratory case study, through a holistic perspective of open-ended questions to understand and develop theories inductively, facilitated the identification of themes of meaning for further comparison. Yin (2009) professed that the learning garnered from a single case study is assumed to be enlightening about the experiences of a typical person or institution. In this single exploratory case study, similar or contrasting results of the three subgroups contributed valuable information through the sharing of their perspectives on professional teacher preparation and the influence of mentoring during the initial teaching assignment. Triangulation of the single exploratory case data was a primary strategy used and supported the principle in exploratory case study research for observation and exploration of the circumstances occurring in the natural setting (Gerring, 2004). This study incorporated triangulation of perceptions gathered through face-to-face interviews with first-year teachers with mentors, the mentors, and first-year teachers without mentors. Member checking was implemented to verify accuracy and understanding of participant responses.

A comparison of the three subgroups within this single exploratory case study (Michael, 2014) provided insight into the interaction of significant characteristics without assuming a specific phenomenon existed as this study explored the views of the novice teachers' initial experience. Advantages of a single case study design are exploration of a holistic case study with embedded units and the ability to analyze within, between, and across the subunits to better explain the case (Yin, 2009). Data gathered from this study may help educational leaders address the inadequacy of the professional education internship and the role of mentoring in the novice teacher's initial year of teaching, thereby increasing the retention of new teachers (Melnick & Meister, 2008).

Vogt (1999) stated a purposive sample cannot be used to legitimately make inferences about a population. In this study, purposeful sampling was used to gather information-rich participants to learn about the adequacy of the teacher internship program and the influence of mentoring in the novice teacher's initial teaching assignment. For the purpose of this study (Michael, 2014), purposeful and contrast sampling was used. Through analysis of the problem, the sampling groups were selected based on a common teacher preparation, in their initial year of teaching and within a single school district. The differentiation for comparison was that one group of novice teachers had mentoring and the other group did not. Mentors needed to have been employed with the school district for no less than 3 years. By conducting interviews with all three groups, findings could be compared to better understand novice teacher efficacy in the initial teaching assignment.

The target population consisted of 32 teachers from K-12 in any subject area in Elk Island Public Schools comprised of the following three subgroups: first-year teachers with mentors (subgroup 1), first-year teachers without mentors (subgroup 2), and mentors (subgroup

3). First-year teacher participants needed to have earned a four-year bachelor's of education degree or two-year after degree in education from the University of Alberta, Canada, and to have current employment with the Elk Island Public School system in Edmonton, Alberta, Canada. Mentor teachers were certified by the province of Alberta and had been employed with the Elk Island Public School district for at least 3 years. Thirty-two e-mails were sent out by principals. The 18 potential participants who responded were qualified and all 18 participated. Out of the first and second subgroup population of 22 first-year teachers, the sample was 13. Six of these first-year teachers had mentors (subgroup 1), and seven did not have mentors (subgroup 2). Out of the third subgroup population of 10 mentors, the sample was five. Ten of the 44 schools were invited to participate in the study. The first limitation of the study was the sample size of 18 that decreased the ability to generalize findings, limiting the findings beyond the small Plains district. A sample size of 18 reflects the number of novice teachers and mentors who willingly agreed to participate in the study. The second limitation of the study was the inability to control for the teaching experience of the teacher mentors such as professional development, incentives, and other uncontrollable external variables.

Data saturation occurred after six interviews when no new or relevant information emerged supporting the newly constructed theory. When the resulting theory was easily constructed and appeared robust without gaps or unexplained phenomena then saturation was achieved. An examination of the codes developed from 18 interviews determined when no new codes returned indicating the point of saturation. In this study, saturation occurred at a very early stage, after six interviews. At this point, new data only confirmed the themes. In conclusion, due to the early saturation in this study, Guest, Bunce, & Johnson (2006) purported that a high level of homogeneity within a study's population "a sample of six interviews may [be] sufficient to

enable development of meaningful themes and useful interpretations" (p. 78).

3.2.3. Significance

Schools may retain teachers longer if the teachers have adequate internship programs followed by mentoring during the first year of teaching. Students benefit from an improved quality of education with veteran, experienced teachers (Ganser, 2002a). The significance for policy makers is that the data and results may provide informative perceptions and important themes for teacher education institutions (Salinas & Kritsonis, 2006). Results of the study have helped to identify problems in the interns' preparation and to clarify the importance of mentorship of teachers.

The study (Michael, 2014) may be important for researchers as it provides other researchers with current and classic references of experts working with teacher quality, teacher preparation, teacher retention, mentoring, and internships in relation to student achievement. University teacher education faculty may benefit from the study's findings about the role mentoring plays after an internship. Information from the study may provide university faculty the data they need to understand the theoretical application in teacher education institutions to prepare novice teachers more effectively for their initial teaching assignment. This study has provided important information about teacher education and mentoring.

3.3. CASE STUDY TWO

3.3.1. Description

Hamburg, B. (2012). *Teacher attrition and retention: An uphill climb that education must overcome to save schools*. (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxy.desu.edu/

The purpose of this qualitative study (Hamburg, 2012) was to examine the factors that affect new teacher attrition and to study the preparation programs that best accommodate the needs of new teachers in an effort to improve the quality of education students receive. Data from participants were collected using the qualitative case study research design, which included responses to an open-ended survey, which was then followed by interview questions, both of which were created by the researcher.

3.3.2. Methodology

The most appropriate method for this study (Hamburg, 2012) was the case study approach. Four distinguishing features of case study research discussed by Creswell (1998) will be discussed in this case study: identifying the case; discussing the time and location parameters of the case; completing a thorough portrait of the case; and finally, ensuring that extensive detail is provided about the setting. These four features identified by Creswell are addressed in this study. First the case must be identified. In this study, the case is the new teachers' experiences in their first years of teaching at a public, suburban, middle-income school in Georgia. The school has nearly 2500 students with nearly 200 staff members. From the 2006-2007 school year through the 2008-2009 school year, the high school hired 89 teachers who filled positions vacant because of retirement, increased student numbers at the school, teacher relocations to neighboring schools, and teachers leaving education altogether. This study investigated the three years prior to the researchers' investigation at the high school where all study participants were hired in the years under study. Data collection took approximately two months to complete.

Creswell (2008) states that a thorough portrait of the case is the third feature identified. This rendering took place through in-depth interviews. To create the thorough identification of the case, the researcher (Hamburg, 2012) also used attrition information provided by the county

and school as additional characteristics of the participants and research site necessary for the completion of this study. The last task in case study research is ensuring that extensive detail is provided about the setting to provide an appropriate level of understanding for any reader. This study's intended goal was to provide results that others may deem appropriate for use in their own research. It is imperative that the researcher provide as many details as possible and clearly define all aspects of the study. These specific characteristics give the reader an opportunity to determine if there are aspects of the research he can take away from the study to apply in his own cases (Gall, Gall, & Borg, 2003, p. 375). In this case, the researcher sought to describe the participants and situation as completely as possible to allow the reader to identify the study's relevance to his or her own situation.

3.3.3. Population and Sampling

The study site of this case (Hamburg, 2012) is a suburban high school in Georgia. According to the Georgia School Council Institute (2009), there were 2,466 students were enrolled at the school in 2008. The researched school district is the second largest in the state of Georgia, responsible for educating more than 106,000 students in the 2009-2010 school year. Caucasian students make up the most prominent race at the school district at 47%. Other student subgroups as follows in population size: African-American (30%), Hispanic (15%), Asian/Pacific Islander (4%), Multi-racial (4%) and American Indian (< 1 %) (GSCI, 2009). At the study site, the breakdown of each subgroup for students is as follows: Black/African-American (54% of the total population), White/Non-Hispanic (33%), Hispanic (7%), Multiracial (4%), and Asian/Pacific Islander (1%) (GSCI). Other subgroups at this school are as follows: thirty-eight percent of students receive free and reduced lunch, two percent are of limited English Proficiency, and 11% of the students receive special education services (GSCI). Readers can use

this information to establish connections related to their own school or one that has similar demographics.

New teachers are defined as teachers who were hired at the high school during three school years prior to the study (Hamburg, 2012), from 2006 to 2009. For purposes of this study, 89 new teachers who completed their first full three years or were in their first three years of teaching were selected to participate in this study. Of the eligible 89 new teachers, some remained at the study high school and others left the school. Participants were selected through purposeful sampling, which met the requirements and fit the themes for this study. All participants were identified as participants in the same preparation program for new teachers and were members of the mentoring program provided by the school. The teachers also entered the educational profession within a three year time period with allegedly the same amount of support from the school. The school provided all new teachers with a mentor and a command to attend mandatory new teacher induction classes every other week. These similar characteristics add to the validity of the study and eliminate external variables that might have existed otherwise. All teachers at the research site who fit the above criteria were asked to participate.

The researcher (Hamburg, 2012) discovered that a number of teachers did not participate in the new teacher preparation program as required by the school, during the data collection. Most of the teachers who did not participate in the new teacher preparation program explained that they had already taught in other schools prior to coming to the study site. While all teachers new to the school were provided a mentor, not all of them were required to attend new teacher induction classes because some of the new teachers had already gone through an induction class at their previous school. The majority of teachers attended induction or preparation classes and all were provided a mentor. However, all of the new teachers did not share identical new teacher

experiences. These similar characteristics strengthen the validity of the study and eliminate external variables that might have otherwise existed.

A total of the 89 research participants who met the requirements to participate in this study (Hamburg, 2012) were gathered from the administrator in charge of training new teachers for the school years 2006-2009. A copy of the informed consent to participate was provided to each of the 89 identified teachers in a sealed envelope. Upon receipt of the informed consent to participate, each of the participants was provided a survey consisting of 24 questions titled "New Teacher Survey". Of the 89 new teachers eligible to participate in the study, 27 returned the survey after the first or second attempt to invite the teachers to participate in the study. After the first attempt to invite the new teachers to participate in the study, only 18 participants returned the signed consent to participate. Some of the teachers who did not return surveys taught at other schools and opted not to participate in the survey. A second consent form was sent to the 71 potential research participants two weeks after the initial form was distributing hoping to receive as much data as possible for this study, but only nine responded and decided to participate in the study, bringing the total research participants to 27 for this study. Additionally, there were some teachers who left the focus school and were unable to be located, making it impossible for them to participate in the study.

3.3.4. Significance

Schools must be equipped with proficient teachers who are able to provide quality instruction to their students, in order to increase academic performance. This is the single most important indicator for student success. According to Marx (2006), 2.2 to 2.4 million teachers will be needed during the first decade of the new millennium. Schools must train teachers and equip them with a number of resources to ensure their first days of teaching will be successful.

This study (Hamburg, 2012) provided information to school administrators, colleges, and mentors concerning new teachers' perceptions of what is most beneficial in their first crucial years of education, and what supports guide new teachers and keep them in education. The techniques and specific supports considered most effective for new teachers were identified from the data. All levels of education can benefit from determining the best methods for training, recruiting and retaining highly qualified teachers.

The significance of the study (Hamburg, 2012) is that it examines the major reasons why teachers leave the profession so early in their careers and identifies what schools can do to relieve this problem. The working conditions in some schools play a large role in explaining why teachers leave the profession entirely, mounting to an estimated 157,800 men and women leaving each year (Alliance for Excellent Education, 2008b). The cycle of schools recruiting new teachers, training these teachers, and losing these teachers within their first five years potentially affects students the most.

3.4. CASE STUDY THREE

3.4.1. Description

Randall, A. (2009). *Teaching novice teachers: evaluating the effect of mentoring on the retention of first-year teachers.* (Doctoral dissertation). Retrieved from http://search.proquest.com.ezproxy.desu.edu/

This explanatory multi-case study (Randall, 2009) examined and described the perception of support that new teachers have, and how the presence of a mentor impacts the retention of those same teachers compared by the type of teacher preparation given. This study focused on all new teachers at the high school level within Metro County Public Schools. This study collected and analyzed data from interviews of first-year teachers and administrators, and documents that

consist of teacher contracts. This information was combined and organized so that an explanation building technique can be used to determine the effectiveness of mentoring on the retention of first-year teachers and their perceptions of support. The intent of this study was to determine if there is a difference in retention among the various types of teacher preparation as compared to the presence of a mentor, and to also determine if the perception of support was a factor in the decision to return to the school the following school year. Conclusions from this study provide insight into how effective mentoring and retention programs can be designed to meet the needs of all first-year teachers.

The challenge that many school districts face is that the effect of mentoring is dependent upon the perception of support that each new teacher holds. To determine the effectiveness of mentoring on the retention of first-year teachers, a multi-case study methodology (Randall, 2009) was used. The intent of this study was to determine if the presence of a mentor is sufficient to reduce the rate of first-year teacher attrition in a Metro Atlanta public school system. This multi-case study attempted to determine if there was a difference in attrition based on the type of teacher preparation, as well as the perception of school-based administrators on the effectiveness of the programs with the individual schools.

3.4.2 Methodology

To gauge the effectiveness of mentoring in an effort to reduce attrition among first-year high school teachers in Metro County Public Schools, a multi-case study methodology (Randall, 2009) was used to obtain data. Creswell (2005) explains that the purpose of research is to increase the understanding that one has on a given topic. Gall, Gall, and Borg (2003) further explained that a case study methodology should be utilized when the intent of the research is to produce an in depth description of a phenomenon, to explain a phenomenon, or to evaluate a

phenomenon. A case study methodology allows the researcher to engage in on-site data collection at each of the eight high schools within Metro County Public Schools, through interviews with teachers and administrators. The interviews allowed the researcher to gain understanding into the perception of support that new teachers feel, as well as the level of support that administrators feel has been delivered. Moreover, the research obtained information from the administrators at each school as to how many first-year teachers were offered teaching contracts for the following year, and how many of those first-year teachers chose to sign and return those contracts, which determined the rate of attrition for new teachers in Metro County Public Schools.

The research design of this multi-case study (Randall, 2009) was utilized to collect, analyze, and report data that were utilized to evaluate the effectiveness of the mentoring program in Metro County Public Schools regarding the retention of first-year teachers in the 2008-2009 school year. The effect of mentoring on first-year teacher retention in Metro County was selected as the case study due to the strength and popularity of its Teacher Academy and Preparation Program, TAPP Program. Conducting this multi-case study is an attempt to provide an explanation of the effectiveness of the TAPP Program as it relates to the various types of teacher preparation. Through the explanation of its effectiveness, the findings and implications were applied in school districts throughout the state and nation, allowing changes to be made in their mentoring programs that are reflective of the needs of their first-year teachers.

Through documents obtained, interviews conducted, and observations, the researcher (Randall, 2009) became well acquainted with both first-year teachers, and the administrative teams at the schools where they were employed. The familiarity that was gained required that the researcher remain neutral in the data collection process and data reporting. The collection of data

was accomplished through responses to a structured interview of first-year teachers at the high school level, as well as structured interviews with high school administrators. Using teachers with different preparation backgrounds, and the involvement of administrators, the case study actually became a multi-case study, which allowed for greater generalizability (Creswell, 2005). This type of study also allowed a comparison to be conducted between the subgroups.

3.4.3. Population and Sampling Procedure

The location of the case study (Randall, 2009) was a suburban school district approximately 15 miles south of Atlanta, Georgia. The district currently services approximately 47,500 students, and employs nearly 9,000 faculty, staff, and administrative personnel. The lack of achievement combined with the loss and reinstatement of accreditation has served as a challenge for retaining teachers. Participants in this multi-case study were selected through purposeful qualitative sampling, which was homogeneous and typical. Metro County Public Schools is a challenging district in terms of student performance and make up. These factors draw a great number of new teachers to the districts, making it an effective site to study the phenomenon of first-year teacher retention through mentoring. The mentors and first- year teachers are considered a homogeneous subgroup. Within groups, comparisons were drawn between first-year teachers based on their type of teacher preparation, TAPP, traditionally prepared, and testing option. The target population for this study were all first- teachers at the high school level. All first-year high school teachers and their school principals would participate in the study, totaling approximately 102 teachers.

To determine the effectiveness of mentoring on retaining first-year teachers, interviews and documentation were used (Randall, 2009). The data collected were analyzed to provide an explanatory case study on the effectiveness of teacher retention based on the presence of a

mentor. The data were coded to determine the effectiveness based on the type of preparation that the first-year teacher had received. In addition to determining the effectiveness of mentoring on retention, data were used to determine the teachers' perceptions of the support that they have received.

A substantial advantage to these types of data is the fact that they can be obtained at the leisure of the researcher, and is not intrusive to the subjects of the study (Creswell, 2003). In this multi-case study (Randall, 2009), acceptable documentation that is considered are artifacts such as school-generated reports on teacher retention, mentor contact logs, and minutes of teacher-mentor meetings. Teacher retention reports and mentor contact logs served as the primary documents for this study. Teachers were issued contracts in March, 2009. Teachers who were offered a returning contract compared to the total number of contracts offered helped to determine the level of retention associated with first-year teachers. Although the documents in question did not provide substantial input into the effectiveness of mentoring, the teacher retention reports helped to serve as a method of validation.

Interviews comprised the largest source of data for this study (Randall, 2009). Interviews played an important role in determining the perception of support that new teachers experience and interviews allowed for understanding why those new teachers chose to stay in the classroom, as well as why some teachers chose to leave. Additional interviews were conducted with the school principals to determine their opinions and impressions of the first-year teachers in their buildings. These interviews included why they decided to offer teachers contracts, and why they decided not to renew some contracts. These interviews helped to determine the principals' opinions and attitudes of the mentoring programs that exist on their campuses.

Validity of the study is an important aspect. There were three separate measures of

validity for this study (Randall, 2009). Using multiple sources of data, construct validity was enhanced. Triangulation occurred between interviews with the first-year teachers, using the obtained instrument, documents showing contracts returned by first-year teachers, and interviews with the schools' administrators. Creswell (2003) explained that triangulation provides validity using multiple sources of data that allow the researcher to build coherent justifications for the themes identified in the research. This allows the research to be deemed accurate from the "standpoint of the researcher, the participant, or the reader of an account" (Creswell, 2003, pp. 195-196).

In addition to the use of triangulation, the researcher (Randall, 2009) utilized rich descriptions as a tool of validity (Creswell, 2003). The use of descriptions enables the reader to obtain a shared sense of experience that the researcher and participants felt. Using descriptions obtained through interviews provided elements as to the effectiveness of the program and the personal experiences that the first-year teachers encountered, which provided validity to the findings obtained.

A third measure of validity for the study (Randall, 2009) prolonged exposure of the researcher to the field of study. Prolonged exposure to the field research has the ability to develop an in-depth understanding of the phenomenon, resulting in expanded detail that lends credibility to the results obtained (Creswell, 2003). As a part of the researcher's position within Metro County Public Schools, prolonged exposure was expected. The researcher spent extensive time at each high school within Metro County Public Schools, giving the researcher institutional knowledge, and an understanding of the mentoring program offered by MCPS.

A prior researcher validated the instrument obtained to guide the interviews for this case study. The interview questions were deemed accurate using construct validity. Constructing

validity, according to Creswell (2005), involves the use of individuals in the field to determine whether the instrument asks valid questions that measure what is expected. These individuals should have sound institutional and operational knowledge, which will allow them to evaluate the questions in an unbiased and professional manner.

This case study (Randall, 2009) included the case study protocol's purpose, data collection procedures, an outline of the case study report, interview questions, and field procedures (Yin, 2003). To ensure that reliability was maintained, a series of procedures was enacted. Each participant was approached individually to solicit their participation, so that each participant was unaware of other participants. This allowed for open responses in a comfortable and controlled environment. At the time of participation, each individual was asked not to discuss the results of the interviews, or the questions that were asked. Once data were collected, they were checked for accuracy, ensuring that there were no errors or omissions. Error correction and information reliability was obtained using transcripts of the interviews.

3.4.4. Significance

The significance of the study (Randall, 2009) was to determine how effective the presence of a mentor was on the retention of first-year teachers who were certified through a traditional certification route and those who were certified via alternative methods, TAPP and testing option. After examining the role of the mentor as it pertains to these two populations, it was feasible to structure a program that was beneficial to the three types of first-year teachers, which ultimately enabled them to retain their positions beyond the first-year. The policy in place for Metro County Public Schools stated that TAPP teachers were assigned a mentor and there was significant follow-up throughout the year (MCPS, 2006).

This study (Randall, 2009) identified whether the mentoring program in place in Metro

County Public Schools was effective for both TAPP and college trained teachers (MCPS, 2006). Through the completion of the study, school district administrators were able to define the parameters of a new mentoring program that provides adequate amounts of support to all new teachers. Additionally, administrators would have the ability to examine the perceived benefit of mentoring, and structure the program so that each group of teachers would see a greater perceived value, which in turn decreased the amount of attrition and result in teachers who were more prepared to face the challenges of their classroom.

The purpose of this study (Randall, 2009) was to explore the effects of mentoring and its impact on retaining new teachers. This research is crucial to discover how to combat the financial burden of teacher attrition and enhance student achievement. This case study analysis will enlighten educational leaders who are budgeting for the recruitment process to include an induction program and/or mentoring. This research adds meaningfully to the current body of knowledge. The table below aids to specifically identify the methodologies used in each case study, location, participants, and sample. This table will support the comparison of the findings in the analysis process in chapter four.

Table 1. Case Study Methodology Comparison

	Location	Instrument	Population	Sampling	Case Study Method
Case Study 1 Michael, B. (2014)	Strathcona County, Alberta, Canada Elk Island Public School District	Open-ended interview questions; Transcribed audio digitally recorded interviews;	32 teachers from K-12 in any subject area Sub-group-1 1st yr teachers w/mentor Sub-group-2 2nd yr teachers w/o mentor Sub-group-3 Mentors of 1st year teachers 18 first year teachers with a mentor and non-mentored.	Purposive	Qualitative Single Exploratory/ Comparative Case Study
Case Study 2 Hamburg, B (2012)	Suburban High School in Georgia 2006-2009	24 question survey with 27 new teachers. Interviews with 8 selected teachers.	89 eligible new teachers in their 1-3 year of teaching. 27 Participated Sub-group-1 Some of the teachers did not attend bi-weekly induction classes 27 new teachers in their 1-3 year of teaching. Each had a mentor.	Purposive	Site Study/Case Study

Case Study 3 Randall,A. (2009)	Atlanta Georgia Suburbs, Metro County Public Schools 2008-2009SY	Documentation Teacher contracts, Mentor logs, Teacher retention reports. Transcribed audio digitally recorded interviews Interviews with teachers. (10 questions) Interviews with principals. (10 questions)	102 eligible first year high school teachers in MCPS. 49 Agreed to participate Sub Group - 1 Mentors Sub Group-2 1st year teachers in TAPP Sub Group-3 1st year teachers who were trained in college.	Purposeful Sampling	Multi-Case Study

3.5. Summary

The above referenced case studies and their combined findings comprise the case study analysis for this study. These three case studies each discuss the impact of mentoring practices on non-tenured teacher retention. A full analysis will distinguish the unique similarities and differences in various induction programs as they relate to mentoring. Mentoring programs and their components will be investigated to discover their impact on new teachers.

CHAPTER IV:

COMPARATIVE ANALYSIS

4.1. INTRODUCTION

According to recent data from the National Center for Education Statistics (2012), of the 3,377,900 public school teachers who were teaching during the 2011–12 school year, 84 percent remained at the same school ("stayers"), 8 percent moved to a different school ("movers"), and 8 percent left the profession ("leavers") during the following year. Among public school teachers with 1–3 years of experience, 80 percent stayed in their base-year school, 13 percent moved to another school, and 7 percent left teaching in 2012–13. Among public school teacher movers, 59 percent moved from one public school to another public school in the same district, 38 percent moved from one public school district to another public school district, and 3 percent moved from a public school to a private school between 2011–12 and 2012–13.

The National Commission on Teaching and America's Future (NCTAF, 2003) reported that annual teacher turnover (15.7%) is notably higher than the annual turnover of people in non-teaching occupations (11.9%). The inability to retain an effective teaching force has a direct effect on teacher quality and, ultimately, student achievement (Ingersoll & Smith, 2004).

The national concern with quality education and teacher retention has led to an increase in novice teacher support. In recent years, there has been a growth of support, guidance, and orientation programs, collectively known as the induction process, for beginning teachers during their transition into their first years of teaching (Smith & Ingersoll, 2004). Teacher attrition rates continue to rise at an alarming rate, which contribute to budget problems and decreased educational school quality.

As a result, the purpose of this case study analysis is to determine the impact of mentoring and new teacher programs on teacher retention in hopes that effective programs can be duplicated later in other settings to increase new teacher retention. This chapter examines the findings of three case studies.

4.2. Analysis of Case Studies Research Design

Purpose

The differences between the primary purposes of the three reviewed case studies were minimal. Yet, each of these case studies provided a unique perspective for improving novice teacher retention. Michael (2014), Hamburg (2012) and Randall (2009) aimed to study the impact of teacher preparation programs on teacher attrition. Additionally, Randall's (2009) and Michael's (2014) studies also focused on the influence of mentoring in the novice teacher's initial teaching assignment and the impact that may have on the reduction of teacher attrition. On the other hand, Hamburg (2012) wanted to understand the factors that affect new teacher attrition.

Table 2. Purpose Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
To investigate perceptions of the adequacy of the professional education internship and formal mentorship in the initial teaching year, among first-year teachers in a Plains Alberta school district, Canada.	To examine the factors that contribute either an increase or decrease teacher attrition, as well as, to examine how mentoring programs can accommodate the needs of new teachers in order to increase retention rates.	To examine how effective the mentoring program is in retaining first-year teachers, as well as to determine if the various methods of preparations, traditionally prepared, testing option, and TAPP, holds different perceptions of the support that they have received. This study will also examine how school based administrators view and perceive the mentoring programs that exist within their buildings.

Research Questions

To achieve their research purpose, Michael (2014), Hamburg (2012) and Randall (2009) had several research questions. Michael's and Hamburg's research questions were around the perceptions of the participants while Randall's is focused on the varied impact of multiple new teacher supports, such as mentoring programs and alternative preparation programs. Michael (2014) had three research questions: 1) How do novice teachers perceive the professional education internship or practicum process as preparatory for first-year teachers to enter their initial year of teaching? 2) How do the perceptions of novice teachers who receive mentorship differ from those who do not receive mentorship? 3) Why do the mentors believe mentoring is or is not critical to a new teacher's success?

Similarly, Hamburg (2012) had three research questions: 1) What are the major factors that have caused new teachers to remain or leave the study site during their first years as an educator? 2) Which professional preparation programs or collaborative models are perceived by new teachers as the best method to decrease teacher attrition? 3) What are teachers' perceptions of current mentoring programs, and what changes are suggested for mentoring programs to help reduce new teacher attrition rates?

Finally, Randall's (2009) study was guided by five research questions. R1: In what ways does the presence of a mentor affect the retention of first-year teachers? R2: In what ways does the presence of a mentor affect retention rates of first-year teachers differently based on their type of teacher preparation? R3: In what ways does the administration at the school level view the mentoring program in place as effective for the retention of first-year teachers? R4: In what

ways is first-year teacher retention affected by their perception of support? R5: In what ways did the presence of a mentor aid in the perception of support that first-year teachers' hold?

Table 3. Research Question Comparative Analysis

Buffy G. Michael (2014)	Benjamin E. Hamburg (2012)	Aaron E. Randall (2009)
The central research question was: How do novice teachers, with University of Alberta teacher preparation, perceive mentoring as a retention tool to minimize exit rates in grades K-12 in the teaching profession in a Plains Canada School District?	What are teachers' perceptions of current mentoring programs, and what changes are suggested for mentoring programs to help reduce new teacher attrition rates to improve teacher retention in one particular school system?	How do administrator and teacher perceptions of new teacher supports, including mentoring and alternative prep programs effect the retention rate of first year teachers?

Theoretical Framework

Michael's (2014) study was grounded on a constructivist approach to mentoring and learning. Constructivism theorists, Vygotsky (1978) and Piaget (1951), believed real-life experiences propagate the most meaningful education for learners, resulting in individually driven interest to inquire, connect, and construct meaning. The theoretical framework stemmed from cognitive theory that focuses on how children build understanding of themselves and their world. The cognitive theorists' assumption is that children are active in acquiring and processing information to build their own knowledge, and as a result, these theories are constructivist with the embedded principle that learning is not automatic. Personal, behavioral, and environmental factors elucidate development and, consequently, cognitive theories are interactional (Schunk, 2004).

Theorists Bruner (1973) and Vygotsky (1987) encompass the social and cultural elements of learning. Constructivism invites and engages the learner's individual exploration, personal investment, and meaningful deconstruction and reconstruction of material, reinforced by appropriate acknowledgments. The constructivist emphasis on collaborating promotes social and communication skills and honing of negotiation techniques. Professional teacher education and mentoring programs based on constructivism provide authentic experiences that support novice teachers' ability to navigate successfully on a broader scale. Conceptual development of mentoring is a relationship that is purposeful, whereby the mentor, a person with more experience, provides a novice person both developmental career behaviors and personal, specifically psychosocial, support (Eby, 1997; Kram, 1985). Hamburg (2012) and Randall (2009) did not outline the theoretical framework that grounded their study.

Table 4. Theoretical Framework Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
Constructivist approach	Not Specified	Not Specified

Assumptions

In every research study, there are certain fundamental beliefs that are understood to be true. Similarly, the three case studies reviewed outlined the assumptions made in their studies. Some of the assumptions made in Michael's (2014) and Hamburg's (2012) study were similar. Both studies were based on the assumptions that 1) participants would respond with honesty and accuracy to interview questions, and 2) the sample selected is representative, valid and reliable. Michael's (2014) study also assumed that the participants would recall what they experienced and their memories would not significantly change with the passage of time. Similarly,

Hamburg's (2012) study had an additional assumption that the methods of data collection and analysis used in this study produced reliable and valid results. Randall's (2009) study was based on the assumption that

- There will be some benefit derived by the presence of a support system.
- The self-reporting of teachers' information on number of hours spent with their mentor teacher is accurate.
- The teachers involved in the study will have a variety of previous experiences that will influence their preparedness to teach.
- All first-year teachers are assigned a mentor by the site-based administration.
- Teachers will accurately identify which type of preparation program with which they are associated.
- Some teachers will feel as though the mentoring program was not influential in their decision to remain in their teaching positions.

Table 5. Assumptions Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
1. Participants would respond with honesty and accuracy to interview questions 2. Participants would recall what they experienced and their memories would not significantly change with the passage of time.	1. The perceptions of the sample of teachers participating in this study were representative of the perceptions of most new high school level teachers in similar suburban school systems that may share characteristics such as population and demographics. 2. Participants were willing to contribute accurate and honest information and knowledge related to teacher retention and reasons for leaving or staying at the research site. 3. The methods of data collection and analysis used in this study produced reliable and valid information.	1. There will be some benefit derived by the presence of a support system. 2. The self-reporting of teachers' information on number of hours spent with their mentor teacher is accurate. 3. The teachers involved in the study will have a variety of previous experiences that will influence their preparedness to teach. 4. All first-year teachers are assigned a mentor by the site-based administration. 5. Teachers will accurately identify which type of preparation program with which they are associated. 6. Some teachers will feel as though the mentoring program was not influential in their decision to remain in their teaching positions.

Limitations

As data-rich and comprehensive as case studies can become, even with the amount of time and energy spent devoted to a single case, case study research has limitations. The three case studies reviewed had numerous limitations. One limitation all case studies had was the ability to generalize the findings as the studies were conducted in particular school districts and the samples were limited. Michael (2014) outlined additional limitations of his study. The

second limitation in his study was the inability to control for the teaching experience of the teacher mentors, such as professional development, incentives, and other uncontrollable external variables. The third limitation was the use of a data collection instrument that had not been piloted. Conducting a pilot test strengthens the feasibility of the study (Yin, 2003). Conducting a pilot study with the specific population may have compromised the potential recruitment of first-year teacher participants for the actual study sampling (Van Teijlingen & Hundley, 2001). Recruiting a sampling of first-year teachers from the population with a limited number of novice teachers precluded the opportunity to field test. The feasibility of the study was constantly under consideration throughout all stages, as the limited sample population could jeopardize the entire study any time. Recruiting participants from the study population with whom to conduct a pilot study may have imposed limits on the number of relevant participants for the actual study. In retrospect, this study would have been enhanced through a pilot test of the instrument. The fourth limitation was researcher bias. To reduce the bias, the researcher remained open to unexpected outcomes during the conduct of the study, making findings based on compelling evidence rather than experience. To enhance objectivity, minimize researcher bias, and promote conformability, member checks, data triangulation, and a data audit were conducted. The fifth limitation was the honesty of the participant responses during the interviews. To help ensure interview response honesty, participants were encouraged to be candid in their responses. It was made clear to participants that they could withdraw from the study without explanation at any time to ensure only willing participants were involved.

Similar to Michael (2014), Hamburg (2012) had additional limitations outlined on his study. One limitation is that there may possibly be other factors the teachers may or may not have disclosed in the parameters of this study, as they may not have felt comfortable disclosing

information relating to their school and the people they work with or for. Another limitation is the teachers' opinions about schools at which their friends work and their opinions regarding future teaching plans. Teachers were asked to discuss only opinions regarding the time they spent at the specific research location; however, the opinions and information gathered may reflect opinions that are directly related to other schools and teaching experiences participants may have heard about from other teachers. The accuracy of the responses cannot be controlled. Locating the participants who were willing to express concerns about the topic was also a limitation to this study. Some participants who had already left or had transferred to another location were unable to be contacted to participate in the study. Some teachers left the focus school, making it impossible for them to participate in the study.

Lastly, Randall (2009) presented several more limitations in his study to determine the effectiveness of mentoring on the retention of first-year teachers:

- The study examined only teachers who were considered first-year teachers in the 2008-2009 school year.
- The number of hours each teacher spent with his or her mentor was from August 2008 through April 2009.
- Retention is measured by the number of teachers who renewed their contracts issued in March 2009, and did not reject their signed contract as of May 31, 2009.
- The teachers surveyed in the study were first-year teachers at the high school level. The study does not account for new teachers at the middle and elementary levels.
- This study will not account for any performance appraisals that do not result in a refusal to issue a contract renewal by the site based administrative team.

- This study does not examine any of the professional development requirements that new teachers are required to engage in for full certification.

Table 6. Limitations Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
1. Ability to generalize findings as the study was conducted in a particular school district and the sample is limited. 2. Inability to control the teaching experience of the teacher's mentor. 3. Unpiloted data collection instrument.	1. Ability to generalize findings as the study was conducted in a particular school district and the sample is limited. 2. There may or may not be undisclosed factors that teachers felt comfortable about disclosing related to the school and people they work for. 3. Teachers' opinion about schools at which their friends work and opinions regarding future teaching plans.	1. Ability to generalize findings as the study was conducted in a particular school district and the sample is limited. 2. Survey teachers only included first year teachers at high school level and does not account for new teachers at middle and elementary school levels. 3. Study does not examine professional development requirements that new teachers are required to engage in.

Research Methodology and Design

Michael (2014) and Hamburg (2014) utilized qualitative exploratory single case study method, while Randall (2009) used explanatory multi-case study. A single exploratory case study is a representative case that embodies the circumstances of an everyday situation (Yin, 2009). Participant data gathered from a single exploratory case study, through a holistic perspective of open-ended questions to understand and develop theories inductively, facilitated the identification of themes of meaning for further comparison. Yin (2009) professed that the learning garnered from a single case study is assumed to be enlightening about the experiences of a typical person or institution.

In Michael's (2014) single exploratory case study, similar or contrasting results of the three subgroups contributed valuable information through the sharing of their perspectives on professional teacher preparation and the influence of mentoring during the initial teaching assignment. Triangulation of the single exploratory case data was a primary strategy used and supported the principle in exploratory case study research for observation and exploration of the circumstances occurring in the natural setting (Gerring, 2004). Michael (2014) incorporated triangulation of perceptions gathered through face-to-face interviews with first-year teachers with mentors, the mentors, and first-year teachers without mentors. Member checking was implemented to verify accuracy and understanding of participant responses.

In Hamburg's (2014) study, new teachers with three years of experience or less, who were the primary units of analysis, were interviewed to achieve a better understanding of how each teacher felt about his or her teaching career so far. The data from the interviews were grouped and analyzed according to the teachers' years of experience. After the data were collected, an approach known as "pattern matching" was used to link the data to the propositions where "several pieces of information from the same case [were] related to some theoretical proposition" (Yin, date, p. 26). Finally, matching one pattern of data with other similar data is what makes up the fifth element in the research design. Unfortunately, there was no precise way of setting up exact criteria for interpreting the findings. However, the researcher analyzed the data for any definitive differences or patterns that emerged.

As stated before, Randall (2009) employed a multi-case study to collect, analyze, and report data to evaluate the effectiveness of the mentoring program in Metro County Public Schools in terms of retaining first-year teachers in the 2008-2009 school year. The collection of

data was accomplished through responses to a structured interview of first-year teachers at the high school level, as well as structured interviews with high school administrators.

Table 7. Research Design Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
Qualitative exploratory single case study	Qualitative exploratory single case study	Qualitative Explanatory multi-case study

Population and Sampling

The sampled population selected for both Hamburg's (2012) and Randal's (2009) studies examined suburban school district in Georgia. Hamburg (2012) conducted his case study at a single high school while Randall (2009) studied the whole district. Although both case studies were suburban school district, the demographic make up of these two studies was different. In Hamburg's (2012) study, Caucasian and African American students made up a large percentage of students enrolled in their sampled schools. In addition, a little over a quarter of the student body was classified as receiving Free and Reduced Meals (FARM). The school district Randall's (2009) case study examined is comprised of great diversity, with more than 60% of the population being Black, 25% Hispanic, 10 % White, and 5% a combination of other races.

Although specific demographic information of the sample student population was not referenced in Michael's (date) study, it was confined to Alberta, Canada and interviews involving teachers. The research location was Elk Island Public School District, within a 50-kilometer radius, that served a population of 9, 610 students in a suburban-Edmonton, Alberta.

Table 8. Population and Sample Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
Alberta, Canada	Suburban school district in Georgia	Suburban school district in Georgia

Participants

Michael's (2014) case study included mentored and non-mentored first-year K-12 teachers and their mentors. Participants, with and without mentoring, responded to open-ended interview questions and revealed their perspectives about their first-year teaching experiences. The mentors of the novice teachers participated in a set of open-ended interview questions. The design allowed for exploration of 18 participants. 13 of the participants were novice teachers who had four-year bachelor of education degrees or approved partial degrees combined with a two-year education degree education from the University of Alberta, Canada. Six of these novice teachers had formal mentoring in their initial teaching assignment and seven did not. The remaining five teachers were mentor teachers who had been employed in the public school system for at least three years.

In Hamburg's (2012) case study, new teachers are defined as teachers who were hired at the high school during three school years prior to the study, from 2006 to 2009. 89 new teachers who completed their first full three years or were in their first three years of teaching were selected to participate in this study. Of these 89 new teachers, some remained at the study high school and others left the school. The participants were selected through purposeful sampling, which met the requirements and fit the themes for this study. All participants were identified as participants in the same preparation program for new teachers and were members of the mentoring program provided by the school. Other similarities include that all teachers entered the

educational profession within a three year time period, with allegedly the same amount of support from the school. The school provided all new teachers with a mentor and a directive to attend mandatory new teacher induction classes every other week. These similar characteristics add to the validity of the study and eliminate external variables that might have existed otherwise. All teachers at the research site who fit the above criteria were asked to participate. A total of 27 research participants responded to the survey.

In Randall's (2009) case study, the sample participants were all second year high school teachers within the Metro County Public School System who were offered and accepted contracts offered by the administrative teams at their schools. The original population size of this group was 94 teachers, but due to fiscal constraints and reductions in force, the population of second year teachers decreased to 78 teachers at the high school level. Requests for participation were sent to all 78 of these teachers, and 49 accepted the invitation to participate in this study. Specific criteria for participants were as follows:

- All participants are first year teachers or school based administrators in the 2009 school year.
- All participants are actively employed in the 2010 school year.
- All participants are employees of the Metro County Public School System as a teacher or administrator.
- All participants are willing to speak freely about their experiences as first year teachers, or are administrators who oversaw first year teacher programs and are willing to freely speak about their programs.

Table 9. Participant Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
1. 18 Participants 2. Mentored and non-mentored first year K-12 teachers and their mentors. 3. 13 Novice Teachers (6 teachers had mentors, 7 teachers did not have mentors). 4. 5 Mentor Teachers	1. 27 Participants 2. Novice high school teachers in a new teacher prep program or mentoring program.	1. 49 Participants 2. 2nd year high school teachers.

Validity and Reliability

Validating the findings in the three case studies reviewed was accomplished by the process of triangulation, using information provided in written responses in conjunction with answers provided verbally during the interviews, as well as by comparing the answers provided by multiple individuals for commonalities. Precise and careful attention was given through triangulation, and member checking. The participants and researcher discussed the data and themes that emerged to ensure the information provided was accurate, as well as representative of the participants, a process known as member checking (Creswell, p. 267).

Michael's (2014) study incorporated triangulation of perceptions gathered through face-to-face interviews with first-year teachers with mentors, the mentors, and first-year teachers without mentors. Member checking was implemented to verify accuracy and understanding of participant responses.

In Hamburg's (2012) study, the majority of teachers attended induction or preparation classes and all were provided a mentor. However, all of the new teachers did not share identical new teacher experiences. These similar characteristics strengthen the validity of the study and eliminate external variables that might have otherwise existed.

Randall's (2009) study, ensured that reliability was maintained, through a series of procedures. Once data were collected, they were checked for accuracy, ensuring that there were no errors or omissions. Error correction and information reliability was obtained using transcripts of the interviews.

Table 10. Validity and Reliability Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
Triangulation	Triangulation	Triangulation

Data Collection Procedures

In Michael's (2014) study, data collection involved interviewing 18 teachers: mentored first-year teachers and their mentors and non-mentored first-year teachers. Teachers responded to open-ended interview questions to explore their perspectives of the adequacy of the professional education internship and formal mentorship in the initial year of teaching and provide insight into the problem of preparation of teachers for their beginning year. On the other hand, the main sources for data for Hamburg's (2012) study were descriptive, school-level reports, open-ended surveys and interviews performed and transcribed by the researcher. The school-level reports provided the demographics of the school, the number of teachers and staff members at the school, recent student test scores, and information about the community where the school is located. The open-ended survey and the follow up interview questions were designed by the researcher.

Randall's (2009) study consisted of an explanatory multi-case study examining the effect of mentoring on the retention of first-year teachers, with a subgroup of teachers representing each method of teacher preparation. Initial document collection in this multi-case study consisted

of obtaining the guidelines for mentoring used in Metro County Public Schools. These documents detailed the expectations for mentoring set forth by the MCPS Professional Learning Department. Additional documents that were examined in this study are reports generated by the individual high schools in MCPS that detail first-year teacher retention. Interviews made up the second form of data collection. All first-year teachers at the high school level were interviewed to determine the teachers' intention to remain employed at their schools, reasons for their intent to remain employed, their perceptions of the support that they received at the school, and the role that their mentor had in the teachers' decisions to remain employed. In addition to new teacher interviews, school administrators were interviewed to determine the administrative perception of support that new teachers received, the usefulness and effectiveness of mentors, and why each teacher was or was not offered a contract for the following school year. First-year teacher interviews consisted of 12 questions and took approximately 25-30 minutes. Administrator interviews consisted of 10 questions and took approximately 20 to 25 minutes each. Each interview was tape recorded and transcribed to maintain accuracy.

Table 11. Data Collection Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
1.Open ended interview questions were used to explore their perspectives of adequacy of mentorship programs.	1. Descriptive school level reports. 2. Open-ended surveys and interviews were also used	1. Document collection from reports, such as mentoring guidelines from the professional learning department and individual high school teacher retention reports were used. 2. New Teacher Interviews to determine a teacher's intention to remain employed at their school. 3. Administration interviews were conducted to determine their perception of support that new teachers receive.

Data Analysis Procedure

In Michael's (2014) case study, data analysis of raw, recorded, and coded data occurred in five phases involving sorting, examining, categorizing, comparing, contemplating, and synthesizing. Data were triangulated through interviews from three different subgroups: mentored novice teachers, non-mentored novice teachers, and mentors. Each theme incorporated triangulation of sources. Each of the three groups had representative stakeholders. Triangulation of data was conducted to gain insight into the perceptions of each group on mentoring and novice teacher efficacy. In the second phase, NVivo9 software was introduced and activated to code the raw data throughout the data analysis. A variety of coding types were incorporated in NVivo9,

including cross coding, topic coding, case coding, re-ordering, and analytical coding. During the final phase, data were converged to understand the exploratory case.

Throughout the aggregation of data process, unconnected data were discarded, reinforcing the three emergent themes with subthemes in the third theme on perceptions of teacher preparation and mentoring in the initial teaching assignment.

In Humbug's (2012) study, the data were analyzed and coded according to the themes of the study: teacher retention and attrition and improvements that could be made to the teacher preparation programs offered at the school. The data gathered primarily from the interviews were coded using "open coding," which Creswell (2008) describes as "grouping data into categories according to different themes that emerge from data collected" (p.434), in this study, from the interviews. Data triangulation was used to "collect information from multiple sources….aimed at corroborating the same fact" (Yin, 2003, p. 99) and was used to help solidify the theory presented that some form of induction program or guidance for new teachers increases retention among teachers new to a school.

Finally, Randall (2009) analyzed his data using an explanation building technique. The study involves the use of multiple sources, interviews with teachers and administrators and document analysis. Triangulation was analyzed in respect to the outline of the review of literature. Through the analysis and triangulation, connections to previous studies were made to determine if there was fact support for the hypothesis of the study. The interviews gave the researcher insight into (a) the teachers' perception of the support that they have received from their school site, (b) the teacher's likelihood to return to their school in the following school year, (c) the role of their mentor in their decision, (d) the activities that the new teacher mentors have engaged in that supported the new teacher, and (e) the perception of the school-based

administrative team in regards to their mentoring program and the new teachers employed in their buildings. The documents obtained as a part of the study support the retention figures provided by the school based administrative teams. Connections between the two forms of interviews and the documents will be identified through the narrative discussions that will include a summary of the data results through interview quotes and personal reflection.

Table 12. Data Procedure Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
1.Data analysis of raw, recorded, and coded data occurred in five phases, which were triangulated through interviews from three different sub-groups: a)mentored novice teachers b)non-mentored novice teachers c)mentors 2. Triangulation was used to conduct insight on the perceptions of each groups on mentoring support and novice teacher efficacy.	1. Data were analyzed and coded according to the themes of study: a)teacher retention b)attrition c)improvements for school based teacher prep programs. 2.Data triangulation was used to collect information from multiple sources.	1. Data analysis using the explanation building technique. 2.Triangulation analysis from multiple sources such as collected documents, interviews with teachers, interviews with administrators. 3. Connections were identified through narrative discussions that include a summary of the data results. The connections were extracted from the two forms of interviews and document analysis.

Findings

Three themes and two subthemes emerged in Michael's (2014) study: networking, mentor role, and classroom competency that split into subthemes of instructional competency and classroom management. One conclusion of the research was that beginning teachers need to network more with professionals in the learning community to better prepare for the challenges of a variety of classroom environments.

A second finding (Michael, 2014) was that novice teachers need support during their initial teaching assignments to become reflective practitioners and increase their efficacy. A third conclusion was mentoring is an important induction strategy that can occur formally and informally, requiring more time and respect for the complexity of the roles and relationships of the mentor and mentee. The themes that emerged from an examination of the interviews with the three groups substantiated the perception of novice teachers that their professional education internship or practicum process was inadequate in preparing them for their initial year of teaching. The findings of the study demonstrated that novice teachers' perceptions of the support mentors provide were that it has a positive influence on beginning teachers in their initial teaching assignment.

In Hamburg's (2012) study, most teachers left their particular schools or the entire teaching profession because of a lack of administrative support on a regular basis. Support from administration and sufficient time spent with their mentors contributed to lowering attrition rates among teachers new to the school in this study.

Finally, in Randall's (2009) study, it was found that the TAPP or Teacher Alternative Preparation Program Teachers were far more supported than the College of Education Trained Teachers or Testing Option teachers. Additionally, it was found that the presence of a mentor did not directly influence the decision of teachers to remain in the classroom. These findings would suggest that the mentoring program found within this school district is not functioning effectively, and that the program does not address the needs of all first-year teachers, therefore a redesign of the program is necessary.

Table 13. Findings Comparative Analysis

Michael (2014)	Hamburg (2012)	Randall (2009)
1. It is necessary for new teachers to network in professional learning communities in order to prepare for a variety of challenging classroom environments 2. New teachers need support during initial teaching assignment in order to become reflective practitioners and increase their efficacy. 3. Mentoring is an important induction strategy. 4. New teachers' perception of the support mentors provide had a positive influence on their initial teaching assignment.	1. Most teachers leave their particular schools or the entire teaching profession because of a lack of administrative support on a regular basis.	1. Teachers were more supported in the teacher prep programs than teachers who were supported from the college education programs. 2. The presence of a mentor did not directly influence the decision of the teachers to remain in the classroom. 3. Mentoring programs found within this school district is not functioning effectively because the program does not address the needs of all first year teachers. .

CHAPTER V:

CONCLUSIONS

Chapter five reviews the discussion, implications, and conclusions of this case study analysis. The results that came from the reviewed case studies are discussed. The implications for school leaders, central office workers and policy makers are also addressed in this chapter. Finally, this chapter will share recommendations for future studies.

5.1 Summary of Major Findings

The purpose of this comparative case study analysis was to provide a descriptive analysis of the impact of new teacher support programs, such as mentoring and alternative preparation programs, on new teacher retention in hopes that such programs can be duplicated later in other settings to promote best practices for new teachers. Three case studies were examined to explore how mentoring programs are utilized and impact non-tenured new teacher retention. The research and findings related to these three case studies investigating induction, mentoring program components and new teacher retention had varied results.

In the first case study conducted by Michael (2014), the purpose was to investigate the perceptions of formal mentorship in the initial year of teaching among first-year teachers in a Plains Alberta school district, Canada.

Findings from this comparative exploratory case study (Michael, 2014) were organized by themes from the qualitative data analysis. There were a total of three themes with respective subthemes that emerged from the exploration of new teachers perspectives on the professional education internship or practicum process that prepares first-year teachers for their initial year of teaching. The following themes and subthemes were discovered: (a) Theme 1: Networking, (b)

Theme 2: Mentor role, (c) Theme 3: Classroom competency, (d) Subtheme 1: Instructional preparation, and (e) Subtheme 2: Classroom management.

The first finding of this study (Michael, 2014) based on the first theme, networking, showed that networking support among multiple relationships of all members of the pre-service teaching program need cultivation for mentorship to be effective. The study findings also concluded that incorporating opportunities for teacher participation, autonomy, and collegial collaboration influenced new teachers' beliefs about their profession and commitment to their career.

The second finding of this study (Michael, 2014) based on theme number two, mentor role, displayed reports of both positive and negative linking from teacher education into the initial teaching assignment were apparent. The mentees believed one of the most important qualities of a mentor was to be willing to share without judgment.

The last finding of this study (Michael, 2014) based on theme number three, Classroom Competency, revealed that beginning teachers with mentors and without mentors identified classroom management as a momentous challenge. Novice teachers in the study who were not in mentoring programs reported their attempts at being competent teachers in their first year involved challenges in managing the classroom while trying to instruct the class. The findings found learning the course content, gathering resources, and student discipline problems were challenges in the initial teaching assignment.

Overall, the findings of the study demonstrated that novice teachers' perceptions of the support mentors provided had a positive influence on beginning teachers in their initial teaching assignment.

In the second case study by Hamburg (2012), the purpose of the study was to examine the factors that contribute to teacher attrition and the factors that increase retention rates among new teachers and increase new teacher retention in an effort to improve the quality of education for all students decreasing the amount of money schools spend each year recruiting educators.

The first finding of this study (Hamburg (2012)) showed that the level of administrative support played a major role in the final decision of whether or not teachers new to the school would leave or remain. The second finding among participants showed that the use of mentors to support new teachers was a key influence in deciding whether the participants in this study stayed at the school or decided to leave. Overall, teachers who received support from administration and from their mentors during their first year in this school decided to remain at the school.

The results from this study (Hamburg, 2012) concerning mentors provided strong support for existing research. Teachers in this study who were provided with a mentor who was unconditionally available and who had similar or complimentary personality traits and teaching styles were almost guaranteed to remain at the school in this study.

In the final case study by Randall (2009), this explanatory multi-case study examined the effectiveness of mentoring on the retention of first year teachers. The effectiveness of mentoring was evaluated through the perceptions of the participants in Metro County Public Schools' first year mentoring program.

The findings of this study (Randall, 2009) show that the teachers in the Teacher Alternative Preparation Program (TAPP) saw minimal benefits from the presence of a mentor. The mentors appeared to be successful in providing the first-year TAPP teachers with instructional strategies, methods of balancing responsibilities, and providing feedback from

structured observations. The study reported that the mentors had no effect on their decision to remain in the classroom. The first-year teachers collectively reported that their reasons for remaining in the classroom came from an intrinsic love of teaching or desire to work with the children in their classrooms.

Ultimately, the presence of a mentor was not effective in the retention of first-year TAPP teachers in Metro County Public Schools. Mentors would be more successful in retention if they were properly trained, informed, and utilized. Mentors would also be more effective in teacher retention if they received administrative support in terms of release time, resources, and coordinated message at the school and district level (Randall, 2009).

5.2 Discussion

The theoretical frameworks used for this study were comprised of Zey's (1984) Mutual Benefits Model and the Social Learning Theory. These frameworks supported the triangulation of examining the interrelationship between the mentor, protégé (mentee), and organization (the school). The protégé receives increased role clarity, protection, promotion opportunities, and support. Organizational benefits are derived from the development of employee talent, which occurs through the transformative process, which yields high performance, increased organizational commitment, and lower levels of turnover.

Pairing novice teachers with mentors in the same content area has proven to be one of the most effective mentoring strategies (Cosgrove, 2002). The research and findings related to these three case studies investigating mentoring programs and new teacher retention had varied results. Findings show that mentoring provides opportunities for networking and classroom competency along with incorporating opportunities for teacher participation, autonomy, and collegial collaboration, influenced new teachers' beliefs about their profession and commitment to their

career. Mentoring programs also provide new teachers with a security that makes them feel better about staying in education in their early years. While the concept of mentoring programs is mostly known to have positive effects, mentoring still does not directly impact a teacher's decision to remain in the profession based on their perception and experience with a mentor.

Thus, research suggests that, in order for mentoring programs to be successful, it is necessary for the mentors to understand their roles and to feel prepared and supported in carrying them out. It is unfortunate that many of them have not received formal training for these roles. Without clear expectations and high quality training, mentors' ability to enhance student teachers' and novices' professional knowledge, skills, and dispositions may be minimized (Certo & Fox, 2002). However, quality induction programs are inconsistent as far as the elements in the programs are concerned (Jaja, 2010).

5.3 Implications of the Findings

Findings from this case study analysis indicate the need to further research on the construction of mentoring programs at the school and district levels. At the district level, there needs to be a series of procedures and practices implemented that will hold schools responsible for ensuring that new teachers receive a mentor and that the mentors are fulfilling their obligations. Also, implementing a training program that will assist those individuals who are selected as mentors to understand and be able to perform their duties. Future research should also explore the effectiveness of mentoring programs among teachers in the middle of their careers and towards the end of their careers. Teachers in the late stages of their careers may also benefit from mentoring programs because it can help them adjust to ongoing changes in education, as well as changes in the student population over the course of their careers. Finally, future

researchers can investigate the perspectives of educators on the involvement of a professional learning community with novice teachers as part of a formal mentoring program.

5.4 Linking Solutions to Sound Research

Previous research conducted by Black et al. (2008) found that mentoring programs, which included trained mentors, learning communities, and ongoing training for mentors and novices, increased the retention rate of teachers in "high-need schools" (p.14). Huling and Resta (2007) reached the same conclusion, and identified significant components as follows: using trained mentors who matched with novices by field, providing stipends and administrative support, having common planning time to allow for frequent interaction between mentors and novices, and providing ongoing training. Perez and Ciriza (2005) stated that, compared to national statistics, teachers in their study left the profession at slower rates, but even though most of the mentors in their program said the training improved their abilities to help novices, some felt their mentoring did not address "the core issues" that affect teacher turnover. Interestingly, McNeil et al. (2006) found that their mentoring program increased retention rates among special education teachers, who often show significantly higher rates of attrition than regular education teachers (Bay & Parker-Katz, 2009).

The importance of providing a quality mentor to new teachers is consistent with the 2002 NCTAF findings. Access to intensive mentoring by expert colleagues has been shown to provide new teachers with a security that makes them feel better about staying in education in their early years (NCTAF, p. 12).

Even though Parker et al. (2009) found that mentoring programs had a positive effect on new teacher retention, they acknowledged that some of their findings seemed counterintuitive or contradictory because of the non-linear and complex nature of mentoring and retention. Parker et

al. noted, for instance, that too much guidance from mentors and too much formality did not increase retention. They also found that matching mentors with mentees by grade level was important in terms of retention, but being in the same building or teaching the same subjects were less important. Finally, Parker et al. noted that some teachers might be more susceptible to leaving the profession than others regardless of a strong mentoring program.

5.5 Conclusion

This case study analysis was designed to explore the impact of mentoring and teacher preparatory programs on new teacher retention. The purpose of this analysis was to show the impact of mentoring services on novice teachers. The information obtained from this case study analysis can be used to assist district leaders and school leaders in addressing strengths and weaknesses of their current mentoring and or induction programs. Research has shown that although mentoring has a positive effect on new teacher learning, growth and development, its impact on retention has varied results due to ambiguous and inconsistent program components. Mentoring, when carefully designed, implemented and soundly supported by the schools in which new teachers work, has been shown to positively affect the retention of new teachers. The quality of mentoring varies and could, in fact, have little impact on teacher retention. However, with specific interaction and support, mentoring and induction can produce very promising effects (Johnson & Birkeland, 2003). Theoretical framework of this study also lends support to the assertion that the preparation of the novice teachers and the careful induction process can improve the classroom practices and teacher retention along with improved student learning and growth.

In response to research, many school districts have implemented various mentoring programs to support new teachers. However, these mentor programs are underdeveloped. More

studies are needed on current mentoring programs that are part of a district's induction. District mentoring programs should consider collecting data on the strengths and weaknesses and the redesigning of the programs based on the needs of first year teachers in a given district. The needs of novice teachers may vary from state to state. The generalization of mentor programs components is not effective for determining their impact on new teacher retention.

In conclusion, a collaborative effort with teacher leaders and school leaders to determine a retention and succession plan for each school should be considered. Such a collaborative effort should also be made at the district level in order to implement the plan effectively. Strategies that can be used are: tracking teacher turnover and its annual costs, upgrading district data collection systems, investing in new teacher support and development programs, and, finally, target effective retention strategies.

5.6 Recommendations for Future Study

Research indicates that mentoring has a positive effect on new teacher learning growth and development. However, mentoring does not necessarily generate automatic retention of new teachers. The following recommendations for future studies on new teacher retention include:

1. A comprehensive study that focuses on best practices of mentoring and its impact on new teacher retention.
2. A comparison study of mentoring programs on new teacher retention in large school districts versus smaller school districts.
3. An evaluative study of mentoring programs in every participating state to determine the effectiveness and impact on new teacher retention across the country.

4. Exploratory study of other "core issues" of teacher turnover, such as lack of administrative support, salary, working condition and inadequate materials and equipment.
5. Consider redesigning current district mentoring programs to meet the needs of first year teachers.

Furthermore, district leaders and school administrators may develop new programs, or continue to make adjustments, to current mentoring programs to better prepare for novice teachers at, every generational level, in order for them to be successful. District leaders and school leaders may consider collecting internal data around their current mentoring programs.

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