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The Reported Needs of a Teacher Mentoring Program

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THE REPORTED NEEDS OF A TEACHER MENTORING PROGRAM

by

Kimberly Myers Tillman

Abstract of a Dissertation
Submitted to the Graduate School
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

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ABSTRACT

THE REPORTED NEEDS OF A TEACHER MENTORING PROGRAM

by Kimberly Myers Tillman

December 2011

The following study was conducted in four public school districts in south Mississippi and involved a combination of 167 administrators, mentors, and novice teachers. The purpose of this study was to measure the reported needs of a teacher mentoring program as perceived by novice teachers, mentor teachers, and administrators. An additional purpose of the study was to examine administrators' perceptions of how alternate route and traditional route teachers differ in their needs of a teacher mentoring program.

Two multivariate of analysis (MANOVA) tests were conducted to measure the differences among novice teachers, mentors, and administrators in their perception of what should be included in a mentoring program and the ways in which alternate route and traditional route teachers differ in their needs of a teacher mentoring program. Both tests conducted produced statistically significant results. Statistical test revealed that mentors recognize novice teachers have a greater need for mentoring in the areas of classroom management, collaboration, technology, and school-wide procedures with $(F(8,112) = 2.30, p = .025)$.   Statistical test also revealed that administrators perceive alternate route teachers to have a greater need for mentoring in the areas of classroom management, collaboration, discipline, documentation, feedback, observation, technology, and school-wide procedures with $(F(8,74) = 6.792, p<.001)$.

As the need for teachers continues to increase and retention rates consistently decrease, the results of this study provide valuable information to colleges and universities as they continue to develop their programs for both alternate and traditional route teachers. These results can be used to increase student achievement through the establishment of teacher mentoring programs or the enhancement of previously established mentoring programs as superintendents, districts, administrators, and teachers continue to rise to the high demands as set forth by No Child Left Behind and standardized testing.

The University of Southern Mississippi

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Kimberly Myers Tillman

A Dissertation
Submitted to the Graduate School
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for the Degree of Doctor of Philosophy

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TABLE OF CONTENTS

          Background
          Statement of Problem
          Research Questions
          Definition of Terms
          Delimitations
          Assumptions
          Justification
          Summary

          Introduction
          Theoretical Framework
          Rationale for Mentoring
          Cost Analysis of Mentoring
          Teacher Attrition and Teacher Mentoring
          Alternate Route Certification in Mississippi
          Mentoring
          Summary

         ` Overview
          Research Questions
          Research Design
          Participants
          Instrumentation
          Pilot Study
          Procedures
          Data Analysis
          Summary

LIST OF TABLES

Table

CHAPTER I

INTRODUCTION

This dissertation is an account of a quantitative study of the reported needs of a teacher mentoring program as perceived by novice teachers, mentor teachers, and administrators. Additionally, this study will investigate whether teachers have different mentoring needs based on their educational training. The first chapter of this dissertation presents the background of the study, purpose and significance of the study, and presents an overview of the methodology used. The chapter concludes by noting the delimitations of the study and defining special terms used.

Background

Currently public schools in the United States face monumental challenges associated with increased student accountability according to the No Child Left Behind Act of 2001 (NCLB, 2008). At the same time, education is also plagued with a continual shortage of teachers. In 2004, Smith and Ingersoll reported that in order to meet the demands of increasing student enrollment and the large population of retiring teachers, over 2 million public school teachers will be needed within the next twenty years. The retention of new teachers continues to be an area of paramount concern. According to Luekens, Lyler, & Fox, (2004) the Teacher Follow-up Survey 2000-2001 reflected that 8.5% or 43,100 teachers leave teaching within the first three years with another 6.5% or 48,600 leaving within 4-9 years of teaching. The most current TFS data from the 2008-2009 survey reveals yet another increase; 9.1% or 52,600 teachers left teaching within the first three years with another 7.9% or 76,800 leaving within 4-9 years of teaching (U.S. Department of Education). In 2003, Ingersoll reported 14% of teachers leave after

completing only their first year of teaching, and 33% leaving within completing 1-3 years. Rivkin, Hanushek, and Kain (2005) revealed that teachers need an average of 5 years of teaching experience to become effective at having an impact on student achievement. Nevertheless, in 2004 Ingersoll and Kralik revealed further alarming statistics; 50% of teachers leave within the first five years of their teaching experience. Thus, denying the novice teacher the opportunity of becoming a veteran teacher. Regardless of statistical ambiguities, it is evident that the retention of novice teachers warrants further analysis.

A group of six novice elementary teachers use the following terms to describe their first-year of teaching: "overwhelmed, hectic, isolating, beat down, unsupporting, scary, humiliating, afraid, stressed and drowning" (Anhorn, 2008, p.15). It should come as no surprise that education is referred to as, "the profession that eats its young" (Halford, 1998, p.33). As rewarding as shaping the minds of the future can be, teaching can also be a lonely profession, especially in the first few years when the novice teacher is getting acquainted with the culture of a school.

Ganser (2002) believed *mentoring* is necessary to help the beginning teacher "survive" their first year of teaching; however, students need more than just a "surviving" teacher. If teachers are expected to meet the increased accountability standards as set forth by NCLB, teachers not only need a program that retain them but one that will teach them how to become effective in their career as well. Although many novice teachers bring prior knowledge, a strong sense of commitment, and a thirst to succeed; they would grow far more as professionals when receiving the support, experience, and wisdom of a mentor in learning how to transfer their skills into the classroom (Gottesman, 2000) and

how to focus on student achievement (Ganser, 2002). Furthermore, studies show that teachers who experience intensive mentoring are more likely to stay in the education profession (Trubowitz, 2004).

Since the 1980s, mentoring has shown a dramatic increase in popularity (Brown, 2003). The American Association of State Colleges and Universities (2006) reported a 50 % increase among new teachers who participated in some form of mentoring, up from 40 % in 1990-91 to 80% in 2006. Though NCLB requires that every student be taught by a highly qualified teacher, the federal government does not contribute money toward this effort, rather it focuses more on testing (Brown, 2003). As a result of increased accountability, teacher mentoring has focused more on student testing rather than improving teaching (Brown, 2003). However, the individual states have recognized the importance of teacher mentoring. Martin (2008) reported that more than 30 states now require some form of mentoring; although with unclear parameters.

A friend, coach, trainer, role model, and confidant are a few of the terms used when describing a mentor. A mentor provides the new teacher with leadership, a sense of friendly camaraderie, and serves as a source of emotional support and encouragement. Wiebke and Bardin (2009) discovered that mentors who live within the community in which they work may be more beneficial to the novice teacher because they have established a repertoire with parents and are knowledgeable of the school and community.

While new teachers often learn to cope with the most difficult teaching assignment, the mentor provides help in learning the "unwritten rules" of their new school (Danielson, 2002; Ganser, 1996; Halford, 1998; Nolan & Hoover, 2004).

Nevertheless, mentors need training and support as well; being a good teacher does not necessarily equate to being a good mentor. Weiss and Weiss (1999) reported that successful mentoring programs are dependent upon the quality of training afforded to the mentors.

In addition to mentoring being beneficial to retaining the novice, Tillman (2003) suggested mentoring as a means of improving professional and personal confidence of the veteran teacher (p.227). The time has come for the educational profession to acknowledge mentoring as necessary for both the mentor and novice in order to grow professionally. Hargreaves and Fullan (2000) supported this idea in their discussion of Mentoring in the New Millennium. Even so, many teachers find the only way to advance in the field is to turn to an administrative position. Rather than loosing quality classroom teachers to administrative positions, perhaps veteran teachers may find sharing their wisdom with the novice teacher would bring them a renewed sense of purpose.

Although mentoring may deplete a veteran's resources and be seen as physically and mentally demanding (Bullough & Draper, 2004), many choose to view it as an opportunity to validate their status as an authority in their field (Iancu-Haddad & Oplatka, 2009). Research has shown that mentors see mentoring as an opportunity for personal and professional growth (Tauer, 1998) and as an opportunity for self-examination and collaboration (Iancu-Haddad & Oplatka, 2009). More specifically, mentors have the opportunity to make a difference with the future generation of teachers (Iancu-Haddad & Oplatka, 2009). Veteran teachers view mentoring as somewhat of an obligation. Teachers who have experienced some form of mentoring feel they should return the favor by helping their fellow colleague (Iancu-Haddad & Oplatka, 2009).

According to Ingersoll (2001) strong *administrative support* is a vital link to improving teacher retention. Research conducted by Quinn and Andrews (2004) reported that a new teacher's perception of support at the school level is often linked to strong administrator support during their first year. Research also reveals that a mutually supportive relationship between administrators and teachers contributes to increased student achievement (Marzaon, Water, & McNulty, 2005). Often times, the administrator is seen as being responsible for controlling resources and time set aside for the novice and mentor teacher to meet. The administrator is credited with being the most influential factor in a school's culture (CAE, 2004). Job satisfaction is increased and stress is decreased based on the amount of support and communication with administration. The novice teacher sees the administrator as one who should be "present, positive and actively engaged in the instructional life of the school" (Johnson & The Project on the Next Generation of Teachers, 2006, p.15) as well as provide feedback, and impart their wisdom and expertise with them. Personal interaction between the administrator and the novice promote confidence and self-esteem, which creates a healthy school climate and helps establish a sense of belonging. The teacher-administrator relationship in general is largely seen as a contributing factor in becoming a successful school. According to research by Marzano, Water, and McNulty (2005), schools considered to be high-performing report having a strong teacher-administrator bond; whereas, low-performing schools lack this type of relationship between teachers and administrators. Moreover, administrators who do not take the time to personally invest in their new teachers and form productive working relationships may also have a negative impact on the novice teacher as well (Tillman, 2005). Scherff (2008) further determined that negative

interaction between the administrator and the novice proved harmful leading teachers to change schools in some instances leave the profession all together.

To address the retiring baby boom population of teachers and legislative policies created to reduce class size, states have created *alternative pathways* for teacher certification. An *alternate route teacher* is identified as having a bachelor's degree in any program other than education. According to research, the alternate route teacher is an older and more mature, career-switcher (Beach, Littleton, Larmer, & Calahan, 1991; Resta, Huling, & Rainwater, 2001; Southern Regional Educational Board, 1988; Stoddart, 1993). Although alternate route programs are supported in more than 49 states, (Feistritzer, 2008) they vary drastically. Some programs merely consist of two weeks of training before receiving a classroom assignment. While other alternative certifications can be obtain by completing three post-baccalaureate classes or up to two-years of post baccalaureate training with up to three years of mentoring (Jorissen, 2003). According to Harris, Camp, and Adkison (2003) few required course work to be finished before being employed as a full-time teacher, and fewer require any form of student teacher at all. When comparing the retention of traditional route teachers to that of alternate teachers, Berry (2003) reported two-thirds of alternate route teachers leave within their first 3 years; comparably, Graziano (2005) reports that less than one-third of traditional route teachers leave within their first three years. Although traditional route teachers have a lower attrition rate than alternate route teachers in general; decreased teacher retention as a whole has lead to the need for more alternatively certified teachers (Harris, et al, 2003).

On the other hand, when taking a closer look at the retention rates of alternate route and traditional route teachers, researchers report conflicting conclusions concerning

retention rates. Many researchers have found a higher rate of retention among alternate route teachers (Southern Regional Education Board, 1988; Tullis, Dial, & Sanchez, 1991; U.S. Department of Education, 2002); while others reflect lower retention rates of the alternatively certified (Darling-Hammond, 2001; Erekson & Barr, 1985; McKibbin, 1991; Shen, 1997). However, further analysis shows a key factor related to the retention among alternate routes is *length of program preparation*. Researchers report alternate route teachers that are prepared in extensive programs with field experience have higher retention rates than those prepared in short-term programs (McKibbin, 1991; Darling-Hammond, 2001). Additionally, other research reflects that teachers trained in short-term programs have difficulty with classroom management, teaching methods, and curriculum developments (Feiman-Nemser & Parker, 1990; Grossman, 1989; Lenk, 1989; Mitchell, 1987). Successful alternate route programs last from 9-to-15 months and consist of a minimum of 30 weeks of field experience combined with academic and pedagogical coursework (Berry, 2001; Darling-Hammond, 2001; Resta, Huling, & Rainwater, 2001). Programs determined to be the most successful were collaborative school based programs in which college instructors and teachers worked together (Blair, 2003, p.38). Although local school districts do not have the authority to change teacher education programs at the university level, schools can differentiate teacher mentoring programs within their districts based on the educational background to meet the needs of teachers. Ultimately, to insure teacher retention, teachers need to feel better prepared as well as effective with in the classroom.

Traditional route teachers may have the knowledge of educational pedagogy and the advantage of student teaching, it is not sufficient for the development of today's

definition of an effective teacher, one who has the ability to increase student achievement for all learners. Trapper (1995) suggested a need to improve mentoring, administrative support, and professional development in that many teachers feel they were not adequately prepared for the reality of their first year of teaching. Further studies indicated that the novice teacher has more difficulty managing the non-teaching duties and student discipline issues than the veteran teacher (Buckley, Schneider, & Shang, 2004).

Statement of the Problem

Due to the lack of teacher retention and the increased demand for teachers, effective teacher mentoring programs are needed to improve issues such as: teacher retention, teacher effectiveness, and ultimately to improve student achievement. Furthermore, without addressing the specific problem of mentoring, teacher retention and teacher attrition will continue to progress at alarming rates thus negatively impacting student achievement. Additionally, with a variety of paths for teachers to become certified, do alternate route teachers require differentiated teacher mentoring in order to increase their rate of retention as well as improving their effectiveness?

Research Questions

This study examined the following questions:

1. What are the differences among novice teachers, mentors, and administrators in their perception of what should be included in a mentoring program?

2. In what ways do Alternate Route and Traditional Route teachers differ in their needs of a teacher mentoring program?

Definitions of Terms

Veteran Teacher- one who has five or more years of experience (Rivkin, Hanushek, & Kain, 2005)

Mentor Teacher- provides leadership, a sense of friendly camaraderie, and serves as a source of emotional support and encouragement (Wiebke & Bardin, 2009)

Novice Teacher- one who has three or fewer years of experience; one who is new to the teaching profession

Mentoring Process – establishes a community environment, to provide training in the education profession in order to retain quality teachers, while providing them support during their time of transition (Heller, 2004)

Alternate Route Teacher- one who has come from a previous career to become a teacher (Heller, 2004); or one who earned a college degree in a field outside or other than education

Traditional Route Teacher- one who receives an undergraduate degree where a portion of classes consist of theoretical and methodological knowledge and skills necessary for teaching; usually includes student teaching (Flores, Desjean-Perrotta, & Steinmetz, 2004); or one who earned a degree in education

Teacher Turnover- the departure of teachers from the educational profession (Ingersoll, 2001) within the first five years

Delimitations

This study was limited to four school districts in south Mississippi and to those who were mentor teachers, novice teachers, or administrators at the time of the study. Another limitation was that the participants were selected based on their willingness to

participate, as opposed to a random sample. By obtaining a convenience sample, the researcher was not able to generalize beyond the study.

Assumptions

The researcher assumes:

1. all of the respondents were honest

2. all of the respondents clearly understood the directions of the survey instrument; and

3. all of the respondents understood the instrument

Justification

The researcher will determine the reported needs of a mentoring program as perceived by novice teachers, mentors, and administrators with the purpose of designing a mentoring program to retain novice teachers, improve the effectiveness of all teachers, and increases student achievement. In addition, the study will determine if novice teachers have different mentoring needs based on the type of teaching certificate held-- traditional certification versus alternate certification, in the profession. The study is such that any meaningful or significant results would be of value to improve education. The need for quality teacher mentoring can have a profound effect on students, teachers, administrators, parents, and all stakeholders involved. Moreover, if the issue of mentoring is adequately addressed, there will be higher quality teachers available to effectively address the needs of students today.

Summary

Chapter one of this study discusses the need and justification of the study. To establish the foundation, chapter two provides a review of related literature. The

researcher discusses the theory of Abraham Maslow's (1954) *Hierarchy of Needs* theory,

Lev Vygotsky's (1978) *Social Constructivism,* and Albert Bandura's (1977) *Social*

Cognitive Theory as the basis for the study. A review of highly renowned teacher

mentoring programs proven to be successful in New Zealand, Ohio, Louisiana, and

Texas, as well as a cost analysis of the benefits of teacher mentoring programs will also

be discussed. Chapter three outlines the methodology that will be used in conducting this

study.

CHAPTER II

LITERATURE REVIEW

Introduction

The origin of mentoring can be traced to Greek poet Homer's *The Odyssey* when King Ithaca asked his friend Mentor to look after his son Telemachus while he was away fighting at the Trojan War (Homer, 1961). Although mentoring is not a new concept, teacher mentoring gained popularity in the 1980s. Early on, mentoring was seen as an informal buddy system to alleviate feelings of isolation. Now, however, Gless (2008) stated that haphazardly organized and underfunded teacher mentoring programs have "no impact on teacher retention, job satisfaction, or sense of efficacy, let alone the quality of instruction and student learning". Wiebke and Bardin (2009) stated that principal support, high-quality mentors, as well as time and resources set aside for teacher mentoring programs is vital in having an impact. The historical treatment of new teachers combined with high stakes testing and the increased demands of NCLB has created a shortage of qualified teachers and a problem with teacher retention thus necessitating a need for formal mentoring programs.

Theoretical Framework

Abraham Maslow's (1954) *Hierarchy of Needs* theory, one of the most renowned theories of motivation, can be seen as the rational behind teacher mentoring. The psychological aspect of Maslow's *Hierarchy of Needs* closely parallels that of the novice teacher. His hierarchy can be compared to the likeness of a pyramid. The most basic needs, requiring the most support, form the base of the pyramid leading to the peak of the pyramid which requires virtually no support. Maslow's (1954) *Hierarchy of Needs* is

comprised of five levels of needs: physiological, safety, belonging, esteem, and self-actualization.

The first level, physiological needs, includes meeting the individuals' needs of survival such as food, water, and rest (Maslow, 1954). Once the physiological needs are met, one progresses on to the need of safety, and next to the need of belonging in which the desire for relationships and social acceptance arise. According to Maslow (1954) the absence of safety can lead to fear and anxiety along with the lack of belongingness leading to feelings of loneliness. Maslow (1954) divides the fourth need of esteem into two levels, a lower need and higher need. The lower need of esteem creates the desire of respect from others, the need of appreciation and recognition. The higher needs relate more to that of self-esteem such as competence, independence, and confidence. Maslow (1954) refers to the first four needs as deficit needs, or D-needs, meaning they are not felt until one of the needs have not been met.

The fifth level of Maslow's (1954) *Hierarchy of Needs* refers to the need of self-actualization also known as growth motivation, being needs, or B-needs. Maslow (1954) suggests that when an individual reaches self-actualization they are reaching their potential. He further emphasizes that in order to reach the level of self-actualization; one must first meet their lower level needs (Maslow, 1954). Additionally, once an individually reaches self-actualization, they strive continually to meet this need.

Maslow's (1954) *Hierarchy of Needs* can be seen as comparable to teacher mentoring in the field of education. For instance, a teacher's physiological needs or basic needs should be met in terms of classroom materials as well as the individual basic needs of general health. Conversely, research reflects that novice teachers typically encounter a

challenge when meeting this first need as they are customarily assigned classrooms with

the least amount of supplies (Anhorn, 2008) while burdened with the same

responsibilities as that of a veteran teacher (Andrews and Quinn, 2004). Nevertheless,

once the novice teacher is able to meet their physiological needs, they will then proceed

to meet their need for safety or security. A teacher's sense of stability and structure

(safety/security) is commonly known as classroom management; though, according to

Buckley, Schneider, and Shang (2004) novice teachers report great difficulty in the area

of classroom management.

Once reaching the third level of belonging, a novice teacher is naturally afforded

this opportunity when taking part in a quality mentoring program rather than succumbing

to the feelings of isolation. Maslow's fourth need of esteem is comparable to the novice

teacher's need for acknowledgement from their principal. Research shows that a

teacher's view of support is closely linked to the received from the principal (Quinn &

Andrews, 2004) Furthermore, Ingersoll (2001) reports a correlation between increased

teacher retention and strong administrative support. With the support of the

administration, mentor, and other colleagues the novice is able to feel safe and secure in

their new role.

Mentoring programs promote mutual respect as well as an opportunity for

professional growth for both the novice teacher and the mentor. Upon close examination

of Maslow's (1954) Hierarchy of Needs theory, one must agree that self-actualization can

not occur without creating a sense of community first. In fact, Trubowitz (2004) reports

that novice teachers are more apt to stay in teaching if they experience a quality teacher

mentoring program. Although once a teacher reaches self-actualization; the need for

support lessens due largely in part to the skills and knowledge previously acquired on their journey.

The theory of constructivism is widely known for its contribution to the field of education as the best method for teaching and learning (Powell & Kalina, 2009). It has been referred to as "a more natural, relevant, productive, and empowering framework for instructing both P-12 and teacher education students" (Cannella & Reiff, 1994). Although there are several variations of constructivism, there are two major types: Jean Piaget's Cognitive Constructivism (1953) focused on the individual and Lev Vygotsky's Social Constructivism (1978) focused more on the social interactions of the individual.

According to Vygotsky (1978), *social constructivism* is associated with three important themes:

1. Social interaction must occur before individual learning takes place.

2. The More Knowledgeable Other (MKO) assists in the social learning process. The MKO must possess a deeper understanding than the learner. The MKO could be a trainer, coach, mentor, or colleague/peer.

3. Learning takes place during the Zone of Proximal Development (ZPD). The ZPD is when the learner takes and active role in the learning process with the guidance or assistance of the MKO or of a colleague/peer. Reciprocal learning occurs during the ZPD as the teacher works with the learner.

Vygotsky's theory can be related to the mentoring process by emphasizing the role of the larger school community and the role of the mentor relative to the learning process of the novice teacher. Additionally, the mentoring process should be seen as a

mutualistic relationship, in that both the mentor and novice have the potential for professional growth.

Albert Bandura's *Social Cognitive Theory* (1977) is the underlying principle which exemplifies the significance of the mentoring process as it relates to the relationship between the mentor and the novice teacher. During the 1960s, Bandura began publishing his Social Learning Theory (SLT) and held that unless people believe they can succeed, they have little incentive to pursue the goal or persist when faced with obstacles while pursuing the goal (Bandura, 2001). Bandura focused heavily on the cognitive characteristics of the SLT while emphasizing the social origins of human behavior, and how these cognitive experiences influence behavior and development. Thus, Bandura (1977) emphasized that people can learn by watching or observing others, by making general observations of the world, and by reading about what others do in the world.

Bandura (1977; 1986; 1989) stated that vicarious learning allows an individual to form an idea of how a task is accomplished without actually completing the task. The concept of vicarious learning relates to the overall concept of mentoring in that the novice is given the opportunity to learn through the observation of the mentor rather than learning from trial and error. Mentoring programs are designed to increase the effectiveness while enhancing the confidence of the novice teacher with the intent to eliminate the revolving door of teacher retention (Ingersoll & Kralik, 2004).

<div align="center">Rationale for Mentoring</div>

Harry Wong (2004) shared the most influential factor in predicting student success is the effectiveness of the classroom teacher, yet all states do not mandate or

dedicate funding for the development of teacher mentoring programs. Research shows

on average, five years is the estimated amount of time it takes for a teacher to maximize

their students' learning (Rivkin, Hanushek, & Kain, 2005); nevertheless, half of all new

teachers will have moved out of the teaching profession before making the transformation

to a proficient teacher. Statistics reflect that 14% of teachers will leave teaching after the

first year, 33% will leave after three years and 50% will leave after five years (Ingersoll

& Smith, 2003).

   While mentoring is not a new concept, interest in teacher mentoring did not gain

popularity until the 1980's (Brown, 2003). The use of mentoring has proven to shorten

the amount of time it takes for a novice to perform as an effective teacher, which on

average is three to seven years. Though researchers widely agree that a teacher's first

year is indicative of success and retention, new teachers are routinely assigned the

students with the most challenging discipline issues, lowest test scores, and the classroom

with the least amount of supplies (Anhorn, 2008). Nonetheless from day one, a novice

teacher is expected to complete all tasks asked of a veteran teacher and perform them at

the same level (Andrews & Quinn, 2004).   The historical treatment with respect to new

teachers alongside high stakes testing and the increased demands generated by NCLB has

created a shortage of qualified teachers as well as a problem with teacher retention.

Weibeke & Bardin (2009) reported less than desirable working conditions and lack of

support as the leading cause of teachers who leave the profession.

   Researchers (Guarino, Santibanez, & Daley, 2006) have determined individuals

enter into the profession of education for their affinity of teaching combined with its

benefits, compensation, and working conditions. Ironically, teachers have also reported

poor administrative support, stressful working conditions, and being unprepared for the demanding realities of teaching in general (Spraque & Pennell, 2000). In Tye and O'Brien's (2002) survey of teachers, the top-ranked reason for leaving teaching among those who had already exited the profession was "accountability" and the increased use of high-stakes, standards-based testing (see also Darling-Hammond & Sykes 2003). Annually, some 200,000 new teachers are hired. Nearly 20% of urban school teachers will leave after one year, and close to 50% in all schools will leave within five years of being hired (Wong, 2003). It is essential that school districts thoughtfully reflect on how beginning teachers are introduced to the profession. Equipping teachers with the necessary resources to be successful is critical in terms of increased teacher retention and student achievement. According to the National Center for Education Statistics' 1999-2000 "Public School Teacher Survey," 66% percent of teachers who were formally mentored reported that it "improved their classroom teaching a lot" (Ingersoll & Kralik, 2004).

As a result of the increased demands of accountability, teacher mentoring programs have the potential to be utilized as a tool of recruitment. While teaching is a highly social occupation, a large portion of it is accomplished in isolation which can be a potential pitfall for the novice teacher (Ingersoll & Kralik, 2004). A general consensus among new teachers attributes isolation as a major problem that influences their decision to leave the profession (Heller, 2004). Their need to build relationships can be fostered through a collaborative professional development community combined with the help of mentors and experienced peers. The benefits of mentoring combined with professional development are undeniable. The need for new teachers to bond with their professional

colleagues is essential to teacher retention and success. In turn, mentoring has proven to shorten the time it takes for new teachers to perform as effective teachers, which is an average of three to seven years. The New Teacher Center at the University of California at Santa Cruz found that productivity of new teachers in mentoring programs can be compared to that of their third and fourth-year colleagues (Villar & Strong, 2007). New teachers are significantly influenced by their first teaching experience which can have long-term effects in regards to job satisfaction and retention (Feiman-Nemser, 1983; Herbert & Worthy, 2001; Lortie, 1975; McDonald, 1980).

　　　According to data from the Teacher Follow-up Survey 2004-2005 (NCES, 2007), retiring teachers account for approximately 16% of attrition; therefore, it is important to take note of the benefits that mentoring programs offer to the veteran teacher as well. The majority mentor teachers receive some form of monetary compensation in addition to opportunities for career advancement. Often participation in a mentoring program can create a renewed sense of interest in veteran teachers as well as rejuvenate a teacher who is headed toward burnout. Veteran teachers have been known to return to school to earn their certification to become principals, lead teachers, or curriculum coordinators. Moreover the partnership with novice teachers time and again evolves into a collaborative form of professional development. The novice and veteran teacher form a mutually beneficial relationship with the novice sharing the most recent teaching trends whereas the veteran shares their wisdom and expertise.

<center>Cost-Analysis of Mentoring</center>

　　　Due to the correlation between teacher quality and student success, Cooper and Alvarado (2006) view increased teacher turnover as a long-term consequence related to

student achievement gains. When combining the number of teachers who change schools with that of teachers who choose to leave the profession all together, an estimated 12% of the teacher workforce leaves annually (Alliance for Excellent Education, 2008). Although teacher mentoring programs cost a sufficient amount, the financial implication of teacher turnover is astounding. According to the Alliance for Excellent Education (AEE), conservative estimates calculate the cost of replacing public school teachers who leave the profession at $2.2 billion. When including the cost of replacing transferring teachers, the figure rises to a staggering $4.9 billion annually (Alliance for Excellent Education, 2008) The National Commission on Teaching and America's Future (NCTAF) reports the country will spend an estimated $7.34 billion on hiring, recruiting, and training replacement teachers (Barnes, Crowe, & Schaefer, 2007). The NCTAF estimated in 2001 the cost of mentoring a new teacher at $4,000 per year; however, listed the cost of replacing a new teacher at $12,500 (Dexter, Berube, Moore, & Klopfenstein, 2005). Greater student gains have been determined to be more cost effective dollar per dollar when spent on the improvement of teacher quality rather than any other "quick fix" program or fad, according to a study conducted by Darling-Hammond in 1997. When considering nearly 200,000 new teachers are hired annually multiplied by the average cost of hiring a new teacher, the savings are staggering. Therefore the improvement of teacher quality in both novice and veteran teachers alike is an investment that is difficult to measure in figures.

Teacher Attrition and Teacher Turnover

When analyzing educational data from the Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-Up Survey (TFS) for the past two decades,

researchers have noticed several trends in the educational profession. Student enrollment has shown a 19 percent growth in elementary and secondary since the mid-1980s, with teachers showing a 48 percent increase (Ingersoll & Merrill, 2010). General elementary school teachers account for 33 percent of the increase with elementary enrichment teachers such as art, music, and physical education teachers accounting for 11 percent of the increase (Ingersoll & Merrill, 2010). Ingersoll and Merrill relate the ballooning trend of the teaching force to the national class size reduction movement and changes in the Individuals with Disabilities Education Act.

SASS confirms a graying trend among the teaching force. In 1987-88 the average age of a teacher was 41. By 2007-08, the average age had increased to 55, with more than 1.3 million teachers over the age of 50 in 2008. The most recent data shows teacher retirements have increased from 35,000 in 1998 to 87,000 in 2004. Upon analyzing the data, Ingersoll and Merrill (2010) determined 59 as the average age of retirement and predict teacher retirement will peak in 2011-12 with a decline following. Nevertheless, Ingersoll and Perda (2010), relate teacher shortages to preretirement turnover rather than to retirement. Teacher retirements actually account for less than one-third of teachers leaving the profession.

The ballooning effect of the teaching force has also led to a greening trend in the profession. In 1987-88, SASS reported the average teacher had 15 years of teaching experience. By 2007-08, the average teacher was a beginning teacher in the first year of teaching, which includes an increasing number of career switchers. While new teachers bring fresh ideas and increased knowledge of technology, an adequate supply of veteran teachers are needed to mentor and provide leadership.

When evaluating teacher turnover, one should note the teaching profession is a relatively large occupation, it accounts for 4 percent of the civilian work force (U.S. Bureau of the Census, 1998). For instance, there are five times as many K-12 teachers as lawyers or professors and half as many registered nurses as teachers (U.S. Bureau of the Census, 1998). However, when compared to other occupations, the teaching profession suffers from chronically high turnover (Ingersoll and Smith, 2003).

<div align="center">Alternate Route Certification in Mississippi</div>

Although researchers share differing opinions on how the alternate route teacher impacts student achievement, one thing is for sure, the establishment of the alternate route process has been successful in reducing the number of uncertified teachers in the classroom (Klagholz, 2001). The individual states are left with the task of deciding what requirements should be included in an alternate route program to receive a valid teaching certificate. In an attempt to address the shortage of qualified teachers, the state of Mississippi currently offers four different alternate routes programs for candidates interested in obtaining a valid teaching license. Aspiring teachers in Mississippi may choose apply to one of the following programs: the Mississippi Alternate Path to Quality Teachers (MAPQT), the Teach Mississippi Institute or TMI, the Masters of Arts in Teaching or the MAT, or the final program known as the American Board Certification for Teacher Excellence (ABCTE). While each program shares a few subtle differences, they share many of the same requirements as well. For example, all four programs require candidates to have earned a bachelor's degree prior to applying to the program of their choice in addition to the completion of a one-year internship, additional testing, and

training or course work as outline by their specific program (Mississippi State

Department of Education, 2011).

As reported by the Mississippi State Department of Education (2011), the

Mississippi Alternate Path to Quality Teacher (MAPQT) is offered by seven different

community colleges and five different universities within the state of Mississippi. During

the initial stage of the MAPQT, candidates must pass the Praxis I and II test and are

required to complete ninety clock hours to be trained on the state curriculum frameworks,

planning and instruction, and effective teaching strategies. Additionally, candidate must

also complete a practicum to learn about classroom management, peer coaching, school

law, and data analysis. The practicum is completed on nine Saturdays during the one

year internship period. The length of the practicum varies from eight to ten weeks;

furthermore, candidates also have the option of completing the program on online or at

the school's campus. The MAPQT offers candidates certification in seventeen different

areas (Mississippi State Department of Education, 2011).

The Teach Mississippi Institute requires candidates to complete an eight week

train session to gain knowledge about teaching strategies, classroom management,

curriculum requirements, instructional methods and test and measurements. However,

candidates are presented with the option of complete the training course online or at the

college or university level to earn nine graduate semester hours. Candidates must also

pass the Praxis I and II test. The TMI offers candidates certification in fourteen different

subject areas (Mississippi State Department of Education, 2011).

The MAT or the Master of Arts in Teaching can be earned at ten different

universities within the state of Mississippi; however, only seven of the ten offer

certification in the areas of grades 4-8 (Mississippi State Department of Education, 2011).

It should also be noted that certification for K-3 can not be obtain by means of an

alternate route program. Candidates must also pass the Praxis I and II test. MAT

candidates are required to complete six hours of graduate work in the areas of classroom

management and test and measurements (Mississippi State Department of Education,

2007). Upon complete of the previous six hours, candidates are required to complete a

year long internship for which they will earn an additional six graduate hours. MAT

candidates also have the option of apply all graduate hours toward a Master's degree after

earning the MAT license.

The American Board Certification for Teacher Excellence offers candidates a

certification in the secondary subject areas of biology, chemistry, English, math, or

physics. Before pursing their one-year internship, candidates must successful pass the

ABCTE subject area. During the one-year internship, ABCTE candidates are required to

be mentored by a Nationally Board Certified teacher or a Mississippi Department of

Education (MDE) trained mentor certified in the same content area. Candidates must

also complete a MAPQT three week summer training, an MDE eight-week online

training, or six graduate hours of MAT initial course work (Mississippi State Department

of Education, 2007).

<center>Mentoring</center>

The typical mentoring program involves the assignment of a veteran teacher who

is responsible for assisting the mentee in becoming familiar with school policy and

surviving the first year of teaching (Bell & Thomas, 2007; Gschwend & Moir, 2007; R.

M. Ingersoll & Smith, 2004; Wilkins & Clift, 2006; H. K. Wong, 2004; H. K. Wong,

Britton, & Ganser, 2005). Understanding that most new teachers do not enter the

classroom adequately prepared to teach (Black, 2004) and to deal with the isolation that

many report as a major contributor to job dissatisfaction the primary goal of mentoring is

to create a personal relationship to reduce this isolation (Heider, 2005). To be an

effective mentor one must be a counselor, friend, social guide and coach to the new

teacher (Harrison, Dymoke, & Pell, 2006). Additionally, the goal of any mentoring

program must be to help the new teacher to become an effective teacher (Bell & Thomas,

2007; Zepeda & Ponticell, 1997; Wilkins & Clift, 2006; H. K. Wong, 2004; H. Wong &

Wong, 2008; Yost, 2002). The problem arises when trying to determine the key

components of a program that will eliminate isolation and increase teacher effectiveness

in order to increase student achievement. Effective mentoring programs must provide an

opportunity for dialogue between the participants that lends itself to quality professional

development (Bell & Thomas, 2007; Ebmeier & Nicklaus, 1999; Gschwend & Moir,

2007; Zepeda & Ponticell, 1997; H. K. Wong, 2004; H. Wong & Wong, 2008; Yost,

2002). Furthermore, teaching is one of the few professions that placed the same demands

on new teachers as it does on its veteran teachers (Black, 2004; R. M. Ingersoll & Smith,

2004).

Although veteran teachers are excellent candidates for becoming mentors, it is

essential to choose teachers that are experienced and knowledgeable of all aspects of the

school and teaching profession (Zepeda & Ponticell, 1997). The selection of a mentor is

a critical component and the underpinning of a quality teacher mentoring program.

Although the emphasis for mentors is to build a reflective and collaborative relationship

with new teachers as well as create a set of attainable goals (Bell & Thomas, 2007) it

likely will necessitate the need for additional outside assistance as well (Harrison et al., 2006). The support network should be composed of all stakeholders who will generate an opportunity for the exchange of ideas and collaboration (Wilkins & Clift, 2006).

Formal mentoring programs in the field of education differ in terms of who will receive support. Some programs are designed specifically for beginning teachers, teachers new to the district, or teachers new to a subject while other are designed to weed-out poor performing teachers or assist teachers in need of remediation. Although several mentoring programs consist solely of one-on-one mentoring, the vast majority of formal programs offer a combination of features such as general orientation, classes and workshops, support group meetings, combined with one-on-one mentoring or a group of mentors. High quality mentoring programs recognize that the mere assignment of a mentor does not equate an effective mentoring program. How mentors are selected, the compensation they received, whether or not they receive release time to perform mentoring duties, and the numbers of mentees they supervise all vary widely from program to program (Wiebke & Bardin, 2009). The number of years teachers receive the support of a mentor can range anywhere from one year to as much as five years again depending on the program (Wong et al., 2005). While the variation among mentoring programs is vast, there is a shared common objective, to increase teacher performance, teacher retention, and student achievement.

Electronic Mentoring

In 2001, East Central Illinois began to include an e-conferencing component to their Novice Teacher Support Project (NTSP) to offer mentor support to small diverse school districts (Klecka, Cheng, & Clift, 2004). It was a partnership consisting of more

than twenty school districts, a university, and two regional offices. The password-protected e-conferencing offered threaded discussions to encouraged professional conversation among teachers. The electronic conferences were accessible only to program staff and participants; administrators did not have access. Participants could interact in existing threaded conversations as well as initiate their own discussion. Participants were predominately White-European females with various experience from pre-school through twelfth grade, and with zero to 38 years of classroom experience (Klecka et al., 2004).

Klecka, Cheng, and Clift, (2004) reported that novice teachers viewed e-conferencing as "as place to encourage/be encouraged by veterans, get practical advice and share ideas" (p. 3). According to the following comments, novice teachers viewed the anonymity associated with e-mentoring as a positive feature, "I can go in my building to somebody, but I don't want to show that I don't know what I am talking about" and "the collaboration and collegiality in the e-conferences can make new teachers feel more connected." (Klecka et al., 2004, p. 3). Even though novice teachers reported logging on primarily to read conversations rather than posting messages (Klecka et al., 2004); electronic mentoring can be seen as a safe environment for new teachers to become more comfortable with the cultural norms of teaching.

According to Klecka, Cheng, and Clift, (2004) mentors used the following comments to describe their experience with e-conferencing,

"It's good to feel needed in education. You feel your experience is valued."(p. 3), "I really enjoy the collaboration and collegiality that is present in the e-conferences. Knowing that even as a mentor we can get feedback and advice

from other perspectives is very helpful.", and "Personally, I have benefited from

observing how others in my same profession view their role." (Klecka et al.,

2004, p. 4).

Mentors reported logging on primarily to find discussions that would be beneficial to

their particular classroom needs. Although survey results indicated that mentors viewed

e-conferencing as a professional duty; e-mentors reported gaining more than they

expected (Klecka et al., 2004).

In 2003-2004, the NTSP assisted three universities in establishing a pilot e-

mentoring program, one of which included teachers in an alternative certification

program. According to Klecka, Cheng, and Clift, (2004) teachers were placed in 10

different South Suburban Chicago school districts that were identified as serving a high

needs population. E-conferencing was provided to teacher candidates an opportunity to

communicate with experienced teachers who had previously completed the program as

well as other teacher candidates. Participation in e-mentoring for teacher candidates

served as 25% of their course grade, while e-mentors received five hundred dollars for a

semester of participation (Klecka et al., 2004).

At the end of the pilot, the South Suburban Chicago teachers reported that e-

conferencing, was a worthwhile project that helped to lessen frustration (Klecka et al.,

2004). Furthermore, all three universities made modifications based on feedback from

participants and planned to continue with e-conferencing (Klecka et al., 2004). Based on

research conducted by Klecka, Cheng, and Clift (2004) one may discern that incentives,

whether it be grades or money, are needed to increase participation in nontraditional

forms of mentoring; nevertheless, research also reveals a bright future for e-conferencing the form of teacher mentoring.

Mentoring Programs

As stated by Hammer and Williams (2005), a teacher mentoring program utilizing the wisdom of retired teachers and retired administrators was made possible to novice teachers in the state of Texas with the help of Houston Endowment Incorporated and Texas State University System. The director of the Novice Teachers Induction Program, or NTIP felt that retired teachers and retired administrators not only possessed the expertise that novice teachers could benefit from, but also had the desire and time needed to devote to the professional growth of the novice teacher (Hammer & Williams, 2005). Participation in NTIP offers retired educators the opportunity to continue working in the field education while passing their knowledge on to the next generation of teachers. The mentors involved with NTIP received an annual salary of $20,000 for approximately twenty hours of work per week (Hammer & Williams, 2005). In return, they learn about the most current trends in education and have the opportunity to collaborate with other colleagues within the realm of education.

According to Hammer and Williams (2005) mentors involved with the program reportedly enjoy what they are doing because they feel it has an impact on students and the future of education. One mentor surveyed within the program used the following words to describe her experience, "New teachers nowadays are desperately in need of mentors who make it their only job to help these new teachers. They need constant encouragement, support, instruction and someone to listen" (Huling, 2004). The mentor goes on further to say that many of the novice teachers involved in the program would

have left the teaching profession all together if this type of quality mentoring had not been made available to them (Huling, 2004). Furthermore, when asked if they would recommend mentoring, they following to say, "Being a mentor is a wonderful way to remain active in a profession you love." and "There is such a feeling of fulfillment!" (Resta & Yeargain, 2005). NTIP reported that nearly 96% of its 377 beginning teachers have remained in teaching with 86.7% remaining in the same district (Yeargain, 2005). It success may be attributed to the fact that NTIP mentors are strictly there to help the novice, not to conduct formal evaluations, a major distinction from other mentoring programs (Hammer & Williams, 2005). The NTIP have proven to be a mutually beneficial program for novice teachers and retired educators alike (Hammer & Williams, 2005).

New Zealand's Advice and Guidance Program that began during the early 1990s was designed to assist K-8 teachers new to the profession as well as teachers new to the district (Wong et al., 2005). The New Zealand program offers beginning teachers the opportunity to be released from their classroom up to twenty percent of the work week. During that predetermined time, they have the option to receive assistance from their mentor, observe their mentor or other teachers, write lesson plans, or complete paperwork. In order to foster continuity in the classroom, a permanent substitute is assigned to the classroom for that same day of the week. When necessary, the substitute teacher may be assigned to the mentor teacher's class to allow the mentor to observe the beginning teacher's instruction with students. Novice teachers in New Zealand give their approval of the program. The most significant difficulties reported with the program is

locating substitute teachers that are willing to agree to a weekly commitment and financing payment of the substitute teachers (Wong et al., 2005).

According to the U.S. Department of Education (1998), the Peer Assistance and Review (PAR) Program was created and implemented in 1996 in Columbus, Ohio. The PAR Program was designed to serve teachers that are new to the profession and district, in addition to offering assistance to weak veteran teachers referred by their administrator for intervention. Mentor teachers are excused from their teaching duties for up to three years to work in a consultation capacity with their mentee. Mentors can be assigned to mentor as many as fifteen teachers at a given time. Throughout the school year, mentors are required to evaluate first year teachers twenty times with individual follow-up conferences afterwards to allow time for thoughtful reflection and foster professional growth. Mentor teachers receive a 20 percent stipend of their base pay for conducting their twenty classroom visits and conferences. Participation in the program is limited to one year. According the U.S. Department of Education, (1998) 3,312 new teachers have participated in the Peer Assistance and Review Program, with a new teacher retention rate of 85 percent, compared to a 50 % retention rate for new teachers in other urban districts.

The Lafourche Parish Public Schools in Thibodaux, Louisiana has instituted the Framework for Inducting, Retaining, and Supporting Teachers (FIRST) Program (Wong, 2004). According to Wong (2004) the FIRST program is a three year program designed to help first year teachers make a successful transition into the field of teaching. Novice teachers begin the FIRST program with a four day training session before the start of the school year Wong (2002). During this time, general information for the up coming

school year is discussed. Breaux and Wong (2003) report while the training session is

voluntary there is an average attendance rate of 99%. Teachers also receive a stipend for

their attendance. Teachers hired after the beginning of the school year also receive

similar treatment on a smaller scaled two day training session held in January (Breaux &

Wong, 2003). According to Breaux and Wong (2003) all new teachers have access to an

instructional facilitator and are required to attend monthly new teacher support groups

where they can discuss their strengths and weaknesses along with other novice teachers.

Breaux and Wong (2003) also report that the grade level and subject area of the mentor

are looked at closely as mentors in the FIRST program are assigned to the novice for a

two year period. During this period, mentors are expected to conduct several informal

observations in order to provide the novice with the feedback necessary to promote

professional growth. Before becoming a mentor, teachers receive three days of training

as well as on going training throughout the year to better prepare for their role as a

mentor (Breaux and Wong, 2003). Mentors receive monetary compensation for their

time and responsibility as well as release time throughout the school year to better assist

them in completing their duties as a mentor (Breaux and Wong, 2003). During the

second and third year of the FIRST program, teachers will continue to have their teaching

skills evaluated, have access to an instructional facilitator and are also presented with the

option of attending the new teacher support meetings (Breaux & Wong, 2003).

The Lafourche Parish Schools had an annual teacher attrition rate slightly over

50% before putting the FIRST program into practice in 1996 (Wong, 2003). Since the

implementation of the program, the district has experienced a continual decline in teacher

attrition rates. According to Wong, (2003) the district's teacher attrition rate was around

seven percent since the implementation of the program. In the 2000–2001 school-year, the Lafourche Parish Schools reported a 98 % retention rate of newly hired teachers (Wong, 2003).

In 2002 and 2003 an evaluation of the Texas Beginning Educator Support System (TxBESS) was conducted by the State Board for Educator Certification (Fuller 2003) in conjunction with the Charles A. Dana Center (2002) at the University of Texas at Austin. TxBESS began in 1999 as a half year pilot program to provide new teachers with a formal comprehensive program that offers instructional support, mentoring, and assessment to assist first year teachers with their transition into the Texas Public Schools. During their first few years on the job, beginning teachers received direction and support from a team of educators which consisted of a teacher mentors, school and district administrators, education service center staff members and other faculty members from teacher preparation programs. Although the main focus of TxBESS was to improve beginning teacher retention in Texas, the results of the study may lend itself to the possible identification of key components within a successful mentoring program. The program included approximately 15% of new teachers within the state. In December of 1999, the program began with 998 beginning teachers. During its first full year, TxBESS served 2,059 beginning teachers, and 3,058 during the final year of the study (Fuller, 2003). Fuller inquired about the relationship between the mentor and the mentee, whether release time was granted to both the mentor and the mentee, whether the mentee desired a mentor, as well as the topics discussed between the mentor and mentee such as student discipline and parent conference procedures (Fuller, 2003).

In Fuller's study, (2003) retention was identified as teachers who returned to teach in the Texas public schools for the following year also including teachers who transferred within Texas public schools. Turnover was identified as teachers who were no longer employed in the Texas public school the following year also including those who left Texas but still remain teaching in a public school in a neighboring state. The study compared annual retention rates of the TxBESS participants with those of all beginning teachers in the state from the 1999-2000 through the 2002-03 school years (Fuller, 2003).

An evaluation of Fuller's results (2003) showed that the program had a positive effect in keeping beginning teachers in the classroom. Results showed the cumulative retention of the first cohort that began in the 1999-2000 school year, Fuller (2003) found that TxBESS participants left the teaching profession at lower rates than non-TxBESS participants for their first three years of teaching. After one year, 89% of participants continued to teach in Texas the following year which is a significant statistical difference of eight percent above the statewide average of non-TxBESS participants. The following year saw a continual increase with 82% of its participants remaining in the state of Texas, while only 74% of non-participants remained. After the third year of implementation 75% of TxBESS participants remained, while only 67% on non-participants remained, again showing a significant statistical difference (Fuller, 2003).

Fuller's study (2003) found the TxBESS program had similar effects on the retention of teachers in both high-poverty and high-minority enrollment schools. This is a significant finding because schools typically have a higher attrition rate of teachers Carroll, Reichardt, & Guarino, 2000; Hanushek, Kain, & Rivkin, 2004; Scafidi, Sjoquist,

Stinebrickner, 2007; Smith & Ingersoll, 2004). Fuller (2003) also found that the retention

effects held true for all schools levels. Lastly, Fuller (2003) found TxBESS to be

especially helpful in retaining teachers who were under qualified; those who taught out of

their certification or those who were not fully certified.

According to Fuller (2003), teacher participants reported a high level of

satisfaction with TxBESS training. Mentor teachers indicated that TxBESS had a positive

effect on their professional growth. They reported becoming more sensitive to the needs

of novice teachers and feeling reenergized from their observations and guidance.

Principals reported that TxBESS teachers integrated into the faculty better, had fewer

student discipline and teacher attendance problems, and were out performing other

beginning teachers in the area of instruction (Fuller, 2003).

Charlotte Danielson, a well-respected contributor in the field of education,

published *Enhancing Professional Practice: A Framework for Teaching* in 1996 for the

purpose of preparing future teachers, recruiting teachers, and developing the skills of the

novice, along with enhancing the skills of the veteran teacher. Her framework conveys

what educators should know as well as the duties they should be able to perform.

Empirical studies and theoretical research serve as the foundation for Danielson's

framework which addresses the complexity of teaching during today's high stakes

accountability standards (Danielson, 2007). Danielson's framework is divided into 4

domains addressing teaching responsibilities. Domain 1 addresses the planning and

preparation of teaching, with domain 2 discussing the classroom environment.

Instruction is the subject of domain 3; leaving professional responsibilities to be

examined in the fourth and final domain. Each domain is broken down into smaller

components with a total of twenty-two for the combined 4 domains. To better explain each of the twenty-two components, they are then further described in two to five elements each, thus creating a comprehensive explanation of teaching. Although the domains and competencies are discussed separately, Danielson (2007) views teaching as a holistic and intertwined process.

As stated by Danielson (2007), Domain 1: Planning and Preparation explains the process a teacher completes each time before the presentation of a lesson. The six components related to planning and preparation, along with their underlying elements offer a comprehensive explanation of Domain 1. First, a teacher must have thorough content knowledge as well as a thorough understanding of the students' abilities and interests. Next, the teacher will need to determine the appropriate resources available to convey the information. Then the teacher will decide how to present the information and what activities will be utilized. Finally, the teacher must determine how comprehension of the material will be measured. While this may seem simple and systematic, it is a rather daunting task. Danielson (2007) states, hundreds of decisions are involved in designing a single lesson. In accordance with Danielson (2007), the level of achievement in Domain 1 can be viewed primarily in a teacher's lesson plans.

While Domain 2: The Classroom Environment seems self-explanatory, it consists of more than merely arranging the physical aspects of a classroom. In fact, as Danielson (2007) states, it sets the stage for all learning. In addition to managing the physical environment of the room, the teacher must establish a safe and respectful environment which promotes learning. Though this is no small task, it can be one of the most rewarding for students and teachers. Consistency with classroom routines and the

management of student misbehavior help to establish a nonthreatening and respectful

classroom. Students desire the admiration of their peers and take comfort in knowing

their opinion is valued by the teacher. According to Danielson (2007), once a teacher has

cultivated this type of environment, they have established authority within their

classroom as well as created an environment for learning. The skills a teacher possesses

in Domain 2 are evident in the interactions of the class (Danielson, 2007).

Domain 3: Instruction is what takes place after meeting the demands of Domains

1; it is the implementation of the planning and preparation (Danielson, 2007). To be a

successful instructor, teachers must be effective communicators. In order to encourage

students reach their potential, the teacher must clearly communicate the desired

expectations for students. Written and oral communication should be utilized to ensure

classroom content as well as directions and procedures have been conveyed effectively.

Danielson (2007) states quality questioning and discussion techniques should be utilized

to promote higher level thinking. The teacher must utilize a variety of strategies and

activities to engage even the most reluctant student. Teachers that are successful

instructors motivate students and have actively engaged students (Danielson, 2007).

Teachers need to be flexible and recognize when lessons or pacing needs to be adjusted

in response to a situation or student. Most importantly, the teacher must learn to be

persistent. The skills demonstrated in Domain 3 can be observed through student work or

through the interactions with students during classroom observation (Danielson, 2007).

With the exception of record keeping and parent communication, Danielson

(2007) suggests the final domain, Domain 4: Professional Responsibilities encompass

skills that primarily evolve over the span of an educator's career. As teachers grow more

proficient in their career, they become professionally involved and as such, contribute to their professional community. Danielson (2007) concludes teachers who become active within their professional community and further their professional knowledge are generally well thought of by parents, their peers, and the community.

Danielson's (2007) framework for teaching is beneficial at any level of the teaching profession, from the student teacher to the veteran teacher alike. However, its effect on the novice could have lasting results in the way of increased teacher effectiveness, student achievement, and teacher retention. As Danielson (2007) points out, medical professionals, lawyers, and social workers generally complete some form of internship, residency, or work under the guidance of a supervisor before assuming complete professional responsibility. Unfortunately, novice teachers are expected and required to perform all duties as well as their veteran colleagues from day one. Nevertheless, Danielson's framework for teaching with teaching combined with mentoring for the novice teacher could prove invaluable for the future of education. The framework for teaching serves as a comprehensive guide for the novice teacher to better understand the practices of good teaching.

<div align="center">Summary</div>

According to Trubowitz, (2004) studies show that teachers who experience intensive mentoring are more likely to stay in the education profession. However, there is little research on the specific mentoring needs of an alternate route teacher as compared to that of a traditional route teacher. Meeting the various needs of all teachers and equipping them with the necessary resources to be successful is critical in terms of increased teacher retention and student achievement. In this time of increased teacher

shortages and decreased teacher retention, it is vital that every teacher be provided with

the means necessary to not only remain in the profession, but to become a highly

effective educator.

CHAPTER III

METHODOLOGY

Overview

Although there is a consensus among researchers that suggests a correlation with new teacher mentoring programs and the increased retention of beginning teachers, the fundamental components that are deemed effective within a mentoring program still warrant further research. The determination of such components have the potential to increase job satisfaction and teacher retention, decrease teacher turnover, and lead to the development of quality teaching practices thus increasing student achievement.

Research Questions

Research questions for the study include two areas of focus. The questions are:

1. What are the differences among novice teachers, mentors, and administrators in their perception of what should be included in a mentoring program?

2. In what ways do Alternate Route and Traditional Route teachers differ in their needs of a teacher mentoring program?

Research Design

This study examined the reported needs of a teacher mentoring program as perceived by novice teachers, mentor teachers, and administrators. Specifically, this quantitative study investigated whether teachers have different mentoring needs based on whether they hold an alternate route teaching certificate or a traditional teaching certificate.

Participants

Participants in this study included elementary and secondary novice teachers, mentor teachers, and administrators from various public school districts throughout south Mississippi. The participants were selected based on their willingness to participate.

Instrumentation

The questions on the instruments (Appendix A, B, and C) were developed by the researcher. To obtain content validity, the researcher worked with a panel of experts consisting of two administrators, two mentor teachers, and two novice teachers. Minor changes in wording were suggested and modifications were made.

The study used three separate questionnaires (Appendixes A, B, and C): one for administrators, mentors, and novice teachers. The first eight questions on all three questionnaires pertained to the demographics of participants regarding their current position, teacher training program, level of employment, and whether they had participated in a formal or informal mentoring program, and if so, in what capacity. The questionnaire (Appendix A) that was used with administrators had 86 questions. The last 76 questions were pertaining to the Need of Inclusion for Alternate Route Teachers versus Need of Inclusion for Traditional Route Teachers. The questionnaire (Appendix B) that was used with mentors had 47 questions. The last 39 questions were pertaining to the Need of Inclusion for Teachers. The questionnaire (Appendix C) that was used with novice teachers has 86 questions. The last 76 questions were pertaining to the Confidence of Topic and Importance of Topic.

Each questionnaire (Appendixes A, B, and C) contained eight subsets. The classroom management subset had seven questions, collaboration had five questions,

discipline had three, documentation had four, feedback had three, observation had four, technology had four, and school-wide procedures had nine questions. A six-point Likert-like Scale ranging from 0 = Not at all to 5 =Very was utilized in order to measure the reported needs of a mentoring program as perceived by administrators, mentors, and novice teachers. The items were scored by obtaining an average of items within each given subset.

<div align="center">Procedures</div>

The researcher personally contacted each superintendent first by telephone to discuss the research study. A letter (Appendix D) further explaining the study was then sent to superintendents and written permission to conduct the study was obtained. All signed letters (Appendix E) granting permission were included in the IRB application. Upon IRB approval (Appendix F), the researcher then contacted the school district to obtain the email addresses of all administrators, mentors, and novice teachers, as well as their current place of assignment. With the cooperation of the superintendent, a contact person within each school was utilized for the distribution of all questionnaires. A sealed manila envelope containing individual envelopes with questionnaires for each participant was delivered by a delegated contact to the cooperating school official. Questionnaires were color coded for the purpose of identifying the specific positions (e.g., administrators, mentors, and novices). Participant letters (Appendix G) were attached to each survey explaining the study and its confidentiality. The researcher's contact information was also provided in the participant letter. Upon completion, all questionnaires were returned to the researcher through the United States Postal Service or inner school mail using the prepaid envelope provided by the researcher. Before the

research study was completed, a pilot study was conducted with a small number of administrators, mentors, and novice teachers to test for credibility and reliability. A Cronbach's alpha test was performed on this survey to ensure reliability. The coefficient alpha or Cronbach alpha is .94 for classroom management, .89 for collaboration, .93 for discipline, .83 for documentation, .98 for feedback, .94 for observation, .93 for technology, and .94 for procedures which translates into high reliability. The procedures for both the pilot and the proposed study were the same. The researcher used feedback from the participants in the pilot study to make minimal modifications to the questionnaires (Appendixes A, B, and C) before administering.

Once the questionnaires were returned to the researcher, the data was transferred into an Excel spreadsheet and then into SPSS for statistical analysis. The questionnaires were held in a secure location until the completion of the research project. When the study was completed, all questionnaires were destroyed by the researcher.

<div align="center">Data Analysis</div>

This study utilized a Multivariate analysis of variance (MANOVA) to measure the differences among novice teachers, mentors, and administrators in their perception of what should be included in a mentoring program and the ways in which Alternate Route and Traditional Route teachers differ in their needs of a teacher mentoring program. The .05 level of significance was used. Descriptive statistical data was analyzed using frequencies, means, and standard deviations.

<div align="center">Summary</div>

This study was conducted to determine the differences among novice teachers, mentors, and administrators in their perception of what should be included in a mentoring

program and the ways in which Alternate Route and Traditional Route teachers differ in their needs of a teacher mentoring program. Additionally, the study was to determine whether or not there is a need to differentiate teacher mentoring programs based on the type of teaching certificate held by the novice teacher. The results of the study will add to professional body of knowledge regarding teacher mentoring programs and aid in the design of future professional development for novice teachers.

CHAPTER IV

RESULTS

Introduction

The purpose of this study was to measure the reported needs of a teacher

mentoring program as perceived by novice teachers, mentor teachers, and administrators.

An additional purpose of the study was to examine administrators' perceptions of how

Alternate Route and Traditional Route teachers differ in their needs of a teacher

mentoring program. A one-way MANOVA was used to analyze responses to the

surveys. The researcher will present the results of the statistical analysis generated by the

data collected.

The findings of this study were collected to answer the following research

questions:

1. What are the differences among administrators, mentors, and novice teachers in

   their perception of what should be included in a mentoring program?

2. In what ways do Traditional Route and Alternate Route teachers differ in their

   needs of a teacher mentoring program?

Demographics

Data for this study were collected in the spring of 2011 from participating schools

in south Mississippi. These schools were selected by superintendents who responded to a

request for signed letters of permission. There were 358 surveys distributed; of the

surveys distributed, 166 were returned for a return rate of 46%. The participants in this

study included 51 administrators, 35 mentors, and 80 novice teachers. Descriptive data

for administrator surveys, mentor teacher surveys, and novice teacher surveys are presented in Tables 1, 2, and 3.

The following descriptive data highlights the most significant findings describing administrators. The majority of administrative participants, 52.9% or 27 indicated they were currently employed at the elementary level. Of the 51 administrators who responded to the survey, 62.7% or 32 had no formal training as a novice teacher. When asked if they had participated in a formal mentoring program as a mentor, 43.1% or 22 said they had been previously assigned to serve as a mentor.

Years of teaching experience ranged from 3 to 39 years for mentor teachers. Mentors were asked whether they had participated in a formal mentoring program as a novice teacher. Of those who responded to the question, 58.3% or 14 traditional route mentors and 57.1% or four alternate route mentors said they had received formal mentoring as a novice teacher.

Of the 80 novice teachers surveyed, 50 or 62.5% completed a traditional teacher training program and 29 or 36% completed an alternate teacher training program. The majority of traditional route novice teachers, 66% or 33 were employed at the elementary level and the majority of alternate route novice teachers, 72.4% or 21 were employed at the secondary level. When asked if they had participated in a formal teacher mentoring program as a novice teacher, 67.5% or 54 of all novices said they had received formal mentoring as a novice teacher.

Table 1

Frequency and Percentage Distribution for Administrators

	Frequency	Percent
Position		
Administrator	22	43.1
Assistant principal	21	41.2
Lead teacher	7	13.7
No description	1	2.0
Education Level		
Elementary	27	52.9
Middle	13	25.5
High school	9	17.6
No description	1	2.0
Years in profession		
1-5	1	2
6-10	10	19.6
11-15	12	23.5
16-20	9	17.6
21-25	7	13.7
26-30	6	11.8
31 or more	6	11.8
Formal program as novice		
Yes	16	31.4

Table 1 (continued).

	Frequency	Percent
No	32	62.7
N/A	3	5.9
Formal program as mentor		
Yes	22	43.1
No	27	52.9
N/A	2	3.9

Table 2

Frequency and Percentage Distribution for Mentors

	Traditional Route		Alternate Route	
	Frequency	Percent	Frequency	Percent
Education Level				
Elementary	20	76.9	0	0
Middle	3	11.5	3	42.9
High school	2	7.7	4	57.1
No description	1	3.8	0	0
Years in profession				
1-5	3	11.1	1	14.2
6-10	3	11.1	2	28.5
11-15	5	18.5	3	42.8
16-20	8	29.6	0	0

Table 2 (continued).

	Traditional Route		Alternate Route	
	Frequency	Percent	Frequency	Percent
21-25	5	18.5	0	0
26-30	2	7.4	0	0
31 or more	1	3.7	0	0
Formal program as novice				
Yes	9	37.5	2	28.6
No	14	58.3	4	57.1
N/A	1	4.2	1	14.3

Table 3

Frequency and Percentage Distribution for Novice Teachers

	Traditional Route		Alternate Route	
	Frequency	Percent	Frequency	Percent
Education Level				
Elementary	33	66.0	8	27.6
Middle	12	24.0	10	34.5
High school	5	10.0	11	37.9
Formal program as novice				
Yes	32	62.7	22	75.9

Table 3 (continued).

| | Traditional Route | | Alternate Route | |
	Frequency	Percent	Frequency	Percent
No	18	35.3	7	24.1
N/A	1	2.0	0	0

Descriptive Statistics

The independent variables in this study were mentors, novice, and administrators. Eight dependent variables were used: classroom management, collaboration, discipline, documentation, feedback, observation, technology, and procedures.

The following findings address the eight subsets of questions regarding what administrators, mentor teachers and novice teachers were asked concerning their perception of what should be included in a mentoring program. The subsets, criteria, consisted of questions 9 – 47 which focused on the need to include various components in a teacher mentoring program for traditional route teacher. The table below (Table 4) shows the groups statistics, mean scores, and standard deviations for the traditional route subsets. The results according to traditional route mentors indicate that the means in four of the eight subsets are high ranging from 3.58 to 4.25 for classroom management, from 3.96 to 4.69 for collaboration, from 3.43 to 4.05 for technology, and from 3.09 to 4.07 for school-wide procedures.

Table 4

Descriptive Statistics for Traditional Route Subsets

Subsets	Group	N	Mean	Std. Deviation
Classroom management				
	Mentor	25	4.25	.596
	Novice	50	3.58	1.02
	Administrator	46	3.91	1.10
	Total	121	3.84	1.01
Collaboration				
	Mentor	25	4.69	.385
	Novice	50	3.96	.983
	Administrator	46	4.21	1.04
	Total	121	4.20	.952
Discipline				
	Mentor	25	4.80	.500
	Novice	50	4.44	.688
	Administrator	46	4.47	1.10
	Total	121	4.52	.848
Documentation				
	Mentor	25	4.50	.753
	Novice	50	3.90	.976
	Administrator	46	4.11	1.12
	Total	121	4.10	1.01

Table 4 (continued).

Subsets	Group	N	Mean	Std. Deviation
Feedback				
	Mentor	25	4.56	.774
	Novice	50	3.91	1.13
	Administrator	46	4.02	1.31
	Total	121	4.08	1.16
Observation				
	Mentor	25	4.54	.598
	Novice	50	4.07	1.14
	Administrator	46	4.37	.988
	Total	121	4.28	1.00
Technology				
	Mentor	25	4.05	.680
	Novice	50	3.43	1.04
	Administrator	46	3.86	1.14
	Total	121	3.72	1.04
Procedures				
	Mentor	25	4.07	.818
	Novice	50	3.09	1.23
	Administrator	46	3.78	1.34
	Total	121	3.56	1.26

Note. Scale: 0 = Not at All; 5 = Very

The subsets, criteria, consisted of questions 9-47 which focused on the need to include various components in a teacher mentoring program for alternate route teachers. The table below (Table 5) shows the groups statistics, mean scores, and standard deviations for the alternate route subsets. The results from the perspective of administrators regarding alternate route teachers indicate that the means in all eight subsets are high ranging from 3.52 to 4.43 for classroom management, from 3.67 to 4.68 for collaboration, from 4.14 to 4.78 for discipline, from 3.73 to 4.47 for documentation, from 3.72 to 4.33 for feedback, from 3.89 to 4.60 for observation, from 2.96 to 4.18 for technology, and from 2.93 to 4.06 for school-wide procedures.

Table 5

Descriptive Statistics for Alternate Route Subsets

Subsets	Group	N	Mean	Std. Deviation
Classroom management				
	Mentor	7	3.79	.621
	Novice	29	3.52	.811
	Administrator	47	4.43	.549
	Total	83	4.06	.781
Collaboration				
	Mentor	7	3.85	.690
	Novice	29	3.67	.983
	Administrator	47	4.68	.444
	Total	83	4.26	.846
Discipline				
	Mentor	7	4.28	.911
	Novice	29	4.14	.799
	Administrator	47	4.78	.507
	Total	83	4.51	.718
Documentation				
	Mentor	7	4.10	.475
	Novice	29	3.73	.831
	Administrator	47	4.47	.641
	Total	83	4.18	.777

Table 5 (continued).

Subsets	Group	N	Mean	Std. Deviation
Feedback				
	Mentor	7	3.76	1.31
	Novice	29	3.72	1.01
	Administrator	47	4.33	.968
	Total	83	4.07	1.04
Observation				
	Mentor	7	3.89	1.07
	Novice	29	3.90	1.00
	Administrator	47	4.60	.712
	Total	83	4.29	.916
Technology				
	Mentor	7	2.96	1.10
	Novice	29	3.56	.972
	Administrator	47	4.18	.852
	Total	83	3.86	.988
Procedures				
	Mentor	7	2.93	.931
	Novice	29	3.01	1.05
	Administrator	47	4.06	1.08
	Total	83	3.60	1.17

Note. Scale: 0 = Not at All; 5 = Very

Statistical Statistics

The researcher conducted a Multivariate Analysis of Variance (MANOVA) to determine what components should be included in a teacher mentoring program. The first research question asks, what are the differences among novice teachers, mentors, and administrators in their perception of what should be included in a mentoring program? To answer research question 1, two separate one-way MANOVAs were used to calculate what components should be included in a mentoring program. The first MANOVA was calculated from the perspective of traditional route mentors and novice teachers as well as the perspective of administrators while the second was calculated from the perspective of alternate route mentors and novice teachers in addition that of the administrator.

Significant results were revealed. The multivariate results regarding what should be included in a teacher mentoring program for traditional route teachers were (F (8,112) =2.30, p=.025). Significant univariate results were found within four subsets. The results for classroom management were (F (2,118) =4.078, p=.019). The results for collaboration were (F (2,118) =5.239, p=.007). The results for technology were (F (2,118) =3.797, p=.025). The results for procedures were (F (2,118) =6.674, p=.002). In other words, mentor teachers who participated in a traditional teacher training program revealed a greater need to include a classroom management component than did novice teachers who participated in a traditional teacher training program. Mentor teachers who participated in a traditional teacher training program revealed a greater need to include a collaboration component than did novice teachers and administrators. Both administrators and traditional route mentors revealed a greater need than traditional route

novice teachers to include the components addressing technology and school-wide procedures.

The second one-way MANOVA used to calculate the components that should be included in a mentoring program from the perspective of mentors and novice teachers who participated in an alternate teacher training program as well as the perspective of administrators also revealed significant results. The multivariate results regarding what should be included in a teacher mentoring program for alternate route teachers were (F (8, 74) =6.792, p<.001). Significant univariate results were found within all eight subsets. The results for classroom management were (F (2, 80) =17.749, p<.001). The results for collaboration were (F (2, 80) =20.181, p<.001). The results for discipline were (F (2, 80) =8.692, p<.001). The results for documentation were (F (2, 80) =9.976, p<.001). The results for feedback were (F (2, 80) =3.598, p=.032). The results for observation were (F (2, 80) =6.755, p=.002). The results for technology were (F (2, 80) =7.678, p<.001). The results for procedures were (F (2, 80) =10.219, p<.001). In other words, Administrators revealed a greater need to include components addressing discipline, documentation, feedback, and technology than did novice teachers who participated in an alternate teacher training program. Administrators also revealed a greater need to include components addressing classroom management, collaboration, observation, and school-wide procedures than that of mentors and novice teacher who participated in an alternate teacher training program.

Summary

Administrators, mentors, and novice teachers were surveyed to determine the needed components of a teacher mentoring program for both traditional route and

alternate route teachers. Statistical test reflect that mentors recognize that novice teachers need mentoring in the areas of classroom management, collaboration, technology, and school-wide procedures. Additionally, statistical tests regarding the differences of traditional route and alternate route teachers also revealed significant results for the alternate route teacher. Alternate route teachers need mentoring in all eight areas; classroom management, collaboration, discipline, documentation, feedback, observation, technology, and school-wide procedures.

CHAPTER V

DISCUSSION

Summary

The purpose of this study was to investigate the reported needs of a teacher mentoring program from the perspective of administrators, mentors, and novice teachers. Two research questions directed this study. What are the differences among novice teachers, mentors, and administrators in their perception of what should be included in a mentoring program? In what ways do Alternate Route and Traditional Route teachers differ in their needs of a teacher mentoring program? Ultimately, the over arching goal of this research project was to gain knowledge about teacher mentoring programs so as to increase teacher retention and teacher effectiveness with the intentions of enhancing student achievement. According to research conducted by Trubowitz (2004) and cited in the review of literature teachers who experience intensive mentoring are more likely to stay in the education profession. Furthermore, the American Association of State Colleges and Universities (2006) reported a 50 % increase among new teachers who participated in some form of mentoring.

In the spring of 2011, 358 questionnaires were distributed to a combination of administrators, mentors and novice teachers from 4 public school districts within south Mississippi, and 166 of these were returned in time to be included for analysis. The research design was quantitative. The study utilized three separate yet similar questionnaires: one for administrators, mentors, and novice teachers. All three questionnaires contained a demographics section and eight subsets regarding the components of a teacher mentoring program. The participants were asked to choose

which components they perceived to be most needed in a mentoring program. In addition, administrators were asked to indicate which components should be specified for traditional route teachers as well as alternate route teachers. A Multivariate Analysis of Variance was used to analyze data.

Conclusions and Discussion

Research Question # 1

What are the differences among novice teachers, mentors, and administrators in their perception of what should be included in a mentoring program?

Novice teachers

Means for traditional route novice teachers were consistently lower in all eight subsets, implying that traditional route novice teachers do feel a need for mentoring in all areas. Consequently, the means for alternate route novice teachers were lowest in five of the eight subsets. Although alternate route teachers have maturity and the advantage of real-life experiences, they feel the greatest need for mentoring in the areas of observation, technology, and school-wide procedures. Regardless of the type of certificate held, both types of teachers are new to the profession and as such would benefit from observing veteran teachers and need mentoring in the areas of school-wide procedures and technology.

Mentors teachers

Mentor teachers who participated in a traditional route teacher training program revealed a statistically significant higher need to include the components of classroom management, collaboration, technology, and school-wide procedures in a teacher mentoring programs. Mentor teachers who participated in a traditional teacher training

program revealed a higher average mean in all eight subsets. This is a clear indicator that traditional route mentors recognize the challenges placed before novice teachers. Mentor teachers that participated in an alternate route teacher training program did not reveal statistically significant needs for the alternate route novice teacher; however, feedback, technology and school-wide procedures were the areas that revealed the greatest weakness.

Administrators

Although administrators did not reveal any statistically significant needs for the traditional route novice, the three lowest means were in the areas of classroom management, technology, and school-wide procedures. Conversely, administrators revealed a statistically significant higher need to include all eight subsets as components of a teacher mentoring program for alternate route novice teachers. It is relevant to note that that 52.9% of the administrators surveyed were at the elementary level where teachers are less likely to teach in a concentrated area such as math or English.

Mentors and administrators revealed a statistically significant higher need to include components addressing technology and school-wide procedures than novice teachers who participated in a traditional route teacher training program. Additionally, mentors also revealed a statistically significant higher need to include teacher mentoring components for classroom management and collaboration than novice teachers who participated in a traditional route teacher training program. However, administrators revealed a greater need to include components addressing discipline, documentation, feedback, and technology than did novice teachers who participated in an alternate route teacher training program. Administrators also revealed a greater need to include

components addressing classroom management, collaboration, observation, and school-wide procedures than that of mentors and novice teachers who participated in an alternate teacher training program.

The differing results between mentors and administrators could also be related to retention rate among novice teachers. While there are conflicting results surrounding the retention of alternate route teachers, Berry (2003) reports two-thirds of alternate route teachers leave within their first three years. Research also reflects that teachers trained in short-term alternate route programs have difficulty with classroom management, teaching methods, and curriculum developments (Feiman-Nemser & Parker, 1990; Grossman, 1989; Lenk, 1989; Mitchell, 1987). In addition, Buckley, Schneider, and Shang (2004) indicate that the novice teacher has more difficulty managing the non-teaching duties and student discipline issues than the veteran teacher; therefore, requiring the assistance of a teacher mentoring program.

Research Question # 2

In what ways do Alternate Route and Traditional Route teachers differ in their needs of a teacher mentoring program? Statistically significant higher results were revealed in all eight mentoring subsets for alternate route teachers; whereas, the four areas of classroom management, collaboration, technology, and school-wide procedures proved to be statistically significant for traditional route teachers. Therefore, the researcher can deduce that novice teachers do in fact have differing needs based on the type of teacher training program completed. Research findings also support the statement that traditional route teachers display a need for teacher mentoring as well. In answering the proposed research question, we can say that traditional route teachers differ in four

main areas, with alternate route teachers showing a greater need for assistance in the areas of discipline, documentation, feedback, and observation.

Administrators have confidence in the alternate route teacher's level of content knowledge; however, the fact that they are new to the profession should not be overlooked. In turn, administrators are also aware that traditional route novice teachers do not possess the same life experiences as that of the alternate route teacher, thus requiring more training in the area of classroom management for the traditional route novice teacher.

Maslow's (1954) *Hierarchy of Needs* theory supports these findings. The traditional route teacher has the advantage of having their survival and safety needs met to some extent while earning their bachelor's degree in the field of education. For instance, they have received instruction in pedagogy and completed student teaching in turn giving them the opportunity to work with veteran teachers and observe how they handle documentation and discipline; whereas in most cases, the alternate route teacher lacks this experience. It is critical for the alternate route teacher to have this vicarious learning experience as well. Even though we can infer that the traditional route teacher might have a slight advantage over the alternate route teacher, the findings also suggest that all teachers need mentoring to foster their sense of belonging, collaboration, and esteem. Completing a nurturing mentoring program is beneficial for all novice teachers in meeting the fifth and ultimate level of self-actualization.

<center>Limitations</center>

This study was limited to districts whose superintendents responded, in writing, with permission for their district to participate in the study. It was limited to

administrators, mentors, and novice teachers in south Mississippi who chose to respond

to the questionnaire. Due to the questionnaires being mailed near the close of the school

year and during state testing, the number of participants may have been limited. The

study may have also been further limited attributable to the low return rate of

questionnaires from mentors.

<div align="center">Recommendations for Policy or Practice</div>

As the need for teachers continues to increase and retention rates decrease, the

results of this study could provide valuable information to colleges and universities as

they continue to develop their programs for both alternate and traditional route teachers.

The state of Mississippi could benefit from examining this information as they

continue to seek ways to increase teacher retention. Furthermore, the state would be wise

to use teacher mentoring programs a tool of recruitment. A solid mentoring program for

novice teachers may provide the encouragement and stability needed to reassure a student

that the profession of teaching is in fact for them.

As superintendents, districts, and administrators continue to feel the pressures of

high stakes testing, this information could be utilized to help appropriate professional

development funds, enhance previously established mentoring programs or in some

instances secure funds necessary to establish a mentoring program all together. In

accordance with Harry Wong's (2004) research, the most influential factor in predicting

student success is the effectiveness of the classroom teacher.

The findings in this research study may be found helpful to administrators as they

strive to help novice teachers flourish in the early stage of their career. Building

principals could make arrangements for novice alternate route teachers and mentors to

observe one another as well as incorporate time for feedback regarding this experience.

To further address the needs of discipline and documentation, a short series of trainings at

the building level could also be incorporated throughout the school year. In keeping with

research conducted by Quinn and Andrews (2004), new teachers' perceptions of support

at the school level is often linked to strong administrator support during their first year;

therefore, it is critical that administrators continue to work toward playing an active role

in the mentoring process of teachers within their own building. To further support the

importance of the administrator, Johnson and The Project on the Next Generation of

Teachers (2006) reported that novice teachers see the administrator as one who should be

"present, positive and actively engaged in the instructional life of the school" (p.15).

Anhorn (2008) reported that a teacher's first year is indicative of success and retention;

consequently, new teachers are routinely assigned the students with the most challenging

discipline issues, lowest test scores, and the classroom with the least amount of supplies.

For that reason, administrators should also do everything in their power to reduce added

stress to the novice by lessening any additional burdens at the building level such as lack

of supplies, difficult class assignments, and extra-curricular activities.

<div align="center">Recommendations for Future Research</div>

Future research related to this topic could include conducting a study that follows

first-year alternate route and first-year traditional route teachers only. Since teachers

begin to change their views of what is necessary in terms of mentoring after completing

first year of teaching. Following the alternate route and traditional route teacher during

their first year would allow the researcher to evaluate the needs of a first-year teacher in

the truest sense; allowing the researcher to analyze any differing needs of mentoring.

Valuable information could be obtained from such research to create a differentiated mentoring program for alternate route and traditional route teachers.

Future researchers might consider comparing student achievement of traditional route teachers to that of alternate route teachers at the secondary level. SATP (subject area testing program) scores of students with a traditional route teacher could be compared to SATP scores of students with an alternate route teacher. Current findings from this research study revealed that 72.4% of alternate route teachers are employed at the secondary level. The recent implementation of common core standards lends this to be a very timely research topic. Districts, teachers, and students alike would be benefit from this knowledge.

It would be of further interest to conduct research that utilizes archival data to study the trends of employment for alternate route teachers during a period of recession. The present state of our country's economy combined with current levels of unemployment may precipitate a growing trend for alternate route teachers. For instance, students pursuing a traditional route certificate in the field of education could be faced with the financial difficulty of funding their college education. Whereas, the previous college graduate who may find themselves in an economic downfall may find it appealing to pursue a future in education due to stability and quick entry into the field. Therefore, conducting research that examines the effect of a recession in relationship to alternative teacher certification would be beneficial at this time.

Additionally, research could be strengthened if the study were expanded to include the entire state of Mississippi. Doing so would assist researchers in analyzing specific components in mentoring programs that are currently deemed to be effective.

This type of analysis has the potential for designing a common state-wide teacher mentoring program. A qualitative study utilizing focus groups and one-on-one interviews could provide feedback as to why administrators, mentors, and novice teachers find specific components beneficial. This type of detailed information from these three distinct groups has the potential to create a strong, effective mentoring program for the novice teacher.

APPENDIX A

ADMINISTRATOR QUESTIONNAIRE

Administrator

1	**Current position:** _____ administrator _____ assistant principal _____ lead teacher				
2	**Level at which you are currently employed:** (ex. elementary, middle, high school, etc.)				
3	**Years in teaching profession:**				
4	Have you previously been assigned a mentor teacher?		Yes	No	n/a
5	Have you participated in a formal (district-mandated) teacher mentoring program as a novice?		Yes	No	n/a
6	Have you participated in an informal teacher mentoring program as a novice?		Yes	No	n/a
7	Have you participated in a formal (district-mandated) teacher mentoring program as a mentor?		Yes	No	n/a
8	Have you participated in an informal teacher mentoring program as a mentor?		Yes	No	n/a

Please place a ✓ mark in the appropriate column which corresponds to your belief on the need of including the following topics in a mentoring program.

		Need of Inclusion for Alternate Route Teacher						Need of Inclusion for Traditional Route Teacher					
		0 Not at All	1	2	3	4	5 Very	0 Not at All	1	2	3	4	5 Very
Classroom Management													
9	Addressing/managing discipline issues												
10	Arranging the classroom floor plan												
11	Creating rules, consequences, and procedures												
12	Developing classroom routines/procedures												
13	Managing and organizing of student material and supplies												
14	Organizing student paperwork for maximum efficiency												
15	Organizing teacher related materials												
Collaboration													
16	Interpreting standardized test scores												
17	Lesson planning												
18	Curriculum concerns/questions												
19	Addressing student strengths and weaknesses												
20	Utilizing effective parent communication techniques												
Discipline													
21	Dealing with difficult students												
22	Dealing with difficult parents												
23	Conducting parent conferences												

Please place a ✓ mark in the appropriate column which corresponds to your belief on the need of including the following topics in a mentoring program.

		Need of Inclusion for Alternate Route Teacher						Need of Inclusion for Traditional Route Teacher					
		0 Not at All	1	2	3	4	5 Very	0 Not at All	1	2	3	4	5 Very
Documentation…													
24	Discipline issues												
25	Parent contact												
26	Student files within the classroom												
27	Teacher Support Team (TST) information												
Feedback													
28	Receiving feedback from mentor observation												
29	Receiving feedback from principal observation												
30	Conducting self-reflections												
Observation													
31	Mentor observe novice teacher												
32	Mentor observation prior to principal observation												
33	Novice observe mentor												
34	Novice observe other teachers in the district with best practices												
Technology													
35	Effective use of teacher webpage												
36	Implementing and managing district software												
37	Implementing classroom technology into classroom lessons												
38	Managing online grade book												
School-Wide Procedures													
39	Assemblies												
40	Cafeteria procedures												
41	Code of ethics												
42	Copying machine procedures												
43	Dress code (student/teacher)												
44	Duty												
45	Grading												
46	Evacuation procedures												
47	Substitute teacher												

Comments:

APPENDIX B

MENTOR QUESTIONNAIRE

Mentor

1	**Teacher training program:** _____ traditional route _____ alternate route			
2	**Level at which you are currently employed:** (ex. elementary, middle, high school, etc.) _____			
3	**Years in teaching profession:**			
4	Have you previously been assigned a mentor teacher?	Yes	No	n/a
5	Have you participated in a formal (district-mandated) teacher mentoring program as a novice?	Yes	No	n/a
6	Have you participated in an informal teacher mentoring program as a novice?	Yes	No	n/a
7	Have you participated in a formal (district-mandated) teacher mentoring program as a mentor?	Yes	No	n/a
8	Have you participated in an informal teacher mentoring program as a mentor?	Yes	No	n/a

Please place a √ mark in the appropriate column which corresponds to your belief on the need of including the following topics in a mentoring program.

		Need of Inclusion for Teachers					
		0 Not at All	1	2	3	4	5 Very
Classroom Management							
9	Addressing/managing discipline issues						
10	Arranging the classroom floor plan						
11	Creating rules, consequences, and procedures						
12	Developing classroom routines/procedures						
13	Managing and organizing of student material and supplies						
14	Organizing student paperwork for maximum efficiency						
15	Organizing teacher related materials						
Collaboration							
16	Interpreting standardized test scores						
17	Lesson planning						
18	Curriculum concerns/questions						
19	Addressing student strengths and weaknesses						
20	Utilizing effective parent communication techniques						
Discipline							
21	Dealing with difficult students						
22	Dealing with difficult parents						
23	Conducting parent conferences						

Please place a ✓ mark in the appropriate column which corresponds to your belief on the need of including the following topics in a mentoring program.

		Need of Inclusion for Teachers					
		0 Not at All	1	2	3	4	5 Very
Documentation…							
24	Discipline issues						
25	Parent contact						
26	Student files within the classroom						
27	Teacher Support Team (TST) information						
Feedback							
28	Receiving feedback from mentor observation						
29	Receiving feedback from principal observation						
30	Conducting self-reflections						
Observation							
31	Mentor observe novice teacher						
32	Mentor observation prior to principal observation						
33	Novice observe mentor						
34	Novice observe other teachers in the district with best practices						
Technology							
35	Effective use of teacher webpage						
36	Implementing and managing district software						
37	Implementing classroom technology into classroom lessons						
38	Managing online grade book						
School-Wide Procedures							
39	Assemblies						
40	Cafeteria procedures						
41	Code of ethics						
42	Copying machine procedures						
43	Dress code (student/teacher)						
44	Duty						
45	Grading						
46	Evacuation procedures						
47	Substitute teacher						

Comments:

APPENDIX C

NOVICE QUESTIONNAIRE

Novice

1	**Teacher training program:** _____ traditional route _____ alternate route				
2	**Level at which you are currently employed:** (ex. elementary, middle, high school, etc.) _____				
3	**Years in teaching profession:** _____				
4	Have you previously been assigned a mentor teacher?	Yes	No	n/a	
5	Have you participated in a formal (district-mandated) teacher mentoring program as a novice in the last three years?	Yes	No	n/a	
6	Have you participated in an informal teacher mentoring program as a novice in the last three years?	Yes	No	n/a	
7	Have you participated in a formal (district-mandated) teacher mentoring program as a mentor?	Yes	No	n/a	
8	Have you participated in an informal teacher mentoring program as a mentor?	Yes	No	n/a	

Please place a √ mark in the appropriate column which corresponds to your belief on the need of including the following topics in a mentoring program.

		Need of Inclusion for Teachers					
		0 Not at All	1	2	3	4	5 Very
Classroom Management							
9	Addressing/managing discipline issues						
10	Arranging the classroom floor plan						
11	Creating rules, consequences, and procedures						
12	Developing classroom routines/procedures						
13	Managing and organizing of student material and supplies						
14	Organizing student paperwork for maximum efficiency						
15	Organizing teacher related materials						
Collaboration							
16	Interpreting standardized test scores						
17	Lesson planning						
18	Curriculum concerns/questions						
19	Addressing student strengths and weaknesses						
20	Utilizing effective parent communication techniques						
Discipline							
21	Dealing with difficult students						
22	Dealing with difficult parents						
23	Conducting parent conferences						

Please place a ✓ mark in the appropriate column which corresponds to your belief on the need of including the following topics in a mentoring program.

		Importance of Topic					
		0 Not at All	1	2	3	4	5 Very
Documentation…							
24	Discipline issues						
25	Parent contact						
26	Student files within the classroom						
27	Teacher Support Team (TST) information						
Feedback							
28	Receiving feedback from mentor observation						
29	Receiving feedback from principal observation						
30	Conducting self-reflections						
Observation							
31	Mentor observe novice teacher						
32	Mentor observation prior to principal observation						
33	Novice observe mentor						
34	Novice observe other teachers in the district with best practices						
Technology							
35	Effective use of teacher webpage						
36	Implementing and managing district software						
37	Implementing classroom technology into classroom lessons						
38	Managing online grade book						
School-Wide Procedures							
39	Assemblies						
40	Cafeteria procedures						
41	Code of ethics						
42	Copying machine procedures						
43	Dress code (student/teacher)						
44	Duty						
45	Grading						
46	Evacuation procedures						
47	Substitute teacher						

Comments:

APPENDIX D

SUPERINTENDENT LETTER

Letter to Superintendent

Kimberly M. Tillman

1303 HEIDENHEIM DRIVE ♦ PASCAGOULA, MS 39581
PHONE (228) 623-4043(C) ♦ (228) 938-6201 (Fax) ♦ktillman2011@gmail.com

Dear Superintendent:

I am a doctoral candidate at the University of Southern Mississippi conducting a study regarding the reported needs of a teacher mentoring program as perceived by novice teachers, mentor teachers, and administrators. The study will also investigate whether teachers have different mentoring needs based on whether they hold an alternate route teaching certificate or a traditional route teaching certificate. I would appreciate your assistance in my quest to complete this study.

The results of this research project will be used to obtain information that will benefit novice teachers, mentor teachers, administrators, and students. It is my hope that the findings will help districts design teacher mentoring programs and professional development sessions. In addition, it may help increase teacher retention and student achievement. The results will be shared with the school district and academic community through a dissertation for the University of Southern Mississippi and through appropriate professional venues.

The study requires novice teachers, mentors, and administrators to answer a short questionnaire. The survey is anonymous and responses will be kept confidential. No individual names will be reported. Participation in this research project is voluntary, and you may choose not to participate without penalty. Upon receiving superintendent permission, this project will be reviewed by the Human Subjects Protection Review Committee which ensures that research projects involving human subjects follow regulations.

I am requesting that the school secretary distribute the addressed envelope to the involved participants. Upon completion, participants will deposit the questionnaire in the manila envelope provided to the school secretary.

If you chose to grant me permission to request data from your teachers and administrators, please sign the attached form and fax it back to me at (228) 938-6201 as soon as possible. If you have questions about this research project, please contact me at (228) 623-4943 or ktillman2011@gmail.com or my faculty advisor, Dr. Rose McNeese at (601) 266-6276.

Thank you for your consideration. I look forward to receiving a response to this request.

Sincerely,

Kimberly M. Tillman

APPENDIX E

PERMISSION TO CONDUCT STUDY

By signing and returning the form, I give Kimberly M. Tillman permission to conduct a research study in the _____ school district. Mrs.Tillman requests a list of names and email addresses for all administrators, mentors, and novice teachers for the 2010-2011 school year. She also requests that school secretaries distribute the questionnaires to the participants.

_____

Superintendent's Signature

By signing and returning the form, I give Kimberly M. Tillman permission to conduct a research study in the ████████████ school district. Mrs.Tillman requests a list of names and email addresses for all administrators, mentors, and novice teachers for the 2010-2011 school year. She also requests that school secretaries distribute the questionnaires to the participants.

Superintendent's Signature

By signing and returning the form, I give Kimberly M. Tillman permission to conduct a research study in the ███████████████████ school district. Mrs. Tillman requests a list of names and email addresses for all administrators, mentors, and novice teachers for the 2010-2011 school year. She also requests that school secretaries distribute the questionnaires to the participants.

███████████████████

Superintendent's Signature

By signing and returning the form, I give Kimberly M. Tillman permission to conduct a research study in the ████████████████ school district. Mrs.Tillman requests a list of names and email addresses for all administrators, mentors, and novice teachers for the 2010-2011 school year. She also requests that school secretaries distribute the questionnaires to the participants.

████████████████

Superintendent's Signature

By signing and returning the form, I give Kimberly M. Tillman permission to conduct a research study in the ~~████████████~~ school district. Mrs.Tillman requests a list of names and email addresses for all administrators, mentors, and novice teachers for the 2010-2011 school year. She also requests that school secretaries distribute the questionnaires to the participants.

_____
Superintendent's Signature

By signing and returning the form, I give Kimberly M. Tillman permission to conduct a research study in the ████████████████ school district. Mrs.Tillman requests a list of names and email addresses for all administrators, mentors, and novice teachers for the 2010-2011 school year. She also requests that school secretaries distribute the questionnaires to the participants.

_____
Superintendent's Signature

APPENDIX F

IRB APPROVAL

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board

118 College Drive #5147
Hattiesburg, MS 39406-0001
Tel: 601.266.6820
Fax: 601.266.5509
www.usm.edu/irb

HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **11032109**
PROJECT TITLE: **The Reported Needs of a Teacher Mentoring Program**
PROPOSED PROJECT DATES: **03/17/2011 to 08/01/2011**
PROJECT TYPE: **Dissertation**
PRINCIPAL INVESTIGATORS: **Kimberly Myers Tillman**
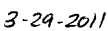COLLEGE/DIVISION: **College of Education & Psychology**
DEPARTMENT: **Educational Leadership**
FUNDING AGENCY: **N/A**
HSPRC COMMITTEE ACTION: **Exempt Approval**
PERIOD OF APPROVAL: **03/28/2011 to 03/27/2012**

Lawrence A. Hosman

Lawrence A. Hosman, Ph.D.
HSPRC Chair

_3-29-2011_
Date

APPENDIX G

PARTICIPANT LETTER

Dear Participant:

I am a doctoral candidate at the University of Southern Mississippi conducting a study regarding the reported needs of a teacher mentoring program as perceived by novice teachers, mentor teachers, and administrators. The study will also investigate whether teachers have different mentoring needs based on whether they hold an alternate route teaching certificate or a traditional route teaching certificate. I would appreciate your assistance in my quest to complete this study.

I have spent the past twelve years in education and I fully understand how valuable your time is to your family and your students. Hence, the reason for a topic that I feel will be beneficial to teachers, students, administrators, and everyone involved in the educational process. I greatly appreciate your time and assistance with my educational venture.

The study requires novice teachers, mentors, and administrators to answer a short questionnaire. The survey is anonymous and responses will be kept confidential. No individual names will be reported. Participation in this research project is voluntary, and you may choose not to participate without penalty. Upon completion of the survey, please use the postage paid envelope provided to return your questionnaire.

Thank you for your time and for assisting me in my quest. If you have any questions, please feel free to contact me via email or at the following number.

Thank you,

Kimberly Tillman
228 623-4943
ktillman2011@gmail.com

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