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Pepperdine University
Graduate School of Education and Psychology

THE INDUCTION MENTOR VOICE: A PHENOMENOLOGICAL STUDY OF EFFECTIVE
PRACTICES FOR HIGH QUALITY K-12 TEACHER INDUCTION MENTORING

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Educational Leadership, Administration and Policy

by

Sagui Araceli Doering

January, 2018

Linda Purrington, Ed.D.—Dissertation Chairperson

This dissertation, written by

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under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

In loving memory of my earliest mentors and guides, my loving parents, Sergio and Adela. Although I cannot celebrate this moment with you, I know that your prayers from heaven kept me moving forward to the end. My life is blessed because of the way in which you helped mold me into the person I am today. Thank you for always being proud of my accomplishments and not allowing me to waste my God-given abilities.

James, you are my rock and my strength. This accomplishment is not just mine, but ours. We ran this ultra-marathon together. So this one is for you!

Hannita, I dedicate every minute of this work to you! I hope that my accomplishment inspires you to run life's course with endurance and perseverance. You are blessed beyond measure!

To my little brother, Jairo! I dedicate this work to you for the strength, persistence, and commitment you taught me as you cared for mom and dad. May your days be superabundantly blessed!

To my life team, the many people who in one way or another willingly took action to hold me by the hand, carry me through thick and thin, lift me up when I was down, raise me when I fell, encourage me to move forward without looking back, and believe in me when I did not. You encapsulate the essence and meaning of a true mentor!

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To my dear sister and best friend Cindy, thank you for taking care of Hannah when I wasn't there. I am blessed to have you in my life. To Mrs. Quinones, thank you for always encouraging me to continue to develop myself as a professional. To Dr. McCabe, I appreciate your words of wisdom and encouragement. I always kept them in mind whenever a dissertation storm came my way. Lastly but not least, to Mr. Randy Collins, it is because of you that I had the courage to start. Your advice to pursue after my dreams has brought me to this day. Thank you!

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ABSTRACT

In education, mentoring is pivotal in the early development and long-term success and self-directed efficacy of new teachers. With increasing acknowledgment of the importance of mentoring as the preferred means of induction support for new teachers, mentors can serve to positively impact the overall quality of teaching and learning. Yet, like the induction protocols in other professional occupations, the nature of induction programs in education has taken a variety of forms in more recent years. For mentors, these experiences create added obligations and time away from their own professional responsibilities. Although previous research points to the importance of mentoring and its effectiveness in supporting novices, giving voice to the induction mentor as related to the most effective practices for high quality induction mentoring merits further investigation and an obligation to those who lead them.

The purpose of this study was therefore to contribute to the body of knowledge and literature pertaining to high quality mentoring experiences, specifically as related to the lived experiences and perceptions of the most effective practices for preparing, developing, and retaining K-12 teacher induction mentors. The participants in this study consisted of K-12 induction mentors at a teacher induction program in Southern California. This study was made possible through the utilization of a phenomenological method, namely through a qualitative phone interview approach.

The findings led to the following five conclusions: (1) prior life and professional experience are pivotal to the manner in which situational learning is acquired and internalized, strongly influencing the way mentors engage in future action; (2) induction mentor preparation and support are crucial to the success of the mentor in their service to new teachers and in their own professional development as educators; (3) time is pivotal to the formulation of and reaping of quality induction experiences; (4) the value of required induction projects is key to the significance of the induction work; and (5) meaningful reflective practices are fundamental to the

internal motivation and transformation of the mentor as a professional learner. Implications for policy and recommendations for additional research are discussed at the end of the study.

Chapter One: Foundations of the Study

Background

In education, mentoring plays an important role in the success of new teachers as they begin the challenging task of learning to navigate the full-time responsibilities of the job, the work environment, and the profession's vast array of expectations and norms (Bartell, 2005; Feiman-Nemser & Parker, 1993; Strong, 2009). Learning to teach is not limited to the years spent in a teacher education program; rather, it is a lifelong process (Bartell, 2005). In teaching, the beginning years of the career, otherwise known as the *induction* phase, are key to the professional's long-term success (Achinstein & Athanases, 2006; Bartell, 2005; Darling-Hammond, 2006; Little, 1990; Strong, 2009).

In recent decades, educational reform in the United States of America has increasingly emphasized intricate and ambitious objectives aimed at preparing students for the 21st century (Allen, Coble, & Crowe, 2014; Ball & Forzani, 2009; Darling-Hammond, 2006). Perhaps the most notable of recent reforms are the No Child Left Behind (NCLB) Act of 2001, which was the reauthorization of the Elementary and Secondary Education Act of 1965 (U.S. Department of Education, 2008), and the Common Core State Standards Initiative (Common Core State Standards Initiative, 2016), which was created to ensure the all students are equipped with the necessary skills and knowledge to succeed in college, career, and life. These reforms have placed increased demands on teachers at a time when "schools are expected to serve an increasingly diverse population and to provide more educational and other services to students and their families than ever before" (Bartell, 2005, p. 4). At the same time, the need for a highly competent and qualified pool of new educators has never been greater (Bartell, 2005; National Commission on Teaching and America's Future, 1996, 2010).

New teachers really have two jobs to do—they have to teach and they have to learn to teach (Wildman, Niles, Magliaro, & McLaughlin, 1989). No matter what kind of preparation a teacher receives, some aspects of teaching can only be learned on the job (Feiman-Nemser,

2001). Learning to teach effectively involves the lifelong development of professional expertise, one that will require new learning for each new student and one that requires the sharing of ideas, problems, and solutions with other educational colleagues (Bartell, 2005).

With increasing recognition of the importance of mentoring as the preferred means of induction support for beginning teachers, it is reasonable to suggest, that, if supported by the evidence, mentoring should be built into the notion of teacher quality. Mentoring is also a bridge to teacher effectiveness, a concept that describes the quality of teachers in terms of the outcomes of their teaching, namely student learning and achievement, student engagement in the learning process, and the context of their teaching, sometimes described as the culture of the school. Mentors, then, have the potential to affect both teacher quality and teacher effectiveness. (Strong, 2009, p. 3)

In California, the Beginning Teacher Support and Assessment program, also known as BTSA, a leading model in nationwide induction programs, has demonstrated a noticeable impact on teacher quality, effectiveness, and retention (California Commission on Teacher Credentialing [CTC], 2015). Yet, the state's only vehicle for monitoring the quality of induction provided is the alignment of the Commission's Induction Program Standards to the Standards of Quality and Effectiveness for Professional Teacher Induction Programs and the California Standards for the Teaching Profession (Beginning Teacher Support and Assessment [BTSA], 2015). This alignment allows programs to provide a framework of what novices "must know and be able to do" (CTC, 2015, p. 3), but does not identify how programs should implement the requirements, "let alone what it takes to mentor novices" (Achinstein & Athanases, 2006, p. 10).

Feiman-Nemser et al. (as cited in Achinstein & Athanases, 2006) emphasized the need to address how programs should implement the requirements, stating,

If we hold higher expectations for new teachers as learners and hope to meet ambitious reform goals, then mentoring must move beyond emotional support and brief technical advice to become truly educative, focused on learning opportunities that move novices' practice forward and challenge their thinking and practice. (p. 9)

The concept of a new teacher as a learner likewise requires a change in the concept of the mentor as a learner (Achinstein & Athanases, 2006). It is therefore imperative to pay careful attention to the selection of mentors as learners who can be prepared to acquire a knowledge base of what effective mentoring is and develop into agents of change. "Thus mentors are not

born, but made, and are in a continuing process of becoming” (Achinstein & Athanases, 2006, p. 10).

Those who support and mentor new teachers also need to be prepared and developed for this unique and important role. Although most induction programs in California provide formal training for mentors, some do not provide any sort of training because it is assumed that a mentor’s professional experience will suffice (Gagen & Bowie, 2005). “Effective professional development is a design task that requires understanding the needs of the adult learners and selecting appropriate strategies to promote growth” (Achinstein & Athanases, 2006, p. 3). When induction programs recruit veteran teachers to serve in their roles as mentors, mentors should be given the tools and resources for thriving in the mentorship role comparable to the level of their effective teaching performance (Gagen & Bowie, 2005). Mentors “need significant training in such skills as: observation and analysis of instruction, peer coaching, adult learning theory, trust building, reflective conversations, diagnosis of instructional practices, conflict management, teacher legal rights and obligation, etc.” (University of California, Riverside, 2007, p. xxvi). When they are properly trained and developed, mentors can become instrumental in the long-term success of novices and their students.

Yet, like the induction protocols in other professional occupations, the nature of induction programs in education has taken a variety of forms in more recent years, including the types of support and mentor obligations required by programs. Some programs may allow mentor teachers to take time off to work with beginning teachers, whereas other programs may require mentors to fulfill their responsibilities in addition to their full-time teaching obligations (CTC, 2015; Ingersoll & Kralik, 2004; Strong, 2009). For mentors, these experiences create added obligations and time away from their own classroom responsibilities. All participants are required to make mentoring a priority in their already busy schedules (Bartell, 2005). According to a California study of California’s BTSA induction program and the State’s Alternative Certification program (University of California, Riverside, 2007),

While money should not be the most important consideration in becoming a [mentor] for new teachers, it is becoming increasingly clear that the amount of compensation provided is not enough and programs are having a hard time securing talented professionals to do this important work. (p. xxxii)

To add to the mentor challenge of retention, a recent study by the California Commission on Teacher Credentialing (CTC, 2015) revealed discrepancies in induction program quality and experiences offered to beginning teachers. To streamline and strengthen the quality of induction offered throughout programs in California, the Commission recommended seven main areas for improving quality of induction, with one of the recommendations focusing on high quality mentoring. Yet, amidst recommendations to improve one of the state's pioneer educational programs, the recent changes in the flexible categorical funding formula essentially repurposed the way in which districts, counties, and local educational agencies (LEAs) design and implement induction for novices. Districts and LEAs have had to grapple with California's fiscal downturn, necessitating that they reinvent the way in which induction is offered to mentors and beginning teachers. To continue offering such important support to novices, some districts have joined with other neighboring districts to develop new mechanisms and redesign the induction services offered to novices, as well as to maximize the mentor pool available to novices, reduce the number of mentors offered to beginning teachers, save money, and consolidate resources.

Some developed creative ways to preserve preciously targeted funding or use it more efficiently to maintain a functioning new teacher induction program. Other sites diverted former BTSA funding to other purposes, with the result that services to beginning teachers were diminished. (Koppich et al., 2013, p. 13)

To understand the best methods for supporting induction mentors in the development and success of beginning teachers and therefore the likeliness of beginners to become effective educators, more studies are needed pertaining to the most effective practices for preparing, developing, and retaining high quality induction mentors in California amidst the state's flexible funding for BTSA.

Statement of the Problem

Although there is growing consensus about the notion that induction support provided by well trained and effectively developed mentors positively impacts and holds promise with respect to the long term success and rewards of new teachers and their students, little is known about the nature of the most effective practices are for preparing, developing, and retaining high quality induction mentors (Achinstein & Athanases, 2006; Bartell, 2005; BTSA, 2015; CDE, 2012, 2014; Darling-Hammond, 2005; Darling-Hammond & National Commission on Teaching & America's Future, 1997; Feiman-Nemser, 1992, 2001; Feiman-Nemser & Parker, 1993; Feiman-Nemser, 1996; Headden, 2014; Huling-Austin, 1992; Ingersoll & Kralik, 2004; Ingersoll, Merrill, & May, 2012; Ingersoll & Strong, 2011; National Commission on Teaching and America's Future, 2010; Smith & Ingersoll, 2004). Exploring these effective practices may help address the existing inconsistencies in how induction programs in the state prepare and develop mentors and work to secure a qualified pool of effective mentors in support of novices (CTC, 2015).

Purpose of the Study

The purpose of this phenomenological study was to investigate the lived experiences and perceptions of Kindergarten-12th grade (K-12) teacher induction mentors at a purposely selected Southern California county office of education induction program in order to gain insights related to preparing, developing, and retaining high quality teacher induction mentors.

In order to address the purpose of this study, a qualitative phenomenological method was implemented with a sample of seven induction mentors. The sample was recruited from a target population of 80 K-12 teacher induction mentors who responded to a recruitment survey and who consented to participate in a 45-minute audio-recorded semi-structured phone interview.

Importance of the Study

The results from this study are twofold: one, they contribute to the growing body of research pertaining to the importance of training induction mentors; and two, they serve to

inform and/or guide program coordinators and site administrators as they work to enhance, improve, or revamp practices. Since much of the research on the preparation and retention of high quality mentoring has been left unexamined, the voice of the induction mentor helps contribute to the reconceptualization of what the most effective practices are for quality induction services. Therefore, the findings from this study may be applied when reframing an induction program and/or when questions about what mentors perceive as the most effective practices for high quality mentoring are; thus informing beyond the limited concept of “what novices must know and be able to do” (CTC, 2015, p. 3). This is especially important given the recent California Commission recommendations on the need for high quality mentoring in the state’s induction programs (CTC, 2015).

Definition of Terms

The following terms, as defined by the research literature on induction and mentoring, were used within the context of this study.

Assessment: Process to evaluate, appraise, or measure an individual’s knowledge, skills and ability in relation in meeting the adopted program standards. (CTC, 2008b, p. 10).

Beginning teacher: For the purpose of this study, a beginning teacher is a teacher within their first two years of practice. See also *new teacher* and *novice*.

Beginning Teacher Support and Assessment (BTSA) Program:

The California Beginning Teacher Support and Assessment Program (BTSA) was established in 1992 by the Legislature and the Governor following the success of the California New Teacher Project, a pilot study authorized by the Legislature (Chap. 1355, Stats. 1998) and jointly conducted by the Commission and the California Department of Education (CDE) that focused on increasing retention rates of beginning teachers. (BTSA, 2015, p. 2)

BTSA Director or Coordinator: Teacher Induction Program Leaders. Those with responsibilities within the local education agency for implementing the Teacher Induction Program.

BTSA Support Provider: An experienced teacher who “provides intensive individualized support and assistance to each participating beginning teacher” (Strong, 2009, p. 10).

California Standards for the Teaching Profession: “The *California Standards for the Teaching Profession* (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice” (CTC, 2009, p. 1).

Candidate: “An individual participating in a credential program, whether for an initial or advanced level credential or authorization. This includes both teaching credentials and services credentials” (CTC, 2008b, p. 10).

Certified, Certificated: “To hold a California educator credential appropriate to his/her role and/or responsibility” (CTC, 2008b, p. 10).

Clinical Experiences: See also *field-based experiences*.

Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain. (CTC, 2008b, p. 10)

Commission on Teacher Credentialing:

The California Commission on Teacher Credentialing is an agency in the Executive Branch of California State Government.... The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of California, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the discipline of credential holders in the State of California. (State of California, n.d., para. 1)

Competency requirements: “The set of knowledge, skills, and abilities that candidates are required to demonstrate, as defined in the applicable program standards” (CTC, 2008b, p. 11).

Evaluate, Evaluation:

Assess candidate knowledge, skills, and performance for the purposes of helping the candidate satisfy the relevant program competency requirements. Does not include evaluation for employment purposes. Analyze data from multiple candidate assessments, program completer surveys, and other stakeholder surveys to identify program strengths and to identify areas needing improvement. (CTC, 2008b, p. 10)

Field and clinical supervisors:

Those individuals from the CTC-approved program or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This does not apply to Second Tier Credential Programs. For intern programs, this individual may be called a Site Support Person. (CTC, 2008b, p.11)

Field-based work or experience:

Student teaching, internships, or clinical practices that provide candidates with an intensive and extensive culminating activity. Within the field-based experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain. (CTC, 2008b, p.11)

Induction: “The term *induction* refers to the initial stage or phase of one’s career, or to the system of support that may be provided during that phase” (Strong, 2009, p. 6).

Induction programs: “Induction programs were designed to have mentor teachers assist and support novice teachers in their professional development” (Strong, 2009, p. 6).

Individualized learning plan: This type of plan serves as the primary method for determining the nature and scope of the new teacher’s induction program (CTC, 2015).

In-service teaching: In-service teaching refers to the practice and development of teachers as full-time practitioners, as opposed to pre-service teaching.

Formative assessment:

The “Formative Assessment for California Teachers” (FACT) was designed by experienced program leaders and teacher support providers from across the state’s Beginning Teacher Support and Assessment (BTSA) programs with the guidance of the California Department of Education and Commission on Teacher Credentialing. (CTC, 2008a, p. 1)

Mentoring: “*Mentoring*, a term often used synonymously with the term *induction*, refers only to one aspect of an induction support program, and is thus subsumed in the notion of induction rather than synonymous with it” (Strong, 2009, p. 6).

Mentor: An experienced veteran teacher who guides, supports, and fosters the development of beginning teachers, in addition to helping them increase student success.

Multiple Subjects Teaching Credential:

Authorizes the holder to teach in self-contained classrooms such as classroom settings in most elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K-12, or in classes organized primarily for adults) In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting. (CTC, 2011, p. 4)

New teacher or Novice: For the purpose of this study, new teachers are teachers who are new to teaching with less than 2 years of practice.

New Teacher Center: “One of the most widely recognized models for new-teacher support programs” (Strong, 2009, p. 9).

P-12 student: “Refers to all students enrolled in pre-school through 12th grade” (CTC, 2008b, p. 12).

Partners: “Agencies, institutions and others who enter into a voluntary collaborative arrangement to provide services to educator candidates. Examples of partners include departments, schools, county offices of education, and school districts” (CTC, 2008b, p. 12).

Practitioner: A practicing teacher.

Pre-service teaching: The preparation phase of a teacher candidate while attending a teacher preparation program completing coursework and student teaching in preparation for a teaching assignment and preliminary teaching credential.

Preliminary Credential or Level I Credential:

A Preliminary or Level I Credential is a teaching or service credential that is valid for five years. The preliminary/level I credential cannot be renewed. Preliminary/level I credentials require the holder to complete additional specific requirements based on the preparation pathway and documentation submitted with the initial application for

certification. Additional academic requirements must be completed to qualify for and upgrade to the Clear or Level II credential. (CTC, 2017b, para. 5)

Professional Clear Credential or Level II Credential:

The term "clear" or "level II" credential signifies that all education and program requirements for the credential have been met. Clear or Level II credentials are not held for professional growth requirements. Effective January 1, 2007, all clear and level II credentials must be renewed online. (CTC, 2017b, para. 6)

Professional development: "Learning opportunities for individuals to develop new knowledge and skills such as in-service education, conference attendance, intra- and inter-institutional visits, fellowships, collegial work, and work in P- 12 schools" (CTC, 2008b, p. 12).

Reflective coach: A trained mentor who is able to provide new teachers with the resources and thoughtful guidance that will have a significant impact on their self-efficacy and experience (Center for Teacher Innovation, n.d.).

Single Subject Teaching Credential:

Authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may also be assigned to teach any subject in his or her authorized field at any grade level-- preschool, grades K-12, or in classes organized primarily for adults. (CTC, 2010, p. 5)

Site-based supervising personnel: Those individuals from the CTC-approved programs or employing district assigned to provide supervision and/or to assess candidates during field experiences and clinical practice. This title does not apply to Second Tier Credential programs. See also *Field and clinical supervisors*.

Stakeholder: "Any individual or institution such as a college, university, or school district that is impacted by and/or that has a professional interest in an educator preparation or institution" (CTC, 2008b, p. 13).

Standards of quality and effectiveness for professional teacher induction programs: "The Common Standards address issues of institutional infrastructure, stability and processes that are designed to ensure that the implementation of all approved programs is successful and meets all standards" (CTC, 2017, p. 1).

Student: “In the context of educator preparation programs, a student is considered to be an individual enrolled in a district or county office of education preschool, kindergarten through 12th grade, or adult education program” (CTC, 2008b, p. 14).

Supervisor: “The act of guiding, directing, and evaluating candidates in a credential program. This activity does not apply to evaluation for employment purposes” (CTC, 2008b, p. 14).

Supervision: “Activities undertaken to evaluate a candidate’s competence by a qualified person designed to assist a candidate in mastering the required knowledge, skills and abilities expected of the candidate” (CTC, 2008b, p. 14).

Teacher candidate: Refers to individuals preparing for professional education positions.

Universal access: “Induction Standard 6: Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments” (CTC, 2008b, p. 8).

Worldview

This study was conducted through the lens of interpretivism, as well as the two theories of andragogy and transformational learning. Interpretivism embraces the notion that all knowledge and meaning depends upon the practices of human beings and is constructed out of the interactions between themselves and their world; therefore, knowledge and meaning are interpreted, developed, and conveyed within the social context in which they operate (Klenke, Martin, & Wallace, 2015). Interpretivism, as a larger paradigm, is part of the family of paradigms in which social constructivism, hermeneutics, and phenomenology are deep philosophical underpinnings. However, according to Klenke et al. (2015), interpretivism must not be confused with qualitative research in general, since qualitative research may or may not be interpretive according to the researcher’s philosophical assumptions (whether adopting a positivist, interpretive, or critical analysis stance). Traditionally, interpretivists critique and deny the positivist and scientism stance in the social sciences.

Interpretivism holds the following views: (a) Human beings are not mechanistic and embrace multiple realities which need to be understood in context; (b) the social world cannot be described without investigating how people use language, symbols, and meaning to construct social practice; (c) No social explanation is complete unless it adequately describes the role of meaning in human actions. (p. 23)

Interpretivism therefore does not emphasize the positivist stance of rules and laws as broadly applicable to a predetermined reality, but rather seeks to “produce descriptive analyses that emphasize deep, interpretive understandings of social phenomena” (Klenke et al., 2015, p. 23).

Theoretical Frameworks

The theoretical frameworks grounding this study are andragogy and transformative learning. According to Knowles (1970), “Andragogy is . . . the art and science of helping adults learn” (p. 38). Andragogy, as related to this study, served as a dual lens with which to examine adult learning, as it (a) relates to what induction administrators should know about what the most effective practices are for preparing, developing, and retaining high quality K-12 teacher induction mentors, as delineated in sub-questions 1 and 2 of this study; and (b) serves to inform induction administrators as to what additional preparation and support induction mentors would like to receive as they continue their work in supporting new teachers, as related to sub-question 3 of this study. The theory of transformative learning offered a framework by which to analyze the most effective practices for understanding how the work of a mentor may transform a mentor’s frame of reference and mindsets of continual growth as related to their work in supporting new teachers as specified in sub-question 3 of this study.

Research questions

The following central question and three sub-questions guided this phenomenological study.

Central research question. What are the most effective practices for preparing, developing, and retaining high quality K-12 teacher induction mentors according to K-12 teacher induction mentors at one county office of education teacher induction program in Southern California?

Sub-question 1. What type of preparation and support did K-12 teacher induction mentors receive and what did they perceive as most effective?

Sub-question 2. What challenges did K-12 teacher induction mentors encounter and how prepared were they to address such challenges?

Sub-question 3. What additional preparation and support would K-12 teacher induction mentors have liked to receive as they continued their work in supporting new teachers?

Delimitations

Lunenburg and Irby (2008) described delimitations as

self-imposed boundaries set by the researcher on the purpose and scope of the study. Studies in the social and behavioral sciences typically have many variables that could be affected by the circumstances of time, location, populations, or environment (including both physical and social conditions). (p. 134)

The following are some delimitations chosen in accordance with the nature of this phenomenological study:

- The scope of this study consisted of research at a county office of education teacher induction program in Southern California. Therefore, the findings may not be representative of all teacher induction programs in California and outside of California, namely other forms of induction programs such as school sites, school districts, or other forms of local education agencies.
- The site for collecting data was selected according to the researchers access to the county office of education based on (a) the primary researcher's previous mentoring work for the induction program and her work relationship with the program coordinator or gatekeeper, and (b) accessibility to the site.
- This study consisted of data collection from a semi-structured phone interview consisting of a convenience sample willing to participate in a 45-minute individual semi-structured phone interview.

- The interview data collected was limited to a convenience sample of a seven induction mentors selected from the initial target population, who volunteered to participate in an individual semi-structured phone interview.

Limitations

According to Lunenburg and Irby (2008), “Limitations of a study are not under the control of the researcher. Limitations are factors that may have an effect on the interpretation of the findings or on the generalizability of the results” (p. 133). Therefore, this study had the following limitations:

- The experiences of the mentors participating in this study may have been influenced by the teachers’ perceptions and experiences of the student populations they serve, the challenges the beginning teachers face, and the supports systems they receive.
- The relationship between the researcher and site coordinator or gatekeeper may or may not have had a direct influence on the gatekeeper’s willingness to influence the induction mentors to participate in this study.
- The variations in training and external support systems that induction mentors received from their school site administrators may have differed among mentors.
- The variations in the quality of support systems, which mentors extended to their beginning teachers, may have varied.
- The former preparation that beginning teachers may or may not have had prior to starting the program, may have differed.

Assumptions

“Assumptions are postulates, premises, and propositions that are accepted as operational for purposes of the research. Assumptions include the nature, analysis, and interpretation of the data” (Lunenburg & Irby, 2008, p. 135). Therefore, this study operated under the following assumptions:

- The data findings are properly and accurately triangulated with the emerging themes in the literature and the two theoretical frameworks guiding this study.
- Mentors participating in this study were veteran teachers with a minimum of 5 years of teaching experience who are knowledgeable in their subject matter, and who have knowledge and experienced with the most effective research-based teaching and pedagogical practices.
- The site administrators strategically formulated mentor-teacher relationships.

Organization of the Study

This study is organized in five chapters. Chapter One provided a concise background of the importance of induction mentoring and the need for quality preparation and development of veteran teachers in the support of novices. The narrative in Chapter One made the case for the importance of high quality mentors to be retained and compensated for their work amidst their full-time working responsibilities. Chapter One additionally described the significance of the study, offered a list of definition of terms, stated the central question and three sub-questions, offered a narrative of the theoretical framework guiding this study, and listed the study's delimitations, limitations, and assumptions.

Chapter Two begins with a brief description of the importance of mentoring and induction and addresses the gaps in the current literature relevant to the most effective mentoring practices. It offers a narrative of the historical context and a summary of the trends and themes that emerged relevant to mentoring and induction, categorized into mentor support systems and mentor professional development with 13 emerging sub-themes.

Chapter Three outlines the methodology guiding this study. A description of the research design and rationale is provided at the opening of the chapter. A detailed summary of the methodology used to gather and interpret the lived experiences of induction mentors is then presented. The chapter is organized into 11 sections: research methodology and rationale, methodology and data collection strategies, study design credibility, setting, target population,

sample, sampling procedures, human subject considerations, instrumentation, data collection procedures, data management, data analysis, and positionality.

Chapter Four presents the findings and the themes collected from the interview data, and communicates the researcher's analysis of the data collected.

Chapter Five presents key findings, conclusions and implications of this study, and made recommendations that could potentially influence preparation, development, and retention of high quality K-12 teacher induction mentors in California. It also offers recommendations as to the influence that the findings may have on future research on this topic.

Chapter Two: Review of the Literature

This chapter presents the rationale for conducting research on the lived experiences of K-12 teacher induction program mentors and their insights related to preparing, developing, and retaining high quality K-12 teacher induction mentors. To address the concern of securing a qualified pool of new teachers in the field, there is growing consensus that teacher induction carried out by assigning experienced teachers as mentors to support beginning teachers during the initial years in the profession holds promise to the long term success and rewards of the teachers and their students (Achinsteins & Athanases, 2006; Bartell, 2005; BTSA, 2015; CDE, 2012, 2014; Darling-Hammond, 2005; Darling-Hammond & National Commission on Teaching & America's Future, 1997; Feiman-Nemser, 1992, 1996, 2001; Feiman-Nemser & Parker, 1993; Headden, 2014; Huling-Austin, 1992; Ingersoll & Kralik, 2004; Ingersoll et al., 2012; Ingersoll & Strong, 2011; National Commission on Teaching and America's Future, 2010; Smith & Ingersoll, 2004). In California, the state teaching commission's survey data since 2001 has demonstrated that a positive relationship between the mentor and beginning teacher has the highest impact on teacher quality and effectiveness (CTC, 2015). Yet, whereas previous studies have described mentoring as an important support factor to a beginning teacher's success, emphasizing the notion of what "novices must know and be able to do" (CTC, 2015, p. 3), "we know little about what mentors need to know and be able to do to help novices develop into quality professional who have taken up reform-minded teaching" (Achinsteins & Athanases, 2006, p. 2). Therefore, the purpose of this study was to investigate the experiences and perspectives of K-12 teacher induction mentors at a purposely selected Southern California county office of education induction program in order to gain insights related to preparing, developing, and retaining high quality teacher induction mentors. The significance of this study is pivotal in that its results will add to the growing body of research pertaining to the importance of training those who provide support and guidance to novices in the field, especially in light of the recent California

Commission recommendations on the need for high quality mentoring in the state's induction programs (CTC, 2015).

The purpose of this chapter was to provide a comprehensive review of the literature, as organized into six sections: the worldview, the theoretical framework supporting the notion of adult learning; a historical narrative as related to California induction programs and induction mentoring, as well as to provide a concise preview of the BTSA induction program as the state-funded induction program co-sponsored by the CDE and the CTC; a review of the National Teacher Center induction model that mentors in California implement in their work with beginning teachers; and a review of the two central themes or variables under study—mentor support systems and mentor professional development components, composed of 13 subthemes altogether.

Worldview

This study was conducted through the lens of interpretivism, as well as the two theories of andragogy and transformational learning. Interpretivism embraces the notion that all knowledge and meaning depends upon the practices of human beings and is constructed out of the interactions between themselves and their world; therefore, knowledge and meaning are interpreted, developed, and conveyed within the social context in which they operate (Klenke et al., 2015). Interpretivism, as a larger paradigm, is part of the family of paradigms in which social constructivism, hermeneutics, and phenomenology are deep philosophical underpinnings. However, according to Klenke et al. (2015), interpretivism must not be confused with qualitative research in general, since qualitative research may or may not be interpretive according to the researcher's philosophical assumptions (whether adopting a positivist, interpretive, or critical analysis stance). Traditionally, interpretivists critique and deny the positivist and scientism stance in the social sciences.

Interpretivism holds the following views: (a) Human beings are not mechanistic and embrace multiple realities which need to be understood in context; (b) the social world cannot be described without investigating how people use language, symbols, and

meaning to construct social practice; (c) No social explanation is complete unless it adequately describes the role of meaning in human actions. (p. 23)

Interpretivism therefore does not emphasize the positivist stance of rules and laws as broadly applicable to a predetermined reality, but rather seeks to “produce descriptive analyses that emphasize deep, interpretive understandings of social phenomena” (Klenke et al., 2015, p. 23).

Theoretical Frameworks

The theoretical framework for seeking to understand the most effective practices in preparing, developing, and retaining high quality induction mentors must consider the most prevalent strategies for endorsing the continuous support, development, and transformation of professional adult growth and learning. “By understanding adult learning theory, acquiring skills unique to mentoring, and identifying the characteristics of effective classrooms, experienced teachers...prepare to assist their beginning colleagues and become better teachers themselves” (Coppenhaver & Schaper, as cited in Scherer, 1999, p. 60).

Teaching is a highly personalized experience with variations in previous frames of learning, contexts of preparation, and variations of the context in which issues operate. These types of continuous experiences and the way in which learners navigate them eventually play an important role in who the learner becomes (DeBolt & Marine-Dershimer, 1992).

Andragogy. Early historical accounts describe the many ways in which human beings have occupied themselves with the notion of learning, learning tactics for survival, how to communicate, how to live within a social context, and even how to draw meaning from previous experiences. Yet, systematic investigation of learning did not begin until the late 19th and early 20th centuries (Merriam & Bierema, 2014). Indeed, “Behavioral and social scientists from Pavlov and Skinner to Piaget, Freud, and humanists Maslow and Rogers used the investigative tools of their day to try to understand the nature of learning” (p. 44). Early 20th century studies of adult learning by Eduard C. Lindeman (as cited in Merriam & Bierema, 2014) pointed to the dual purposes of learning: those of both individual change and societal change. In 1926,

Lindeman also recognized that a learner's experience constitutes the resource of most value in adult learning (Merriam & Bierema, 2014). However, it was not until the 1970s that a clear agreement emerged in the United States regarding the differences between adult and young learners. Malcolm Knowles (1970) is credited with promoting in the earliest systematic formulation of the difference between adult and children learning in *The Modern Practice of Adult Education: Andragogy versus Pedagogy*. According to Knowles, the term *pedagogy* was "derived from the Greek stem *paid* (meaning 'child') and *agogos* (meaning 'learning'). So 'pedagogy' means, specifically, the art and science of teaching children" (p. 37). To differentiate the process of adult learning from children learning, Knowles borrowed the term *andragogy* from European adult educators, a term "which is based on the Greek word *anēr* (with the stem *andr-*), meaning 'man'. Andragogy is, therefore, the art and science of helping adults learn" (p. 38). In his presentation and advancement of the theory of *andragogy*, Knowles explained the following critical assumptions of andragogy with respect to mature adult learners as opposed to children learners:

- His self-concept moves from one of being a dependent personality toward one of being a self-directing human being;
- He accumulates a growing reservoir of experience that becomes an increasing resource for learning;
- His readiness to learn becomes oriented increasingly to the developmental tasks of his social roles; and
- His time perspective changes from one of the postponed application of knowledge to immediacy of application, and accordingly his orientation towards learning shifts from one of subject-centeredness to one of problem-centeredness. (p. 39)

Hence, whereas a *pedagogical* approach emphasizes the content that is structured, prepared, delivered, and assessed by a teacher, embracing a notion of dependency, an

andragogical approach emphasizes process and experience. “Andragogy values the learner’s life experiences and need to be self-directed, draws the learner into a commitment to learn by responding to the learner’s needs, and involves the learner in directing the content and process” (Knowles, 1984, p. x).

Supportive of these facts, Knowles’s (1984) later revisions of *andragogy* emphasize two additional assumptions of adult learning: internal motivation predominantly drives learning, as opposed to external motivation, and purpose is pivotal to adult understanding of why something is being learned. Hence, in Knowles’s more complete model of *andragogy*, the facilitator creates the atmosphere for learning that supports adult learners physically and psychologically, and then engages them in the preparation, process, and evaluation of their own learning. Relevant to this study, andragogy offers a platform for induction leaders to plan, execute, and assess the strategies used in the preparation of induction mentors, as well as the strategies with which high quality mentors should be equipped to guide new teachers to become professional learners who engage in personal and societal change.

Transformative learning. The theoretical framework of transformative learning has become the most widely studied and written about theory since the 1970s, when Knowles proposed andragogy as the first and most prominent adult learning philosophy about adult education (Merriam & Bierema, 2014). In fact, there are hundreds of publications consisting of books, scholarly articles, handbooks, journals, dissertations, and conferences concerning the theoretical framework of transformative learning. However, given the myriad resources with various degrees of interpretations and approaches, the following definition will offer a succinct yet panoramic perspective of transformative learning. For the purpose of this study,

Transformative learning may be defined as learning that transforms problematic frames of reference to make them more inclusive, discriminating, reflective, open, and emotionally able to change. A frame of reference is a predisposition with cognitive, affective and conative (striving) dimensions... The most personally significant transformations involve a critique of premises regarding the world and one’s self. A transformative learning experience [thus] requires that the learner make an informed and reflective decision to act or not. (Mezirow & Taylor, 2011, p. 22)

Historically, the first wave theory, Jack Mezirow's grounded theory of transformative learning, included refinements of his own theory, in addition to research on the 12 principles proposed in his theory, and personal critiques of transformative learning (Merriam & Bierema, 2014). Some critics of Mezirow's transformational learning considered it overly rational, and thus developed the theory of transformative learning by revising and adding additional tenets to include more emotional, spiritual, extra rational, and integrative approaches. The second wave involves those that departed from Mezirow's rationalistic and cognitive stance but advanced the theory with additional elements. Some of the advancements included Dirkx's holistic offering, Taylor's extra rational approach, Charaniya's spiritual stance, and Cranton's integrative interpretation consisting of a three-part framework comprising a cognitive stance, beyond rational and social change (Merriam & Bierema, 2014).

However, for the purpose of this study on the most effective practices for preparing, developing, and retaining high quality induction mentors, the first wave theoretical framework developed as a grounded theory by Jack Mezirow (1994) including two distinctive domains of learning defined as *instrumental learning* involving "rational acts or expressions to knowledge of the object-world" (p. 165) and *communicative learning* involving discourse and critical reflection, will be defined, adopted, and used as a lens for analyzing, interpreting, and assessing the thematic findings in this study.

Jack Mezirow's (1996) revised 12 key propositions of transformative learning, an ever-evolving theory, can be summarized as follows:

1. A learning theory framed as a general, abstract, and idealized model, used to explain the generic structure, dimensions, and dynamics of the process of learning can be useful to action-oriented adult educators. A learning theory should be grounded in the nature of human communication. Seeking agreement on our interpretations and beliefs is central to human communication and the learning process.
2. Learning is understood 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.

3. We make meaning by projecting images and symbolic models, meaning schemes (see 6 below) based upon prior learning, onto our sensory experiences and imaginatively use analogies to interpret new experiences.
4. Construal of meaning may be intentional, propositional (unintentional, incidental), or presentational (without the use of words as when we discern or intuit presence, motion, directionality, kinesthetic experience, and feelings (Heron, 1988).
5. Sense perceptions are filtered through a frame of reference which selectively shapes and delimits perception, cognition, and feelings by predisposing our intentions, expectations, and purposes.
6. A frame of reference is composed of two dimensions: a *meaning perspective* (habits of mind), consisting of broad, generalized, orienting predispositions; and a *meaning scheme* which is constituted by the cluster of specific beliefs, feelings, attitudes, and value judgments that accompany and shape an interpretation. A more fully developed (more functional) frame of reference is one that is more (a) inclusive, (b) differentiating, (c) permeable, (d) critically reflective, and (e) integrative of experience (Mezirow, 1991).
7. A belief is a habit that guides action. Beliefs become crystallized in concepts. Any action guided by a belief is also a test of that belief. When the actions dictated by beliefs (and the interpretations articulating them) fail in practice or become problematic through changing circumstances, our frames of reference may be transformed through critical reflection on their assumptions. Seeking agreement on our interpretations and beliefs and the possibility and potential of critical reflection are cardinal concepts in adult learning processes.
8. Learning occurs by elaborating existing meaning schemes, learning new meaning schemes, transforming meaning schemes, or transforming meaning perspectives. Transformations may be epochal or incremental. Deconstructing a text or redefining a task-oriented problem involves *objective reframing*; transforming one's own dysfunctional frame of reference and recognizing the reasons why one acquired it in the first place is *subjective reframing*. The most personally significant transformations involve a critique of premises regarding one's self.
9. There are two distinctive domains of learning with different purposes, logics of inquiry, and modes of validating beliefs: *instrumental learning*—learning to control or manipulate the environment or other people, and *communicative learning*—learning what others mean when they communicate with you (Habermas, 1984).
10. We establish the validity of our problematic beliefs in instrumental learning by empirically testing to determine the *truth*—that an assertion is as it is purported to be. In communicative learning, we determine the *justification* of a problematic belief through appeal to tradition, authority or force, or rational discourse. Discourse involves an informed, objective, rational and intuitive assessment of reasons, evidence and arguments and leads towards a tentative, consensual, best judgment. Consensus building is an on going process and always subject to review by a broader group of participants. The nature of human communication implies the ideal conditions for discourse (and, by implication, for adult learning and education as well).

11. Taking action on reflective insights often involves situational, emotional, and informational constraints that may also require new learning experiences. A transformative learning experience requires that the learner makes an informed and reflective *decision* to act. This decision may result in immediate action, delayed action caused by situational constraints or lack of information on how to act, or result in a reasoned reaffirmation of an existing pattern of action.
12. Development in adulthood is understood as a learning process. Instrumental competence in coping with the external world involves attainment of task-oriented performance skills that may involve reflective problem-solving and sometimes problem posing. Communicative competence refers to the ability of the learner to negotiate his or her own purposes, values, and meanings rather than to simply accept those of others. A learner may acquire communicative competence by becoming more aware and critically reflective of assumptions, more able to freely and fully participate in discourse, and to overcome constraints to taking reflective action. (Mezirow, 1996, pp. 162-164)

Hence, Mezirow's theory of adult learning encapsulates his assertions regarding the purpose of adult education as helping adults learners fulfill their highest potential for becoming more open-minded, responsible social citizens and autonomous learners by engaging in critical reflection through discourse in a social context (Merriam & Bierema, 2013). According to Mezirow (1997), an essential condition of being human is that we learn to understand the meaning of our experiences. For some adults, any assimilated explanation without criticism by a power figure will suffice. However, modern-day societies have an urgent need to learn to construct their own interpretations "rather than act on the purposes, beliefs, judgments, and feelings of others. Facilitating such understanding is the cardinal goal of adult education. Transformative learning develops autonomous thinking" (p. 5).

Hence, transformative learning is the development of producing change in a frame of reference (Mezirow, 1990, 1991, 1996, 1997). The structures of assumptions, which compose our frames of reference, help us understand our experiences. "They selectively shape and delimit expectations, perceptions, cognition, and feelings" (Mezirow, 1997, p. 5). These frames of reference thus lead us to act or not act, and once they are established, they help us move from one activity, whether mental or behavioral, to another. A frame of reference involves cognitive, conative, and emotional constituents, and is comprised of two dimensions, *habits of*

mind and a *point of view*. Habits of mind are comprehensive, mental, customary ways of thinking, feeling, and acting that are influenced by our developed assumptions as cultural, social, educational, economic, political, and psychological codes (Mezirow, 1997). Habits of minds are more durable than points of view, as points of view are predisposed to continual change when we engage in the critical reflection of the problem-solving content or process. Points of view are more accessible to awareness and feedback from others. Habits of mind are longer-lasting than points of view and are often expressed within points of view (Mezirow, 1990, 1991, 1997).

Jurgen Habermas (1981) expanded upon the notion of problem solving and learning in his dialectical synthesis of grounding learning and understanding in human communication. Yet, according to Mezirow (1997),

Habermas and Transformation Theory go beyond this synthesis to posit an alternative view of rationality and learning and use of the nature of theory itself. This synthesis is accomplished by recognizing the validity of instrumental learning and communicative learning, two complimentary and interactive forms of learning. (p. 164)

In instrumental learning, a learner is able to manipulate or control the environment or people to improve the effectiveness of performance (Mezirow, 1996, 1997; Mezirow & Taylor, 2011). This type of learning, according to Mezirow (1997), lends itself to empirical testing about the truth of an assertion. Yet, whereas instrumental learning limits reasoning of rational acts and actions of knowledge about the object-world, communicative learning broadens learning through understanding something as rational only if there is a consensus with one other person about the underlying purposes, values, beliefs, and feelings about a shared understanding and trust (Mezirow, 1996, 1997).

Meaning, interpretation, and understanding are functions of the rational assessment of the validity claims made by those communicating with each other. We have to understand what one counts as good reasons for his or her actions and evaluate these reasons by our own standards of rationality, even if we do not share them. (Mezirow, 1997, p. 164)

To resolve ambiguity that may exist in our own rational reasoning and assumptions about what is communicated to us, we engage in rational discourse. Discourse is necessary to differentiate and assess reasons supporting competing interpretations. Through engagement in critical analysis of evidence, examination of arguments, and alternative points of view, we enhance our ability to arrive at a more complete and dependable interpretation or synthesis. Learning occurs when we analyze the related experiences and interpretations of others through rational discourse, arriving at a consensus in understanding until new arguments arise. Our frames of reference are transformed when we become critically reflective of the assumptions upon which our interpretations, beliefs, and habits of mind or points of view are anchored (Mezirow, 1997). “Through critical reflection, we become emancipated from communication that is distorted by cultural constraints on full free participation in discourse” (Mezirow, 1997, p. 165). Personal transformation can occur when we learn to solve problems instrumentally and/or when we involve ourselves in communicative learning through rational discourse and critical reflection.

Historical Context

In recent years, recognition of mentoring as the preferred form of induction support to new teachers has been key to the success of novices during their first years of teaching. In terms of support and training for new teachers, mentoring and induction are two terms that are often used interchangeably (Ingersoll & Kralik, 2004).

Mentoring is also a bridge to teacher effectiveness [defined in the No Child Left Behind Act of 2001], a concept that describes the quality of teachers in terms of outcomes on their teaching, namely student learning and achievement, student engagement in the learning process, and the context of their teaching, sometimes described as the culture of the school. (Strong, 2009, p. 3)

As such, mentors play a pivotal role in achieving the overall outcome of teacher quality and effectiveness, and it is necessary to provide them with quality preparation and develop their mentoring skills through formal and streamlined support systems and professional development.

Improvement efforts for revamping the quality of teaching and teaching education can be traced to the reform movement in the 1980s. Concerned with the nation’s high levels of attrition

during the first 3 years of a novice's career, policymakers agreed on the logic of providing first year teachers with on-site professional support and development (Little, 1990; Strong, 2009). Key goals for induction programs were to work at increasing teacher retention and help teachers develop through three stages of development, from competent, to proficient, to expert. Induction or beginning teacher programs were enacted at the district and state levels, with policy decisions and funding disbursed by the state (Strong, 2009). The scale of mentoring has increased drastically over the past 3 decades. Prior to 1984, only eight states had enacted policy for initiating induction programs for novices. Between 1984 and 1992, an additional 26 states initiated programs. Out the 34 initial states, 18 mandated statewide programs, whereas 16 implemented pilot programs or provided funding to local school districts to carry out new induction initiatives (Strong, 2009).

Since its inception as a pilot program in 1988, California's investment in the protection of a quality teaching force has endured despite the fluid changes in education for the past 2.5 decades. To date, California has established itself as the leading state in induction and mentoring success with proven rates of national lower teacher attrition (CTC, 2015). In 1992, following the success of the initial induction pilot program, the state legislature and Governor founded the California BTSA program: the California New Teacher Project (CNTTP). This project, which was co-sponsored and mutually directed by the CTC (2015) and CDE, aimed at increasing the rates of beginning teacher retention and supporting novice teachers in the profession by building and developing their knowledge and skills to prepare them to meet the needs of California's diverse student body (University of California, Riverside, 2007). As delineated in the California Education Code, BTSA is intended to:

1. Provide an effective transition into a teaching career for first-year and second-year teachers in California.
2. To improve the educational performance of students through improved training, information and assistance for new teachers.

3. To enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.
4. To ensure the professional success and retention of new teachers.
5. To ensure that a support provider provides intensive individualized support and assistance to each beginning teacher.
6. To improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessments results to teachers and decision makers.
7. To establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession.
8. To examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.
9. To ensure that an individual Induction Plan for each beginning teacher is based on an ongoing assessment of the beginning teacher's development.
10. To ensure continuous program improvement through ongoing research, development and evaluation (California Education Code § 44279.2b, as cited in California Department of Education, 2016).

However, to fully comprehend the fundamental purposes of mentoring novice educators through induction in California, it is important to examine the legislative background and early efforts beginning with the reform movement in the 1980s and the following decades, which vastly contributed to and influenced the various components of BTSA and today's induction programs in the state. Prior to 1983, scant research had been conducted in the area of mentoring in education with the underlying purposes of induction support, professional development, and leadership advancement. In fact, the earliest line of research on mentoring in education can be traced to 1983 (Little, 1990).

The Marin Teacher Advisory Project. The earliest attempts to create an advisory and support system for novice teachers in California can be traced to the educational reform era following the publication of *A Nation At Risk* (National Commission on Excellence in Education, 1983). In the early 1980s, the California Marin Teacher Advisory Project, a joint effort between the Far West Laboratory and the Marin County Office of Education, allowed for the release of seasoned teachers from their classroom responsibilities to observe, interact, and work reciprocally with new teachers (Little, 1985). Within their new roles as curriculum and instructional leaders, teacher advisors encountered challenges and dilemmas in their work with new teachers, which led them to change their position as instructional leaders to that of facilitators. Conducted jointly during the spring of 1984 by researchers of Far West Laboratory and the Marin County Teacher Advisory Project, which consisted of eight advisors and 14 teachers, teacher-advisor conference videos based on classroom observation were analyzed (Little, 1985). Two common characteristics emerged: (a) the professional opportunities that conference events offered were “stimulating, rewarding and even ‘an ego-boost’” (Little, 1985, p. 34); and (b) the interactions brought about by the conferences led advisors to think carefully about teachers’ thinking about teaching more frequently. The advisor roles were distant from traditional leadership roles or bureaucratic authority. “Advisors could apply no formal sanction (for good or ill) and could wield little direct influence over teachers’ future rewards or opportunities” (Little, 1985, p. 34). This type of mentoring, more closely reflected the classical-traditional forms of mentoring of “an informal, self-selected, nurturing relationships between mentors and protégés based on mutual benefits, confidence, and trust” (Klopf & Harrison, as cited in Wagner, Ownby, & Gless, 1995, p. 24), and differed drastically from the mentoring relationships by successive legislative action in California. Therefore, the Marin Teacher Advisory Project generated interest in beginning teacher programs being established and implemented at school districts, universities, and state agencies, with the majority of policy

initiatives created at the state level (Strong, 2009). A report conducted as a review of state policies and provisions for beginning teachers during the 1980s specified that prior to 1984,

Only 8 states had initiated policy for beginning teacher programs. An additional 26 states started programs during the years 1984 and 1992. Of these 34 states, 18 mandated statewide programs, [and 16 did not, with California being among the ones that did not.] The 16 states that did not mandate statewide programs either implement pilot programs or provided competitive grant money to local school districts for beginning teacher programs. (Strong, 2009, p. 7)

The California Mentor Teacher Program. The first statewide mentor teacher initiative in California, otherwise known as the California Mentor Teacher Program (CMTP), was created as part of a legislative effort under the Hughes/Hart Educational Reform Act of 1983, otherwise known as Senate Bill 813 (SB 813; Wagner et al., 1995). This comprehensive legislative reform represented an effort to meet various policies “to strengthen student graduation requirements, student counseling and assessment, teacher preparation and evaluation, and staff development” (Wagner et al., 1995, p. 21). This legislation guided districts to select tenured teachers as mentors with significant classroom experience with excellent teaching abilities, effective communication skills, mastery of subject matter knowledge, and a mastery of a wide range of teaching strategies to meet the various student needs, to serve as mentors to novice teachers (Wagner et al., 1995). Mentors were selected by governing district boards to serve for one to three years. Moreover, although the specific mentor duties and responsibilities was determined by each individual district, they were to be expected to be aligned to the three guidelines described by the California Education Code:

1. The primary function of a mentor teacher shall be to provide assistance and guidance to new teachers. A mentor teacher may also provide assistance and guidance to more experienced teachers.
2. Mentor teachers may provide staff development for other teachers and may develop special curriculum.

3. A mentor teacher shall not participate in the evaluation of teachers. Each mentor teacher shall spend on average not less than 60% of his or her time in the direct instruction of pupils (California Education Code § 44496, as cited in CDE, 2007).

In 1984-1985 during the first full year of the CMTP implementation, the state allocated \$10 million to 742 school districts to support 4,362 mentor teachers (Wagner et al., 1995). During the successive year, 96% of statewide districts participated, with only the very smallest district opting out of the reform effort.

The CNTP. California state policymakers began to take a deeper interest in supporting novice teachers during their first and second years of teaching. This interest was partly fueled by the increase in attrition and retention rates in the state, a rise in the diversity of the student population, and the complexity of pedagogical delivery of content matter (Olebe, 2002). In 1988, the California legislature enacted Senate Bill 148 (SB 148), otherwise known as the Bergeson Act, “to examine alternative models for supporting and assisting the professional induction of first- and second-year teachers, and assessing their competence and performance in the classroom” (Olebe, 2002, p. 72). This new project served a total of 37 pilot programs, more than 3,000 beginning teachers, and more than 1,500 qualified teachers between 1998-1992 (Olebe, 2002). The CNTP was a research pilot project that served to support and assess novice teachers in induction programs within their first years in the profession (CTC, 1997). Two contractors were hired to conduct research on induction: one to evaluate the support component of the induction programs, and the other to study forms of assessment of new teachers (Olebe, 2002). A total of \$8.8 million was spent throughout the 4 years of the pilot project, with approximately one-fourth used for research and evaluation conducted by the two studies. The outcomes of the two studies and recommendations were reported in *Success for Beginning Teachers: The California New Teacher Project* (Olebe, 2002). Some of the most significant findings of these studies were:

[T]hat participating teachers, as compared with other new teachers, more consistently used instructional practices that improve student achievement, more complex, challenging instructional activities, and a wider range of instructional materials. They were more successful in both motivating and setting high expectations for students from diverse backgrounds. Retention of minority teachers and teachers in hard to staff urban and rural schools was particularly high. Other findings were related to teacher education policy and the actual processes for supporting and assessing new teacher. (Olebe, 2002, p. 73)

The research also confirmed that the existing policies on teacher education and professional development at the time did not effectively support the transition from pre-service teaching into full-time in-service responsibilities, and called for establishing an integrated system of support and assessment for new teachers in California (Olebe, 2002). The findings from this study of teachers who participated in an induction experience that offered mentoring, support, and assistance reported higher success rates with higher percentages of teacher effectiveness and retention, and also recommended the further development of novices through a “learning to teach” (CTC, 2015, p. 2) system. The new proposed system was to be designed to begin with an initial phase of teacher recruitment, move on to support pre-service teachers during preparation, and support beginning teachers during their initial years as full-time professionals in the classroom. Hence, upon the completion and reporting of the findings for of the CNTP, policymakers began a blueprint for new reforms and policies. The new legislative successor to SB 148 was SB 1422, which required a comprehensive evaluation of teacher candidates, the completion of an induction support, and the Commission to conduct an evaluation of the requirements for obtaining and renewing teaching credentials.

BTSA. BTSA began in 1992 during the era of the CNTP. As a pilot and voluntary program of new teacher support and assessment, BTSA included the participation of 15 local programs with 1,700 first and second year new teachers and a budget of \$5 million (Strong, 2009). However, BTSA was expanded and established by SB 1422 in 1988 (The Marian Bergeson Act), with implementation and administration carried out by a joint effort between the

CDE and the CTC (University of California, Riverside, 2007). Originally in 1992, under California Education Code, SB 1422 required the following:

1. Provide an effective transition into the teaching for first-year and second-year teachers in California;
2. Improve the educational performance of students through improved training, information, and assistance for new teachers;
3. Enable the professional success and retention of new teachers who show promise of becoming highly effective professionals;
4. Identify teaching novices who need additional feedback, assistance and training to realize their potential to become excellent teachers;
5. Improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision makers;
6. Establish an effective, coherent system of performance assessments that are based on a broad framework of common expectations regarding the skills, abilities, and knowledge needed by new teachers; and
7. Examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence. (California Education Code § 44279.2, as cited in California Department of Education, 2016)

The purposes delineated under SB 1422 mirrored the findings and recommendations of the earlier CNTTP pilot project study. As a pilot project study between 1992 through 1997, BTSA was voluntary for educational agencies, districts, and schools, as well as for beginning teachers.

In 1997, through a set of new statues, a series of changes in California education emerged, including a reduction in class size in grades 1-3. This changed signaled a renewed interest in teacher preparation (Olebe, 2002). New legislation under Assembly Bill (AB) 1266 (Mazzoni, Chapter 937, Statues of 1997), established a revised and updated BTSA program,

which included the following additional requirements to the original purposes as stated under SB 1422:

8. Enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.
9. Ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher.
10. Establish an effective, coherent system of performance assessments that are based on the *California Standards for the Teaching Profession*.
11. Ensure that an individual induction plan is in place for each participating beginning teacher and is based on ongoing assessment of the development of the beginning teacher.
12. Ensure continuous program improvement through ongoing research, development and evaluation. (Olebe, 2002, p. 77)

Addendums to SB 1422 under AB 1266 were aligned to the statues in the California Reading Initiative proposed by the State Board of Education in 1999, the publication *What Matters Most: Teaching for American's Future* by the National Commission on Teaching and America's Future (NCTAF, 1996), and the report *California's Future: Highly Qualified Teachers for All Students* (CTC, 1997).

The following year, in 1998, a new legislative reform, SB 2042, established that, contingent on funding, BTSA would become the Statewide induction program. All new teachers in the State of California would earn their Clear Credential by completing two years of BTSA training, mentoring, and formative assessments (University of California, Riverside, 2007). SB 2042 also required BTSA to become the statewide credentialing mechanism through which credential candidates would be recommended for a Professional Clear Credential upon satisfactory completion of the 2 years of induction through the program. Funding by the state increased since BTSA's inception as a pilot project in 1992. Between the fiscal years of 1992-93

and 2000-01, state funding increased from \$4.9 million to \$87.4 million. As shown in Table 1, an increase in BTSA programs was also noted from the original 15 programs serving 1,700 new teachers to 145 programs serving 26,500 novice educators. Successively, in 2004-05, 148 programs served 96% of all school districts in the state. In 2005-06, funding was estimated at \$3,675 for each participating first year teacher and \$3,357 for each participating second-year teacher, with school districts contributing an additional \$2000 per teacher (CTC, 2015).

Table 1

BTSA Program Growth 1992-2001

Year	Funding	Programs	Teachers
1992-92	4.9 million	15	1,700
1993-94	5.0 million	30	1,750
1994-95	5.2 million	30	1,800
1995-96	5.5 million	30	1,920
1996-97	7.5 million	33	2,480
1997-98	17.5 million	60	5,200
1998-99	66.0 million	84	15,400
1999-2000	72.0 million	132	23,000
2000-01	87.4 million	145	26,500

Note. Adapted from “A Decade of Policy Support for California's New Teachers: The Beginning Teacher. Support and Assessment Program,” by M. Olebe, 2002, *Teacher Education Quarterly*, 28(1), 71-84. Copyright 2002 by the author.

California Standards of Quality and Effectiveness. Following the passage of SB 2042, the Commission embarked on a comprehensive revision of its standards for teacher preparation. One of the Commission’s goals in the development of new standards was to guarantee that all new teachers were trained rigorously in the subject matter they would be authorized to teach, in addition to teaching methods and classroom management. The mandate further established BTSA as a standards-based accountability reform, requiring alignment of the induction standards to standards for subject matter preparation and standards for the teaching profession, as well as passage of a performance assessment embedded within a teacher preparation program for earning a preliminary teaching credential. According to Education Code § 44259(c), implementation of induction programs was extended to school districts, county offices of education, and or institutions of higher education. Nevertheless, in order for any

participating local education agencies (LEAs) to receive state funds for an induction program, adoption of *California's Standards for Quality and Effectiveness* was required. Only induction programs that met the state's induction standards were able to recommend candidates for a Professional Teaching Credential (CTC, 2002). Further, BTSA programs were required to serve new teachers for two years, offer some form of mentoring to its participating teachers, fully or partially release mentors from teaching with compensation of a stipend extended to full-time teachers with release days for working with one or two teachers, and extend mentor training in the types of coaching and formative assessment systems espoused by the districts (Strong, 2009).

The New Teacher Center. Developed by members of the New Teacher Center (NTC) at the University of California, Santa Cruz, the NTC became the most renowned model for new teacher support in the state (Strong, 2009). Embedded within the BTSA program, the NTC has six goals as its foundation:

1. To develop teacher capacity as defined in the California Standards for the Teaching Profession
2. To direct support toward improving student achievement
3. To use formative assessment practices to guide support
4. To document professional growth over time
5. To model and encourage ongoing self-assessment and reflection
6. To foster collaboration and leadership among teachers. (Strong, 2009, p. 9)

Within the tenets of the NTC's induction model as a comprehensive and systemic approach for induction, new teachers receive mentoring from a full-time mentor for the required two years. Mentors are assigned a caseload of no more than 15 new teachers at once.

Mentors are carefully selected from among an applicant pool of veteran teachers, and matched as closely as possible to mentees according to grade level and subject matter. Mentors typically work for 3 years before returning to their classrooms. They attend an initial 5-day mentor academy to learn about coaching, mentoring, and the use of formative assessment tools. (Strong, 2009, p. 9)

Additionally, mentors are expected to possess knowledge of the CSTPs, have experience working in diverse settings, and have working knowledge of other coaching/mentoring models. Key elements of mentor responsibilities include weekly half-day training sessions for mentors devoted to discussing ongoing issues that emerge within the mentor-teacher relationship, close examination of case studies, and involvement in problem-solving of new teacher challenges/learning experiences. Mentors are also required to observe the beginning teacher's classroom on a weekly basis for one hour, and are expected to follow up with the beginning teacher for a debrief session. Training on the use of the NTCs Formative Assessment System (FAS) is thus extended to mentors through mentor training sessions (Strong, 2009). Of high importance is the mentor's role in being informative, collaborative, and facilitating but not evaluative. Currently, as stated in the NTC's teacher induction website, the NTC's focus includes the following four key elements for its comprehensive and systematic teaching induction program:

1. Professional Development: The switch from teaching children to coaching adults is substantial, so NTC's Mentor Academy Series (for full-time mentors) and Professional Learning Series (for part-time mentors who are still teaching) ensure mentors are properly prepared for their new role.
2. Mentor Forums: NTC's teaching induction model includes an ongoing community of practice for mentors to further develop their skills and to provide a venue for shared learning and problem solving.
3. Site Leader: Principals play a critical role in educator induction by setting the stage for beginning teacher and mentor success. NTC's teacher induction model includes professional learning for site leaders to give principals a high-level understanding of how mentors will assess and coach new teachers in their schools.
4. Formative Assessment: Central to NTC's model is its FAS, consisting of tools, protocols and resources to drive continuous improvement at the teacher, coach, and program levels. NTC offers program partners and participants online access to this research-based, nationally recognized system through Learning Zone. By providing useful protocols and consistent terminology that guides mentors' conversations and work with teachers, NTC's FAS tools help teachers put what they're learning into classroom practice. It also gives mentors and program leaders the data they need to better pinpoint what key strategies are accelerating teacher effectiveness and student learning. (New Teacher Center [NTC], 2017).

California Formative Assessment and Support System for Teachers. The creators of BTSA also worked on a formative assessment system that would compliment the work that BTSA educators embarked on. Until 2008, the California Formative Assessment and Support System for Teachers (CFASST), was used as the primary formative assessment tool in California induction programs. In 2003, of the 142 participating BTSA programs, 133 employed CFASST as the central assessment component (Strong, 2009). “In its final form, BTSA/CFASST engaged first-and-second-year teachers in a series of 12 ‘events’ (six in each year) based on the California Standards for the Teaching Profession (CSTP)” (Strong, 2009, p. 11). Previous forms of BTSA/CFASST essentially covered the same topics throughout 10 events in a year and seven events in the following year. But following the revised model, under the guidance of mentor teachers, otherwise known as support providers, beginning teachers were guided and supported to work through the 12 CFASST events and were required to obtain information on best practices, lesson planning, and receiving constructive feedback on their teaching by their trained veteran mentors. Teaching reflections were key, and application of knowledge of what was learned throughout teaching experiences into future lessons was pivotal. This was facilitated by the Descriptors of Practice (DOP), a continuous method of formative assessment using a CFASST tool aligned to the CSTPs in which the beginning teacher and mentor assessed the teacher’s practice and engaged in goal setting for professional growth. In 2006, the state governor signed SB 1209, which established the CDE and the CTC to revise the CFASST for BTSA. The result of this endeavor was the newly revised formative assessment system called Formative Assessment for California Teachers (FACT). FACT began field-testing in 2007 and began to be fully implemented by 2008. The underlying objective of the new assessment was to eliminate redundancy in requirements between teacher preparation programs and induction programs, as well as to maximize the beginning teacher’s application of knowledge and skills of the CSTPs (Strong, 2009).

BTSA support providers/mentors. As part of the BTSA program, each beginning teacher is paired with an experienced, veteran teacher called a support provider. The goal of the support provider as a supporter and facilitator, and not an evaluator, is to help the beginning teacher progress, grow, and develop through a variety of BTSA required activities designed along a continuum. Previous BTSA study findings have validated the positive impact of support providers on beginning teachers (Koppich et al., 2013). Since 2001, the California Commission has annually surveyed participating beginning teachers, support providers, and administrators. Data has shown that the BTSA component with the highest positive impact has been the relationship between the participating beginning teacher and the support provider or mentor (CTC, 2015). The data have also demonstrated that mentors need to be well trained and that mentors and beginning teachers need time to work together. In another study conducted by a panel of experts at the University of California, Riverside (2007), recommendation 2B on Support Provider training delineates the following:

Careful matching of support providers with beginning teachers in both the BTSA and intern programs is an appropriate first consideration. Of equal importance, however, and not always adequately supported in either program, is providing support providers with the skills needed to make their work with new teachers effective. Support providers need significant training in such skills as: observation and analysis of instruction, peer coaching, adult learning theory, trust building, reflective conversations, diagnosis of instructional practices, conflict management, teacher legal rights and obligations, etc. It is recommended that local programs give preference to the employment of well trained full time support providers in order to assure that beginning teachers have access to high quality assistance. It is also recommended that the cost-effectiveness of this approach be given careful review once data management systems make monitoring impact on student achievement possible. (p. 313)

The relationship between the support provider and participating beginning teacher thus stands as the most important induction components for the long-term success and development of beginning teachers. Unless resources, supports, and are is provided to train and equip a qualified pool of support providers/mentors, variations in the induction experiences will persist.

BTSA Funding. The 2004 passage of emergency legislation, AB 2210 (Chap. 343, Stats. 2004, as cited in Olebe, 2002), established induction as the preferred method of obtaining

a clear general education teaching credentialing, while at the same time limiting access to Clear Credential programs. Completion of a program at an institution of higher education boasting of a Commission approved Clear Credential program was allowed only when a teacher's employer verified the unavailability to an induction program. In 2006, the accreditation system underwent a review and modification by the Commission, making it a requirement for any program leading to a teaching credential to be incorporated into the accreditation system (CTC, 2015). In 2010-11, BTSA induction programs were transitioned into the Commission's requirements for it to be integrated into the accreditation system. This led to cohesiveness between induction programs and credentialing (CTC, 2015). In addition, until 2008-09, BTSA received state funding as a categorical program under state general fund allocations in addition to special-purpose restricted funds to school districts (Koppich & Humphrey, 2013). But in 2008, California's economic recession forced funding cuts, leading the state to reduce funding to school districts by up to 20% from the previous year.

BTSA and California's Flexible Funding. In 2009, in light of the severe program challenges generated by the decrease in funding, the California Legislature allowed districts the authority to "flex" (Koppich et al., 2013, p. 13) previous categorical funds. Categorical funds were thereafter divided into three tiers by the state.

Tier 1 programs experienced no changes in funding or program requirements. Funding for Tier 2 programs was reduced, although program requirements remained unchanged. For Tier 3 programs, districts were allowed to spend funds for 'any educational purpose,' essentially repurposing Tier 3 funding as a block grant. (Koppich & Humphrey, 2013, p. 13)

Since BTSA is a Tier 3 program, districts can reallocate BTSA dollars as they deem necessary. Requirements for beginning teachers to complete the BTSA requirements are still in effect, but the districts are no longer required to provide funding for teacher induction expenses. In 2013-14, the state reorganized its funding and consolidated the revenue budget and funding for categorical programs into the Local Control Funding Formula (LCFF). Under the newly implemented LCFF, each LEA that received funding for a Commission-approved induction

program continued to receive funding. In January 2015, findings from a Commission conducted survey revealed that 88.5% of beginning teachers participating in a Commission-approved induction program, were not being required to pay for the services rendered during 2014-15 (CTC, 2015). As shown in Table 2, currently, there are 155 active Commission-approved new General Education Induction Programs managed by various LEAs in California.

Table 2

Total Number of Active, Inactive, and Withdrawn California BTSA Programs

Number	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Total
Programs 2015	24	32	25	34	28	15	158
Active	23	32	25	33	27	15	155
Inactive	1	0	0	1	1	0	3
Withdrawn	0	0	0	0	0	0	0

Note. Adapted from “California Teacher Induction,” by the California Commission on Teacher Credentialing (https://info.ctc.ca.gov/fmp/BTSA_Clusters/Cluster_02.php). Copyright 2015 by the author.

Summary of BTSA. California has become the catalyst and pattern for change in induction since 1988 when it began a pilot project to identify the most effective strategies for supporting beginning teacher as they entered the profession. For the past 3.5 decades, policy efforts and the BTSA program have had an enormous impact on the overall quality, effectiveness, and retention of its teachers. Although much of the educational landscape has changed since the inception of induction programs for support of beginning teachers, the idea that the state should strive for and protect its investment in a high quality teaching force has endured (CTC, 2015). In fact, findings from a 2008 report from the Commission revealed that “87% of new teachers who participated in BTSA induction were still in the teaching profession after five years” (p. 2). This report further confirmed previous statistical figures demonstrating that teacher retention efforts in California have in general resulted in “between 30 and 50 percent of teachers [leaving] teaching within the first five years, but [studies have shown] that teachers who receive multiple forms of support tend to stay in the profession” (p. 2). Today,

despite the evolution of the state's mandated induction program, formerly known as BTSA, the idea of supporting beginning teachers is survived by a new General Education Induction Program operated by school districts, consortia of school districts, county offices of education, and other LEAs, working to provide new teachers who hold a preliminary teaching credential with comprehensive induction and mentoring (BTSA, 2015).

Previous Empirical Studies

A large body of research exists on the impact of induction on beginning teacher attrition, retention, development, support, and guidance during their first few years in the profession, as well as the development and successful implementation of a number of comprehensive conceptual models related to effective induction program components. Yet, the empirical literature as related to the most effective practices of mentor training, support systems, and necessary professional development components has been critically deficient. The array of differences in training is vast, and while a structured program is necessary to the overall success of mentoring novices, many districts do not provide training for mentors because they assume the experience each mentor brings suffices the working relationship between the mentor and the novice (Gagen & Bowie, 2005).

Enthusiasm for mentoring has not been matched by clarity about the purposes of mentoring. Nor have claims about mentoring been subjected to rigorous empirical scrutiny. The education community understands that mentors have a positive affect on teacher retention, but that leaves open the question of what mentors should do, what they actually do, and what novices should learn as a result. (Feiman-Nemser, 1996, p. 2)

To inform successful induction mentoring practice and policy, it is critical for additional studies to be conducted on the most effective practices for high quality mentor preparation, development, and retention as a pivotal component of the success of novices entering the field. The following review of the empirical literature focuses on four major studies centering around critical reviews of previously conducted empirical studies on teacher mentoring and induction.

In past decades, studies have been conducted on the content of induction and mentoring as a key form of induction and their effect on various teacher outcomes, mainly

teacher efficacy and attrition (Smith & Ingersoll, 2004). In 2004, The Education Commission of the States commissioned an effort to present a comprehensive and critical review of the existing empirical studies focusing on induction programs. Although a literature search provided the researchers with more than 500 documents concerned with teacher induction and mentoring, a second step narrowed the list to some 150 empirical studies that included data on induction and mentoring. Finally, after a process of elimination to find studies that focused on three specific criteria, this list yielded 10 studies that demonstrated adherence to such criteria. All 10 studies provided some empirical evidence for the claim that support and help provided to new teachers, especially teacher mentoring, was pivotal to the success and retention of novices. It was reasonably assumed that the context for teaching, such as the type of school where teachers were employed, had an impact on teacher job commitment and retention, regardless of the presence of an induction or mentoring system. Additionally, it was noted that since the content, duration, and delivery of induction or mentoring services varied from site to site, conclusions could not be drawn regarding the effect that the differences in programs had on novices and their practice (Ingersoll & Kralik, 2004). The findings from this study confirmed the influence that induction, most importantly mentoring, has on teachers and their retention in the field. Ingersoll and Kralik (2004) also identified two major flaws in the studies, one being a lack of control for additional factors that might have influenced the results, and the other being the large variations in program features from site to site (Strong, 2009). Some of the questions pertaining specifically to mentor training that merit further investigation, as recommended in the review of the literature, were as follows:

- Do selection, preparation, training, assignment, and compensation of mentors make a difference? Do some mentors, for example, implicitly or explicitly stifle innovation on the part of beginning teachers?
- How much contact time is necessary between mentor and mentee?

- Is there a significant difference in effectiveness depending upon the amount of contact between new teachers and their mentors?
- Does mentoring matter for student growth and achievement? Is it possible to document links between teacher preparation in mentoring and gains in student outcomes?

Thomas Smith and Richard Ingersoll (2004) conducted a study examining whether induction programs had a positive effect on beginning teacher retention. The results of the findings from data collected using the 1999-2000 Schools and Staffing Survey indicated that

beginning teachers who were provided with mentors from the same subject field and who participated in collective induction activities, such as planning and collaboration with other teachers, were less likely to move to other schools and less likely to leave the teaching occupation after their first year of teaching. (p. 681)

Additionally, data revealed great variations in program characteristics and induction components. These features included assignment to a mentor from the same or different area of teaching, reduced teaching assignments, collaborative planning time with other teachers, extra classroom assistance in the form of a teacher aide, and developmental seminars. Of course there are other possible characteristics of induction programs and variations on these components. For example, mentors may receive release time from teaching in order to support beginning teachers, or they may have to do this work in addition to a full teaching load. Mentors may or may not receive training and compensation for their extra activities (Strong, 2009). Unfortunately, little is known about the most important components in training, developing, and retaining qualified and effective mentors as a key component of induction. Although induction as a form of support to beginning teachers is good and better than leaving novices to fend for themselves during the initial stages of their careers, psycho-emotional support is insufficient in the preparation and sustainability of a qualified pool of excellent teachers (Strong, 2009; Feiman-Nemser, 2001; Ingersoll et al., 2012). According to Bartell (2005), "Research indicates ... that the most successful induction programs include [the following point as one of the] key

elements: involvement of experienced teacher mentors who are carefully selected and trained to effectively guide and assist new teachers” (p. 44).

Additionally, Sharon Feiman-Nemser’s (1996) critical review of teacher mentoring indicated that mentoring is a critical topic in education, and a favored strategy of U.S. policy centered on teacher induction. Feiman-Nemser also noted that apart from generating new professional opportunities for experienced teachers, assigning mentors to work with novices demonstrates an improvement in assisting the difficult first few years of entry into the field. However, Feiman-Nemser also indicated that

The promise of mentoring goes beyond helping novices survive their first year of teaching. [She states that] if mentoring is to function as a strategy of reform, [then mentoring] must be linked to a vision of good teaching, guided by an understanding of teacher learning, and supported by a professional culture that favors collaboration and inquiry. (p. 2)

Although Feiman-Nemser reviewed the impact of mentoring, obstacles to realizing the potential of mentoring, research on mentoring, and particular issues regarding policy and practice, the critical review did not offer findings or recommendations based on empirical study data regarding induction or mentoring.

More recently, Richard Ingersoll and Michael Strong (2011) published a review of their examination of 15 empirical studies pertaining to the effects of support, guidance, and orientation of induction or mentoring programs. The findings of the studies that were reviewed provided “empirical support for the claim that support and assistance for beginning teachers have a positive impact on three sets of outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement” (p. 1). Ingersoll and Strong indicated that much of the previous empirical research on the impact of induction is atheoretical, since it examines what works, but not the reasons for why it does or doesn’t work. They suggested that a better approach would be to marry the theory supporting teacher development and the empirical research that could help improve current understanding. The researchers noted that “Future research could begin to clarify and sort out which elements, supports and

kinds of assistance are best and why” (p. 41). Ingersoll and Strong offered recommendations for enhancing the marriage between theory and empirical research, suggesting further examination of the duration and intensity of induction support, the types of assistance that are most effective and cost effective, and the extent to which the most effective assistance and cost effectiveness impact induction according to the setting or location of the program.

Trends and Themes

It is important to note that findings from reviews of previous empirical studies emphasize the importance of conducting additional research on induction mentor training and support systems. Despite the small number of empirical studies on mentor training, through a close and comprehensive examination of the literature on induction and mentoring, various prevalent emerging themes were noted. For the purpose of this study, a thematic approach is applied to the emerging themes, organized within the two overarching variables under study: the most effective mentor support systems and the most critical professional development components necessary for mentor effectiveness.

Mentor support systems. Although the idea that assigning veteran teachers to assist new teachers during their induction into the profession is not new, induction mentoring cannot become an isolated responsibility that falls short given fluctuations in funding and shifting priorities (Bartell, 2005). Top educational leaders who wish to promote quality teaching and learning must make mentoring a priority. The support of induction program administrators and site administrators is crucial to the effectiveness of the mentor and new teacher relationship. “They need to support those who will assist and mentor the new teaches at their own sites” (Bartell, 2005, p. 49). Relevant to effective induction and mentoring, the following seven subthemes emerged as pivotal support systems for mentor preparation.

Vision. In more recent years, induction programs sought to adopt highly structured methods in order to reflect the new accountability environments in the profession. An important piece of that framework is the development and implementation of a well-defined vision of

teaching and learning (Bartell, 2005; Feiman-Nemser, 1996, 2001; Feiman-Nemser & Parker, 1993). To prepare mentors to work with novices, it is imperative for a vision of excellence in teaching to guide what the mentor and mentee are responsible for knowing and doing, and to emulate what excellent teaching looks like in the real-world (Bartell, 2005). If the profession is to recruit, train, develop, and retain excellent teachers, a shared vision of excellence in teaching and learning is key (Bartell, 2005; Darling-Hammond, 2005; Feiman-Nemser, 1996). Mentoring programs must also provide mentors with a view of what the mentoring process involves as a comprehensive and systemic approach (NTC, 2012). Providing clear expectations and responsibilities makes the mentoring experience more successful (Wang & Odell, 2002). “Mentors are more comfortable taking on the important role of mentoring a novice teacher when they know the expectations and feel confident that they can effectively meet them” (Gagen & Bowie, 2005, p. 43).

Adult learning theory. Although they are proficient in their trade, not all veteran teachers are guaranteed to be effective mentors (Bartell, 2005). In fact, “Many mentors are also surprised to find that translating knowledge to students is not the same as translating knowledge to adults” (NTC, 2016, p. 1). Working with adults requires different skills, dispositions, and approaches than when working with young students (NTC, 2016). Mentors often feel they are unprepared to meet the demands of the novice educator and demonstrate the delivery of different instructional strategies, including technology-based methods, to meet the diverse needs of students (Gagen & Bowie, 2005). Being trained in adult learning theories is essential for the success of the mentor and his/her guiding, supporting, and coaching work with novices.

Mentors should understand that some new teachers are more receptive to help than others. Some new teachers struggle more than others. Their needs differ. Mentors need to learn to take cues from the new teachers and adapt their approach to meet the needs of the individual. (Bartell, 2005, p. 78)

Explicit in the work of a mentor is the notion that he/she possesses a vision of good teaching and an understanding of adult learning. Possessing a strong grounding in theory can

significantly facilitate the development of mentors and their work with novices; two such theories include andragogy, the theory of adult learning based on Knowles's (1970) six assumptions of teaching adults, and transformative learning theory based on Mezirow's (1996) revised 12-key propositions of transformative learning.

Mentoring relationships. The mentoring relationship is perhaps one of the most important approaches to supporting new teachers, and “the success of mentoring new teachers hinges on systematic support of the mentoring program” (Halford, 1998, p. 35). This chance to connect veteran teachers to novices is widely supported as an effective approach to ensuring the success of both the mentor and the mentee. According to the NTC (2016), rigorous selection of mentors within a clear, explicit process is imperative to the implementation of high quality mentoring and induction practices. “Without strong criteria and rigorous selection process, there is a risk that mentors may be chosen based more on availability or seniority, rather than their qualifications to engage in meaningful interactions with beginning teachers” (p. 1).

Knowledge of new teacher support systems. Novices have special needs and require differentiated supports to assist them in navigating through their first few years in teaching (Bartell, 2005; Bartell & Ownby, 1994; Darling-Hammond, 1997; Scherer, 1999). Offering support systems to new teachers is an effective response to the challenges that novices face. Little (1990) argued that novices have both emotional and professional needs, thereby necessitating emotional support that makes them feel relaxed and professional support that promotes a principled vision of teaching. However, Bartell and Ownby (1994) argued that:

unless we also take into account the fact that new teachers are learners, we may design programs that reduce stress and address immediate problems without promoting development. To improve the practice of beginning teachers and to foster a sense of collective responsibility for student learning, [mentors] need to move beyond psychological models of teacher concerns to consider the “what” and the “how” of beginning teacher learning. (p. 6)

Likewise, just as new teachers can benefit from exceptional mentoring as a support system, mentors also need supports. “Site administrators [and program leaders] need to understand and be supportive of the efforts made on behalf of the new teacher ... They need to support those who will assist and mentor the new teachers at their own sites” (Bartell, 2005, p. 49). In addition, as role models, mentors need to commit to engaging in the type of teaching that they are expected to implement, and must demonstrate a successful ability to work with novices as agents of change (Wang & Odell, 2002).

Professional community of collaboration and inquiry. “When mentors act as agents of cultural change, they seek to break down the traditional isolation among teachers by fostering norms of collaboration and shared inquiry” (Feiman-Nemser & Parker, 1993, p. 716). Mentors must have a view of their responsibilities to help novices delve into the intellectual and real-world challenges of teaching as crucial to the success of novices. Mentors works toward common goals by speaking with novices about the specifics of teaching and helping them think of questions that may arise during day-to-day responsibilities (Feiman-Nemser, 1992). Mentors should inquire in a systematic way, critically reflect on the practice of novices, and lead novices to engage in learning to teach through inquiry and reflection (Wang & Odell, 2002). “High quality and ongoing training, as well as a professional learning community, are needed to help mentors develop the skills to identify and translate the elements of effective teaching to beginning teachers” (NTC, 2016, p. 1). Wang and Odell (2002) indicated that it is imperative for mentors to know how to help novices pose useful questions about their practice and identify the assumptions underlying teaching, noting that “the collaborative inquiry model presumes a relationship between mentor preparation, mentoring, and learning to teach in the school context. It is a multi-layered, inquiry-based process of professional development that has the potential of benefiting all parties” (p. 530).

Collaborating with novices. Bartell (2005) emphasized, “It is most important that regular meetings be scheduled and that teachers honor the established schedule” (p. 80). Since

mentoring can be highly individualized, many programs require documentation of mentor and novice meeting minutes, as well as a plan for each new teacher. “In California, that plan is called the Individualized Induction Plan (ILP). Others might refer to it as an action plan or by some other designation” (p. 83). In addition to meetings that involve planning, discussion, and sharing of ideas, Bartell suggested that purposeful and structured observations to view and provide feedback to the new teacher are necessary as well.

Collaborating with other mentors. Through the mentoring experience, mentors often gain as much as the new teachers from the mutual professional growth relationship. In highly structured programs in which mentors are required to collaborate with other mentors, mentors also learn from one another. Mentors often indicate that the training they receive also helps them develop or hone their own understanding of the practice (Bartell, 2005). “The most effective programs offer opportunities for continued meetings and discussions among mentors. In those discussions, mentors share their successes and challenges and continue to focus on their own development” (p. 81).

Collaborating with all stakeholders. The success of a mentor at a particular site is dependent upon him/her receiving proper support from the program leadership and site administration. “Strong program leadership is essential for an effective induction experience. ... [and] the support of the site administrator is crucial to the success of the program at that particular school site” (Bartell, 2005, pp. 47, 49). When there is strong communication and collaboration across all program stakeholders, a culture of commitment and success is ensured (NTC, 2016).

Time. “Teachers and their mentors need time to work together” (Bartell, 2005, p. 80). Although some programs have access to allocated funds to release veteran teachers to help novices as full-time mentors, other programs struggle to find ways to make the appropriate time to support the mentors. Bartell (2005) offers some approaches, including:

- Releasing teachers from classroom for a portion of the day or week.

- Scheduling regular meeting times before or after the school day.
- Using staff development days for meetings.
- Meeting during lunch.
- Holding Saturday meetings.
- Scheduling common prep times for teachers and their mentors.
- Meeting during times that classes may be working with specialists.
- Hiring a roving substitute to cover classes when teachers are released. (p. 80)

Whatever the established time or methods, research suggests that it is important for mentors and novices to have established times to work together in the vision of teaching and learning (Bartell, 2005; Darling-Hammond, 1997; Feiman-Nemser, 1996; Hulling-Austin, 1992; Ingersoll & Strong, 2011; Strong, 2009).

Time for mentor training. To be most effective, all prospective mentors should participate in training workshops before they are assigned to the mentoring relationship, as well as ongoing training workshops throughout the school year (Gagen & Bowie, 2005). A good starting point is for mentors to be given explicit details as to the nature, responsibilities, and process that the mentoring work will encompass.

Mentoring new teacher is complex and demanding work and requires a specific set of knowledge, skills, and dispositions. To become effective teachers of teachers, teachers need focused preparation, ongoing professional development, a community of practice focused on the complexities of accelerating new teachers' practice, and opportunities to engage in formative assessment to advance their own effectiveness. (NTC, 2012, p. 2)

Gagen and Bowie (2005) argued that "mentors are more confident in fulfilling their role of mentoring a novice when they are aware of the expectations and feel assured that they can effectively meet them" (p. 43).

Time for mentor-teacher interactions. "Mentors need sanctioned time to focus on beginning teacher development. Mentors and beginning teachers should have 1.25-2.5 hours per week to allow for the most rigorous mentoring activities. That time should be protected by

teachers and administrators” (NTC, 2016, p. 1). Research suggests that the most important aspect of efficient, productive interactions between mentors and beginning teachers is that they take place on a routine and frequent basis, perhaps as often as one time per week (Bartell, 2005). Mentor classroom observations of the new teacher’s practice are an effective method of support and feedback to the novice educator. “The regular, ongoing meetings and observations are supplemented with informal discussions and interactions that may occur more informally during and after the school day” (Bartell, 2005, p. 61). Ongoing informal conversations about daily teaching occurrences can take place in the hallways during passing periods, lunchrooms, and teachers’ lounges. Bartell (2005) further suggested that the use of electronic correspondence and online discussion platforms serve as additional methods for mentors and novices to keep in touch with one another. A recent report from the CTC (2015) noted that:

When programs provide well trained mentors and time for teachers and mentors to work together, all participants report that induction is very effective at supporting new teachers and that the new teachers develop more quickly than teachers who were not supported through induction. (CTC, 2015, p. 4)

Compensation. In highly structured programs, mentors are compensated for their time and work with novices. The amount of compensation differs by program, as compensation might be based on available funding from local and/or state allocations (CTC, 2015). According to Bartell (2005),

The payment should reflect the amount of time the mentor is expected to give to the role and the number of new teachers that teacher is assigned. Compensation needs to be at a level that is deemed significant so that the mentor will take the responsibility seriously and make it a priority. (p. 81)

In addition to monetary compensation, program external motivators can also include recognition, awards, celebration dinners, and pathways toward administrative positions (Bartell, 2005). Feiman-Nemser (2001) confirmed that “assigning mentors to work with beginning teachers creates new incentives and career opportunities for experienced teachers” (p. 18).

Mentor professional development. “Mentor training is an effective way to relieve the anxiety that is evident in people who are willing to mentor but are uncomfortable with

nonspecific guidelines, such as ‘just help the new teacher get started’” (Gagen & Bowie, 2005, p. 44). Gagen and Bowie (2005) emphasized that it is a disservice to ask veteran teachers to take on the role of mentors when they are inadequately prepared. When mentors are recruited, it is imperative for them to receive the tools to allow them to achieve high levels of mentorship equitable to the high levels of teaching performance. Such tools ought to be presented and given throughout effective, formal, and structured mentor-training programs.

Mentor support systems. Mentors need to be able to assist novices with effective teaching practices that create an inviting and supportive environment in the class (Gagen & Bowie, 2005). All too often, novices focus on lesson planning and not on the students. Mentors need to be able to help novices diagnose the needs and variations of learning and generate effective ways to address each. “Those who work with teachers should understand how their skills develop over time. In most views of teacher development, induction emerges as an important stage that presents specific challenges and learning needs for teachers” (Bartell, 2005, p. 21). Bartell (2005) argued that teachers have different needs in various phases of their careers. She added that a better understanding of the features of the teacher stages of development can help mentors provide the best assistance to novices based on what they need at the appropriate time. Teacher development theories—such as those offered by Moir, Fessler and Christiansen, Berliner, and the NTC’s Formative Assessment for California Teachers—serve as tools to facilitate mentors’ support to new teachers as they navigate the problems and challenges that arise during their first year of teaching.

Teacher stages of development. In a study tracing the development of nearly 1,500 teachers during their first year of teaching, Moir (1999) concluded that teachers move through a number of developmental phases through their first year as full-time practitioners. In her research, she documented five phases of teacher development: the anticipation phase, the survival phase, the disillusionment phase, the rejuvenation phase, and the reflection phase. During the first phase, the *anticipation phase*, Moir noted that new teachers enter the field with a

romanticized view of their role as full-time practitioners. These high hopes and feelings help new teachers navigate their way through the first few weeks of teaching. However, new teachers go into the *survival phase* quickly once they become overwhelmed with the unexpected problems and situations that they face, and begin to struggle to keep up with their daily responsibilities. However, although they are tired and astounded regarding the amount of work required as full-time practitioners, new teachers are able to maintain a high amount of energy and commitment, harboring hope that their array of duties will soon subside. Unfortunately, the intensity of the demands often leads to the *disillusionment phase*, when new teachers begin to question their commitment and competence; many even fall ill. Confronted with self-doubts and low self-esteem, this phase is often a tough challenge, although its duration and intensity vary for each new teacher. The breathing space during the winter break allows new teachers to enter the *rejuvenation phase*, during which they are able to resume a more normal lifestyle and organize and plan their work for the following semester. Having gained confidence and strategies for coping with problems they encounter, new teachers turn their attention to curriculum development, planning, and instructional strategies, looking ahead at the end of the school year as their encouragement. By the last six weeks of the school year, new teachers enter the *reflection phase* as they look back and reflect upon their accomplishments and areas for improvement and enter the *anticipation phase* as they gain a vision of what their future teaching might look like and begin to look towards a new year with much expectation.

Teacher career stages. From the work in their literature review of teacher development and qualitative interviews, Fessler and Christiansen (as cited in Bartell, 2005) offered a comprehensive model of the eight stages of a teacher's career cycle, proposing that new teachers demonstrate different attitudes about their work throughout the various stages, and therefore have differing professional needs. "They labeled and defined the eight stages of their Teacher Career Cycle Model: (a) preservice, (b) induction, (c) competency building, (d) enthusiastic and growing, (e) career frustration, (f) career stability, (g) career wind-down, (h)

career exit” (Bartell, 2005, p. 25). Since a variety of factors can influence movement according to internal and external factors of teaching, the stages are considered fluid and dynamic rather than fixed (Bartell, 2005). The authors anticipated that a better understanding of a teacher’s stages of development could help those who support their growth and development formulate targeted professional development to meet new teachers’ needs (Bartell, 2005).

Levels of teaching expertise. Berliner (as cited in Bartell, 2005) offered a somewhat different approach to teacher development through a model of teacher concerns, which focuses on the cognitive process of practitioners (i.e., on how they think of and define their work). Berliner proposed five levels of development: (a) novice, (b) advanced beginner, (c) competent, (d) proficient, and (e) expert (Bartell, 2005). According to Bartell (2005), “Those who seek to help teachers advance along this continuum of development need to provide appropriate learning activities, rich dialogue and discussion, and critical and thoughtful discussions of teaching practice” (p. 28). Berliner argued that although teacher development along this continuum might focus on the novice stage, those who work with beginning teachers must focus beyond the concerns and survival phases and promote the growth of the novice toward expertise (Bartell, 2005).

Developing a common vocabulary. Mentors often feel they cannot communicate effectively with novices because of the variations in the emerging vocabulary within teacher programs over time (Gagen & Bowie, 2005). Communication between mentors and novices often involves different terminology, even though the concepts discussed might be the same. “Mentor-training programs can help the experienced teacher translate from newer jargon into familiar terminology to find the common ground” (p. 42).

Knowledge of educational practices and an understanding of student learning. Mentors are aware that differentiating instruction through the use of effective instructional strategies represents the greatest need for novices in the classroom, but their lack of knowledge in supporting novices to use best practices effectively is an area that merits additional research

(Gagen & Bowie, 2005). The use of whole-group or teacher-centered instruction may all too often become an easy route and safe habit for novices to establish, but this allows students opportunities to get off-task when content is delivered. “As experienced educators, mentors will already be aware that instructional strategies must ‘match’ the content to be most effective” (p. 42). However, mentors are not always up-to-date on the delivery of new instructional practices available through technology and current research. Additional training in updated instructional practices and methods for multiple content areas would be essential for mentor effectiveness in their work with novices, rendering them better equipped to meet the needs of new teachers, (Gagen & Bowie, 2005; NTC, 2012, 2016).

Mentor responsibilities: Facilitator, support and guide. According to Achinstein and Athanases (2006), previous research has confirmed that induction programs select experienced, veteran, and distinguished teachers to serve as mentors, but assuming that good teachers will implement good mentoring when working with new teachers is a problematic misconception. Achinstein and Athanases:

Assume that [the] development of mentors is a process and that mentors are thinking educators who reflect on their practice, inquire, and engage in communities of practice with other mentors. Mentors are problem-posers who examine challenges of practice and seek to identify avenues for ongoing learning and growth. Mentors can be facilitators and also collaborators with novices, co-constructing knowledge and learning from the mentoring exchange (Achinstein & Villarm 2004). [They conclude that] ...mentors are not born, but made, and are in a continuing process of becoming. (p. 10)

Previous research (Gagen & Bowie, 2005; NTC, 2012, 2016) also asserts that mentors have expressed a need for additional training on how to support and guide novices through planning effective lesson plans to meet the demands of the 21st century classroom. The format, structure, sequencing, requirements, and strategies have evolved vastly from when administrators and mentors were prepared in their teacher preparation programs. Today, “effective lesson plan for 21st century schools need to include objectives and behavioral goals tied to the national (NASPE) and state standards. Planning must take into account students with multiple learning styles and diverse sociocultural needs” (Jones, Jones, & Jones, as cited in

Gagen & Bowie, 2005, p. 43) Mentors who are trained in the application of state and content area standards are able to concentrate their support to novices on teaching and learning growth to help them improve their practice in meeting the diverse needs, levels, and styles of children. In addition, the standards-based reform movement in teaching is accompanied by demands for novices to learn to teach new content and through the use of new approaches (Darling-Hammond & National Commission on Teaching and America's Future, 1997). The standards have been designed to detail what novice teachers need to learn and be able to teach (National Council for Accreditation of Teacher Education, 1998). However, the latest standards on teaching and learning to teach, as well as research-based practices on learning to teach through successful implementation of the standards, are to a great extent non-existent as a component of teaching mentoring programs and the work of teacher mentoring (Huling-Austin, 1992). "This inattention to mentoring as part of the standards focus exists despite the fact that teacher mentoring is seen as a crucial link to all of the components of standards-based teacher education and professional development" (Holmes Group, as cited in Wang & Odell, 2002, p. 485).

Critical Reflection Practices. "Critical analysis, critical awareness, critical consciousness and critical reflection all involve forms of critical thinking" (Harrison, Lawson, & Wortley, 2005, p. 423). Hence, critical reflection is more than a simple thought about what one does or how it is done. Rather, critical reflection:

is a process of making what we learn make sense, so we better understand it.... This involves a process in which evidence from our practice may be examined and explored, in which personal theories may be found inadequate, or not, in which alternative understandings may be formulated. (Harrison et al., 2005, p. 422)

Dewey (1997) promoted reflection of practitioners as an element of a professional educational community. In 1983, Schon's theory on reflection in action concurred with Dewey's theory on reflection as a crucial strategy to advance professional expertise. Moving forward, Mezirow (1990) defined transformation of adult learning as "the process of making a new or revised

interpretation of the meaning of an experience, which guides subsequent understanding, appreciation, and action” (p. 1).

Mentors strive to empower teachers to consciously choose to use thought and a reflection process to address situations within their contexts (Scherer, 1999). This strategy proposes a win-win situation for both beginning teachers and mentors. For beginning teachers, reflection allows for a deeper analysis of approaches to situations within their contexts; for mentors, reflection allows for a reexamination of their practices and beliefs. Reflection in mentoring thus offers an effective strategy based in theoretical underpinnings for the work in supporting, developing, and preparing adults through the process of growth, learning, and refining the art of their professional expertise. Today, the complexities prevalent in the work of teaching characterized by high levels of accountability are all too intricate: changes that present challenges to veteran teachers, but even more so to beginning teachers. To help novices with these real-world challenges, “Mentors should help novices discover teaching knowledge through collaborative reflection on classroom discourse and thoughtful deliberation about teaching” (Franke & Dahlgren, as cited in Wang and Odell, 2002, p. 490). Through critical and collaborative reflection, mentors are empowered to support novices in a reflective, non-evaluative manner. “Mentors are co-explorers of teaching practice, not evaluators of the positive and negative aspects of novices’ overt teaching behaviors” (Wang and Odell, 2002, p. 490).

Development of leadership practices. According to Feiman-Nemser & Parker (1993) “The best of all possible worlds is to work with novices in a school where you have been successful and where you are perceived by the administration and the other teaches as a leader” (p. 702). As coaches, guides, leads, and supporters, mentors provide novices with classroom-based support. However, within the scope of their work, it is important for mentors to also adopt leadership practices within the larger contexts (Achinstein & Athanases, 2006). Mentors can foster equitable opportunities for novices to become change agents themselves, and can promote a culture of empowerment and transformation that potentially extends into the

school community. As educational leaders, mentors must engage in relationship building and networking with school site administrators, other colleagues, unions, parents, and community members. The impact of their work can serve to transform organizational settings for novice teachers. “If mentors carry a vision of transformative leadership, promoting reform-minded teaching, collaborative decision making, equitable teaching and learning environments, and quality teacher working contexts, they become leaders reshaping the profession” (Achinstein & Athanases, 2006, p. 10).

Knowledge of professional and teaching standards. Too often, mentors are selected without paying much attention to who will best fulfill the responsibilities of mentoring with the appropriate knowledge needed to fulfill such responsibilities (Bartell, 2005). “The primary concern in this case may simply be to find enough individuals who are willing to take on the role. Although willingness is an important criteria, merely being willing and available is not sufficient” (Bartell, 2005, p. 71). As revealed in an accreditation review by the CTC (2005), there are “variations in program quality and experiences that new teachers have across different programs” (p. 5). To streamline the knowledge base that mentors must possess concerning the knowledge, skills, and dispositions that new teachers must develop, the CTC (2002) defined clear roles and responsibilities for the mentoring of novices. The criteria defined in Program Standard 8: Support Provider Selection and Assignment of the California Induction Program Standards (2002) state the following:

- 8(a) The roles and responsibilities of support providers are clearly defined in writing and communicated to all program participants.
- 8(b) Selection criteria are consistent with the support provider’s specified roles and responsibilities, including but not limited to the following:
 - (i) Knowledge of beginning teacher development;
 - (ii) Knowledge of the state-adopted academic content and standards and performance levels for students, state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*;
 - (iii) Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider;
 - (iv) Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers;

- (v) Willingness to share instructional ideas and materials with participating teachers;
- (vi) Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity;
- (vii) Effective interpersonal and communication skills;
- (viii) Willingness to work with participating teachers;
- (ix) Demonstrated commitment to personal professional growth and learning; and
- (x) Willingness and ability to be an excellent professional role model. (CTC, 2002, p. 21)

Hence, support providers or mentors are knowledgeable of the state-adopted content standards and frameworks, as well as familiar with performance level of students, content and grade-level pedagogy, and the population with which the participating teacher is working.

Knowledge of the Interstate New Teacher Assessment and Support Consortium (InTASC) standards. To link the knowledge that novices receive during the teaching preparation phase in order to practice as full-time practitioners during the induction phase, it is important for mentors to be familiar with a set of model core teaching standards delineated by the Council of Chief State School Officers (CCSSO, 2011) through the Interstate New Teacher Assessment and Support Consortium (InTASC). “The standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement” (p. 3). According to Wang and Odell (2002), careful and thoughtful attention to InTASC standards as the link between a standards-based teacher education and K-12 professional development is greatly needed.

Knowledge of the California Standards for the Teaching Profession (CSTPs). In 1997, the CTC and CDE developed the CSTPs as standards for what good teaching constitutes and what quality induction programs should include (Olebe, 2002). To reduce redundancy between the type of preparation that novices receive during their teacher preparation experience and that which they receive during the induction period, the CTC in 2008 designed, developed, and began requiring the implementation of a formative assessment system that sought “to maximize candidates’ application of knowledge and skills of the California Standards for the Teaching

Profession” (Strong, 2009, p. 11). Although the CSTPs were initially intended to guide induction programs in California, they have been accepted and used by many universities, districts, and induction programs as a vision of successful and expert teaching to which all teachers should aspire (Strong, 2009). To reiterate this crucial practice, the CTC (2015) again recently recommended that their Induction Standards should be closely aligned to the CSTPs. Hence,

Teaching standards such as the INTASC Standards, the CSTPs, and others like them were developed to give this rich, in-depth focus to the induction period for new teachers. Teaching standards have changed the way we think about working with new teachers who are on the path to becoming experts. (Bartell, 2005, p. 124)

It is thus imperative for those who work to support novice teachers to be intimately familiar with the knowledge base and experience that the InTASC standards and the CSTPs provide.

Summary and Implications for the Need for High Quality Induction Mentoring

Early research suggested that mentoring has played an important role in the success of new teachers during the *sink or swim* survival phase of the initial years in the profession (Darling-Hammond, 1997, 2005; Huling-Austin, 1990; Huling, Resta, & Yeargain, 2012; Ingersoll & Kralik, 2004; Ingersoll & Strong, 2011; National Commission on Teaching & America’s Future, 1996). In California, the joint effort of the CTC and the CDE have impacted the trajectory of support systems offered to novices via formal induction programs.

The state’s teaching commission’s survey data since 2001 demonstrated that a positive relationship between the mentor and beginning teacher has the highest impact on teacher quality and effectiveness (CTC, 2015). However, in 2015, the Commission’s report on new teacher induction highlighted the challenge and importance of induction programs to provide well-trained and well-prepared mentors to support beginning teachers during the induction period of their career. This is evident in the widespread idea of mentoring as an important support factor to a beginning teacher’s success. However, previous research emphasizes the notion of what “novices must know and be able to do” (CTC, 2015, p. 3), but not “what mentors

need to know and be able to do to help novices develop into quality professional who have taken up reform-minded teaching” (Achinstein & Athanases, 2006, p. 2).

The literature review in this chapter addressed the most important induction components necessary to ensure success in the mentor and mentee relationship, but not what the most effective practices are for preparing, developing, and retaining high quality induction mentors. The review focused on previous empirical literature from four major studies of critical reviews on previous empirical studies on teacher mentoring and induction. Despite the small number of empirical studies on mentor training, through a close and comprehensive examination of the literature on induction and mentoring, various prevalent emerging themes were noted. For the purpose of this study, a thematic approach was used to explore to the 13 emerging themes, organized within the two overarching variables under study—mentor support systems and mentor professional development—both critical factors for mentor effectiveness.

Chapter Three: Methodology

The purpose of this study was to investigate the experiences and perceptions of K-12 teacher induction mentors at a purposely selected Southern California county office of education induction program in order to gain insights related to preparing, developing, and retaining high quality K-12 teacher induction mentors. This chapter presents the methodology used to gather and analyze the lived experiences of K-12 teacher induction mentors and is organized into 12 sections: research methodology and rationale; study design credibility/trustworthiness; setting; target population, sample, and sampling procedures; human subject considerations; instrumentation; content validity; data collection strategies; data collection procedures; data management; data analysis; and positionality.

Research Questions

A central question and three sub-questions guided this study.

Central research question. The central research question asked, What are the most effective practices for preparing, developing, and retaining high quality K-12 teacher induction mentors according to K-12 teacher induction mentors at one county office of education teacher induction program in Southern California?

Sub-question 1. What type of preparation and support did K-12 teacher induction mentors receive and what did they perceive as most effective?

Sub-question 2. What challenges did K-12 teacher induction mentors encounter and how prepared were they to address such challenges?

Sub-question 3. What additional preparation and support would K-12 teacher induction mentors have liked to receive as they continued their work in supporting new teachers?

Research Methodology and Rationale

This study utilized a qualitative phenomenological method with data collected via a 45-minute audio-recorded phone interview with seven teacher induction mentors associated with a

purposely selected Southern California county office of education teacher induction program.

The interview was conducted using an 18 semi-structured item instrument.

Qualitative research. Qualitative research was most appropriate for this study because “Usually, qualitative researchers start with an area of interest or general, rather than specific, research questions. They may not know very much about the topic at the start, and even if they do, they seek to learn more through the data” (Richards & Morse, 2013, p. 14). According to Richards and Morse (2013), qualitative methods are the best and sometimes the only way for learning how participants experiences certain processes, the meanings they draw from them, and the interpretations that are made from such experiences. For the purpose of this study, a qualitative design allowed the researcher to collect the lived experiences of participants, analyze the data collected through an inductive approach, and establish findings in a thematic manner (Creswell, 2013). It also permitted the researcher to “discover and do justice to [the participants’] perceptions and the complexity of their interpretations” (Richards & Morse, 2013, p. 28) as presented in the results, findings, conclusions and recommendations chapters of the study.

Phenomenological methodology. Creswell (2013) and Richards and Morse (2013) delineated five qualitative methods to inquiry commonly applied to qualitative studies: narrative, phenomenology, grounded theory, ethnography, and case study. Of the five,

phenomenology offers a descriptive, reflective, interpretive, and engaging mode of inquiry from which the essence of an experience may be elicited. Experience is considered to be an individual’s perceptions of his or her presence in the world at the moment when things, truths, or values are constituted. (van Manen, as cited in Richards & Morse, 2013, p. 67)

According to Creswell (2013), phenomenological researchers may also identify a phenomenon or universal experience collect data from individuals who have lived or experienced the phenomenon, then develop a composite description of the essence of the participants’ lived experiences. Phenomenological methodology provides a means for describing the commonalities of the lived experiences of several individuals as they experience a phenomenon. The explanation culminates in the essence of the lived experiences of numerous

individuals who have all experienced the phenomenon under study (Creswell, 2013). Hence, for this qualitative design, a phenomenological method allowed the primary researcher to share the perceptions and lived experiences of participants, enabling the interpretations of their experiences to be organized in a thematic approach anchored in the literature and theoretical frameworks.

Interview data collection. A phone interview was selected as the means of data collection in this study; the interview instrument consisted of 18 semi-structured items. The semi-structured phone interview protocol was selected because in a phenomenological semi-structured interview, “The researcher may use open-ended questions, arranged in a reasonably logical order, to cover the ground required” (Richards & Morse, 2013, p. 127). The open-ended nature of the interview items enabled the researcher to elicit the emotions, opinions, and perceptions of the study participants. To obtain the necessary data and to ensure data saturation, the interview protocol was developed prior to the interview and was aligned to the research sub-questions, themes in the literature, and sources supporting this study. A copy of the interview items (see Appendix F) was given to the seven consenting study participants prior to each of their scheduled interviews for preview purposes.

Study Design Credibility/Trustworthiness

Shenton (2004) delineated 14 means for ensuring the credibility/trustworthiness of qualitative research studies. Six of Shenton’s recommended 14 means were employed in this study: purposive and congruent research methods, ensuring participant honesty, participant validation of data, feedback from professional colleagues, thick rich description, and examining prior studies related to same area of focus.

Purposive and congruent research methods. To warrant validity and credibility of this study, the researcher adopted purposive and congruent research methods through careful practices. These practices included the development of central and secondary research questions addressing the problem of the study, careful selection of a methodological approach

to ensure purposiveness, careful consideration and creation of a data collection protocol, and implementation of valid data analysis practices through the help of an experienced coder who assisted with data analysis and formulation of data themes.

Ensuring participant honesty. To ensure the honest contribution of study participants, the researcher established rapport with participants at the onset of each interview by informing them of her independent status as an outside researcher and by briefly re-emphasizing the background and purpose of the study. The researcher then reminded participants that their participation was completely voluntary and extended them opportunities before, during, and after the interview process to revoke their consent or suspend participation from the study without any penalties or impact to their work as a K-12 induction mentor. To this end, participants were thus able to share their lived experiences “without fear of losing credibility in the eyes of managers of the organisation” (Shenton, 2004, p. 67).

Participant validation of data. Validity of the interview data collected was embedded through an appropriate recording protocol of the interviews and professional transcription of them by NoNotes.com. Subsequently, participants were given an opportunity to review and revise the interview data.

Feedback from professional colleagues. The primary researcher enlisted the help of a professional colleague with experience in research coding who served as a sounding board for the researcher to test all data interpretations and develop data themes through various formal and informal data debriefing sessions.

Thick rich description. A thick rich description of the data collected was portrayed through a narrative of the emerging themes and categories, which were supported by “real qualitative episodes” (Shenton, 2004, p. 69).

Examining prior research. The examination of previous research studies, as summarized in Chapter Two, was undertaken as a means to validate the purpose of this study and address existing gaps in the research. It is expected that the results from this study will add

to the growing body of knowledge on best practices for supporting and preparing K-12 induction mentors.

Setting

The setting for this study was a county office of education teacher induction program in Southern California. The induction program is designed to offer novice induction mentors trusting and reflective support systems provided by veteran educators with 5 or more years in a public and/or private school settings. The program is based on the CSTPs and offers mentor training following the NTC (2016) conceptual framework. The program is designed as a 2-year mentoring commitment by and for K-12 public and private school teachers throughout the county. The mission of the program is to extend support to beginning teachers as they develop into highly qualified professionals who learn to impact student learning successfully. The delivery of support is individualized and is provided to beginning teachers on a weekly basis through face-to-face sessions with a trained mentor; through experts, mentors, and colleagues in their content area; through ongoing professional development; and through support systems designed for novices in the profession.

Target Population, Sample, and Sampling Procedures

Target population. The target population for this study consisted of 80 K-12 teacher induction mentors associated with a Southern California county office of education K-12 teacher induction program. The population for this study was representative of K-12 teacher induction mentors from both the public and private sectors who served in an induction mentor capacity during the 2016-2017 school year.

Sample. The study sample consisted of seven K-12 teacher induction mentors who responded to the study recruitment survey, met study inclusion criteria, and consented to participate in an interview with the researcher.

Sampling procedures. The researcher employed a purposive sampling procedure and used criteria sampling to identify the study sample. Lunenberg and Irby (2008) described

purposive criterion sampling as “selecting participants who meet some criterion” (p. 176). In this study, the criteria for study participation was a minimum of 2 years of K-12 induction mentoring experience, with current active participation as a K-12 teacher induction mentor. After obtaining permission from the induction program site gatekeeper and university subject consideration approval, the researcher began recruiting induction mentors from a pool of 80 active K-12 teacher induction mentors within the selected program using a 15-question recruitment survey (see Appendix D) aimed at gathering demographic data of the potential participants. The recruitment survey was modified with permission (see Appendix J) from the California Department of Education BTSA Support Provider (SP) Survey 2011-2012 (BTSA, 2012). The BTSA Support Provider (SP) Survey 2011-2012 was also adopted and used by the Los Angeles Unified School District. The survey questions that were modified were 8, 9, 10, 11, 12, 13, 14, and 15.

To enlist the participation of teacher induction mentors, mentors were required to complete the recruitment survey in full. The last question of the survey asked participants if they would be willing to participate in the study via a 45-minute semi-structured phone interview regarding their lived experiences and perceptions as induction mentors. The opportunity for participants to select a date and time for participation in the study was also provided at the end of the survey via a YouCanBook.Me link. Of the 80 total induction mentors who were forwarded an invitation to participate in this study and a link to the recruitment survey, seven induction mentors fully completed and submitted the survey specifying their willingness to participate in the study. The seven willing participants were then contacted in order to confirm a selected date and time for a phone interview. The researcher then emailed the interview items to each study participant in advance of their interview for their preview and interview preparation.

Human Subject Considerations

The researcher took a number of steps to protect human subjects in this study.

Investigator human subject training. The researcher completed investigator education through the Collaborative Institutional Training Initiative (CITI) (see Appendix K).

Site permission. To obtain permission to conduct the study at the selected site, the researcher contacted the gatekeeper via a formal e-mail, and provided her with a Google link to the Gatekeeper Permission to Conduct Study form (see Appendix C). In response, through permission from the county department superintendent, the gatekeeper granted permission for this study to be conducted at their induction site. Once permission was obtained, a brief summary of the study and a copy of the Information/Facts Sheet for Exempt Research (see Appendix A) were sent as PDF attachments to the gatekeeper, and a Google link to the Informed Consent for Participation in Research Activities (see Appendix B) and a Recruitment Survey (see Appendix D) were also sent to the gatekeeper in order for her to make this information accessible to all mentors through internal methods of communication.

Institutional Review Board approval. The researcher was approved by Pepperdine University's Graduate Professional School (GPS) Institutional Review Board (IRB) to conduct an exempt study (see Appendix L).

Informed consent. Mentor consent to participate in this study was obtained through voluntary mentor approval at the end of the Informed Consent for Participation in Research Activities form and full completion of the recruitment survey, which the site gatekeeper sent to them as a Google link. Specifically, mentors who gave their consent at the end of the consent form were immediately directed to begin taking the recruitment survey. The last question in the survey elicited mentor participation in a 45-minute semi-structured recorded phone interview. Mentors who consented to participating in this study were asked to schedule a booking for the interview through a YouCanBook.Me link. Therefore, only participants who granted their consent at the end of the consent form, who were directed to the recruitment survey and completed it in

its entirety, who specified a time and day for a phone interview appointment, and who submitted the completed survey were sent a follow-up email with a confirmation of their participation in this study and given a copy of the interview items.

Potential risks. The limited but potential risks associated with this study were explained to each participant prior to the start of his/her interview. Potential risks were described as inconvenience as a result of the interview date and time, nervousness from participating in a research study, fatigue and boredom from participating in a long interview, embarrassment for having lack of knowledge or experience in a particular area of mentoring, fear of sharing their perception of the program, and/or breach of confidentiality. These potential risks, which could have resulted during any stage of the interview process, were considered prior to the beginning of this study.

To minimize the risks, the researcher routinely assured the participants of the confidentiality of the study, the coding practices for identity protection, and the confidentiality of their responses. In addition, participants were also informed that their participation in this study was completely voluntary and that they had the right to not respond to any interview item and withdraw from the process at any point without any penalty or impact to their work as an induction mentor.

Confidentiality and identity protection. To ensure confidentiality and identity protection, the researcher created a coded master list of the volunteer participants, which were kept separate from all data prepared for analysis and thematic coding. Only the researcher handled the coding of participants' identity, while an experienced coder with experience in research coding and higher education dissertation research was given access to coded data.

Data management. Storage of data codes and all collected and prepared data were saved in a password protected laptop; any printed coded data and notes will be kept for three years upon completion of this study in a locked filing cabinet, to which only the researcher has access to. Any audio recordings and printed hard copies of the coded transcripts used for

analysis will be destroyed appropriately once the findings are reported and approved for this study. After three years following completion of this study, all digital data collected, coded, and analyzed to report this study's findings will be properly deleted.

Instrumentation

An interview instrument was utilized to gather data for this study. The interview instrument (see Appendix F) consisted of 18 semi-structured and open-ended items, which were borrowed and adapted with proper permission (see Appendix J) from the pre-existing BTSA SP Survey (BTSA, 2012), which measures the roles and responsibilities of the former support providers in the former California BTSA induction program. The 18 items were modified purposefully to be open-ended and structured in a way that would invite the participants to share their experiences as K-12 teacher induction mentors. The protocol was developed because no pre-existing phenomenological instrument was available that would help the primary researcher explore the lived experiences and perceptions of induction mentors as related to high quality induction mentoring practices.

Content validity. The content validity of the interview instrument was addressed through two means: the literature support and expert review.

Literature support. Table 3 presents the linkage among the research sub-questions, literature review themes, interview items, and supporting literature for the study interview instrument.

Expert review. To ensure content validity of the instruments, the researcher solicited the assistance of an external evaluator, an expert county office of education administrator for instructional services with experience in mentoring, coaching, English Language Arts (ELA)/English Language Development (ELD) curriculum, and instruction, K-12 school and district support, and higher education doctoral dissertations. The expert was asked to provide feedback on the induction content of the instrument, ensure the openness of the interview items, and review the validity of the linkage among the theoretical frameworks, literature themes,

research questions, and interview protocol items. According to the feedback received, the researcher was encouraged to revise the interview items to be more open-ended in nature in order to invite participants to provide deep and meaningful interpretations of their lived experiences and perceptions as K-12 teacher induction mentors. Feedback on the linkage and cohesiveness of the protocol items to the research sub-questions and supporting literature as delineated in Table 3 was confirmed to be thorough and effective. Once revisions were made to the interview items, the external evaluator once again reviewed them and confirmed the appropriateness of their use for a phenomenological interview protocol.

Table 3

Literature Support for Study Interview Items

Research Sub-questions	Theme	Interview Protocol Items	Supporting Literature
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Adult Learning Theories	1. What type of adult learning theory(ies) did your induction program introduce you to?	(Bartell, 2005; Feiman-Nemser, 1996; NTC, 2016; Wagner et al., 1995)
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Mentoring Relationships	2. Do you feel you were strategically paired with your participating teacher according to grade level and subject matter? How so?	(Bartell, 2005; Feiman-Nemser, 1993; Little, 1990; Ingersoll & Kralik, 2004; Ingersoll & Strong, 2011; Wagner et al., 1995)
2. What challenges did induction mentors encounter and how prepared were they to address such challenges?		3. What is your overall assessment of the grade level and subject area relationship between you and your participating teacher?	
2. What challenges did induction mentors encounter and how prepared were they to address such challenges?		4. How did your relationship with your participating teacher impact his/her success or challenges?	
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Knowledge of Educational Practices & An Understanding of Student Learning	5. How were you prepared to incorporate the latest educational practices and student learning strategies in your mentoring work?	(Bartell, 2005; Darling-Hammond, 2005; Feiman-Nemser, 1996, Ingersoll & Kralik, 2004; Ingersoll & Strong, 2011; Little, 1990; Wagner et al., 1995)

(continued)

Research Sub-questions	Theme	Interview Protocol Items	Supporting Literature
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Knowledge of New Teacher Support Systems	6. Describe the training that you received on psychological models of teacher concerns or teacher expertise, and/or any training of a conceptual model on the “what” and “how” of training beginning teachers and the challenges they face during their first years in teaching.	(Bartell, 2005; Bartell & Ownby, 1994; Darling-Hammond, 1997; Feiman-Nemser, 1993; Ingersoll & Kralik, 2004; Ingersoll & Strong, 2011; Little, 1986, 1990; Scherer, 1999)
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Mentor Responsibilities: Facilitator, Support & Guide	7. Were you provided with a vision of excellence in teaching and learning, as a guide for your mentoring work? Explain.	(Bartell, 2005; Feiman-Nemser, 1996; Ingersoll & Strong, 2011; Little, 1990; Wagner et al., 1995)
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?		8. Describe how you were trained with guidelines and expectations of your responsibilities as an induction mentor (e.g., meeting frequency, time, resources available, observation, assessment, feedback).	
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?		9. Explain the formative feedback system that assisted you in providing quality ongoing support to your participating teacher.	
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Leadership Skills	10. What type of leadership practice opportunities were you provided with that will help you promote reform-minded teaching and usher you into leadership opportunities in your career?	(Bartell, 2005; Feiman-Nemser, 1996; Ingersoll & Strong, 2011; Little, 1990; Wagner et al., 1995)
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Mentor Support Systems *Emotional *Psychological *Professional	11. Did you have access to a support group (e.g. veteran mentors, site or program administrators) that was responsive to your needs, questions and/or concerns? How did it help you? 12. To what extent did your program help you develop as a professional?	(Bartell, 2005; Ingersoll & Kralik, 2004; Ingersoll & Strong, 2011; Little, 1986, 1990)

(continued)

Research Sub-questions	Theme	Interview Protocol Items	Supporting Literature
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Professional Communities of Collaboration & Inquiry	13. As part of a community of learners, can you explain the type of access you had to discussions, forums, and meetings/trainings on coaching or mentoring support, please?	(Bartell, 2005; Feiman-Nemser, 1996; Ingersoll & Strong, 2011)
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?		14. What opportunities did you have to meet with other support providers/mentors?	
2. What challenges did induction mentors encounter and how prepared were they to address such challenges?	Time	15. Were you provided with sufficient time to carry out your work as a mentor in an effective way? How so?	(Bartell, 2005; Feiman-Nemser, 1993, 1996; Ingersoll & Kralik, 2004; Ingersoll & Strong, 2011; Wagner et al., 1995)
2. What challenges did induction mentors encounter and how prepared were they to address such challenges?	Compensation	16. Was a stipend or compensation offered to you for your service as a mentor?	(Bartell, 2005; Ingersoll & Strong, 2011; Wagner et al., 1995)
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Knowledge of CSTPs and/or INTASC Standards	17. Explain the type of training provided to you as related to the California Standards for the Teaching Profession.	(Bartell, 2005; Wagner et al., 1995)
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Vision	Theme addressed in item seven.	(Bartell, 2005; Feiman-Nemser & Parker, 1993; Feiman-Nemser, 1996; Feiman-Nemser, 2001)
1. What type of preparation and support did induction mentors receive and what did they perceive as most effective?	Reflective Practices	18. How were you encouraged to engage in meaningful reflections about your work as an induction mentor?	(Bartell, 2005; Feiman-Nemser, 1996; Little 1990; Scherer, 1999; Strong, 2009)

Data Collection Procedures

Data were collected from each of the seven study participants through a 45-minute phone interview. At the onset of the interview protocol, the researcher greeted the participants, informed them of her status as an independent doctoral research student from Pepperdine University and restated a quick synopsis of the background and purpose of the study.

Participants were then asked to confirm their consent to be audio-recorded through the use of NoNotes.com. Participants were then reminded about their voluntary participation in this study and their right to withdraw from the study at any point during the interview. The interview was then conducted in a semi-structured manner, with the researcher directly reading the items from the interview protocol. Participants were granted unlimited time to answer each item in a frank and detailed manner. During the interview, the researcher took handwritten notes of key phrases and responses from the participants. If participant answers overlapped with possible answers for latter interview items, the researcher informed the participant of the correlation of their answer to the latter items, and asked them if they desired to expand upon the answer provided. To end the interview session, the researcher thanked the participants for their participation in the study, informed them that the interview would be professionally transcribed and sent to them for confirmation, and asked them to select their choice of a gift card as a token of gratitude for their participation in the study.

Once the interview recording was professionally transcribed and reviewed by the primary researcher, a coded transcription copy was sent to the participant along with a Validation of Participant Interview Transcript form (see Appendix H). Participants had an opportunity to confirm the accuracy and validity of their interview responses and to indicate whether or not they would like to receive a copy of study findings upon conclusion of the study. A Thank You Letter (see Appendix I) and a \$30 e-gift card (their choice of either Target or Starbucks) was sent to each of the participants as a way to conclude their participation in this study.

Data Management

A master list of participant identity codes was kept separate from all data prepared for analysis. Participants' identities were coded using a letter and numbers to protect participants' identity. All printed transcripts and soft copies of the interview audio recordings will be destroyed upon proper reporting of the findings or final publishing of the dissertation manuscript. Additionally, all printed data codes and data prepared for analysis were kept in a locked filing

cabinet to which only the researcher has access. Study data will be kept for a minimum of 3 years upon completion of the study and will then be destroyed appropriately. The responses from the 45-minute semi-structured phone interviews were recorded and transcribed through the use of a subscription with NoNotes.com, an e-commerce transcription and call recording service provider. All recordings were encrypted to ensure the protection of subject participants. Any printed hard copies of the phone interview transcripts used for coding and analysis will be destroyed once the findings are reported or the dissertation manuscript has been published. All recorded interviews were also coded and dated.

Data Analysis

Interview data collected in this study were recorded and professionally transcribed through NoNotes.com. Transcripts were read by the primary researcher numerous times and reviewed against the recordings numerous times in order to ensure accuracy of the transcription. Final copies of the interview transcripts were given to each participant for verification and validation. Revised printed copies of the transcripts were also prepared for analysis. Once participants validated and approved their transcription, the interview transcripts were read multiple times for emerging themes. Important quotes were highlighted and transferred to a Google spreadsheet, and notes were taken in the margins of the printed copies. All emerging themes were color coded with different colored highlighters and were organized on a wall with matching post-it notes. Categories of themes were also validated against themes that emerged in the literature. All raw interview data were then sorted and coded using Hyper Research for frequency and thematic findings. This process helped the primary researcher further organize the themes that had been manually tabulated and organized. Copies of coded transcripts were then sent to an expert coder for data analysis and insights on emerging themes. The expert coder and the primary researcher conferenced several times via phone calls to disseminate the data collected, discuss the trends and themes, and streamline the organization of the data into emerging themes. The expert coder provided valuable feedback

regarding the accuracy of the analysis of the data collected, identified any probable incoherence in the coding, and noted any potential themes that had not been identified at the beginning of the data analysis process. To conclude the analysis, the primary researcher sorted the data two more times through Hyper Research in order to further collapse unnecessary themes and finalize the emerging themes in the data. A Google spreadsheet of the coded data was created as well as a codebook in order to ensure validity of the interview data that was analyzed and to “maximize coherence among codes” (Creswell, 2013, p. 199). The findings of this study are presented in detail in Chapter Four.

Positionality

To me, the notion of mentoring is a fundamental and underlying practice that has guided both my personal and professional success throughout life. Personally, I believe mentoring is pivotal to the success of the proper development of every human being. From childhood and into adulthood, I have had important role models to guide and instruct me, help me to stay focused, and empower me in the pursuit of the development and application of my fullest potential. As the earliest and most important mentors in life, my father and mother empowered me to find a path to success, teaching me to rise above the tide of mediocrity while at the same time maintaining a spirit of humility in the service of others.

As a professional educator, I overcame the initial tidal waves that novices in the profession often face through the support and guidance of my master teachers and humble yet empowering administrator. The notion of sinking or swimming throughout my early years as a high school teacher was therefore not surprisingly absent, as I confidently navigated the complex tasks of my work and learned to fulfill my true calling in leading students to success. Throughout my years as a classroom teacher, my development as a professional was always supported by the constructive advice and instrumental coaching I received from various passionate, dedicated, committed, and effective veteran mentors. This type of modeling inspired me to begin to take an interest in also supporting novice educators as a teacher induction

support provider through my local BTSA program. Having been trained and equipped to empower novices and seeing the positive impact that a mentor's work can ultimately have on student success inspired me to realign my professional philosophy and vision to one with mentoring at its heart. This pursuit not only expanded my knowledge about the complexities of teaching and learning but also delineated new pathways for me to develop into an educational administrator and leader in supporting my fellow educators. More recently, I have begun making a contribution to the larger educational community as an adjunct professor in a graduate teacher education program. Hence, knowing that the most important factor to student success is teacher quality and having learned through firsthand experiences that just as novices benefit from the support of skilled mentors during their initial years as classroom teachers, the importance of high quality mentoring merits that we as leaders obtain a microscopic view into the most effective practices for preparing, developing, and retaining high quality induction mentors.

Chapter Four: Results

This chapter presents the detailed findings of the study.

Purpose

The purpose of this phenomenological study was to investigate the lived experiences and perceptions of K-12 teacher induction mentors in order to gain insights regarding the most effective practices for preparing, developing, and retaining high quality teacher induction mentors.

Research Questions

One central research question and three sub-questions guided this study.

Central research question. What are the most effective practices for preparing, developing, and retaining high quality K-12 teacher induction mentors according to K-12 teacher induction mentors at one county office of education teacher induction program in Southern California?

Sub-question 1. What type of preparation and support did K-12 teacher induction mentors receive and what did they perceive as most effective?

Sub-question 2. What challenges did K-12 teacher induction mentors encounter and how prepared were they to address such challenges?

Sub-question 3. What additional preparation and support would K-12 teacher induction mentors have liked to receive as they continued their work in supporting new teachers?

Methodology Overview

This study was accomplished using a qualitative approach and a phenomenological method, which involved semi-structured phone interviews with seven California K-12 teacher induction mentor participants. Data were analyzed for emerging themes.

Participant Demographics

A background survey was included in the initial recruitment of participant materials as a means to ensure that potential participants met study inclusion criteria. According to the data

collected from the background survey, all seven K-12 teacher induction mentors who responded reported having a range of 2-10+ years of mentoring experience. The majority of participants held M.A./M.S. degrees and all held Professional Clear Credentials, with only one of the seven also possessing an English Learner Authorization. It is important to note that of the seven participants in this study, only one had been a previous BTSA participating teacher. Six of the seven participants were actively serving as full-time teachers or mentors and all reported having mentor experience prior to serving in their current assignment. Participants were assigned from one to four teacher candidates during the 2016-17 school year. Table 4 presents detailed participant demographic information.

Table 4

Participant Demographic Information

	Mentor Code	First year as induction mentor	Years as induction mentor	Highest degree	Credentials	BTSA participant	Prior mentor experience /training	Mentor selection	Current professional assignment	# of candidates
Developing Mentors	P013	No	1-2	BA/BS	Prelim MS/SS	Yes	Yes	Site admin. assignment	FT teacher	1
	P008	No	3-4	MA/MS	Pro. Clear MS/SS	No	Yes	Site admin. assignment	FT/PT Mentor	1
	P004	No	5-6	MA/MS	Pro. Clear MS/SS	No	Yes	Interview process	FT teacher	2
	P014	No	5-6	BA/BS	Pro. Clear MS/SS	No	Yes	Application	Retired	2
Proficient Mentors	P009	No	9-10	MA/MS	Pro. Clear MS/SS EL Auth.	No	Yes	Induction admin selection	Retired	4
	P011	No	9-10	MA/MS	Pro. Clear MS/SS	No	Yes	Site admin. assignment	FT teacher	1
	P012	No	9-10	MA/MS	Pro. Clear MS/SS	No	Yes	Site admin. assignment	FT Teacher	2

Findings

The study findings are organized and presented according to the three sub-research questions, beginning with an overview of the key themes that emerged from the data analysis. Within each of the sub-research question sections, the findings are presented according to two groups: developing mentors and proficient mentors. Developing mentors are those individuals

with 2-6 years of induction mentoring experience. In this study, P004, P008, P013, and P014 were developing mentors. Although these mentors meet professional experience selection criteria for being qualified to provide induction support to novice teachers, their life experiences and professional preparation categorize them within an emerging and developing stage of the professional mentor. In contrast, proficient mentors are those individuals with 9+ years of induction mentoring experience. These mentors have not only established a long repertoire of instructional strategies and practices, but also developed into veteran teacher induction mentors who have acquired the necessary skills to lead other induction mentors to serve as seasoned professional mentors in the preparation of K-12 novice teachers. P009, P011, and P012 are proficient mentors.

Although the program expectations according to which these teacher induction mentors offer support to novice teachers is the same and their mentoring criteria may be quite similar, the lived experiences of each group are diverse due to their previous professional mentor experience and level of preparation and therefore deserve to be examined as such.

Key themes of K-12 teacher induction mentoring. Seven key themes emerged from analysis of the study data: program preparation, professional development, leadership development, personal support, program support, time deficit, and project value. Table 5 illustrates the emerging themes and their linkage to the corresponding research sub-question.

Research sub-question 1 findings. Research sub-question 1 asked about what type of preparation and support K-12 teacher induction mentors received and what forms of preparation and support they perceived as most effective. Data themes relevant to this research sub-question were organized into two main categories: types of induction mentor preparation (as illustrated in Table 6) and types of induction mentor support (as illustrated in Table 7).

Table 5

Themes of K-12 Teacher Induction Mentoring

Research Sub-Question	Themes
What type of preparation and support did K-12 teacher induction mentors receive and what did they perceive as most effective?	<ul style="list-style-type: none"> • Mentor preparation: Program preparation, professional development, leadership development- describes the types of induction mentor types of preparation experienced by the participants. Types of induction mentor preparation included program preparation, professional development trainings, and leadership type preparation. • Mentor support: Personal support, program support- Forms of mentor support, which participants reported to have received either directly as personal support or which were strategically embedded into the program as support systems.
What challenges did K-12 teacher induction mentors encounter and how prepared were they to address such challenges?	<ul style="list-style-type: none"> • Time Deficit- The timeframe which participants need to offer mentoring support to novices and to complete all program requirements throughout the course of a term.
What additional preparation and support would K-12 teacher induction mentors have liked to receive as they continued their work in supporting new teachers?	<ul style="list-style-type: none"> • Project value- Refers to the quality of assignments required of mentors and their teachers, and the deadlines of assignments required of them; as well as reflective practices, which participants were required to engage in and expected to receive feedback on.

Mentor preparation: Program preparation, professional development, leadership

development: As illustrated in Table 6, three main themes of mentor preparation emerged from the data: (a) program preparation, (b) professional development, and (c) leadership development. The first type of induction mentor preparation, program preparation, addressed the focus of the preparation that participants received within the program: (a) preparation relevant to the mentoring work particularly as related to mentor expectations, and (b) learning how to address the CSTPs. The second type of induction mentor preparation reported by participants was preparation in the form of professional development trainings. Participants described the following three specific professional development trainings or qualities of trainings

as being most effective: (a) having hard conversations, (b) being generationally savvy, and (c) English Learner (EL) trainings. Lastly, the third type of induction mentor preparation, leadership development, referred to the formal and informal type of leadership preparation that was mentioned and that mentors reported to have received indirectly or not received at all.

Table 6 showcases the three main themes of induction mentor preparation, a description of each theme of preparation, and examples for each.

Table 6

Mentor Preparation: Program Preparation, Professional Development, Leadership Development

Types of preparation	Description of preparation	Examples of preparation
Program preparation	The various forms in which the program arranged for the mentors to receive guidance for their mentoring work.	Preparation with program expectations, responsibilities, and guidelines: <ol style="list-style-type: none"> 1. Mentor expectations trainings 2. Addressing the CSTPs
Professional development	The various trainings offered to mentors to equip them with practices, strategies, and knowledge for mentoring success.	Trainings as related to educational practices and strategies and teaching standards: <ol style="list-style-type: none"> 1. Having hard conversations 2. Being generationally savvy 3. EL trainings
Leadership development	Trainings and opportunities for mentor leadership development.	Trainings and opportunities as related to mentor leadership: <ol style="list-style-type: none"> 1. Formal preparation 2. Informal preparation

The following sections present a summary of the narratives regarding the three types of mentor preparation, first from the viewpoints of the developing mentors and then from the viewpoints of the proficient mentors.

Program preparation as perceived by developing mentors. The answers to item eight in the interview protocol, which asked participants to describe how they were trained with guidelines and expectations to meet their responsibilities as induction mentors, yielded the most relevant responses with respect to mentor preparation. The findings revealed that participants

were prepared with guidelines and expectations for the mentoring work prior to starting their mentoring work. Mentors also received continuous preparation sessions throughout the course of their mentoring experience. A common shared view among developing mentors regarding this type of preparation was that such trainings were often long and tedious, yet necessary for the success of the mentoring work. Statements such as the following on mentor guidelines and expectations represented the shared sentiment among this group:

A lot of things were presented up on the screen. A few times we had the opportunity to think of a situation that we had [experienced] that may require using a rubric or that we may have questions about. But these types of presentations were exactly what I taught my mentee or candidate not to do. These experiences involved someone talking to me for training. So, they were not very impactful, although they were necessary. (P008, personal communication, April 29, 2017)

As part of our mentor responsibilities, we were expected to meet one hour per week with each candidate. We were also expected to review any documents before submission and to complete a monthly log, which included questions surrounding whatever elements were being expressed at that point in the induction program for the candidate. I feel like I'm decently prepared to do that, but the way I became prepared was through my teaching experience and career professional development that I have received over the years, not through this mentorship program. I did not receive that training on how to mentor through the mentor program. But we did receive initial and ongoing trainings on the necessary mentor responsibilities of the work. (P013, personal communication, April 8, 2017)

Equally important was the shared perception regarding trainings related to the CSTPs as another example of the program preparation they received. According to the CTC (2015), program standards should be closely aligned to the CSTPs. Bartell (2005) also argued that other standards "were developed to give this rich, in-depth focus to the induction period for new teachers" (p. 124). Hence, as part of the mentor responsibilities and expectations within this program, all mentors were equipped with and required to unpack and implement the CSTPs with their candidates. Item 17 asked about the training that participants received as related to the CSTPs. To meet this need, mentors reported receiving ongoing preparation sessions during network meetings as a way to prepare them with the knowledge and strategies to complete this task effectively. The responses from all participants supported the vast amount of training that the program offered them in order to ensure that all mentors were knowledgeable and

competent to apply the CSTPs in their induction work with candidates. However, the emotions with which this message was communicated differed perspectives between the two groups of mentors. Developing mentors' feelings related to preparation in the CSTPs is encapsulated in the following responses:

- We had a lot of training sessions on the CSTPs. That was the whole focus! We received tons of training on this subject (P004, personal communication, April 3, 2017).
- We did look at the standards in almost every session we had (P004, personal communication, April 3, 2017).
- Many training sessions on the CSTPs were given to us. But the trainings were more around—year one, you need to focus on these two standards, year two, you need to focus on these two standards. Hence, I wouldn't really call them trainings. These sessions were just to give us an overview of what needed to be covered (P008, personal communication, April 3, 2017).
- We did examine the CSTPs at every mentor training session (P013, personal communication, April 8, 2017).
- We covered the CSTPs quite a bit. The expectations [for the CSTPs] were given to us before we started in those all-day seminars or professional development days prior to even becoming a mentor and being assigned a candidate (P013, personal communication, April 8, 2017).

Although all participants reported having training related to the CSTPs, some believed the focus and time spent was lengthy and highly emphasized, whereas others felt it provided them with an overview of what needed to be covered. Yet as P004 communicated, “the standards were addressed in a way that did not [always] meet the mentors' school level needs” (personal communication, April 3, 2017).

Professional development as perceived by developing mentors. The second type of mentor preparation reported by all developing mentor participants was professional development trainings that equipped mentors with practices to conduct the mentoring work more successfully. The data for these findings emerged from the answers to item five of the interview protocol, which asked how mentors were prepared to incorporate the latest educational practices and student learning strategies in their mentoring work. A common thread

consisted of professional development trainings related to research-based educational practices aimed at addressing current issues in today's classrooms. Training names such as *Having Hard Conversations* and *Being Generationally Savvy* were mentioned and were credited as the most effective. This sentiment is captured in the following accounts:

We have had trainings on how to have hard conversations with our participating teachers. We had training on coaching. We had training on generational differences and how to communicate with different generations. These three pieces were the big crux of the preparation within the induction program. (P004, personal communication, April 3, 2017)

The training was valuable. [The trainings were] called Gen X training or Generational Savvy. It was phenomenal just to look at how the different generations accept information, give information, and how they like to communicate. So that was super powerful, and then this year [we received trainings] on how to have tough conversations. It was fantastic training especially for someone who may not have had the experience that I've had and/or don't have the personality that I do. I think the having "Hard Conversations" was a really good one that I would go to [revisit]. (P008, personal communication, April 3, 2017)

Developing mentors thus expressed a common, positive view of the professional development sessions they received as trainings, which equipped them with research-based practices for supporting teachers in today's classrooms.

Leadership development as perceived by developing mentors. A third type of preparation shared by participants was leadership development for the advancement and growth of the mentor as a professional educator. To understand this theme, leadership opportunities refers to opportunities that served as a catalyst for mentor leadership development with the possibility of other leadership prospects within the field of education. Item 10 of the interview protocol asked participants about the types of leadership opportunities they received to help them promote reform-minded teaching and usher them into leadership opportunities in their career. Item 12, which asked about the extent to which the program helped develop them as professionals, yielded a mix of perceptions among the developing mentors. The answers to these items describe a shared view from developing mentors:

- We did not receive as much as I would like (P004, personal communication, April 3, 2017).

- I think the Having Hard Conversations [training] was a really good one that I would go back to. I have the power point presentation to that, definitely. In fact, I even said 'wow this is much more directed to an administrator, which is fantastic! And I think we had an encompass training that we had to attend. I took that as a leadership opportunity to be able to make sure that I would be aware of situations at school, with students, with other teachers, with families, with current kind of cultural issues that we're dealing with (P008, personal communication, April 3, 2017).
- I don't remember specific trainings on leadership through my mentorship program (P013, personal communication, April 8, 2017).
- They always offered various types of leadership development [such as] continuing classes, various assignments that you could either be next progression lead mentor or cadre assessor. With all those kinds of positions also comes [additional] professional development (P014, personal communication, April 8, 2017).

Program preparation, professional development trainings, and leadership development were examples of the different forms of induction mentor preparation reported by both developing and proficient mentors. Whereas the previous statements offer the perceptions of developing mentors, the following statements summarize the perceptions of the proficient mentors.

Program preparation as perceived by proficient mentors. Program preparation refers to trainings mentors received to prepare them to conduct their mentoring work successfully. Proficient mentors' notion of program preparation was similar to that of developing mentors. However, proficient mentors' perceptions of the types of program preparation received communicated the importance of the need for such trainings to the importance of structure to the mentoring work. They also linked the types of program preparation to the importance of consistency in mentoring strategies, practices and tools. The answers to item eight in the interview protocol, which asked participants to describe how they were trained with guidelines and expectations to meet their responsibilities as induction mentors, yielded the most relevant responses related to program preparation tailored for the induction mentor. The essence of their message is summarized in the following statements.

The hours were a lot longer than anticipated, and if someone here is thinking they're just going to [mentor] an hour a week, then they will be shocked. However, I think the

guidelines were clear and the level of professionalism was great. They [the program administrators] were making sure that we are teaching [our mentees] and making sure that they are following the program. (P012, personal communication, April 10, 2017)

When I first started I went to mentor trainings in the summer. They [the program administrators] went through how to be a support to someone. It was many classes on what mentoring looks like, and we practiced coaching and how to use listening and speaking skills. There was a lot of role-play and modeling in the trainings. We also had trainings once a month. Well in this program, there are trainings for the new mentors and there are also trainings for returning mentors because things change and education things are always changing. So, the trainings were [available] just to be a support and to go over things to allow mentors to learn because [mentors] learn by talking. And this allowed for them to have a forum where they could get together and ask questions, and go over materials, and make sure that their candidates were meeting standards of the teaching profession and fulfilling the obligations and so forth. (P011, personal communication, April 7, 2017)

In relation to the answers from item 17 in the interview protocol, preparation for the implementation of the CSTPs, proficient mentors stated the following:

- Yes, [the CSTPs] were torn apart at so many different levels. They actually give us CSTPs to go over with the candidates: specific ones. And then they have an individual learning plan that they come up with and they have to pick certain ones. There is an extreme focus on the CSTPs. This year I think they've even done a better job of having us pull them apart, as soon as you read the broad topic. And so in context to the use of CSTPs, I think they did a great job this year (P012, personal communication, April 10, 2017).
- First of all, we were grounded in the CSTPs. So that was the number one thing. Historically they always go through this training with new mentors (P009, personal communication, April 6, 2017).
- Yes, [training on the CSTPs] was one of the mentor trainings we attended (P011, personal communication, May 7, 2017).

Professional development as perceived by proficient mentors. Item five of the interview protocol asked mentors to share how they were prepared to incorporate the latest educational practices and student learning strategies in their mentoring work. The shared perception of forms of professional development, which equipped all mentors with educational practices and strategies to address the issues in today's classrooms, was common among all participants, both developing and proficient. The specific names of the trainings, similarly mentioned by developing mentors, was also a common thread among proficient mentors, with EL trainings

additionally mentioned by proficient mentors. These sentiments are expressed in the following statements:

- I think the professional development in terms of English language learners, was very thorough and I believe the strategies provided to us work for all children (P009, personal communication, April 6, 2017).
- We went to some beginning trainings, which emphasized how to have hard conversations and [on being] generationally savvy. We also went to some beginning trainings on how to understand and really be able to be a better listener for those teachers and how to be a support for them. We've done things like going on a learning walk where I was required to take a day off and go and spend the day when they were working with the language learners and trying to really implement the ILPs associated for the year two's. They have the mentors doing a learning walk where we go and we watch people implementing it in the classroom, so we could then share that (P011, personal communication, April 7, 2017).
- We do get a lot of training, which is probably why I still do this. Every year we learn new things, which is kind of fun. One of the strategies we are working really being trained this year is on ELs. It is our last year with these trainings, but they made it a priority and we have a whole lot of support right now. I teach a lot of EL, so that's a natural thing for me. But they've actually given me new strategies. Online we have resources, and we can use those resources and look up things up as well, if you want to collect your own research. We also were paired with an EL person to get more information, as we needed. So I feel like I have a lot of knowledge myself, and they provided me with many more bags of tricks to give additional support [to my mentee] (P012, personal communication, April 10, 2017).

Leadership development as perceived by proficient mentors. Responses relevant to leadership development offered by proficient mentors differed from the responses of developing mentors. Item 10 of the interview protocol asked participants to describe the type of leadership practice opportunities they received that helped them promote reform-minded teaching and usher them into leadership opportunities in their career. Proficient mentors perceived leadership development as embedded in the various trainings and mentor opportunities they were offered, not as a specific type of leadership training sessions that they should have received. This sentiment is visible in the following statements:

I believe that being a lead is a leadership opportunity. When I was a mentor, I became an assistant lead, and now I am a lead. I also take all professional development and then I bring it back to my school and share it with my school as a leader. (P011, personal communication, April 7, 2017)

[The mentoring work] actually became a leadership opportunity for me because I went from a mentor to being a lead. I have since gotten my masters in administration. So leadership wise, I moved on from being a mentor into being a lead, so this did move me in [a leadership] direction. Like I said, I think I now have a lot of training in leadership. (P012, personal communication, April 10, 2017)

Hence, as portrayed in the responses of both the developing and the proficient mentors, the three themes of induction mentor preparation (consisting of program preparation, professional development trainings, and leadership development) emerged as the crux of the forms of preparation provided to them by the induction program administrators.

Induction mentor support: Personal support, program support. The second part of research sub-question one asked what type of support induction mentors received and what types of support they perceived as most effective. Responses from participants revealed the many ways in which support systems were considered integral to mentoring success. However, insights from the developing mentors yielded lived experiences that differed from those of the proficient mentors. Table 7 illustrates the types of support that emerged, a description of each type of support, and a concise list of examples within each type of support.

Table 7

Mentor Support: Personal Support, Program Support.

Types of support	Description of support	Examples of support
Personal support	This type of support encompasses the support that the induction mentor received from the program for mentoring success, more specifically as related to the types of support provided to them by people.	People Support from: 1. Program coordinators 2. Site administrators 3. Lead mentors 4. Colleague mentors
Program support	This type of support refers to program designs and structures created and embedded into the program to enable the induction mentor to succeed in their mentoring work.	Strategic support: 1. Mentor-teacher relationship 2. Network meetings for collegial support

To understand the findings in this category, personal support refers to a two-dimensional system of support (the vertical dimension relates specifically to a top-down approach, and the

horizontal dimension relates to a colleague-to-colleague approach) that participants received during their work as induction mentors. The responses to interview item 11, which asked if mentors had access to a support group (e.g., veteran mentors, site or program administrators) that was responsive to their needs, questions, and/or concerns, produced the most relevant data findings related to mentor support.

Personal support as perceived by developing mentors. Developing mentors' responses to item 11 revealed they had access to at least one type of personal support, whether from a school site administrator, a lead mentor, or a colleague mentor. However, their responses did communicate an absence of direct support from program administrators. These perceptions were captured in the following statements:

I think that at the school site level, within my school, we have a lead mentor. We are just a one school district. The lead mentor is there so that we can ask him questions on a minute-by-minute basis if we need to. But we also [have the ability to] send it out to the whole group and some of us will reply if we know the answer. So, there definitely is a support group within my particular site. The bottom line is that I would highly advocate for that within any school, that is, having other people to go to. I don't know how that works district wide. Most districts have one lead mentor but they're not necessarily at your school site. So, I don't know how supportive—supported you feel. But I know here at my school site, having one lead here I feel very supported if I have any questions or concerns. (P004, personal communication, April 3, 2017)

Most of the principals that I've worked for throughout the process were all super supportive. Any time I had a question about anything they would absolutely give their feedback and guidance and recommendations. (P008, personal communication, April 3, 2017)

No. We had a mentor training which gave a forum for asking questions, but nothing like where we had a specifically designated mentor to support new mentors. Nor did we have site administrators who were assigned to help us. No, we did not have that type of support! (P013, personal communication, April 8, 2017)

Additionally, the following statement portrayed P004's sentiment regarding the absence of direct support provided to proficient mentors by the program administrators:

It is a very top-down approach; as you have your mentors, then you have your lead mentors at your school site or your district, and then you have those leads go to meetings with the [program administrator]. She disseminates out the information to them, so it is a very top-down. Then we go to meetings. Again those meetings I don't feel are as helpful as us being in our group together at our school site. The first 2 years of training I thought were very supportive because you were trying to figure out the

program in order to help facilitate your mentee's success. I would say the problem that we are having within our group is that not everyone is as qualified as the next person. So some of us, like myself, are dying to get that kind of support, that kind that helps you grow as a mentor. This is one of the reasons why I stay with the program because I am hopeful that maybe we'll get there some day. (P004, personal communication, April 3, 2017)

Program support as perceived by developing mentors. As for program types of support, or support as embedded into program structures, developing mentors reported having various forms of embedded support. The strategic pairing of the mentor-teacher relationship can be seen as a possible program support given that a mentor-teacher relationship might or might not have been devised by two individuals with shared experiences, shared work sites, or a previously established relationship. Responses pertaining to items two, three, and four of the interview protocol were relevant to the mentor-teacher relationship as a support embedded in the design of the mentoring work. Items two and three asked participants if they were paired with their mentees according to grade level and subject matter, and asked them for their assessment of the pairing. Item four delved deeper into the impact that participants felt their relationship with their mentee had on their mentees' successes or challenges. Developing mentors described their relationship as not having been paired strategically by the induction site administrators. Some described their assignments as necessary because of a need at their school site, as seen in the following responses from two participants:

- "I actually became a mentor because a teacher at my school needed a mentor and asked me to do it" (P013, personal communication, April 8, 2017).
- "There was nothing taken into consideration other than I was a teacher at the school site, and they just really needed mentors" (P008, personal communication, April 3, 2017).

However, with regard to the impact that their relationship had on the successes or challenges of their mentees, all participants shared common perceptions and beliefs about the importance of building a trust relationship with their candidates and in their ability to successfully support their candidates due to the mentors' previous education knowledge and teaching experience. They also stated that grade level and subject matter type of support through

strategic pairing was unnecessary due to teaching strategies and skillsets being universal. This sentiment is captured in the following statements:

We, at our school site are paired by our administrator, not by the program administrator. So, it is site-based pairing, and sometimes it is strategic but sometimes it is not. They do try to keep us within the same subject matter we teach. But if you're a good mentor, you should be able to mentor any discipline. Overall, I think that the pairing is as effective as the mentor and mentee wanted it to be. You create a relationship with your mentee overtime, and they need to come to the table being flexible and willing to learn. (P004, personal communication, April 3, 2017)

I've been able to provide them with tools that are specific to their grade level. On the other hand, I feel like a lot of those tools are universal and could be adapted for many different grade levels. They are all based on the latest research in learning. So in that sense, it will be applicable to other grade levels. I don't think I would be scared to mentor a sixth-grade teacher, even if I teach first grade. (P013, personal communication, April 8, 2017)

Item 14 asked participants about the types of opportunities they had to meet with other support providers or mentors. This type of support can be considered support extended to them through network meetings and opportunities for collegial support. Mentors communicated having access to support from other colleague mentors during the required network meetings, even though network meetings were not designed to offer a type of a collegial team building type of support. Such meetings, according to the mentors, were opportunities for posing questions, concerns and/ or sharing ideas for completion of mentoring duties and responsibilities. This notion is best expressed in the following statements:

- “[Network meetings] are a time to come together to work together, not to kind of reach out in any meaningful way” (P004, personal communication, April, 3, 2017).
- “Sometimes you get to mix, but there is no official, like, team building mentor. We'll all just sit together and bond” (P008, personal communication, April 3, 2017).
- “Well we have—well monthly there is a meeting. It is with your candidate, your participating teacher, but it is with other mentors and participating teachers, and it's a general meeting where we can converse mentor to mentor, mentor to candidate, and vice versa. But there are always weekly ones, and it varies to meetings, professional development. But there's always time to network at those gatherings” (P014, personal communication, April 8, 2017).

Personal support as perceived by proficient mentors. Proficient mentors' view of the types of personal support they received was different from developing mentors' view on the

subject. Proficient mentors perceived the types of personal support received as being effective in both the vertical and horizontal dimensions. Item 11 of the interview protocol asked if mentors had access to a support group. Although the common perception was that the network meetings were strictly for induction work related purposes and not for the purpose of a social gathering, a common thread among proficient mentors was that the required network meetings offered effective opportunities to receive personal support and network with other mentors and their candidates. This common thread was best expressed in the following testimonials:

On the mentor, there's a set of structures. I have a lead mentor, and then I also have the people that are above them. That is our support system. There are like five layers of support to work through if there's a question. If there is something that they didn't know, then there's another person you can ask. So, there's a lot of support offered. (P011, personal communication, April 7, 2017)

There was a required triad meeting with program administrators. Those were always nice forums for any concerns. We also have the network meetings that are there for us, and that was monthly, bi-monthly this year to be more specific. (P009, personal communication, April 6, 2017)

If you need anything, there is a process where if you're a regular mentor then you ask your lead mentor first. And then if your lead can't help you, your lead will generally help you find those answers. And if not, then you're welcome to go directly to the program administrators. (P012, personal communication, April 10, 2017)

Program support as perceived by proficient mentors. Responses pertaining to items two, three, and four of the interview protocol were relevant to the mentor-teacher relationship as a support embedded in the design of the mentoring work. Items two and three asked participants if they were paired with their mentees according to grade level and subject matter, and prompted them as to their overall assessment of the pairing. Item four delved deeper into the impact that the participants felt they had on their mentees' successes or challenges. Responses such as the following provided insight as to the proficient mentors' views of this type of support:

I am now currently retired. I have experience in second through eight grades. I am currently paired in advanced K. I think actually it has not been a problem, but part of the reason is that there is co-teaching at the school where I am and that is very helpful to our teachers. My main role is to see them through the induction process and how it can relate to their classroom. I don't think that is a difficulty. I'd like to believe that it [our relationship] made it successful in terms of completing induction and that they gained

perspective that they wouldn't [otherwise] have had in terms of using assessments to plan future instruction. (P009, personal communication, April 6, 2017)

Yes, I feel like [the leads] work very hard with the people that work at the county, and I believe that the county works really hard to try to match people as best as possible. And sometimes you get paired, but in all my circumstances the candidates that I work for have brought something to the table that I felt like it was a good match and like we were a good pair. I think that it is important to just build a relationship with them. (P011, personal communication, April 7, 2017)

Since I teach such a broad range of skill sets, it actually just felt completely fine to me. Most of the activities and the strategies you are teaching, apply to all grade levels. You may have a slight change in the level material you're giving, but they are very similar. I've been very comfortable with it, with all levels. I think it's important. I think just like teacher-student relationships, I think the same goes with a mentor and candidate. Obviously they need to feel that they are safe. We got to be supportive of them, and I think because they have a lot of challenges, and sometimes the program is more concerned about meeting timelines, they forget that these people have obligations at school and they also have lives. (P012, personal communication, April 10, 2017)

Item 14 asked participants about the type of opportunities they had to meet with other support providers or mentors. The following statements describe network meetings as a type of embedded program supports.

At the network meetings we met with other mentors. This year, every mentor was expected to volunteer for a day to act as a member of that cadre. I think that is a growing experience for the mentor. (P009, personal communication, April 6, 2017)

Well it was nice to be of support, have conversations [with others] because everyone's perception of the information can be different. So, to be able to hear the candidates' questions, be able to be of support, have those kinds of talks with other mentors and see how their candidates are doing and how their teaching experiences are and even discussing the professional development [was good]. (P011, personal communication, April 7, 2017)

As a lead mentor, I talk to my mentors all the time, and also at network meetings. If I were just a mentor, I would have a few other mentors that I'd call and talk to any time, which is what I did. Whether it's to [ask] because I didn't know or whether it was to get an idea of in our own network meeting. The collaboration is there and we talked a lot. We do a lot of texting. As a lead, I am often texting and emailing my people. (P012, personal communication, April 10, 2017)

Therefore, as expressed in the statements by the developing and the proficient mentors, personal support systems as well as program support systems were described as embedded into the K-12 induction program.

Research sub-question 2 findings. Research sub-question two asked about what challenges induction mentors encountered and how prepared they were to address such challenges. One common challenge communicated by all mentors was the difficulty completing all required paperwork within the deadlines and the 1-hour meetings they had with their mentees.

Time deficit. For the purpose of this study and organization of the data results, time deficit refers to the lack of time for K-12 induction mentors to carry out their mentoring work in an effective and meaningful manner. Table 8 showcases the shared perception of both the developing and the proficient mentors.

Table 8

Time Deficit

Challenge	Description of Term	Examples of Time deficit
Time deficit	Time deficit refers to the lack of time for K-12 induction mentors to carry out their mentoring work in an effective and meaningful manner.	<ol style="list-style-type: none"> 1. Insufficient time to meet with mentees. 2. An overwhelming load of required paperwork.

Time deficit as perceived by developing mentors. Developing mentors perceived the amount of time required of them to meet with their candidates as insufficient for completing an overwhelming amount of required paperwork. These sentiments were captured in the following accounts:

This year, there was too much—there was way too much work. It’s been a really rough year. In terms of what we’re required, we’re supposed to meet with each of our mentees an hour a week, and in November and December I was clocking 11 hours per mentor in order to be successful. You don’t do this for the money. Yet you’re telling your participating teacher what minutiae to do right before finals and that’s not okay. The demands on the mentors were very high as well. We still have our first jobs [to do], so with 11 hours [of induction work] when am I supposed to grade? I have two participating teachers, and each is looking to 22 hours of after schoolwork. As an English teacher that’s way too many [hours]. One hour a week works, but the participating teacher needs to be able to get their work done. I should be able to get my work done during that hour with not a whole lot of additional to do beyond that, granted that participating teacher uses this to get college credit. So, I know they [the mentees] are going to be doing a little more than that. When it impacts their ability to do their job in the classroom and it isn’t meaningful, that’s a problem. (P004, personal communication, April 3, 2017)

Well you make time. Fortunately, I'm somewhat of a retired teacher. I teach during the summer, so yes [I make time] because now I don't have a full-time job. This sucks the lights out of me basically. In the [number of] years I've been with the program, there's more for me to do and it's not even constructive to do. I feel it's more busy work to do. I can't even imagine how it would be if I was teaching full-time. Interesting enough, when I first started the program, I was teaching full-time, and had two participating teachers at two different schools. I've always had two different schools. I've never had one at my location, and it's gotten more busy than last year, and I only have one this year. So yes, it's rather challenging. (P014, personal communication, April 8, 2017)

Time deficit as perceived by proficient mentors. Proficient mentors likewise expressed a common thread regarding insufficient time for mentors to meet with their candidates to complete the required program paperwork and offer mentoring guidance. The following statements communicate a sentiment shared by both proficient and developing mentors:

I have the time because I'm retired. I have that gift. I was able to do it. I think it's one of the reasons [why] we have a hard time findings mentors. It's always an add-on responsibility, and I just had this conversation with the administrator at my site because I felt that they have some people there that can mentor and are not mentoring. I suggested that they might be able to leave other responsibilities and have the teacher re-assigned [to provide mentoring work]. (P009, personal communication, April 6, 2017)

The activities they give us are fine, but it's what you do in the one-to-one with your candidate. At that time, they have activities that are required of them. It just takes a long time. And if you actually have a conversation that goes into the activity [they are working on], then it's kind of like, "How are things going? Let's just do the paperwork." So it takes time. The time should be just explained to people as a few hours. It's 2 or 3 hours a week, and it's in no way an hour a week. So that would be the difference. As long as you're aware of it in you're one-to-one meeting time. (P012, personal communication, April 10, 2017)

Hence, as reported by the developing and proficient mentors, the results yielded a common thread regarding the lack of time for them to complete all required documentation and extend mentoring services in a meaningful and effective way. Time deficit was perceivably the greatest challenge expressed by all induction mentors.

Research sub-question 3 findings. Research sub-question 3 asked participants to expand on the additional preparation and support that they would have liked to receive as they continued their work in supporting new teachers. A common thread that emerged in the concerns and additional forms of preparation as desired by both developing and proficient mentors was project value.

Project value. This term refers to the overarching value of projects as additional forms of preparation and support that all mentors expressed would be helpful to receive. As illustrated in Table 9, two areas of project value emerged from the results: (a) project quality and alignment of deadlines, and (b) meaningful reflective practices.

Table 9

Project Value

Additional Preparation and Support Desired	Description of Term	Examples of Project Value
Project quality and alignment of deadlines	The quality of projects and requirements asked of mentors and their mentees, and the alignment of deadlines with K-12 school calendars.	<ol style="list-style-type: none"> 1. Quality of assignments 2. Streamlining of assignments deadlines with K-12 school calendars
Meaningful reflective practices	The value and quality of the reflective journals required of mentors.	Ongoing meaningful reflective feedbacks from lead mentors or program administrators.

For the purpose of this study, project quality and deadlines refer to the quality of projects and requirements asked of mentors and their mentee, and the alignment of deadlines with K-12 school calendars. Moreover, meaningful reflective practices refer to the value and quality of the reflections in which mentors were required to engage throughout the course of the mentoring work. The following sections summarize the findings for research sub-question 3.

Project quality and alignment of deadlines as perceived by developing mentors.

According to the findings under the first theme within project value, item 15 of the interview protocol, which asked participants if they received sufficient time to carry out their mentoring work in an effective way, yielded relevant information. Developing mentors shared and expressed frustrations concerning the quality of and amount of assignments required, as well as their deadlines during demanding times of the school year. The mentors expressed the need for program administrators to carefully review the quality and importance of assignments and streamline all deadlines to K-12 school calendar events. The following statements by P004 and

P013 express both their concern and frustration with the short amount of time needed for completion of all duties and responsibilities.

This year no, there was too much, there was way too much. It's been a really rough year. In terms of what we're required, we're supposed to meet with each of our mentees an hour a week, and in November and December I was clocking 11 hours per mentor in order for them to be successful. They don't get it! We don't do this for the money. It's not enough. And you don't tell your participating teacher what minutiae to do right before finals. It's not okay! And the demands on the mentors are very high as well, and we still have our first jobs. So 11 extra hours, when am I supposed to grade? And I have two participating teachers. I'm looking at close to 22 hours of after schoolwork, and as an English teacher that's way too much work. One hour a week works, but the participating teacher needs to be able to get their work done. So, when it impacts their ability to do their job in the classroom, and it isn't meaningful, that's a problem! (P004, personal communication, April 3, 2017)

For me, the issue of time boils down to the scheduling at my school site, and it is not enough. Yes, I was technically given time but I often use my own [school] breaks to meet with my candidate. (P013, personal communication, April 8, 2017)

P004 also expressed her concern that much of the paperwork required of their candidates could be a repetition of the pre-service requirements. Therefore, this finding yielded a recommendation for program administrators to look for quality of work to reduce redundancy from pre-service work to in-service work. The following statement expresses this concern and recommendation.

We're not doing a good job of bridging that communication from the university system into the education system. Too often our teachers feel like it's a regurgitation of what they did in their college program. I would love to see the [K-12] education programs reaching out more to the colleges and having a discussion in bridging, having us have a true bridge for our teachers so that they do not feel like it was just a secondary regurgitation of their EdTPA [Teacher Performance Assessment] when they're doing their inquiry. If we could have people coming in from the colleges and discussing how their programs work and what their focuses are, that would provide us with a strong critical engagement and understanding of what our teachers have, what are the tricks of the trade coming in from different places, and how can we make these programs coalesce a little more fluidly. So, why are we creating programs without looking at what the colleges are doing to prepare them? We don't understand. (P004, personal communication, April 3, 2017).

Project quality and alignment of deadlines as perceived by proficient mentors. Proficient mentors also expressed their concern with the amount of paperwork required and the ability for the mentoring work to address their candidates' needs within a limited timeframe. Like

developing mentors, proficient mentors also believe that the amount of paperwork required could be reduced to allow time to further meet the candidate's psycho-emotional needs. The statement of P012 clearly describes this concern:

If you're reflecting on a piece of paper about a lesson you just did, but then you have another reflection that's on another piece of paper that is basically the same thing, that duplicates the work and it becomes busy work and not useful. The more they get streamlined, the better. The mentees are required a lot of things, and I want to honor what we're doing in that sense, but I don't want the unnecessary busy work. I think that the biggest problem is that calendars [deadlines] are difficult because everyone is doing everything. And they are all on different calendars, and it does make it difficult when you are mentoring and you don't know what their schedule is. So that part is just trying to make sure everything is lined up. Probably the biggest thing would be just to make sure that they streamline as much as possible, understanding that these people do a fulltime job as most of us mentors have fulltime jobs as well. So if there is something that looks like something else, then we don't need it. (P012, personal communication, April 10, 2017)

P009 also stated, "I think it [lack of time] is one of the reasons why we have a hard time recruiting mentors" (personal communication, April 6, 2017).

Meaningful reflective practices as perceived by developing mentors. The second theme within project value, meaningful reflective practices, was addressed through the answers to item 18 of the interview protocol, which asked if participants were encouraged to engage in meaningful reflections about their work as an induction mentor. The findings revealed a shared belief about the disappointing quality of the reflective journal log entries they were required to complete. This is expressed in the following statements:

- I wasn't provided feedback on my goals. I wasn't provided feedback for my tools for measurement and we don't get feedback on the log. So I kind of feel like it is happening in a void (P013, personal communication, April 8, 2017).
- Every month we do a log and set a goal for the year. In the log you discuss and reflect how you feel you did for the month. But you just turn it in, and so there's no feedback on it. There's no one to discuss it with. You just upload it and get in your page, and that's it. So how do I know I'm doing a great job? My candidates have been successful. I've never gotten anything that told me negative. So, I guess I'm okay, but that's it (P014, personal communication, April 8, 2017).

Meaningful reflective practices as perceived by proficient mentors. Like developing mentors, proficient mentors also expressed concern over the meaningfulness and importance of

the reflective practices in which they were required to engage. This is evident in the following statements:

We just fill out a monthly reflection log, which is really nice because we are able to write down the kind of conversations we have with our candidates. We put their names and the questions and reflect on the work that the candidates are required to be doing. What ILPs they're doing? What standards should they be working on for that month? (P011, personal communication, April 7, 2017)

We began the year choosing a mentor goal from the mentor standards. After we chose a goal, then we reflected on it, and that's one of the last questions monthly. "How did you work this month?" In that regard, we probably could do with less prompts. I think we could do a little less of everything and still be an exemplary program. I think sometimes you go further everywhere, and you go to exceeding and to unnecessary. (P009, personal communication, April 6, 2017)

Hence, the responses as related to the mentors' use of reflective practices did reveal that the mentors indeed engaged in reflective practices through the use of a reflective, goal-setting type of log, but their message did not validate its current use as an effective measure.

Chapter Summary

To summarize this study's findings, although they revealed differences in perceptions between developing and proficient mentors regarding the overarching question guiding this study as the most effective practices for preparing, developing, and retaining high quality K-12 teacher induction mentors, all findings carried the same underlying messages regarding the most effective practices necessary for the mentoring work. Level of background knowledge and professional experience, as well as a rich repertoire of life experiences, contributed to the differing perceptions of developing mentors, or mentors with anywhere between two to six years of mentoring experience, and proficient mentors, those with 9+ years of mentoring experience. According to Knowles (1970), "Adult experience is brought to the learning environment. He [or she] accumulates a growing reservoir of experience that becomes an increasing resource for learning" (p. 39). As such, it was noted that the richness or lack thereof of previous life and professional experiences influence the manner in which adult learning is shaped, further allowing the researcher to examine data from the lens of the developing mentor and from the

lens of the proficient mentor. Nevertheless, as portrayed in the following summary, the lived experiences of all participants yielded a shared underlying message regarding most effective practices for high quality K-12 induction mentoring.

Research sub-question one asked what type of preparation and support K-12 teacher induction mentors received and what types of support they perceived as being most effective. Per the lived experiences and shared perceptions offered in response to research sub-question one, three types of preparation themes emerged: program preparation, professional development trainings, and leadership development. Additionally, two types of support themes emerged: personal support and program support. Meaningful preparation and support experiences more associated with developing mentors primarily centered around two of the three types of preparation reported in the findings: program preparation and professional development trainings focusing on program guidelines and expectations and the CSTPs. However, as communicated by developing mentors, over-emphasis on either one of these types of preparation was perceived as unnecessary and ineffective. In contrast, however, developing mentors felt that both personal and program support were pivotal to the overall success of mentoring new teachers and believed them to be of importance in the long-term retention of high quality K-12 induction mentors. Furthermore, preparation and support more associated with proficient mentors consisted of an overarching positive view of the need for highly structured and relevant training related to the program's guidelines and expectations, and as related to the CSTPs. Proficient mentors indicated that such trainings are necessary for a streamlined, more consistent approach to ensuring that high quality mentoring work is carried out. Like developing mentors, proficient mentors also articulated the importance and effectiveness of having personal and program support systems for K-12 induction mentors in their work with novice teachers. Proficient mentors' perceptions pointed to the positive influence such trainings have on their development as professionals. In sum, the aforementioned common themes were crucial for K-12 teacher induction mentors to carry out their mentoring work successfully and effectively.

Research sub-question two asked what challenges K-12 teacher induction mentors encountered and how prepared they were to address such challenges. The findings for research sub-question two showcased the shared underlying messages of the challenge of time deficit that was addressed as a potential factor in the retention of quality mentors within an induction program. Again, for the purpose of this study, time deficit refers to the lack of time for K-12 induction mentors to carry out their mentoring work in an effective and meaningful manner. More specifically, developing mentors believed that the time frame required of and allotted to them to assist their novice teachers was insufficient, especially in light of the amount of paperwork required for them to complete during the one hour mentoring meeting times. This same theme was also common among proficient K-12 teacher induction mentors in that proficient mentors also viewed their time with mentors as insufficient to promote high quality mentoring experiences.

Lastly, research sub-question three asked what additional preparation and support K-12 teacher induction mentors would have liked to receive as they continued their work in supporting new teachers. The importance of project value as a desired form of additional preparation and support points to the importance of the value and meaningfulness of both required assignments for both mentors and mentees and the power of insightful, meaningful, and constructive feedback that mentors value. Both developing and proficient mentors expressed frustration regarding the amount of assignments required of them and their novice teachers during demanding times of the school year. All participants mentioned the common thread for valuable and necessary assignments to be streamlined with school calendars so as to diminish project conflict and stress. Additionally, all participants expressed a shared perception regarding the ineffectiveness of required reflective logs without constructive feedback as a tool for ensuring their development as reflective practitioners. All expressed a desire to receive feedback on their work and use such logs to initiate meaningful dialogue with peer mentors. All in all, developing and proficient mentors indicated that the value of projects and meaningful reflections supported

by constructive feedback are needed for the effective preparation and development of K-12 induction mentors, and the long-term retention of the preparation of the next generation of K-12 teachers.

Chapter Five: Discussion of Findings, Conclusions and Recommendations

This chapter presents a discussion of key findings, conclusions, recommendations for policy and practice, and recommendations for further study. The first section reminds the reader of the study problem, purpose, guiding questions, and methodology. The second section discusses the key findings that resulted from data analysis and is organized into four sub-sections. The first subsection compares responses for two categories of mentors: developing and proficient. The next three sub-sections discuss the key findings for each of the sub research questions. The third main section of this chapter presents five conclusions. The fourth section offers five recommendations for policy and practice. The fifth section suggests three recommendations for further study, and the chapter concludes with a summary and the researcher's final thoughts.

In education, mentoring is fundamental in the early stages of development, long-term success, and self-directed efficacy of new teachers (Bartell, 2005; BTSA, 2012; CTC, 1997, 2014; Darling-Hammond, 1997, 2005, 2006, 2010a, 2010b; Feiman-Nemser, 1992; Huling-Austin, 1992). With increasing acknowledgment of the importance of mentoring as the preferred means of induction support for new teachers, mentors can serve to positively impact the overall quality of teaching and learning (Achinstein & Athanases, 2006; Bartell, 2005; Bartell & Ownby, 1994; CTC, 2015; Feiman-Nemser, 1992, 1993, 1996, 2001; Huling-Austin, 1990; Huling et al., 2012; University of California, Riverside, 2007). Yet, like the induction protocols in other professional occupations, the nature of induction programs in education has taken a variety of forms in more recent years. For mentors, these experiences create added obligations and take time away from their own professional responsibilities. Although previous research points to the importance of mentoring and its influence on novices (Ingersoll et al., 2012; Ingersoll & Kralik, 2004; Ingersoll & Strong, 2011; Koppich et al., 2013; Little, 1990; Scherer, 1999; Smith & Ingersoll, 2004; Strong, 2009), giving voice to the induction mentor regarding the most effective

practices for high quality K-12 induction mentoring merits a deeper interest and further investigation by those who lead them.

Purpose

The purpose of this phenomenological study was to investigate the lived experiences and perceptions of induction mentors at a purposely selected Southern California county office of education K-12 teacher induction program in order to gain insights related to preparing, developing, and retaining high quality K-12 teacher induction mentors amidst fiscal downturns in education in the state of California.

Research Questions

The following central question and three sub-questions guided this study:

Central research question. What are the most effective practices for preparing, developing, and retaining high quality K-12 teacher induction mentors according to K-12 teacher induction mentors at one county office of education induction program in Southern California?

Sub-question 1. What type of preparation and support did K-12 teacher induction mentors receive and what did they perceive as most effective?

Sub-question 2. What challenges did K-12 teacher induction mentors encounter and how prepared were they to address such challenges?

Sub-question 3. What additional preparation and support would K-12 teacher induction mentors have liked to receive as they continued their work in supporting new teachers?

Methodology Overview

To give voice to the lived experiences and perceptions of K-12 teacher induction mentors regarding effective practices for high quality mentoring, a phenomenological method was employed. Data collection consisted of a 45-minute individual, semi-structured, recorded phone interview with a sample of seven induction mentors who were selected from a K-12 teacher induction program within a county office of education in Southern California.

Discussion of Key Findings

Two sets of mentors. The analysis of the lived experiences of all seven induction mentors resulted in a powerful observation about the differences in the lived experiences of two sets of mentors categorized by the researcher as developing induction mentors (with one to six years of experience) and proficient induction mentors (with nine or more years of experience). The differing lived experiences were centered around the responses relevant to research sub-question 1, which asked participants about the types of preparation and supports received and their perceptions of what types of preparation they believed were most effective. Although all mentors made mentioned receiving the same types of preparation and support systems, their prior lived experiences, professional knowledge, and mentoring frameworks influenced the way in which they perceived the value of the aforementioned preparation and support (Bartell, 2005; Portner, 2008; Scherer, 1999; Strong; 2009). In this case, the years of mentoring expertise that a mentor possessed influenced his/her overall perceptions of the value of the experiences received. The key observation in this discussion therefore involves the discovery that the K-12 teacher induction mentor experience is not constant and one-dimensional. Differing experiences may be attributed to and are supported by the critical assumption of andragogy, namely that “adult experience is brought to the learning environment. He [or she] accumulates a growing reservoir of experience that becomes an increasing resource for learning” (Knowles, 1970, p. 39). Mezirow (1996) also offered that “learning may be understood 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” (p. 12). Consequently, prior life and professional experience are pivotal to the manner in which situational learning is acquired and internalized, strongly influencing the way mentors engage in future action.

Research sub-question 1. Research sub-question 1 asked what type of preparation and support K-12 teacher induction mentors received and what preparation and support they

perceived as most effective. Three themes emerged related to induction mentor preparation and two themes emerged related to induction mentor support.

Mentor preparation. Program preparation for the mentoring work, professional development trainings, and leadership development were the three themes that emerged from the findings related to mentor preparation.

Program preparation. All seven participants described having received program preparation that delineated the mentors' responsibilities in their work with their assigned novice teachers, the program's expectations and guidelines for the successful completion of their mentoring work, and preparation vis-à-vis the CSTPs. Relevant to the preparation pertaining to the program's guidelines and expectations, developing mentors acknowledged the need for and importance of such trainings for their success and efficacy, but their perception of the trainings was that they were often long and tedious, with overemphasis on information as to the program's expectations and responsibilities.

A lot of things were presented up on the screen. A few times we had the opportunity to think of a situation that we had [experienced] that may require using a rubric or that we may have questions about. But these types of presentations were exactly what I taught my mentee or candidate not to do. These experiences involved someone talking to me for training. So, they were not very impactful, although they were necessary. (P008, personal communication, April 29, 2017)

In contrast, proficient mentors also reported having received these types of trainings, but their perception of the trainings communicated the need for and importance of consistency and standardization in the delivery of mentoring services.

The hours were a lot longer than anticipated, and if someone here is thinking they're just going to [mentor] an hour a week, then they will be shocked. However, I think the guidelines were clear and the level of professionalism was great. They [the program administrators] were making sure that we are teaching them [our mentees] and making sure that they are following the program. (P012, personal communication, April 10, 2017)

Relevant to preparation aligned to the CSTPs, both sets of mentors shared a common perception regarding the vast yet necessary amount of preparation for their mentoring work.

This finding was noted in the following comments. Developing mentor P004 stated, "We had a

lot of training sessions on the CSTPs. That was the whole focus! We received tons of training on this subject” (personal communication, April 3, 2017). Proficient mentor P012 stated,

Yes, [the CSTPs] were torn apart at so many different levels. They actually give us CSTPs to go over with the candidates: specific ones. And then they have an individual learning plan that they come up with and they have to pick certain ones. There is an extreme focus on the CSTPs. This year I think they’ve even done a better job of having us pull them apart, as soon as you read the broad topic. And so in context to the use of CSTPs, I think they did a great job this year. (P012, personal communication, April 10, 2017)

According to California State Superintendent of Public Instruction Tom Torlakson (as cited in CDE, 2012), “These (CSTPs) are widely acknowledged as beacons for guiding practice that can be used across the entire continuum of the career” (p. 28). To this end, Knowles’s (1970) theory of andragogy offers an assumption about learning to support the notion that “adults are problem oriented. His readiness to learn becomes oriented increasingly to the developmental tasks of his social needs” (p. 39). Providing clear expectations and responsibilities makes the mentoring experience more successful (Bartell, 2005; Gagen & Bowie, 2005; Feiman-Nemser & Parker, 1993; Wang & Odell, 2002). “Mentors are more comfortable taking on the important role of mentoring a novice teacher when they know the expectations and feel confident that they can effectively meet them” (Gagen & Bowie, 2005, p. 43). Mentors often indicate that the training they receive helps them develop or hone in their own understanding of the practice (Bartell, 2005; Feiman-Nemser, 1992; Feiman-Nemser & Parker, 1993; Little, 1990). Hence, these types of experiences result in a win-win situation for induction mentors and their assigned novice teachers.

Professional development trainings. All seven participants reported three types of professional development type trainings as being the most effective in supporting their mentoring work: having hard conversations, being generationally savvy, and EL trainings. Delivered by external trainers, these sessions consisted primarily of key sets of dispositions, skills, and knowledge regarding 21st century educational practices. For the mentors, this type of preparation relevant to their development as effective induction mentors was pivotal to the way

in which they guided and helped their assigned novice teacher and was noted as valuable to their growth as K-12 teacher induction mentors (Bartell, 2005; Feiman-Nemser, 1992, 2001; Little, 1990; Huling et al., 2012). This finding was evident in the perceptions of both sets of mentors, as stated in the following comments.

- Proficient mentor P008: “The training was valuable. [The trainings were] called Gen X training or Generational Savvy. It was phenomenal just to look at how the different generations accept information, give information, and how they like to communicate. So that was super powerful, and then this year [we received trainings] on how to have tough conversations. It was fantastic training especially for someone who may not have had the experience that I’ve had and/or don’t have the personality that I do. I think the having ‘Hard Conversations’ was a really good one that I would go to [revisit]” (personal communication, April 3, 2017).
- Developing mentor P011: “We went to some beginning trainings, which emphasized how to have hard conversations and [on being] generationally savvy. We also went to some beginning trainings on how to understand and really be able to be a better listener for those teachers and how to be a support for them. We’ve done things like going on a learning walk where I was required to take a day off and go and spend the day when they were working with the language learners and trying to really implement the ILPs associated for the year two’s. They have the mentors doing a learning walk where we go and we watch people implementing it in the classroom, so we could then share that” (personal communication, April 7, 2017).

Working with adults requires different skills, dispositions, and approaches than when working with young students (CTC, 2015; Darling-Hammond, 1997; NTC, 2016). Hence, mentoring new teachers is a complex and demanding work that requires a specific set of knowledge, skills, and dispositions with which all mentors should be equipped for their success in mentoring work (Bartell, 2005; Bartell & Ownby, 1994; Darling-Hammond, 1997; Gagen & Bowie, 2005).

When mentoring programs recruit experienced teachers to work with novice teachers, the mentors should be given the tools to allow them to achieve mentorship at the same level as their own highly effective teaching performance. Those academic tools are presented or refreshed most effectively in formal-mentor training programs. (Gagen & Bowie, 2005, p. 44)

Leadership development. A range of perceptions was expressed by developing and proficient mentors regarding the preparation they received for their development as professional educational leaders. Some developing mentors communicated not having received any training

pertinent to their development as leaders, whereas other developing mentors described the types of professional development sessions they received as types of trainings aimed at developing their leadership dispositions and skills. Regarding the amount of leadership of development they received, developing mentor P004 stated, “We did not receive as much as I would like” (personal communication, April 3, 2017). Developing mentor P013 stated, “I don’t remember specific trainings on leadership trainings through my mentorship program” (personal communication, April 18, 2017). However, developing mentor P014 affirmed, “They always offered various types of leadership development [such as] continuing classes, various assignments that you could either be next progression lead mentor or cadre assessor” (personal communication, April 8, 2017). Additionally, proficient mentor P011 added,

I believe that being a lead is a leadership opportunity. When I was a mentor, I became an assistant lead, and now I am a lead. I also take all professional development and then I bring it back to my school and share it with my school as a leader. (personal communication, April 7, 2017)

According to Achinstein and Athanases (2006), “If mentors carry a vision of transformative leadership, promoting reform-minded teaching, collaborative decision making, equitable teaching and learning environments, and quality teacher working contexts, they become leaders reshaping the profession” (p. 10). Tom Torlakson, California’s State Superintendent of Public Instruction, stated that “California should support new leadership roles for teachers by creating a career development framework that describes a continuum of career options, incorporating standards, a range of opportunities for professional growth and conditions for success” (CDE, 2012, p. 18).

Induction mentor support. Two themes emerged related to the second part of research sub-question 1: personal support and program support. Personal support relates to the support that induction mentors reported receiving from program coordinators, site administrators, lead mentors, and colleague mentors for their success as mentors. Program support refers to the support systems that mentors stated were embedded into the program

designs and structures to help them deliver quality induction experiences for their assigned teachers.

Personal support. According to the lived experiences of developing mentors, personal support for their mentoring work was accessible to them from various sources of human support including school-site administrators, lead mentors, and colleague mentors. However, the lack of direct support from program administrators communicated to them more of a top-down type of support. This finding was evident in the statement of developing mentor P004: “It is a very top-down approach; as you have your mentors, then you have your lead mentors at your school site or your district, and then you have those leads go to meetings with the [program administrator]” (personal communication, April 3, 2017).

In contrast, proficient mentors perceived the types of personal support they received as being all-inclusive, having access to a vertical flow of support emanating from program administrators and school-site administrators and a horizontal flow stemming from lead mentors and other colleague mentors within the program. This was evident in the following statement of proficient mentor P012:

As a lead mentor, I talk to my mentors all the time, and also at network meetings. If I were just a mentor, I would have a few other mentors that I'd call and talk to any time, which is what I did. Whether it's to [ask] because I didn't know or whether it was to get an idea of in our own network meeting. The collaboration is there and we talked a lot. We do a lot of texting. As a lead, I am often texting and emailing my people. (personal communication, April 10, 2017)

These perceptions lead to the key findings of the significance of mentor accessibility to a holistic flow of personal support for the overall effectiveness of the mentor and their success with their assigned novice teacher. “[Administrators also] need to support those who will assist and mentor the new teachers at their own sites” (Bartell, 2005, p. 49). Through the mentoring experience, mentors often gain as much as the new teachers from the mutual growth relationship. In highly structured programs in which mentors are required to collaborate with other mentors, mentors also learn from one another. “The most effective programs offer

opportunities for continued meetings and discussions among mentors. In those discussions, mentors share their successes and challenges and continue to focus on their own development” (p. 81). Hence, the success of a mentor at a particular site is dependent upon the proper support from the program leadership, site administration, and mentor-to-mentor support. When there is strong communication and collaboration across all program stakeholders, a culture of commitment and success is consequently ensured (CTC, 2015; NTC, 2016).

Program support. Additional to the personal support extended to induction mentors is the importance of embedded systems of program support. Both developing and proficient mentors perceived the access they had to other mentors during network meetings as a form of program support. Although both sets of mentors acknowledged that such network meetings were not perhaps strategically designed to offer a type of program support, the nature of such meetings served as a platform for them to have a continual flow of support emanating from their colleague mentors. All mentors communicated positive perceptions regarding these types of opportunities as systems of support embedded into the program, which evident in their claims.

Developing mentor P014: “Well we have—well monthly there is a meeting. It is with your candidate, your participating teacher, but it is with other mentors and participating teachers, and it’s a general meeting where we can converse mentor to mentor, mentor to candidate, and vice versa. But there are always weekly ones, and it varies to meetings, professional development. But there’s always time to network at those gatherings” (personal communication, April 8, 2017).

Proficient mentor P011: “Well it was nice to be of support, have conversations [with others] because everyone’s perception of the information can be different. So, to be able to hear the candidates’ questions, be able to be of support, have those kinds of talks with other mentors and see how their candidates are doing and how their teaching experiences are and even discussing the professional development [was good]” (personal communication, P011, April 7, 2017).

Research sub-question 2. Research sub-question 2 asked what challenges induction mentors encountered and how prepared were they to address such challenges.

Time deficit. The shared perception among both developing and proficient mentors led to the theme of time deficit, defined as the lack of time for high-quality mentor-teacher meetings and the required large amounts of documentation.

Excessive documentation. According to all seven participants, the amount of paperwork required of the mentor and the novice teacher was often overwhelming and redundant, adding busy work to the already full schedules of mentors and teachers.

Developing mentor P004: “This year, there was too much—there was way too much work. It’s been a really rough year. In terms of what we’re required, we’re supposed to meet with each of our mentees an hour a week, and in November and December I was clocking 11 hours per mentor in order to be successful. You don’t do this for the money. Yet you’re telling your participating teacher what minutiae to do right before finals and that’s not okay. The demands on the mentors were very high as well. We still have our first jobs [to do], so with 11 hours [of induction work] when am I supposed to grade? I have two participating teachers, and each is looking to 22 hours of after schoolwork. As an English teacher that’s way too many [hours]. One hour a week works, but the participating teacher needs to be able to get their work done. I should be able to get my work done during that hour with not a whole lot of additional to do beyond that, granted that participating teacher uses this to get college credit. So, I know they [the mentees] are going to be doing a little more than that. When it impacts their ability to do their job in the classroom and it isn’t meaningful, that’s a problem” (personal communication, April 3, 2017).

Proficient mentor P012: “The activities they give us are fine, but it’s what you do in the one-to-one with your candidate. At that time, they have activities that are required of them. It just takes a long time. And if you actually have a conversation that goes into the activity [they are working on], then it’s kind of like, “How are things going? Let’s just do the paperwork.” So it takes time. The time should be just explained to people as a few hours. It’s 2 or 3 hours a week, and it’s in no way an hour a week. So that would be the difference. As long as you’re aware of it in your one-to-one meeting time” (personal communication, April 10, 2017).

This approach thus reduces the time for quality mentoring experiences in which the mentor is able to guide and support teacher candidates in their growth (Bartell, 2005; Feiman-Nemser, 1992). As P012 stated,

I think that the biggest problem is that our calendars are difficult because everyone is doing everything, and we are all on different calendars. It does make it difficult when you are mentoring and don’t know what their [the novice teacher] schedule is. (personal communication, April 10, 2017)

Insufficient time for mentoring. Although the findings revealed that participants did indeed have specified times to conduct the mentoring work, they often found that the time given to them and their mentees was insufficient to offer quality-mentoring experiences efficiently and effectively. The added responsibilities of checklist items to complete were described as overwhelming and unnecessary. As P004 noted, “This year there was too much, there was way

too much” (personal communication, April 3, 2017). P012 also shared that “[Paperwork] just takes a long time” (personal communication, April 10, 2017), and P013 stated, “I often use my own break times to meet with my candidates” (personal communication, April 18, 2017). All in all, in the words of P014, “[The mentoring work] is rather challenging” (personal communication, April 8, 2017).

The demographic findings help clarify the way in which participants viewed the importance of time deficit, as the data shed light as to the participants’ years of mentoring experience and professional obligations. According to the data, four of the seven participants reported having full-time responsibilities, two reported being retired educators, and one reported being a full-time or part-time mentor. Hence, time, as one of the most important resources to the mentoring work was noted to be insufficient. A thread of dissatisfaction was noted regarding the amount of tasks needed for mentors and their new teachers to complete, as communicated in the following statement of P004: “The demands on the mentors were very high as well, and we all [still] have our first jobs. So 11 extra hours [of mentoring], when am I supposed to grade?” (personal communication, April 3, 2017). All in all, mentors expressed a desire for program administrators to work with school administrators in order to streamline the process for project completion and maximize the time between mentors and their mentees.

Bartell’s (2005) research points to the importance of scheduled mentoring meetings, which should be honored by teachers and administrators alike. She added,

In addition to these meetings that allow for planning, discussion, and sharing of ideas, it is important that mentors have time to get into the new teacher’s classroom to observe and give feedback to the new teacher. New teachers [may] also find it helpful to observe their mentor or other experienced teachers. The mentor may want to take over the new teacher’s class to demonstrate certain teaching strategies or may want to suggest that the new teacher visit another teacher’s classroom. (p. 80)

Research sub-question 3. Research sub-question 3 asked participants to expand on the additional preparation and support that they would have liked to receive as they continued their work in supporting new teachers.

Project value. The findings were organized into the theme of project value, in which two examples emerged: (a) project quality and alignment of deadlines, and (b) meaningful reflective practices.

Project quality and alignment of deadlines. The findings revealed that both developing and proficient mentors expressed frustration at the amount of redundancy of the required paperwork from both the mentors and teachers, and the pressure of project completion during high-demand periods throughout the school year.

Developing mentor P013: “For me, the issue of time boils down to the scheduling at my school site, and it is not enough. Yes, I was technically given time but I often use my own [school] breaks to meet with my candidate” (personal communication, April 8, 2017).

Proficient mentor P012: “If you’re reflecting on a piece of paper about a lesson you just did, but then you have another reflection that’s on another piece of paper that is basically the same thing, that duplicates the work and it becomes busy work and not useful. The more they get streamed, the better. The mentees are required a lot of things, and I want to honor what we’re doing in that sense, but I don’t want the unnecessary busy work. I think that the biggest problem is that calendars [deadlines] are difficult because everyone is doing everything. And they are all on different calendars, and it does make it difficult when you are mentoring and you don’t know what their schedule is. So that part is just trying to make sure everything is lined up. Probably the biggest thing would be just to make sure that they streamline as much as possible, understanding that these people do a fulltime job as most of us mentors have fulltime jobs as well. So if there is something that looks like something else, then we don’t need it” (personal communication, April 10, 2017).

As Koppich et al. (2013) indicated, “Paperwork requirements also contribute to the sense of doubling back on what already has been done. . . . The program’s paperwork requirements are burdensome, duplicative, and do not contribute significantly to induction” (p. 16). Supportive of this notion is the idea that redundancy does not equal reinforcement.

Induction programs have been seen as being too focused on measureable inputs, such as written assignments and documentation of actions, rather than focusing on the mentoring and support of beginning teachers. This presents a challenge to both participants and mentors in balancing the tasks required by Induction with the responsibilities of being a classroom teacher. (CDE, 2015, p. 5)

To this end, developing and proficient mentors recommended that program administrators carefully examine the quality and meaningfulness of documentation so as to reduce redundancy

and to work in collaboration with school-site administrators in developing carefully aligned calendars as a way to embed quality and value to the required induction assignments and documentation, thereby creating valuable induction experiences.

Meaningful reflective practices. Participants were required to make use of reflective practices through the use of a reflective log. The findings revealed that all participants were required to reflect on their practice through goal setting. They were also required to help their assigned new teachers with reflective practices within their own teaching practice. However, the general message from all participants communicated a shared frustration and feeling about the ineffective use of reflective practices through a reflective log, which was not reviewed by program administrators to provide feedback to the mentors on their mentoring work. P013 stated, “I wasn’t provided feedback on my goals. I wasn’t provided feedback for my tools for measurement and we didn’t get feedback on the log. So I feel like it is happening in a void” (personal communication, April 8, 2017). Hence, the findings revealed a strong shared desire for their reflective assignments to be designed as authentic, meaningful, and constructive, anchored in authentic feedback from program administrators and from a collective peer dialogue.

Conclusions

Five conclusions emerged from key interpretations of the findings regarding the lived experiences and perceptions of two groups of mentors in this study.

Conclusion one. Mentors have differing needs and concerns that must be carefully taken into account when developing induction curriculum (Feiman-Nemser, 1992, 2001; Feiman-Nemser & Parker, 1993; Little, 1990; Moir, 1999; Scherer, 1999). As learners and developing agents of change, mentors “are not born, but made, and are in a continuing process of becoming” (Achinstein & Athanases, 2006, p. 10). Mentors do not all perceive and internalize program preparation and support extended to them in the same manner. Mentors’ needs are

different and may vary along a continuum of expertise and stages of development. The following statements encapsulate the messages that developing and proficient participants shared.

Statement of a developing mentor's perception regarding collegial support through network meetings: "We had mentor trainings which gave a forum for asking questions, but nothing like where we had a specifically designated mentor to support new mentors. Nor did we have site administrators who were assigned to help us. (P013, personal communication, April 8, 2017)

Statement of a proficient mentor's perception regarding collegial support through network meetings: "We had ample opportunities for discussion and collaboration. A mentor has a few other mentors that they could call and talk to at any time... which is what I did. Whether it was to whine because I didn't know what was going on, or whether it was to get an idea in our own network meetings, the collaboration was there. We had hub meetings, network meetings, and then we also had mentor trainings. Our mentor trainings were specific to individual learning plans. So those are just mentor times, so that's actually even another layer of support we had. (P012, personal communication, April 10, 2017)

These statements point to the importance that prior life and professional experiences influence how mentors learn how to mentor, and influence the way in which mentors view preparation and support opportunities extended to them. The nature of induction mentoring needs and concerns can be likened to the needs of novice teachers. Novices have special needs and require differentiated supports to assist them in navigating through their first few years in teaching (Darling-Hammond, 1997; Bartell, 2005; Bartell & Ownby, 1994; Scherer, 1999). Little (1990) argued that novices have emotional concerns and professional needs, thereby necessitating emotional support that makes them feel comfortable and professional support that cultivates a shared understanding of teaching. With respect to this study, developing mentors expressed a lack of connectedness between program preparation protocols and support systems in terms of fostering their professional preparation and growth. Unlike proficient mentors, they did not describe a clear linkage between the trainings and resources extended to them by program administrators, or the importance of such training for their own growth and development as mentors. This finding leads to the notion that life experiences and years in teaching and mentoring indeed influence the outlook of the overall mentoring lived experience. Interpretations of these findings thus point to the need for program administrators to

consider mentor stages of development, levels of concern, and differentiated systems of support. All in all, to meet the needs of developing and proficient mentors, in order to adequately prepare and contribute to the development of high quality K-12 teacher induction mentors, different levels of preparation and support systems aligned to research-based mentor stages of development must be implemented and address different levels of mentor concerns.

Conclusion two. Effective preparation and support systems needed to guide, lead, and ensure the success of K-12 teacher induction mentors, consisting of effective training in new updated instructional practices and methods for multiple content areas, and mentors must be better equipped to meet the needs of new teachers in order to be successful in their endeavors (Feiman-Nemser, 1992; Gagen & Bowie, 2005; Huling-Austin, Resta & ERIC Clearinghouse, 2001; Moir, 1999; NTC, 2012, 2016). According to the findings, developing and proficient mentors indicated that the following training sessions were most effective in their development as induction mentors and therefore furthered their effectiveness as K-12 induction mentors: having hard conversations, being generationally savvy, EL trainings, and coaching. As noted in the following statement from P008,

The training was valuable. Last year she [the program administrator] did a training called Generational Savvy. It was phenomenal just to look at how the different generations accept information, give information, and how they like to communicate. So that was super powerful. And then she came back this year and spoke about how to have tough conversations. I'm personally okay with it. It was fantastic training especially for someone who may not have had the experience that I've had and/or don't have the personality that I do. I think the training on having hard conversations was a really good one that I would revisit. (personal communication, April 3, 2017)

Additionally, support systems for the induction mentor are pivotal for mentoring success and the fulfillment of quality induction experiences. Supporting mentors in their work results in a win-win situation for the mentor and for the teacher. According to Achinstein and Athanases (2006), "In many new teacher support programs, mentors are left to work with new teachers with little guidance. The Santa Cruz Teacher Project, however, has developed and tested tools and strategies to support learning how to mentor new teachers" (p. 109).

Support must not only emanate from program administrators, site administrators, or lead mentors, but also be embedded through mentor-to-mentor collaboration and dialogue. As noted by Bartell (2005), “The most effective programs offer opportunities for continued meetings and discussions among mentors. In those discussions, mentors share their success and challenges and continue to focus on their own development” (p. 81). Therefore, embedding powerful preparation protocols and numerous systems of support for mentors is pivotal to creating and cultivating quality mentoring programs and experiences for both the mentor and the novice teacher.

Conclusion three. Teacher induction mentors require regularly scheduled time to meet with their novice teachers in order to fulfill their professional obligations successfully and extend quality induction mentoring support (Bartell, 2005; CTC, 2015; Feiman-Nemser & Parker, 1993; Huling et al., 2012; Scherer, 1999). To ensure a positive and beneficial experience, program expectations and requirements should therefore be designed carefully so as to reduce time-consuming checklists that might otherwise diminish the opportunities for quality mentor-teacher interactions to happen within the allotted time. Overwhelming, meaningless tasks may also devalue the quality of the overall induction mentoring experience. Knowles’s (1984) revised theory of adult learning explains that purpose is pivotal to adult understanding of why something is being learned. As revealed in the findings, data from all participants showed a common thread of frustration with the limited amount of time extended to them to perform their mentoring responsibilities in a meaningful way. P004 stated that,

This year, there was too much—there was way too much work. It’s been a really rough year. In terms of what we’re required, we’re supposed to meet with each of our mentees an hour a week, and in November and December I was clocking 11 hours per mentor in order to be successful. You don’t do this for the money. Yet you’re telling your participating teacher what minutiae to do right before finals and that’s not okay. The demands on the mentors were very high as well. We still have our first jobs [to do], so with 11 hours [of induction work] when am I supposed to grade? I have two participating teachers, and each is looking to 22 hours of after schoolwork. As an English teacher that’s way too many [hours]. One hour a week works, but the participating teacher needs to be able to get their work done. I should be able to get my work done during that hour with not a whole lot of additional to do beyond that, granted that participating teacher

uses this to get college credit. So, I know they [the mentees] are going to be doing a little more than that. When it impacts their ability to do their job in the classroom and it isn't meaningful, that's a problem. (personal communication, April 3, 2017)

According to the findings, the need for the creation of meaningful mentoring experiences reveals the importance of and impetus for regular and protected scheduled times; such time should be considered when designing quality induction mentoring experiences. Mentors and the teachers they support need dedicated and protected time to work on the required tasks of induction in order to ensure that novices are supported in completing their induction work and navigating their full-time teaching responsibilities. Thus, time "should be protected by teachers and administrators" (NTC, 2016, p. 1). Whatever the established time or methods, research suggests that it is important for mentors and novices to have sufficient, established times to work together in the vision of teaching and learning (Bartell, 2005; Darling-Hammond, 1997; Feiman-Nemser, 1996; Hulling-Austin, 1992). Time, as one of the greatest and valuable resources to the mentoring work, should therefore be respected and maximized to yield growing results for both the mentor and the candidate. These scheduled time frames should allow for high quality mentoring services, which include and are not limited to support for the required induction mentoring responsibilities and all-around meaningful support for teachers as they navigate their first years of teaching.

Conclusion four. The importance and meaningfulness of documentation and mandatory activities required of mentors and novice teachers must be considered carefully and embedded in all mentoring experiences (Bartell, 2005; DeBolt & Marine-Dershimer, 1992; CDE 2012, 2015; NTC, 2016; Scherer, 1999). The data revealed that mentors and new teachers often felt frustrated at the amount of repetitive documentation required of them. As stated by P012,

If you're reflecting on a piece of paper about a lesson you just did, but then you have another reflection that's on another piece of paper that is basically the same thing, that duplicates the work and it becomes busy work and not useful. The more they get streamed, the better. The mentees are required a lot of things, and I want to honor what

we're doing in that sense, but I don't want the unnecessary busy work. (personal communication, April 10, 2017)

According to a report on new teacher induction by the CTC (2015), "Concerns about excessive documentation have longed plagued induction programs. A certain amount of documentation on each candidate was considered necessary when induction became linked to the credentialing system" (p. 5). However, fixed requirements between shared and individualized experiences can lead to frustration from both the mentors and the new teachers if both feel that time is being wasted on unnecessary and irrelevant requirements (CTC, 2015). As reported in a study conducted by Koppich et al. (2013),

To be sure, learning something well—or learning how to do something well, such as teach—requires both repetition and reinforcement. Some level of redundancy is warranted, and even desirable, in the service of achieving deeper understanding. But . . . repetition often inherent in . . . [induction] curriculum can present a dilemma for novice teachers struggling to meet their daily professional responsibilities . . . paperwork requirements also contribute to the sense of doubling back on what already has been done. (p. 16)

Hence, careful selection of projects, activities, and required documentation with the goal of developing the skills of the new teacher is important to the long-term development, success, and retention of the induction mentor.

Conclusion five. Personal and practical reflective practices are important to the mentor's internal motivation and transformation as a professional learner (Bartell, 2005; DeBolt & Marine-Dershimer, 1992; Harrison et al., 2005; Odell, 1997). The findings revealed a common notion that although the use of a reflective log was embedded into the mentoring work, submitting logs as a required activity and not obtaining constructive feedback on it or having opportunities for open discourse in a collaborative approach regarding their mentoring work was meaningless and unproductive. According to Mezirow (1990, 1991, 1996, 1997), learning occurs when we analyze the related experiences and interpretations of others through rational discourse and arrive at a consensus in understanding until new arguments arise. Our frames of reference are transformed when we become critically reflective of the assumptions upon which

our interpretations, beliefs, and habits of mind or points of view are based. “Through critical reflection, we become emancipated from communication that is distorted by cultural constraints on full free participation in discourse” (Mezirow, 1997, p. 165). Personal transformation can occur when we learn to solve problems instrumentally and or when we involve ourselves in communicative learning through rational discourse and critical reflection.

Hence, reflective instruments designed to help mentors gauge their mentoring progress must be used with the intention for mentors to reflect on their work, apply acquired effective practices, and grow from the experiences. Such reflective activities and tools must become meaningful and constructive, and not tedious or time-consuming in nature. As a transformative tool for learning and development, reflective practices should be applied as a continuous and ever-evolving cycle of inquiry for the sustainable growth and efficacy of the induction mentor.

Recommendations for Policy and Practice

The following five recommendations are offered to ensure that the most effective practices for preparing, developing, and retaining induction mentors are at the forefront of the design of induction program curricula for K-12 induction mentors by program administrators. These recommendations may also serve as a platform for dialogue to occur as state policymakers continue to develop and recommend ongoing changes to K-12 teacher induction programs.

Recommendation one. Induction mentoring merits a differentiated approach to meet the needs of the mentor as an adult learner and potential agent of change. Previous research indicates the importance of mentors having a keen understanding of how the skills, predispositions, and expertise of teachers develop over time. Teacher developmental theories such as those offered by Moir (1999), Fessler and Christiansen (as cited in Bartell, 2005), Berliner (1994), and Feiman-Nemser (1992) serve as tools to facilitate mentors’ support to new teachers as they navigate the problems and challenges that arise during their first year of teaching. In a study tracing the development of nearly 1,500 teachers during their first year of

teaching, Moir concluded that teachers move through a number of developmental phases through their first year as full-time practitioners. Although these theories may serve as educational foundations for induction mentors to understand adult learning in the context of the stages of teacher development, they also serve as a springboard for program administrators and policymakers to develop conceptual frameworks for meeting the developmental needs of induction mentors in their mentoring work. As a complex learning process, induction mentoring frameworks should also require that novice and developing mentors be prepared and developed to become leaders who produce quality induction mentoring experiences in much the same manner as novice teachers are prepared. In light of the fact that mentors also have different needs during different stages of the mentoring profession, it is therefore recommended that mentoring stages of development, various levels of concern, and effective systems of support be studied further and the results be considered carefully when designing induction programs that strive to produce quality experiences for the K-12 induction mentor.

Recommendation two. Preparation and support for the induction mentor must include meaningful, effective, up-to-date, and research-based professional systems that are ongoing and applicable to the mentoring experience. It is important to note, however, that although preparation might be necessary to the mentor as related to his/her development as a professional as well as serve as a vehicle to prepare him/her to meet the demands of the various program expectations and requirements, the purpose of such preparation must be anchored on a clear understanding of the purpose of why something is being learned (Knowles, 1984). As revealed in the findings, participants shared common positive experiences related to certain types of professional development and program preparation meetings. These types of practices were essential due to the meaningfulness it had on their work with their candidates. “Purpose is pivotal to adult understanding of why something is being learned” (Knowles, 1984, p. 39). This ensures that internal motivating factors predominate the reasons for such preparation.

Additionally, mentors must have viable access to various types of support systems for the implementation and success of their mentoring work. The support of induction program administrators, site administrators, and leads and colleague mentors is crucial to the internal motivation, growth, and development of the mentors as agents of change. “The most effective programs offer opportunities for continued meetings and discussions among mentors. In those discussions, mentors share their successes and challenges and continue to focus on their own development” (Bartell, 2005, p. 81). Therefore, as presented in the findings, network meetings, program trainings, and forum opportunities should be inclusive and allow the voices of mentors and their candidates to resonate. In this way, program administrators and leads can attend to the needs that arise and the ideas that collectively become the momentum for change.

Recommendation three. As a prized resource to the induction mentor, time must be embedded and protected to ensure the completion of high-quality mentoring program responsibilities and requirements. Dedicated times must be used effectively and productively, and should not be reduced to illogical and irrelevant checklists of procedural paperwork and tasks. In contrast, sufficient and effective use of time for completion of program requirements, fulfillment of mentor and teacher obligations, and development of a lifelong learning mindset should become the norm. To this end, the mentor and the novice teacher will be able to “move from being a dependent personality toward one of being a self-directed human being” (Knowles, 1984, p. 39).

As a valuable resource to the development of both the induction mentor and the novice teacher, effective use of time will produce meaningful experiences that will yield quality interactions that in turn will produce trusting sustainable mentor-teacher relationships. “Those who have studied the impacts of mentoring indicate that mentors often gain as much as the novice does from the relationship” (Bartell, 2005, p. 81).

Recommendation four. The importance and meaningfulness of required documentation, activities, and projects are pivotal to the ongoing success and retention of the

induction mentor and development of the novice teacher. For the novice teacher, such experiences should enhance their development and growth from the pre-service stage to the in-service stage. Induction must serve as the bridge from one stage to the other. For the mentor, the value and quality of required tasks within the mentoring work must yield opportunities for the mentor to further develop his/her ability to effectively support the novice teacher and therefore hone in his/her mentoring skills, moving from a developing stage to a more proficient stage. The notion of project value must therefore lead to the development of high quality experiences that promote the growth of both the professional teacher as an educational classroom leader and the professional induction mentor as an agent of change (Achinstein & Athanases, 2006; Bartell, 2005; CTC, 2015).

Recommendation five. Meaningful and constructive reflective practices through the use of meaningful reflective tools and supported through constructive feedback from program administrators and collegial discourse are important to the internal motivation and transformation of the mentor as a professional learner. Constructive, meaningful, and collaborative reflective practices must be considered for the successful mentoring experience. Reflective activities help mentors grow, apply, and realign their actions to what is important (Achinstein & Athanases, 2006; Bartell 2005; Strong 2009). As revealed in the findings, a reflective log without constructive feedback becomes a time-consuming requirement amidst the minutiae of mentoring work. As such, it is imperative for reflective experiences to be created through the use meaningful and constructive reflective instruments. “Seeking agreement on our interpretations and beliefs and the possibility and potential of critical reflection [as] cardinal concepts of adult learning processes” (Mezirow, 1991, p. 162) may serve to revolutionize the importance, meaning, and purpose of induction mentoring reflective practices. “In reflecting with new teachers, experienced teachers often are required to examine their own practice in a more thoughtful and critical way” (Bartell, 2005, p. 81).

Recommendations for Further Research

This study on the most effective practices for preparing, developing, and retaining K-12 teacher induction mentors provides a number of possibilities for further research in light of this research's limitations, delimitations, findings, and conclusions. First, this study was limited to the lived experiences of a small sample population of K-12 teacher induction mentors in Southern California through the use of an interview protocol. Gaining a more inclusive and complete look into the lived experiences of induction mentors statewide would necessitate the examination of a larger population sample of both developing and proficient mentors. In addition, extending the data collection timeframe to a year to enlist a larger pool of participants would allow participants the flexibility of participating during lower stress and less demanding times in their schedule.

Second, gathering data from multiple measures including but not limited to pre-data collection experimental interviews, personal and phone interviews, and observations would yield a deeper understanding of the most effective practices for high-quality K-12 teacher induction mentoring.

Third, to obtain more comprehensive and far-reaching findings related to the focus of this study, a comparative study of multiple teacher induction sites across the state of California would be needed. The data from such research would provide more accurate findings that would inform policymakers of the most effective strategies for streamlining high quality K-12 teacher induction mentoring across the state.

Final Thoughts

Learning to teach is not limited to the years spent in a teacher education program; rather, it is a lifelong process (Bartell, 2005). In teaching, the beginning years of the career, otherwise known as the induction phase, are key to the long-term success of the professional educator (Achinstein & Athanases, 2006; Bartell, 2005; Darling-Hammond, 2006; Little, 1990; Strong, 2009). However, new teachers must enter the classroom knowing how to navigate the demands that the profession encompasses. In the current age, "Schools are expected to serve

an increasingly diverse population and to provide more educational and other services to students and their families than ever before” (Bartell, 2005, p. 4).

In education, mentoring is pivotal in the early development and long-term success and self-directed efficacy of new teachers. With increasing acknowledgment of the importance of mentoring as the preferred means of induction support for new K-12 teachers, mentors can serve to positively impact the overall quality of teaching and learning. However, like the induction protocols in other professional occupations, the nature of K-12 teacher induction programs in California has taken a variety of forms, especially in light of recent fiscal downturns and a flexible categorical funding formula that repurposed the way in which induction is designed for novices, if any is designed at all.

Sadly, we often fail to lend an ear to the voice of the induction mentor, as those at the forefront of induction mentoring, on what constitutes a successful mentoring experience. Drawing from the lived experiences and perceptions of mentors as educational agents of change enables us to learn from those who directly impact the development and retention of new teachers. Allowing the voice of the induction mentor to be heard regarding the most effective practices for high quality induction mentoring offers a powerful and optimistic look into what is needed in order to ensure high quality mentoring experiences within an ever-evolving and complex K-12 educational system and learning society.

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APPENDIX A

Information/Fact Sheet for Exempt Research

PEPPERDINE UNIVERSITY **Graduate School of Education and Psychology**

INFORMATION/FACTS SHEET FOR EXEMPT RESEARCH

A PHENOMENOLOGICAL STUDY OF INDUCTION MENTORS' LIVED EXPERIENCES AND PERCEPTIONS OF THE MOST EFFECTIVE PRACTICES FOR HIGH QUALITY INDUCTION MENTORING

You are invited to participate in a research study conducted by Ms. Sagui Doering, a doctoral student at the Pepperdine University, because you are an induction mentor. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read this document. You may also decide to discuss participation with your family or friends.

PURPOSE OF THE STUDY

The purpose of this phenomenological study is to more specifically investigate the most effective practices for preparing, developing and retaining high quality teacher induction mentoring through the lived experiences and perceptions of induction mentors.

PARTICIPANT INVOLVEMENT

If you agree to voluntarily take part in this study, you will be asked to complete a recruitment survey. You will also have the opportunity to be considered to participate in this study if you choose to voluntarily participate in a 45-minute semi-structured and recorded phone interview consisting of 18 open-ended questions. The questions in the interview will be related to (a) preparation and support provided for induction mentors, (b) challenges encountered by induction mentors, (c) induction mentor preparation to address such challenges, and (d) any additional preparation/support perceived as needed for induction mentors. You do not have to answer any questions if you do not feel comfortable answering some or any. The interview will be audio-recorded through the use of NoNotes.com, but if you choose not to be audio-recorded, handwritten notes will be taken.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights, or remedies because of your participation in this research study. It is important to note that your relationship with your induction site administrator or your employer will not be affected whether you participate or not in this study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating. However, you if you choose to voluntarily participate in the audio-recorded 45-minute phone interview, you will have the opportunity to answer all or only questions, which you are comfortable answering.

CONFIDENTIALITY

I will keep your records for this confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password-protected computer in the principal investigators place of residence. The data will be stored for a minimum of two years, will be de-identified, coded and transcribed. All prepared data for analysis will be reviewed by the primary researcher first, and will then be reviewed by a professional research colleague. Interview data will transcribed by NoNotes.com, will be given to you for validation, and will then be used for analysis. All digital and audio-recorded data will be stored digitally in the researcher's password protected computer and a research study USB which will be stored in a locked filing cabinet to which only the primary researcher will have access to. All hard copy data will also be stored in the locked filing cabinet for two years, at which point it will be destroyed.

INVESTIGATOR'S CONTACT INFORMATION

You understand that the investigator is willing to answer any inquiries you may have concerning the research herein described. You understand that you may contact Ms. Sagui Doering at ([REDACTED]) or at [REDACTED], and the researcher's dissertation chair, Dr. Linda Purrington, at ([REDACTED]) or at [REDACTED], if you have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT—IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

APPENDIX B

Informed Consent for Participation in Research Activities

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

A PHENOMENOLOGICAL STUDY OF INDUCTION MENTORS' LIVED EXPERIENCES AND PERCEPTIONS OF THE MOST EFFECTIVE PRACTICES FOR HIGH QUALITY INDUCTION MENTORING

You are invited to participate in a research study conducted by Ms. Sagui Doering, a doctoral student at the Pepperdine University, because you are an induction mentor. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of this phenomenological study is to more specifically investigate the most effective practices for preparing, developing and retaining high quality teacher induction mentoring through the lived experiences and perceptions of induction mentors.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in the completion of a 45-minute semi-structured phone interview consisting of 18 open-ended questions. The questions in the interview will be related to (a) preparation and support provided for induction mentors, (b) challenges encountered by induction mentors, (c) induction mentor preparation to address such challenges, and (d) any additional preparation/support perceived as needed for induction mentors. You do not have to answer any questions if you do not feel comfortable answering some or any. The interview will be audio-recorded, but if you choose not to be audio-recorded, handwritten notes will be taken.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study may include and not be limited to fatigue, boredom, anxiety, embarrassment, nervousness, and/or fear. However, you also understand that the expected risks that may arise during your participation in this study have already been considered in order to minimize any discomforts and the researcher will collaborate with you to minimize risk, anxiety, and/or inconvenience that may arise during the interview process. You are aware that the risks associated with your participation are realistic for the anticipated nature of your work and the purpose of this study. It is important to note that your relationship with your induction site administrator or your employer will not be affected whether you participate or not in this study.

POTENTIAL BENEFITS TO PARTICIPATE AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include: adding to the growing body of research pertaining to the recent Commission recommendations on the need for high quality mentoring in the state's induction programs as well as to inform other induction administrators of the most effective practices for preparing, developing and retaining high quality mentors in the midst of state and local fiscal and accreditation changes.

CONFIDENTIALITY

The records collected for this study will be confidential as far as permitted by the law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password-protected computer in the principal investigators place of residence. The data will be stored for a minimum of two years, will be de-identified, coded and transcribed. All prepared data for analysis will be reviewed by the primary researcher first, and will then be reviewed by a research professional colleague. Interview data will be transcribed by NoNotes.com, will be given to you for validation, and will then be used for analysis. All digital and audio-recorded data will be stored digitally in the researcher's password protected computer and a research study USB which will be stored in a locked filing cabinet to which only the primary researcher will have access to. All hard copy data will also be stored in the locked filing cabinet for two years, at which point it will be destroyed.

SUSPECTED NEGLECT OR ABUSE OF CHILDREN

Under California law, the researcher(s) who may also be a mandated reporter will not maintain as confidential, information about known or reasonably suspected incidents of abuse or neglect of a child, dependent adult or elder, including, but not limited to, physical, sexual, emotional, and financial abuse or neglect. If any researcher has or is given such information, he or she is required to report this abuse to the proper authorities.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights, or remedies because of your participation in this research study.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating. However, you if you choose to voluntarily participate in the audio-recorded 45-minute phone interview, you will have the opportunity to answer all or only questions, which you are comfortable answering.

INVESTIGATOR'S CONTACT INFORMATION

You understand that the investigator is willing to answer any inquiries you may have concerning the research herein described. You understand that you may contact Ms. Sagui Doering at ([REDACTED]) or at [REDACTED], and the researcher's dissertation chair, Dr. Linda Purrington, at ([REDACTED]) or at [REDACTED] edu, if you have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT—IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

APPENDIX C

Gatekeeper Permission to Conduct Study

TO: _____
FROM: Sagui A. Doering
DATE: January --, 2017
SUBJECT: Gatekeeper Permission to Conduct Study

I am writing to request your permission to conduct a research study at _____ as part of my doctoral dissertation work at Pepperdine University's Educational Leadership, Administration and Policy program. The purpose of this phenomenological study is to investigate the most effective practices for preparing, developing and retaining high quality teacher induction mentors through semi-structured interview data according to the lived experiences and perceptions of teacher induction mentors.

This phenomenological study will focus on examining data collected from a individual semi-structured and recorded phone interview data from a convenience sample consisting of a range of 6 to 10 induction mentors as related to (a) preparation and support provided for induction mentors, (b) challenges encountered by induction mentors, (c) induction mentor preparation to address such challenges, and (d) any additional preparation/support perceived as needed for induction mentors. Interview data collected from sample participants will be given to all participants for validation of their interview transcripts. Once important practices are identified in the data collected, the practices will be validated against the literature in the literature review of this study in Chapter Two, which will in turn add to the growing body of research pertaining to the recent Commission recommendations on the need for high quality mentoring in the state's induction programs as well as inform other induction administrators of the most effective practices for preparing, developing and retaining high quality mentors in the midst of state and local fiscal changes.

Your site was selected because of its success in training and retaining induction mentors and because of the diverse demographic student population it serves. If a mentor agrees to participate in this study once he/she completes the *Participant Demographic Background Survey*, the mentor will be asked to choose to participate in a 45-minute semi-structured phone interview regarding their lived experiences and perceptions as an induction mentor at your site. The interview will be recorded for the intention of note transcription through the use of NoNotes.com, which will eventually assist me in ensuring the accuracy of the data collected. Participants will have an opportunity to validate the interview transcript before ending their participation in this study.

Participation in this study is completely voluntary, will remain confidential, and participants' identity will be coded when used to communicate results. Participants will retain the right to revoke their consent or suspend their participation at any time. A copy of the informed consent and interview protocol are attached to this letter for your information.

If you have any questions regarding my study, please feel free to contact me at (_____) or at _____. You may also contact my dissertation chair, Dr. Linda Purrington, at _____ or at _____, for additional questions or concerns.

Your consent at the end of this form indicates that you understand and agree with the information above, that you have received a copy of this form communicating to you the purpose of this study, that you grant permission for me to conduct my study at your site, and that you consent to extend to all induction mentors an invitation to participate in this study and provide them with the link to the participant demographic background survey and study participation forms.

I thank you in advance for your consideration and time in helping me collect valuable data to inform my study.

Respectfully Yours,

Sagui A. Doering

Sagui A. Doering, Doctoral Student
Pepperdine University—ELAP Program

Attachments Included:

Appendix C—Gatekeeper Permission to Conduct Study

Appendix E—Request to Participate in Phone Interview Protocol

Appendix A—Information/Facts Sheet for Exempt Research

Appendix B—Informed Consent for Participation in Research Activities

Appendix F—Mentor Interview Protocol and Questions

APPENDIX D
Recruitment Survey

#	Question
1	Enter your name and last name.
2	Enter your e-mail address.
3	Is this your first year as an induction mentor in this or any induction program in California? a. Yes b. No
4	How many years have you served as a mentor through this program? a. This is my first year b. 1-2 c. 3-4 d. 5-6 e. 7-8 f. 9-10+
5	How were you selected to be an induction mentor? a. My site administrator asked me to serve in this capacity. b. The Induction Program administrators selected me. c. I completed an application that inquired about my teaching, grade level experience, and professional interests. d. I went through a meticulous interview process.
6	Were you a BTSA participating teacher? a. Yes b. No

- 7 What is the highest degree you currently hold?
- BA or BS
 - MA or MS
 - Ph.D. or Ed.D.
- 8 What certifications do you hold?
- Preliminary MS or SS Credential
 - Professional Clear or Life MS or SS Credential
 - Education Specialist
 - EL Authorization (CLAD, BCLAD, CTEL, or SB 1969)
 - National Board Certification
 - Reading Specialist
 - Administrative Services
 - Career Technical Education/Vocational Education
- 9 What is your current assignment?
- Full-time classroom teacher
 - Part-time released classroom teacher
 - Full-time released/Full-time Support Provider
 - Full-time/Part-time Support Provider
 - Program director/Part-time Support Provider
 - Retired educator

- 10 Prior to serving as an induction mentor in the induction program you currently serve in, what type of coaching or mentoring experiences have you been involved in?
- a. Classroom management
 - b. Informal new teacher support at my school site (part of a buddy system)
 - c. Curriculum and instructional coach
 - d. Advanced content matter training
 - e. Department lead
 - f. Coaching/mentoring role in a non-educational setting
 - g. None of the above
- 11 Based on your experience as an induction mentor, which of the following aspects about your relationship with your beginning teacher, do you believe have positively impacted the success of your teacher? Respond to each of the options listed below:
- a. Engaging and supporting my participating teacher(s).
No impact
Slight impact
Moderate impact
Great impact
 - b. Creating and maintaining effective learning environments.
No impact
Slight impact
Moderate impact
Great impact
 - c. Organizing content matter for students in a meaningful way.
No impact
Slight impact
Moderate impact
Great impact
 - d. Differentiating instruction for all students.

No impact

Slight impact

Moderate impact

Great impact

e. Creating and implementing student learning assessments.

No impact

Slight impact

Moderate impact

Great impact

f. Interpreting assessment data.

No impact

Slight impact

Moderate impact

Great impact

g. Influencing educational philosophy and working style.

No impact

Slight impact

Moderate impact

Great impact

h. Instilling an importance for professional development

No impact

Slight impact

Moderate impact

Great impact

12 To what extent have extra-professional assignments negatively affected your ability to provide the best support to your participating teacher?

a. Highly negatively impacted

b. Moderately negatively impacted

c. Slightly negative impacted

d. Does not apply

- 13 How many participating teachers from this program did you support?
- a. 1 teacher
 - b. 2 teachers
 - c. 3 teachers
 - d. 4 teachers
 - e. 5+ teachers
- 14 Are you assigned to support other teacher(s) new to the field, in addition to those from this induction program? If yes, how many did you support?
- a. No
 - b. Yes: 1-2 other teachers
 - c. Yes: 3-4 other teachers
 - d. Yes: 5+ teachers
- 15 Would you be willing to participate in a 45-minute phone interview related to your experience as an induction mentor?
- a. Yes
 - b. No

If yes, please specify a date and time by clicking on the YouCanBook.Me link to select a booking that would be best for you.

Don't forget to submit this form once you've booked your appointment.

<https://saguidoering1.youcanbook.me/>

Note. Questions 8, 9, 10, 11, 12, 13, 14, and 15 are replicated from the questions found in "Support Provider Survey" created by the CDE and adopted by the Los Angeles Unified School District, 2010 (http://www.lausd.net/lausd/offices/Teacher_Certification_Unit/Accreditation/2%20Program%20Administration/Data/State%20surveys%203-19-10/09-10%20SP%20Survey%20REV%203-19.pdf). Copyright 2010 by the author. Permission obtained from the CDE. See Appendix J.

APPENDIX E

Request to Participate in Phone Interview Protocol

The following steps will be implemented to recruit the participation of a range of six to 10 induction mentors at a county office of education induction program, once they have provided the researcher with their consent to participate in this study, have taken the *Recruitment Survey* and have been conveniently selected.

1. Contact the induction mentor via an email to inform them of their selection to be a participant in this study.
2. Reiterate in the email the purpose of the study.
3. Lead the participant through a YouCanBook.Me link to select a phone interview date and time.
4. Once a date and time have been selected, participants will receive an email to confirm their date and time, and will be forwarded a copy of the research questions should they decide to review them beforehand.
5. The interview will proceed as scheduled and planned.

APPENDIX F

Mentor Interview Protocol and Items

I, Sagui A. Doering, will read the following script information with the study participant at the beginning of the scheduled interview session.

“Hello, thank you so much for your willingness to participate in this study. For your information and with your permission, this interview is being recorded through the use of Nonotes.com to ensure validity and reliability of the data collected. I will also be handwriting specific notes pertaining to the items asked.

Do you consent to this interview being recorded through NoNotes.com? I'd also like to confirm with you that the duration of this interview will not exceed 45 minutes.

You were chosen to participate in this study because you are an induction program.

During the course of this interview, I will be asking you some questions regarding your lived experience and perceptions of the most effective practices for preparing, developing and retaining high quality induction mentoring.

At the end of this interview, I will allow some time for you reflect and expand on any of the answers you offered.

In addition, to ensure validity and reliability of your answers as data that has been collected, I will contact you via email to verify that the accuracy of your interview answers is accurate. At which point, you may delete or expand on any of your answers.

The final review and submission of your interview transcripts will conclude your voluntary participation in this study.

The findings of this study will be published as a doctoral research study dissertation and will be shared with the educational community at large.

For your protection, your name and identity, as well as the induction program name in which you served as a first year induction support provider, will be kept confidential and will not be used in the dissertation manuscript. Names and identities will be coded at all times.

In addition, any notes, forms, and data collected throughout the process will remain locked for two years, and I will be the only one with access to such files.

Lastly, as previously communicated to you in the appendices you signed, since participation in this study is absolutely voluntary, you may withdraw or discontinue your participation in this study without penalty or impact to your work as an induction support provider, should you feel it is a necessary to withdraw.

Do you have any questions or concerns at this time before we begin the interview?

Interview Items

The purpose of this phenomenological study is to investigate the lived experiences and perceptions of induction mentors at a purposely selected Southern California county department of education induction program in order to learn insights related to preparing, developing, and retaining high quality teacher induction mentors. It is anticipated that the results from this study will add to the growing body of research pertaining to the recent Commission recommendations on the need for high quality mentoring in the state's induction programs (CTC, 2015). It is also expected that the outcomes from this study will inform induction administrators of the most effective practices for preparing, developing and retaining high quality mentors in the midst of state and local fiscal changes.

The following questions/items will be asked during the interview. The 18 interview items have been organized according to the theoretical themes that emerged and which are described in the chapter two-literature review of this study.

Adult Learning Theories:

1. What type of adult learning theory(ies) did your induction program introduce you to?

Mentoring Relationships:

2. Do you feel you were strategically paired with your participating teacher according to grade level and subject matter? How so?
3. What is your overall assessment of the grade level and subject area relationship between you and your mentee/participating teacher?
4. How did your relationship with your participating teacher impact his/her success or challenges?

Knowledge of Educational Practices and an Understanding of Student Learning:

5. How were you prepared to incorporate the latest educational practices and student learning strategies in your mentoring work?

Knowledge of New Teacher Support Systems:

6. Describe the training that you received on psychological models of teacher concerns or teacher expertise, and/or any training of a conceptual model on the “what” and “how” of training beginning teachers and the challenges they face during their first years in teaching.

Mentoring Responsibilities: Facilitator, Support & Guide:

7. Were you provided with a vision of excellence in teaching and learning, as a guide for your mentoring work? Explain.
8. Describe how you were trained with guidelines and expectations of your responsibilities as an induction mentor. (e.g. meeting frequency, time, resources available, observation, assessment, feedback.)
9. Explain the formative feedback system that assisted you in providing quality ongoing support to your mentee/participating teacher.

Leadership Practices:

10. What type of leadership practice opportunities were you provided with that will help you promote reform-minded teaching and usher you into leadership opportunities in your career?

Mentor Support Systems: Stages of Teacher Development:

11. Did you have access to a support group (e.g. veteran mentors, site or program administrators) that was responsive to your needs, questions and/or concerns? How did it help you?
12. To what extent did your program help you develop as a professional?

Professional Communities of Collaboration and Inquiry:

13. As part of a community of learners, can you explain the type of access you had to discussions, forums, and meetings/trainings on coaching or mentoring support, please?
14. What opportunities did you have to meet with other Mentors?

Time:

15. Were you provided with sufficient time to carry out your work as a mentor in an effective way? How so?

Compensation:

16. Was a stipend or compensation offered to you for your service as a mentor?

Knowledge of CSTPs and/or INTASC Standards:

17. Explain the type of training provided to you as related to the California Standards for the Teaching Profession.

Vision:

*Theme addressed in question 7.

Reflective Practices:

18. How were you encouraged to engage in meaningful reflections about your work as an induction mentor?"

APPENDIX G

Interview Recording Procedures

The following interview recording procedures will take place when initiating a 45-minute semi-structured interview with each participant during this study:

1. Obtain a voluntary consent from the participant prior to the interview.
2. Select the NoNotes.com application from my iPhone.
3. Activate the Call Recording and transcription option.
4. Dial the participant's phone number to begin recording.
5. Upon caller response, greet the participant and thank them for their time.
6. Inform the participant that for validity of the data collected, the interview is being recorded. Confirm the participant's permission to record the interview.
7. Begin Interview script, and cover all interview items as described in the *Mentor Interview Protocol and Items* (see Appendix E).
8. The interview recording will end once the phone call has ended.

APPENDIX H

Validation of Participant Interview Transcript

Please complete the form below to validate the information you provided to the primary researcher during the 45-minute semi-structured and recorded phone interview on _____ date and time _____.

___ I have read all the transcribed information on the transcript of my phone interview.

___ I would like for the revisions I made to my phone interview transcript to be honored as my final answers to the interview questions.

___ I approve of all my answers as have been transcribed and do not wish to make any revisions or additions to my answers.

Mentor's Name (Printed)

Date

APPENDIX I

Thank You Letter

To: XXXXXXXXXXXXXXXX

From: Sagui A. Doering, Dissertation Study Researcher

Date: XX/XX/ 2017

Subject: Thank you for your participation in my study

Dear XXXX YYYYY,

Thank you for your voluntary participation in my doctoral dissertation study on the lived experiences and perceptions of induction mentors as related to the most effective practices for high quality mentoring. Your contribution is an asset to my study.

I thank you again for your amazing support and for volunteering your time to participate in this research study. It was a pleasure working with you and learning from your first-hand lived experiences and perceptions of your work as an induction mentor.

Kind Regards,

Sagui A. Doering

APPENDIX J

Emails to Obtain Permission from CTC—BTSA for Survey Modification

On Sep 27, 2016, at 10:10 PM, Sagui Doering

<[REDACTED]><mailto:[REDACTED]>> wrote:

Hello Ms. Roby,

I hope this email finds you doing great! I am emailing to inquire if I may obtain permission to adapt the BTSA Site Administrator Survey 2011-2012 Statewide Report for my dissertation tool, please? This document is an open PDF file document found online. However, since this is a government created document for BTSA, I was wondering if permission to adapt is necessary. I thank you in advance for any help you can render to me in answering this question, and/or granting me permission to modify questions 1,3, 4, 5, 7 and 25.

Sincerely,

Sagui Doering~

Roby, Gay <[REDACTED]>
TO: Sagui Doering

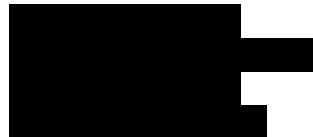
Sep 30 at 7:52 AM

Hello,

Yes, using the site administrator survey and tweaking it to fit your needs is perfectly acceptable. Good luck!

gay

Gay Roby, Consultant
Professional Services Division
Commission on Teacher Credentialing



The information provided in this message by the CTC is general and current as of the date of transmission. Any reliance by recipients of the information is subject to the accuracy of the initial information and facts provided by the recipient. This message contains information from the CTC that may be confidential or privileged. If you are not the intended recipients, be aware that any review, retransmission, dissemination or other use of, or taking of any action in reliance upon, this information by persons or entities other than the intended recipient is prohibited by law. If you received this message in error, please notify the sender and delete the material from any computer.

APPENDIX K

Collaborative Institutional Training Initiative (CITI) Completion Report

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM) COMPLETION REPORT - PART 1 OF 2 COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more detailed scores, including those on optional (supplemental) course elements.

- Name: Sage I Doering (ID: 5945767)
- Email: sageidoering@pepperdine.edu
- Institution Affiliation: Pepperdine University (ID: 1729)
- Institution Unit: Education
- Phone: ~~714-334-4421~~

- Curriculum Group: GS EP Education Division
- Course Learner Group: GS EP Education Division - Social-Behavioral/Educational (SBE)
- Stage: Stage 1 - Basic Course

- Report ID: 21351722
- Completion Date: 21-Nov-2016
- Expiration Date: 20-Nov-2021
- Minimum Passing: 80
- Reported Score*: 91

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Belmont Report and CITI Course Introduction (ID: 1127)	21-Nov-2016	3/3 (100%)
History and Ethical Principles - SBE (ID: 490)	21-Nov-2016	4/5 (80%)
Defining Research with Human Subjects - SBE (ID: 491)	21-Nov-2016	5/5 (100%)
The Federal Regulations - SBE (ID: 502)	21-Nov-2016	5/5 (100%)
Assessing Risk - SBE (ID: 503)	21-Nov-2016	5/5 (100%)
Informed Consent - SBE (ID: 504)	21-Nov-2016	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	21-Nov-2016	3/5 (60%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/details/7d1851ba-958a-44cb-bad5-6a056d82896>

CITI Program
Email: support@citiprogram.org
Phone: 888-629-6929
Web: <https://www.citiprogram.org>

**COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT****

** NOTE: Scores on this Transcript Report reflect the most recent quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- Name: Sagil Doering (ID: 5945767)
- Email: sagil.doering@pepperdine.edu
- Institution Affiliation: Pepperdine University (ID: 1729)
- Institution Unit: Education
- Phone: [REDACTED]

- Curriculum Group: GSEP Education Districts
- Course Learner Group: GSEP Education Districts - Social-Beauba Education (SBE)
- Stage: Stage 1 - Basic Course

- Report ID: 21351722
- Report Date: 21-Nov-2016
- Current Score(s): 91

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
History and Ethical Principles - SBE (ID: 49D)	21-Nov-2016	4/5 (80%)
Defining Research with Human Subjects - SBE (ID: 49F)	21-Nov-2016	5/5 (100%)
Belmont Report and CITI Course Introduction (ID: 1127)	21-Nov-2016	3/3 (100%)
The Federal Regulations - SBE (ID: 502)	21-Nov-2016	5/5 (100%)
Assessing Risk - SBE (ID: 503)	21-Nov-2016	5/5 (100%)
Informed Consent - SBE (ID: 504)	21-Nov-2016	5/5 (100%)
Privacy and Confidentiality - SBE (ID: 505)	21-Nov-2016	3/5 (60%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: <https://www.citiprogram.org/verify/?d185189-d68a-44cb-bad5-6a056d8e2896>

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-629-6929
Web: <https://www.citiprogram.org>

APPENDIX L

Notice of Approval for Human Research



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: January 18, 2017

Protocol Investigator Name: Sagui Doering

Protocol #: 16-11-450

Project Title: A Mixed Methods Study of Returning First-Year Induction Mentors' Perceptions of the Most Effective Practices for High Quality Mentoring

School: Graduate School of Education and Psychology

Dear Sagui Doering:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

Page: 1



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives

Mr. Brett Leach, Regulatory Affairs Specialist