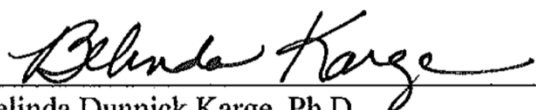


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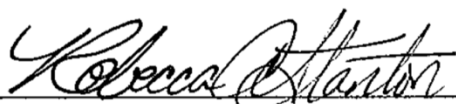
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ONE DAY AT A TIME: THE EFFECTS OF INTEGRATED INDUCTION PROGRAMS IN
PRIVATE SCHOOLS

by

Bridget M. Wilhelm

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ABSTRACT

The purpose of this study was to develop an understanding of the value of the integration of induction programs for novice teachers and mentors. The study examined participants working in the dioceses, the archdioceses, and private schools around California. Participants received the surveys via electronic mail. The novice teachers were a part of an induction program designed to support new teachers in private schools. Every novice teacher was assigned a mentor from a private or public school. For the most part the mentors were mentors for private schools. In total, there were 34 participants that were novice teachers and 36 participants that were mentors. The mixed methods study examined novice and mentor teachers' experiences during an induction program. Through Transformational Leadership, a phenomenological inquiry was used to research novice teachers and mentor teachers' lived experiences in California private schools. The literature review found research on challenges teachers face, mentoring, induction programs, and the integration of induction program in public school districts.

The findings of this study expand on previous researchers' findings in areas of the effectiveness of mentor teachers in induction programs. This study revealed that mentors have the greatest impact of an induction program. The mentors were of more benefit than having discussion posts and paperwork. Moreover, the findings indicated that the integration of induction programs did not make a difference. Yet, most novice teachers and mentors found it beneficial to be on the same school site and in the same subject area.

Keywords: archdiocese, diocese, charter schools, induction, integration, mentorship, mentor-mentee relationship, private schools, public schools

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CHAPTER 1: INTRODUCTION

The first year of teaching for a novice teacher can be quite challenging with obstacles that were never taught in a credential program and student teaching (Goodwin, 2012; Lambeth, 2012; Lew & Nelson, 2016; Rivkin et al., 2005; Ross et al., 2011). A novice teacher needs to come into the first year of his or her teaching experience with some type of support. The novice teachers need someone they can talk to and go to for advice and guidance. Without that person to give advice and listen, a novice teacher's career will likely face obstacles.

To help decrease the likelihood of novice teachers facing challenges in their teaching career, induction programs are used for the beginning teachers. Induction programs are intended to provide new teachers with the necessary support and mentorship to help them get through their first few years of teaching (Evertson & Smithey, 2000; Martin et al., 2016; William & Gillham, 2016; Wood & Stanulis, 2009). Teachers will be given or choose a mentor that guides them through curriculum training, assessments, lesson planning, and the overall ups and downs of teaching (Cerrito, 2005; McMaster, 2020; Nicolls, 2002; Smith, 2005; Reitman & Karge, 2019). The relationships between the mentor and novice teacher play a vital role in the novice teacher's overall experience of an induction program (Darling-Hammond et al., 1999; Lambeth, 2012; St. George & Robinson, 2011).

Mentors help novice teachers progress through challenges and obstacles that arise in the first years of teaching (Hadi & Rudiyanto, 2017; Hudson, 2012; Lew & Nelson, 2016; Ross et al., 2011, Sowell, 2017). Their objective is to be there to be empathetic listeners and share their own experiences with the novice teachers (Israel, 2014; Leat et al., 2015; Scott & Compton, 1996; Scott, 1998). This is easily established when trust is built. Mentors help create that environment where trust is recognized and illustrated (Blömeke et al., 2015; Gardiner, 2012).

Mentorship relationships form the easiest when the school the novice teacher is at helps in some way or another (Department of Education, 2012; Goldhaber et al., 2020; Kapadia & Coca, 2007). Whether it be a public school, charter school, or private school the importance of integrating an induction program needs to be at the forefront. This does not always happen, especially when it comes to charter and private schools.

Statement of the Problem

Retention rates of teachers rely heavily on induction programs and the mentorship relationships, which leads to the problem. When induction programs are not integrated with the school, it creates extra challenges that lead teachers to become overly exhausted, such as lack of support (Moir, 2009; Zide & Mokhele, 2018). The absence of integrating the induction programs for the teachers are not found in all schools, such as public schools. In most cases public schools' districts have induction programs integrated. However, many private schools do not (Kapadia & Coca, 2007; Marquez-Lopez et al., 2010; Sierra, 2020; Wood & Stanulis, 2009). Beginning teachers find themselves being spread out too thinly. They are not only helping the students learn, but learning how to teach the content themselves. (Moir, 2009). This type of material that novice teachers experience their first year is never fully experienced through student teaching. During a credential program, pre-service teachers do not encounter everything they would in the actual field of teaching. There is no way to predict what could happen during a teacher's first year of teaching, which is why the induction program is necessary to help these novice teachers. About 40-50% of novice teachers will leave the teaching profession within the first five years because they do not feel supported (Ergunay & Adiguzel, 2019; Lambeth, 2012; Lew & Nelson, 2016; Ross et al., 2011; William & Gillham, 2016).

The challenges that arise are unpredictable during a teacher's first year and they need someone right away who has been through those obstacles. Novice teachers have to go out and find an induction program of their own. From there, the induction program usually will help set up mentorships and a curriculum to prepare the novice teacher for the years ahead (OCDE, 2018). The extra stressors that are put on teachers are only causing them to wear out faster and cause lower retention rates (Moir, 2009; Portis-Woodson, 2015). If the novice teacher cannot find a credential program, clearing their credential is put on hold and can eventually cause a teacher to lose their job (CTC, 2020). Without the integration of induction programs in private and charter schools first-year teachers are left to find induction programs on their own and hope that they can find a mentor that is going to support them through the highs and lows of teaching.

Purpose of the Study

The purpose of this phenomenological study was to develop an understanding of the value of the integration of induction programs for novice teachers and mentors at dioceses and archdioceses, private, schools around California.

The integration of an induction program within private schools with a well-defined framework to follow is valuable to study. It is important to understand and learn about the challenges first-year teachers go through when starting their educational career. Learning about the impact of induction programs integrated versus not integrated on novice teachers will be effective for schools to increase their retention rates (Ergunay & Adiguzel, 2019; William & Gillham, 2016).

Research Questions

This research will specifically examine private schools' lack of induction programs and how novice teachers need the induction programs and mentorship to make it through the first few years of teaching. The questions of the research study are:

1. What is the impact of induction programs on novice teachers in private schools?
2. What is the impact of mentorship on novice teachers in private schools?
3. How does the integration of induction programs have a positive influence on novice teachers in private schools?
4. How does the integration of induction programs have a negative influence on novice teachers in private schools?

Hypothesis

To determine the factors of the role of induction programs and whether or not the induction programs integration plays a role in the teacher's stressors, and mentors' roles on novice teachers, the following hypotheses were tested:

Hypothesis 1: Induction programs have a positive impact on novice teachers' first years of teaching in relations to learning critical criteria that will help them, their students, and the school.

Hypothesis 2: Mentors have an extremely positive effect on novice teachers' first years of teaching due to the role they play in guiding the teacher through obstacles such as instruction, curriculum, and classroom management.

Hypothesis 3: The integration of induction programs has a positive influence on novice teachers because they do not have to find a program themselves. They are not given the option to wait a year or two before joining the induction program, but instead participating in induction in the first couple of years.

Theoretical Framework

Looking through the lens of Transformational Leadership Theory, which was first introduced by James MacGregor Burns in 1978 (Northouse, 2016), in regards to the topic of the integration of induction programs and the support of mentors there will be a close look at the transformational leader as the induction program and the mentor. Like its name, Transformational Leadership Theory, is a process that changes and transforms people who are engaged in it based of the leader's ability to develop a trusting environment (Northouse, 2016). The theory is aimed at creating positive change in both the leaders (the mentors) and subordinates (the mentees) through an increase of morale, performance, and positivity. When the leader models a sense of responsibility and accountability of their own work and self, it transforms onto their subordinates (Bass, 1990; Northouse, 2016). Transformational Leadership assists followers to achieve more than what they thought was possible.

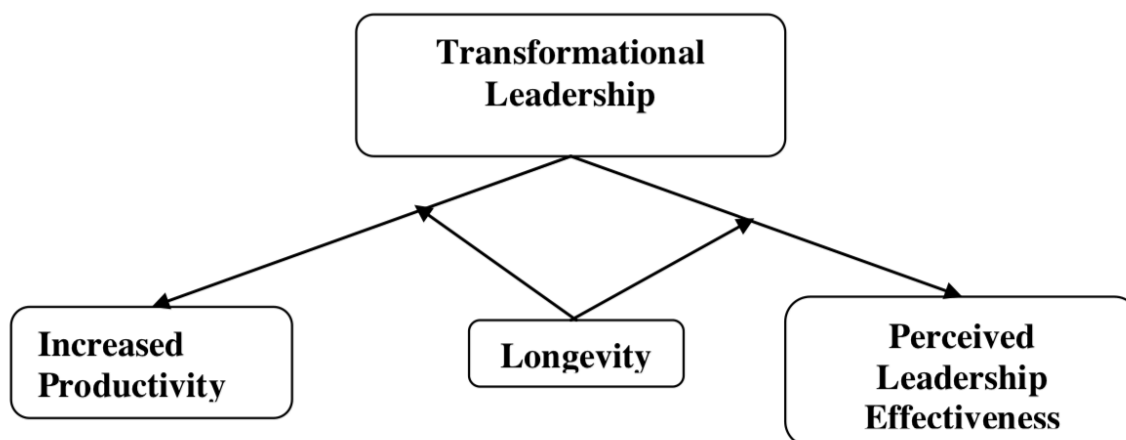
The induction program and mentor will be leading the novice teacher to help create a positive environment for K-12 (Grant & Osanloo, 2014). When having a mentor to mentee relationship it is important that the mentor engages with others and develops a connection that enables motivation and morality in leaders and followers (Northouse, 2016). Transformational leadership will help build the relationship in a way that will be for the betterment of the school environment. Leaders may need to act as mentors to stimulate transformational leadership and encourage optimistic work attitudes and career expectations to followers, in this case the novice teachers (Scandura & Williams, 2004). The role of the mentor is to promote those positive work attitudes and help the novice teachers understand the expectations students, parents, and administration has for them.

Through the Transformational Theory approach, mentorship will be analyzed as a leader, in this case the mentor, guiding the novice teacher. Bass (1990) explains that individual consideration gives personal attention, mentors, advises, and treats each individual with respect. As the novice teacher becomes more experienced, the way transformation leadership adjusts accordingly will have tremendous effects. Each teacher will benefit from the mentor adapting to their needs. When the mentorship is done through a transformational leadership perspective rather than a transactional leadership lens then the mentees are going to exert a lot more effort into their work due to the effectiveness of transformational leadership (Bass, 1990). If the mentorship is not seen through the transformational lens then there is a chance that the novice teachers are not receiving the best mentorship as possible.

In Figure 1. 1, the diagram lays out the depiction of transformational leadership's effect of longevity on increased productivity and perceived leadership effectiveness. Through MacGregor Burns' theory of transformational leadership mentors through the induction program can aid in the novice teachers' longevity of teaching. The goal of transformational leadership is to lead the novice teacher in way that will help increase the viewpoints of the mentor's leadership as effective and increase the new teachers' productivity in the field of education (Scandura & Williams, 2004; Wojtara-Perry, 2016). Looking at the induction program and mentorships within the program through a transformational leadership lens can provide the viewpoint of the novice teacher and mentor's effective mentor-mentee relationship. Transformational leadership is about the development of relationships through the mentor and mentee (Northouse, 2016). The relationship that is built will have a big impact on the novice teacher's new school experiences.

Figure 1. 1

Longevitys Impact of Transformational Leadership on Increased Productivity and Perceived Leadership Effectiveness



Note. Adapted from *The Impact of Transformational Leadership Style on the Success of Global Virtual Teams*, by Shery Wojtara-Perry, 2016

(<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3283&context=dissertations>). In the public domain.

Significance of the Study

The induction program is designed to be available for new teachers that are starting out the profession (Breux & Wong, 2003; Lovo et al., 2006; Marquez-Lopez & Oh, 2010; Wood & Stanulis, 2009). The induction program is meant to serve in three ways: (1) to provide instruction effective teaching strategies and classroom management, (2) to reduce the stress and difficulty of the transition into teaching, and (3) to maximize the retention rate of highly qualified teachers (Breux & Wong, 2003; Marquez-Lopez & Oh, 2010; Sierra, 2020). Novice teachers either choose or are given a mentor in their same credential field to be a mentor to them during their time in the induction program.

Depending on the school type in which the novice teacher is employed determines the amount of integration an induction program may take place. Public schools, for instance tend to provide an integration of induction programs, which makes it easier for the new teacher to transition into the new career (Kapadia & Coca, 2007; Wood & Stanulis, 2009). Private schools, however, are not widely known as integrating the program. Induction programs are there to help novice teachers with critical components of teaching that strengthen a teacher's performance (Marquez-Lopez et al., 2010; Sierra, 2020). The significance of this study is to provide research to assist in closing the gaps of the integration of induction programs in private schools.

Gaps in Research

While there is a plentiful amount of research on induction programs and mentorship in education, the research was outdated, and there was hardly any research on induction programs in charter and private schools. There is an ample amount of research on induction programs in the public schools and the process the teachers undergo to clear their credential.

Nevertheless, when it comes to the integration of induction programs in private schools there is hardly any research. It is important for private schools and charter schools to provide the incorporation of induction programs for the teachers to enable them not to have them to go out on their own to find something on top of everything else. However, for this study, the researcher will focus solely on the gap of research in private schools within the diocese and archdiocese of California.

Definition of Terms

To avoid misunderstandings, this study provides definitions to differentiate between induction program terms, mentorship terms, and types of schools' terms that are discussed in this research.

Archdiocese School: Archdiocese is a Catholic school territorial area under the control of an archbishop. An archdiocese is bigger than a diocese, but not a diocesan school (Dictionary.com, 2021; Vatican.va, 2021).

Charter School: A charter school is any public school operating under a performance contract with an authorizer, regardless of school management structure that has more flexibility as long as it maintains high performances (Carrauthers, 2016).

Diocese School: Diocese is a Catholic school under the control of a bishop in the Catholic church. They are often known as private schools (Dictionary.com, 2021).

Induction Program: Induction programs are the process of teacher development and new teachers learning to teach through a specific program, which can aid in mentor support and formative assessment (Wood & Stanulis, 2009).

Integration: Integration is the process of bringing together two different things; to be a part of something else (Dictionary.com, 2021).

Mentorship: Mentorship is a relationship in which a knowledgeable and experienced teacher in the same field guides a novice person in the educational field (Bowers & Eberhart, 1988; Britton & Paine, 2005; Gehrke, 1988).

Mentor-Mentee Relationship: The mentor-mentee relationship is the relationship that is built between the experienced teacher and the novice teacher during the first few years of

teaching. This relationship is a vital component is the success of the novice teacher (Henry, 1988; Littleton et al., 1992; Strong, 2009).

Novice Teacher: Interchangeable with the term “beginning teacher,” meaning that the teacher is in their first couple of years of teaching with little to no experience (“Novice Teacher,” 2020).

Pre-Service Teacher: This is a period of guided and supervised teaching. At first the pre-service teacher observes a mentor teacher’s classroom and then ends up becoming a competent professional for that mentor’s classroom (Vwu.edu, 2021).

Private School: Private schools are not funded or operated by the federal, state, or local governments. They receive money through the tuition fee of the students who go there. Religious institutions founded many private schools in the United States to merge religious beliefs and teachings (Scheper, 2013).

Public School: A public school is maintained at public expense through the state for the education of children as part of a system for free education (Dictionary.com, 2021).

Teaching Credential Program: A state-issued license needed to teach in public schools and most private schools, but not all (San Diego State University: College of Education, 2021).

Transformational Leadership Theory: Is the process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower (Northouse, 2016).

Summary

Induction programs have been designed to aid new teachers through the first couple years of teaching by guiding them through instructional, curriculum, and classroom management strategies (Breaux & Wong, 2003; Lovo et al., 2006; Marquez-Lopez & Oh, 2010; Sierra, 2020;

Wood & Stanulis, 2009). While induction programs are created to help novice teachers during their transition, many new teachers in private schools are forced to have to find their own program on top of everything else they are doing. The extra stressors from having to go out and find their own induction program and not having a mentor to guide the novice teacher right away can lead to a decrease in retention rates (Ergunay & Adiguzel's, 2019; Lambeth, 2012; Lew & Nelson, 2016; Ross et al., 2011; William & Gillham, 2016).

The goal is to illustrate how the integration of induction programs in the school system can be beneficial to teachers' transition into the new career and lead to higher retention rates. Having a mentor through the induction program is highly effective in aiding the novice teacher through their first couple of years (Hadi & Rudiyanto, 2017; Hudson, 2012; Lew & Nelson, 2016; Reitman & Karge, 2019; Ross et al., 2011, Sowell, 2017). When the induction program is already incorporated at the school site, in which the novice teacher is working, there is a high likelihood that the transition into the new career will run more smoothly. Looking through MacGregor Burns' Transformational Leadership Theory, the need for the induction program and mentor to act as the leader is vital in transforming the novice teacher to become the best version of themselves. Ultimately, it is important that teachers are serving themselves, their students, and their school to the best of their ability.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

This chapter provides an overview of literature on induction programs and mentorships. At first, the reader will journey through the challenges novice teachers face in the education world, which seems to be more global. Then, a background of mentoring in education will allow the reader to understand how mentoring is seen as a worldwide term and phenomenon. Following mentorship will be the dive into induction programs within the United States and in California specifically, which will finally lead into the induction programs integration in public schools and lack of integration in private schools, known as these diocesan and archdiocesan schools.

Novice teachers want to be able to make an impact and connect to the new school environment, which includes the students, parents, and their coworkers (Breux & Wong, 2003; Sierra, 2020). Making a connection and influencing the students and programs the novice teachers belong to is not an easy task, which is where induction programs come into play. Induction programs are supposed to provide the support and guidance from a mentor to help the new teachers transition through their first few years of teaching (Breux & Wong, 2003; Kidd, et al., 2015; Sierra, 2020; Wood & Stanulis, 2009).

After investigation of previous research regarding mentor teachers' impact in private schools, five significant factors prevailed. These factors, include novice teachers' challenges, mentoring, mentor teachers, induction programs, and induction programs in different populations. Alone, these five factors would not benefit anyone in creating an impactful induction program, but together people can learn what it takes to truly guide the teachers of the future.

Challenges for Novice Teachers

Overall Challenges

There are certain aspects of teaching that novice teachers do not experience during their pre-service teaching experience. It takes practice for novice teachers to master certain areas of teaching, which can cause challenges to arise without proper support and mentoring. For example, an anonymous participant in Ergunay and Adiguzel's (2019) study explained how he or she had a hard time managing time effectively. The participant described how he or she would finish the targeted objectives in the middle of the lesson leaving the participant confused on what he or she should do next. The lack of experience or lack of mentorship provokes novice teachers' struggles when they do not know what they are doing. It takes more than pre-service teaching to understand the fundamentals of teaching.

The lack of support is the overarching problem when teachers are facing challenges in areas such as classroom management, distributing assessments, curriculum planning and implementation, and workload issues (Lambeth, 2012; Lew & Nelson, 2016; Ross et al., 2011). Books and professors can only teach someone so much. However, there is no real benefit without being in a current situation when learning about classroom management strategies or conducting assessments. Every case will vary, and the best way to make it through those situations is to be in the moment with assistance from a mentor.

Educators are going to face challenges and hardships. It is inevitable not to experience obstacles. Being an educator can be exciting, challenging, frustrating, time-consuming, and at times scary, but the overall rewards of teaching makes it all worthwhile (Szabo, 2016; Wood & Stanulis, 2009). New teachers will find difficulties when it comes to certain aspects of working in the field of education. Ganser (1995) provides a simile for what is it like to be a beginning

teacher. He explains that being a novice teacher is like being in water over your head. Every day you are trying to stay afloat, but each day becomes harder and harder (as cited in Zepeda & Mayers, 2001, para. 4). A beginning teacher needs the support to get through the hardships, accomplishing goals, and facing any new encounters of first-year teaching. Each new teacher will go through their first couple of years in their way; thus, having that mentor to support one throughout the process will be dire need (Kidd et al., 2015; Sowell, 2017).

Moreover, one of the most notable challenges that new teachers face is the difficult aspect of meeting the expectations of the school, students, and parents. Student achievement is usually significantly worse in the classrooms of first-year teachers versus teachers who have been there a couple years to over ten years (Goodwin, 2012; Rivkin et al., 2005). The learning curve is not only affecting the students, but the new teachers too. The first year of teaching is taking on so many new tasks, and learning the way that the school environment is conducted that the added pressures are noticed in the overall achievement of their students (Goodwin, 2012). A first-year teacher is not going to understand the curriculum and standards the school follows, the same as a veteran teacher. Due to this, there is going to be a notable difference among the students (St. George & Robinson, 2011; Goodwin, 2012; Rivkin et al., 2005).

Discovering who the teacher is and who the teacher wants to be brings up challenges and causes the teacher to go through three stages: focusing on themselves, focusing on the task of teaching, and finally focusing on the students. It takes time for the teacher to accomplish the goal of becoming a student-oriented teacher (Fuller & Brown, 1975). Again, mentor support is needed to guide the novice teachers in ways of quickly bypassing the first two stages to focus on the students and teaching process.

Elementary Teacher Challenges

Novice teachers are going to face different challenges based on the grade level they are teaching. For example, elementary teachers often face challenges when it comes to teaching mathematics, specifically, fractions. Beswick (2018) indicates that fractions are known to be difficult for new elementary school teachers. To help teachers facilitate education programs there needs to be an improved understanding. Novice elementary teachers need to have a program where they are taught with reason and how their thinking about fractions are developed. Fractions or any concept in math, for that fact, can be very intimidating to a novice teacher. Math is not the most straightforward subject, and when a person has to teach that not so easy subject to students, it makes it that more difficult.

Another challenge that often impacts elementary teachers is the fact that what the educator has to teach is dictated by the No Child Left Behind Act (NCLB) and Every Student Succeeds Act (ESSA) (Hipp & Sulentic Dowell, 2019). This makes it hard because the teacher is not given the ability to bring an innovative aspect into the classroom. The educators have to follow the guidelines that are given to them on what they have to teach. Often times, subjects such as art, social studies, and science classes are shortened because they are not high stakes tested subjects (An et al., 2013; Center on Education Policy, 2006; Hipp & Sulentic Dowell, 2019). This takes away the creative and historical factors for both the teacher and the students; thus, making it difficult on the teacher to provide the amplitude of variations they can bring to the classroom.

The educator has to have a main focus on math and English because they are two core subjects that are usually tested. Education reforms have not given the elementary teachers a curriculum that is truly rich in inventiveness and imagination (Hipp & Sulentic Dowell, 2019).

The lack of courses that provide room for creativity is going to add more pressure on the teachers to bring in new resourcefulness ways to teach the core subjects (An et al., 2013; Center on Education Policy, 2006; Hipp & Sulentic Dowell, 2019). The decrease in classes that are not state test related means that teachers are going to have to make school all about being studious with a less innovative approach for the students.

Secondary Teacher Challenges

A secondary teacher can teach anywhere from 6th to 12th grade, middle school to high school. Entering middle school, the scheduling is different than in elementary school. Most students have been used to being in one classroom the whole day, which makes switching over to this new period or block scheduling a challenge for both the secondary teachers and the students (Zepeda & Mayers, 2001, para 7). Changing to block schedule means longer class time in a specific content area. This is not just a challenge for students, but new teachers as well. Novice teachers need to become used to teach between 70- and 90-minute blocks. Teaching that long for beginning teachers can be quite challenging when it comes to time-management (Szabo, 2016; Wood & Stanulis, 2009; Zepeda & Mayers, 2001). The main issues new teachers experienced with block schedule are managing class time, differentiating instruction throughout the period, running out of materials and/or activities before the end of the class, and relying on one type of instructional method (Zepeda & Mayers, 2001, para. 20).

When the beginning teachers have a difficulty managing time, it effects the students' learning. The difficulty of managing time and lesson pacing has a negative impact on students' success because of the correlation between impactful pacing and the way students engage (Simmons, 2020). There are already enough obstacles being faced. One is adding the fear of block scheduling on top of that. It is hard to know how much material can be covered because

each group of students will be at a different pace. The longer blocks will make it that much more difficult because there is more time to either go too fast or slow. Until the teacher is in the class working with each group of students, it is going to be hard to know if he/she is going to have enough material for teaching a whole class or not. One English teacher from Zepeda and Mayers (2001) research indicated that their content for what they were going to teach barely filled the class period. When the teacher finished the material there was still 45 minutes left of class. The material a beginning teacher has planned may be planned out as taking a lot longer than it does. Then, when this happens, it leaves the novice teacher having to think on their feet. However, having a mentor for new teachers to talk to can help situations like these be a little easier to get through (Bowers & Eberhart, 1988; Britton & Paine, 2005; Gehrke, 1988; Gehrke & Kay, 1984; Henry, 1988; Reitman & Karge, 2019).

Mentoring

History of Mentoring

Mentorship has been around for a long time. In the eighteenth-century B.C., mentorship was around when the laws of Hammurabi of Babylon made artisans teach their craft to the younger and inexperienced students (Abu Zaineh & Karge, 2019; Anderson & Karge, 2020; Boreen et al., 2000). Freedman (1995) then, traced the history of mentoring in the United States beginning in the nineteenth-century. The concept of mentoring has been debated over in terms of how mentoring originated. Many researchers have cited that the idea of mentoring derived from the character Mentor in Homer's *Odyssey* (Abu Zaineh & Karge, 2019; Anderson & Karge, 2020; Boreen et al., 2000; Guetzloe, 1997; McMaster, 2020; Roberts, 1999). In the *Odyssey*, dating back to 3,000 years ago, Odysseus trusts his son Telemachus to Mentor's care while he

goes and fights in the Trojan War. Odysseus is gone for years, so Mentor ends up supporting and guiding Telemachus throughout his life (Anderson, 2020).

However, another argument is made about the origination of mentoring. Roberts (1999) claims that the character Mentor's view came from a French author named Francois Fenelon. Roberts explained that Fenelon developed the character of Mentor in 1699 in his novel *Les Adventures de Telemaque*. In this novel, Mentor was seen as a father figure, in which he was a guide and mentor (Anderson, 2020). Ultimately, between these differing yet similar situations in which someone named Mentor was the person who provided guidance coined the term mentor.

In the Middle Ages, mentoring became a common type of practice when it came to guilds and trade apprenticeships for young people. The younger people would benefit from the patronage because of their experience (Abu Zaineh & Karge, 2019; Anderson & Karge, 2020; Boreen et al., 2000; Nicolls, 2002). Mentoring has been occurring for quite some time, maybe without people even knowing that what they were doing was considered mentoring. As experienced and wise professionals assisted and trained more novice professionals, mentoring was occurring. Mentoring not only helped the mentees, but the mentors to become the best versions of themselves.

From the 1970s onward, mentoring has become quite beneficial in the workplace. An experienced worker will often show the less skilled worker the trade's tricks (McMaster, 2020). Mentors are provided for novice works to smooth transition into the new workplace and ultimately create a model employee.

Guetzloe (1997) explained how the denotation of mentor is a wise and trusted person or teacher. Mentorship is when a knowledgeable and experienced person guides a novice person or a novice teacher in the case of education. A mentor is there for people that may be facing

challenges in their job, such as workload, learning new skills, and dealing with the competing demands (McMaster, 2020; Nicolls, 2002; Smith, 2005). A mentor will be someone who can use their experience to help the novice teacher or novice worker get through the challenges of work.

Since the origins of mentoring, mentoring has been used across the fields of work. For example, in the music industry Johann Christian Bach mentored Wolfgang Amadeus Mozart, in sports Eddy Merckx mentored Lance Armstrong, in business Freddie Laker mentored Richard Branson, and in politics Aristotle mentored Alexander the Great (McLaughlin, 2010). Mentoring clearly takes place in a wide range of areas, and furthermore has expanded the concept of mentoring. It is no longer just about someone who has been in that similar situation and done the same tasks before, but also someone who is trained in mentoring, also known as coaching, to advise people to pursue their goals and careers (McLaughlin, 2010).

In academia, the history of mentoring has been known to vary throughout three levels in which mentoring takes place. The levels include between the faculty and students, between the faculty and postdoctoral people, and between senior faculty and junior faculty (McLaughlin, 2010). In all three levels, the mentor is seen as providing knowledge and wisdom to their mentee based on the level of experience they are encountering. At the doctoral level, the dyad is viewed as a perfect mentor relationship where the mentor is guiding the doctoral student through the doctoral process and preparing the individual to become a successful professional (McLaughlin, 2010). Whereas in the postdoctoral field, mentoring has not truly been defined as what mentoring should entail. Postdoctoral positions have widely increased. However, 25% reported they did not have a mentor, half of the individuals who reported that they had a mentor met weekly, and one-fifth reported they met less than once a month (McLaughlin, 2010). At the junior faculty level, it is seen that mentoring takes place; however, some junior faculty members may not want or need

mentoring because of the high presence of mentoring in the doctoral and postdoctoral stages (McLaughlin, 2010). During the stages of educational mentoring, it has come to be known as one of the most important relationship an individual could have in early adulthood (Barondess, 1995; McLaughlin, 2010).

Mentoring has been around for quite some time as shown in the precedent. However, researchers described the mentoring relationship as cyclical — meaning that is time limited and it ultimately occurs in cycles (Barondess, 1995). Occasionally, the process may be difficult, but the main outcome is using a lasting relationship. In 1989 a study found that research scientists in the department of medicine were asked about which experienced most influenced them to commence research training their answer was their mentor relationship (Barondess, 1995). The mentor mentee relationship is what sparked the interest in these candidates of research. Overall, mentorship has been shaped throughout history to provide a relationship that is comprehensive in which a mentor has a balanced mixture of expertise and breadth (Barondess, 1995; McLaughlin, 2010).

Mentoring in California

Mentoring in California for teachers gives the mentors as opportunity to support another teacher during their first year of teaching. Programs in California often rely deeply on mentors who are going to put an emphasis on teacher and student success (SDCOE, 2021). The mentor needs to understand that their first priority is to help the mentee be the best teacher possible. Using their knowledge and experience is going to be an advantage to the mentee. In San Diego, California mentors have a major responsibility to their mentees because the mentor's role in the relationship helps a teacher to teach, reflect, and improve the mentee's teaching practice (SDCOE, 2021). The mentor guides these novice teachers into becoming more successful for

themselves. Becoming successful for themselves, is achieving their goals and purpose in their teaching career.

Throughout California, mentors in many school districts are required to go through an Online Mentor Initial Training course (OCDE, 2021; SDCOE, 2021). The training course is going to help the mentor to understand what they need to do to help their mentee. A teacher cannot just be a mentor in California unless they meet the following qualifications: have a cleared credential in the same subject area as the mentee, have been teaching full-time for three or more years, required to going through the proper mentor teaching credential, and the mentor should not have a personal relationship with the mentee (LAOCE, 2011; OCDE, 2021; SDCOE, 2021). The requirements the mentor teacher need to meet to become a mentor is only going to provide the mentee with a more skilled mentor. The criteria that California requires of their mentors are going to assist beginning year teachers through the obstacles of the first few years of teaching.

California mentors are meant to help the mentees prosper. Mentors do this by meeting-up with their mentee weekly, providing support, observing their mentee's classroom to offer advice for the classroom, and being on-call for the mentee at any time (SDCOE, 2021). This type of communication and help is needed for the new teacher to provide the best education possible for their students. The overall goal of a mentor is to assist in the development of a mentee who is going to create a classroom environment based on their student's needs (Hadi & Rudiyanto, 2017; Hudson, 2012; Lew & Nelson, 2016; Ross et al., 2011).

Mentor-Mentee Relationship

The mentor-mentee relationship is vital and can be why a novice teacher continues to teach or not teach. A mentor must show trust, support, and be there for the mentee at any time.

The mentor-mentee relationship illustrates the honor of the senior experience and wisdom and learning through hands-on support. In the case of education, teachers with knowledge assist the beginning teachers (Bowers & Eberhart, 1988; Britton & Paine, 2005; Gehrke, 1988; Gehrke & Kay, 1984; Henry, 1988; Littleton et al., 1992; Reitman & Karge, 2019; Strong, 2009). The relationship between the novice teacher and experienced teacher provides the ultimate support that will guide the new teacher in the future of his or her career. The mentor-mentee relationship has to be one where there is a real connection (Henry, 1988; Littleton et al., 1992; Strong, 2009). Without the bond between the two people, the benefits of having a mentor will not be noticed (Britton & Paine, 2005; Gerhrke, 1988). A mentor is there to show the new teacher the ins and outs of teaching and support them in every obstacle the novice teacher may face (Bowers & Eberhart, 1998; Reitman & Karge, 2019).

In a mentor-mentee relationship, there are supposed to be two types of relationships that should be built. Barth (2006) explains that the first type of relationship is one that needs to be a personal and friendly relationship, whereas the other relationship needs to be one where everyone can work together to grow a professional learning community. There has to be a relationship in which the mentor and mentee feel like they are comfortable with each other, but at the same time, a collegial friendship needs to be developed. Establishing a relationship between the two educators will make the difference throughout the mentoring.

A Mentor's Duty

Mentor teachers are there to help the novice teacher in all areas of teaching, including beyond the classroom (Lew & Nelson, 2016; Ross et al., 2011). A mentor helps new teachers improve in areas such as teaching skills, enhance their communication skills, increase resiliency, and even boost their self-confidence (Reitman & Karge, 2019). However, two areas that help

new teachers are: providing guidance in strong lesson planning, which entails curriculum and instruction, and advice related to classroom management (Hadi & Rudiyanto, 2017; Hudson, 2012; Lew & Nelson, 2016; Ross et al., 2011; Sowell, 2017).

Lesson planning is about an instructional flow. For the most part, beginning teachers go into the teaching field with some knowledge in lesson planning. Ross et al. (2011) explains how lesson planning is more than just writing the lessons, but the teacher needs to be able to deliver them. Mentors need to educate novice teachers about the importance of writing the lesson plan for the students (Hudson, 2012; Ross et al., 2011). The lessons need to capture the students' attention to captivate them (Ross et al., 2011). Overall, the mentors' obligations to their mentee are to help the mentee not only make the lesson plan but understand whether or not the lesson is designed to assist students to proceed through an instructional sequence and whether or not the elements of the lessons are aligned with one another. The novice teacher needs to understand that the way they teach their curriculum can significantly impact the students. Not all students are the same, so the way the teacher designs the lesson will affect the way the students learn.

Moreover, data has illustrated that mentors need to help their mentees in lesson planning when it comes to re-teaching content for areas that students are failing (Hudson, 2012; Ross et al., 2011). Novice teachers sometimes do not realize they have to use differentiated teaching, so they may have to go back and re-teach. A way to test if the students understand the new way the teacher taught is through assessments that enhance student improvement (Hudson, 2012; Lew & Nelson, 2016; Ross et al., 2011). However, the novice teacher is most likely overwhelmed about creating a lesson and is unsure how to differentiate it to all students (Lew & Nelson, 2016; Sowell, 2017). This is where the mentor becomes effective in assisting the beginning teacher (Hadi & Rudiyanto, 2017; Hudson, 2012; Lew & Nelson, 2016; Reitman & Karge, 2019; Ross et

al., 2011). The mentor's ultimate goal is to help the mentee create a classroom where students can thrive.

The other area in which novice teachers need guidance from their mentors is classroom management (Hadi & Rudiyanto, 2017; Ross et al., 2011; Sowell, 2017). Mentors have to train their mentees and be available to them at any time. Classroom management is not the easiest and involves judgment and skills that are mastered over time with practice. The most difficult balance is finding the limits between nurturing and being too authoritative (Hadi & Rudiyanto, 2017; Ross et al., 2011; Sowell, 2017). Not all classroom management styles work with every student. Mentors are there to guide and assist the novice teacher in the difficult decisions of which strategy will work best in an area where there is no one correct way (Anderson & Karge, 2020; Hadi & Rudiyanto, 2017; Reitman & Karge, 2019).

Ross et al. (2011) explain that making the right classroom management decisions involves getting to know the students as much as possible. When novice teachers genuinely understand who their students are and their personalities, they will handle certain situations better. Mentor teachers need to realize that they need to help their mentees during each of the different conditions. No one classroom is the same; thus, one classroom management strategy may work for one class, but not the other.

When both classroom instruction and classroom management are at the forefront, novice teachers have an even harder time managing. Ross et al. (2011) claims that beginning year teachers focus primarily on getting through the lesson that they sometimes forget to notice everything else going on around them. Occasionally, beginning teachers forget that there is more than one thing to focus on when teaching. They are so focused on teaching the concepts to their students that they forget that they also have to worry about classroom management, or else some

students may not even grasp any information (Hadi & Rudiyanto, 2017; Ross et al., 2011; Sowell, 2017). The mentor teacher must help their novice teacher become more fluent in multitasking (Ross et al., 2011; Sowell, 2017).

Trust

One requirement of a mentor is to develop a trusting relationship between the mentor and mentee. New teachers need to develop their skills, especially in their first year of teaching. It is not going to be easy, but new teachers can become very efficient with the right mentor to mentee relationship. Blömeke et al. (2015) suggests that skill development occurs best when beginning teachers experience encouragement and trust from their mentors and the more experienced teachers. A beginning teacher will want to stay in an environment where they feel like trust has been established. Mentors have the responsibility to help create that trusting environment that novice teachers need (Blömeke et al., 2015; Gardiner, 2012).

Gardiner (2012) explains how trusting relationships are introductory to the mentor-mentee process as over time. Trust is needed to help build mentees during their first couple of years of teaching. Trust does not happen right away. Trust builds as the relationship develops over time. Once this trust is created, novice teachers have the role model they need to work best on their new class and situations. This trust cultivates emotional scaffolding, which is a safety zone where support, feedback, and risk-taking can be provided (Gardiner, 2012). The emotional scaffolding in a novice teacher mentor teacher relationship helps develop the foundation for a beginning teacher's success and longevity.

Emotional Support

Emotional support is different from occupational support because emotional support focuses on showing compassion and genuine concern for another person. Leat et al. (2015)

explains the significance of basic factors in developing a supportive climate where it is hard to ignore the importance of individuals who are able to encourage other educators. Mostly everyone needs encouragement when challenges occur, or life gets tough. This is especially true for teachers who are just joining the education world. Novice teachers need to be able to have someone to talk to in trying times (Israel, 2014; Leat et al., 2015; Scott & Compton, 1996; Scott, 1998).

The ability for mentors to provide support by offering beginning teachers support through empathic listening and by providing shared experiences is going to have so many benefits in new teachers' experiences (Scott, 1998). Mentoring is not an easy task to take on, but experienced educators who do take on this task need to have the capability to be emotionally supportive (Scott & Compton, 1996; Scott, 1998). If emotional support is an aspect that the mentor lacks, it would be best that the teacher does not become a mentor. The novice teacher will have days that make them never want to go back into the teaching field, and the mentor must listen with empathic ears. Sometimes people need to express their feelings to a confidant, or it will end up tearing them apart (Israel, 2014; Leat et al., 2015; Scott & Compton, 1996; Scott, 1998).

Emotional support is universally well-known as a vital source of novice teachers' experiences in education. In Scott's (1998) research, a demand for increased emotional support by novice teachers was noted. This increase demonstrated that new teachers truly value emotional support. Having the ability to have someone show concern for another individual helps that individual get through the days. Sometimes a new teacher has no one else to talk to about the challenges in teaching, so having a mentor who is there to listen and understand only is seen positively.

It is vital that the mentor is seen as a professional and has been through the same strengths and obstacles as the mentee. Israel et al. (2014) noted the emotional and professional supports provided by mentors were interdependent because emotional supports were embedded with the guidance given from the professional assistance. When a mentor has gone through similar professional experiences, the correlation between emotional support and the professionals' support will have a positive effect. Scott and Compton (1996) found new teachers strongly signify how much they are grateful for knowing that there is an experienced teacher there for them on a daily basis. This provided emotional support to help the beginning teachers succeed in their first-year. Having that one person to confide in will give the first-year teacher a feeling of ease and relief. Mentors need to be there for their mentees daily (Hadi & Rudiyanto, 2017; Hudson, 2012; Kidd et al., 2015; Lew & Nelson, 2016; Ross et al., 2011; Scott, 1998; Sowell, 2017). It can be as simple as checking-in through even just a text message. This emotional support will be a factor new teachers rely on during their journey into the field of education.

Instrumental Support

Having a supportive climate during the mentor process will make a massive difference in the mentor teacher's feelings toward educating. Educators often use mentoring to support beginning teacher to reach the goals of classroom performance and teacher retention (Sowell, 2017). Mentors are there to support novice teachers and prepare them for what is on the road ahead.

Becoming a mentor teacher is not an easy job. The mentors must understand the responsibilities and obligations required to provide a successful mentorship for the novice teacher (Kidd et al., 2015; Sowell, 2017). Experienced teachers need to understand that they will

need to provide unconditional support for novice teachers before taking on the role of being a mentor. Mentors also need to be prepared to take on all additional responsibilities (Kidd et al., 2015). The mentor teacher needs to provide support and time to the novice teacher whenever he/she needs it. This support is especially needed in the early stages of the new teacher's career.

All teachers have an essential responsibility to help students achieve their goals and provide success for every student. As a novice teacher, that responsibility comes with extra pressure because the novice teacher is new to education. An increased amount of support is going to be needed. Sowell (2017) found the best way to help novice educators is to provide support that is needed to guide novice teachers in instructional practice, which can retain teachers through mentoring. Three elements were important to beginning teachers: developing a trusting relationship, working on classroom management, improving instructional practices (Kidd et al., 2015; Sowell, 2017). Support is looked at as overarching everything teachers may need (Hadi & Rudiyanto, 2017; Kidd et al., 2015; Price & Willett, 2006; Sowell, 2017; Wasonga et al., 2015). For support to truly benefit novice teachers' relationships need to be built, there needs to be supported in classroom management strategies and support in instructional practices. An experienced teacher's support is vital for the beginning teacher to get through teaching ups and downs. When it comes down to it, the most important goal is that the novice teacher receives enough support to become the most qualified teacher for each student and each classroom environment (Horn et al., 2002; Kidd et al., 2015; Sowell, 2017). As always, the teachers are there for students and to make a positive change in their lives.

Novice teachers do not just need support with classroom management and roles within the classroom, but also support that will help them follow a new school community's guideline. Novice teachers need more experienced mentors to address some of the obstacles they may face

by providing support and guidance, such as vital assessments and relevant school policies (Hudson, 2012). Every school has different policies to follow, such as school-wide discipline and school-wide learning expectations. With this being said, having a mentor that teachers at the same school as the mentee will provide the best benefit for school knowledge. When the teacher works at the same school, they will provide ongoing support at the school and truly understand the unique classroom contexts (Hudson, 2012). A teacher full of the school community's knowledge will only add to the novice teacher's confidence and ability to feel like they are being supported. Finding mentorship within the school provides support for the teacher on so many levels, which will benefit the school in the long run (Hudson, 2012; Sowell, 2017).

Mentor support needs to allow novice teachers to feel open to share their thoughts and feelings without fear of retribution (Cullen & Harris, 2008; Sowell, 2017). The responsiveness of mentors will show the new teachers that they have someone they can talk to without being criticized (Cullen & Harris, 2008). The most significant support these new teachers can receive is the feeling of belonging. When the new teacher has a mentor on campus that provides respectful, open, and responsive support, the new teacher will have a better chance of thriving. No teacher, experienced or novice, wants to feel like they are not receiving aid.

Being a new teacher will not be comfortable no matter the college you went to for a credential or the number of times you substituted for a class. Regardless of new teachers' pathways into teaching, they will never be fully prepared for the first day of school because there is so much to learn (Martin et al., 2016). The teachers need support and advice from an experienced educator. When mentors have more to offer, the better the new teacher will adapt to the field of education. Evertson and Smithey (2000) found that mentoring is a vital part of the induction process. Therefore, it is essential that school leaders select mentors that are qualified to

help new teachers. A beneficial mentor will have these essential attributes: observation skills, experience working in diverse student environments, love for learning, and the ability to collaborate (Evertston & Smithey, 2000; Martin et al., 2016). Supporting teachers comes from a variety of areas. Having the ability to show a wealth of experience through coaching, collaborating, and observational skills will be that much more beneficial to the novice teacher.

Finding mentor teachers that are genuinely going to be advantageous to a new teacher is not easy. Less than one percent of teachers receive a fully comprehensive induction where they are given the opportunities to work with other teachers, observe their mentor teacher's classroom, be observed by their mentor teacher, analyze their work, and network with other novice teachers (Martin et al., 2016). Finding a mentor who will provide half that support will increase the mentee's experience.

Some novice teachers work in low-income schools and have limited preparation for the school year (Rodgers & Skelton, 2014). These teachers, especially, need services and support to help them with their teaching profession. Beginning teachers need to continue be assisted in professional development from experienced teachers, such as their mentors, to provide support to help the beginning teacher grow in the profession (Evertston & Smithey, 2000; Martin et al., 2016; Rodgers & Skelton, 2014). The lack of support and preparation for a new teacher will only hurt the school as a whole. New teachers, especially in low-income areas, need extra support through feedback and professional development to help teacher retention. When teachers do not enjoy what they are doing or end up being frustrated every day, their longevity in the school community will not last long. Their attitude can be seen and harm the students. Rodgers and Skelton (2014) explain how novice teachers need the support from their wise and experienced teachers to grow in the field of education with the hope of helping the school districts maintain

high attrition rates. Support can do so much for a novice teacher, from working on the teacher's longevity to helping the teacher's attitude to have a more positive effect on the students. No job is easy without support, especially when the goal is to provide success for someone other than yourself.

Confidentiality

Being a novice teacher is going to create times of stress, frustration, and joy (Britton & Paine, 2005; Ergunay & Adiguzel, 2019; Henry, 1988; Lambeth, 2012; Lew & Nelson, 2016; Ross et al., 2011). It will be essential to have someone the new teacher can confide in without fear of telling everyone else. Confidentiality is an integral part of having a mentor.

Confidentiality is where no one, other than the beginning teacher and mentor, know what is being discussed during mentor and mentee meetings (Ganser, 1995). It is no one's business to know what the two are discussing. Mentor-to-mentee discussions need to be handled with discretion. The new teacher needs to feel comfortable to have someone to talk to because teaching is not an easy job. Crossing the line with either the mentor or mentee's information can lead to a poor relationship among the two (Ganser, 1995; Ganser, 2002; Guerrero et al., 1988). There is always something new to learn, and sometimes the novice teacher needs to be able to let out their true feelings.

The confidentiality that is between a teacher and a mentor needs to be understood by others (Ganser, 1995; Ganser, 2002). This is especially true for members of school communities that are at higher levels, such as principals. A crucial way for principals to be supportive of the mentor-mentee relationship is by respecting the confidentiality between the two (Ganser, 2002). Not everyone needs to know the frustrations the novice teachers are enduring. Mentees need to be able to discuss their feelings, frustrations, and emotions with their mentor without fear of that

the information might be leaked. The relationship between the new teacher and mentor is vital to provide the best environment for the teacher. Mentor-mentee confidentiality should not be exposed. This relationship is different than any other relationship at the school, even the relationship of a supervisor and beginning year teacher (Guerrero et al., 1988). The difference between a mentor and a supervisor relationship to a novice teacher is that the novice teacher may feel more comfortable exposing certain information to the mentor that they would never say to the supervisor. Beginning teachers need to have a relationship where they can do that and release stress or moments of joy without feeling like they are being judged. The confidentiality relationship between the mentor and new teacher is essential for providing a positive experience for the beginning teacher.

Mentor Teachers

In the preceding section, possible characteristics of mentor teachers were given, while the section that follows will address mentor training, and the advantages and disadvantages of having a mentor and being a mentor.

Mentor Training

Although mentors are usually mentors based on their wisdom and knowledge of the field, it is still essential to learn about guiding new teachers (Price & Willett, 2006; Wasonga et al., 2015). Mentor training focuses on having mentors being able to communicate effectively; mentors offering expert feedback to areas such as instructional strategies and management routines; mentors being able to provide advice for lesson planning, grading, and creating a positive environment; mentors being diplomatic on thorny issues such as quality of instruction; and mentors being encouraging on reflective teaching skills (Hadi & Rudiyanto, 2017; Price & Willett, 2006; Wasonga et al., 2015). Even though the mentor teacher has been in education for a

while, it is a different type of teaching when it comes to being a mentor to a novice teacher.

Areas where the mentor may presume is self-explanatory as a mentor may be more difficult. The mentor's way to their mentee can be detrimental to the mentee if approached the wrong way.

Mentor training is also necessary to ensure the mentor will understand how to be on the same track as their novice teacher. As new novice teachers come into the profession, things could have changed since the mentor was a new teacher. Mentor training can help avoid misunderstandings among the mentor and new teacher, such as the specific use of terminology for instructional strategies or classroom management strategies (Hadi & Rudiyanto, 2017). Change is inevitable, especially when it comes to change in the field of teaching. There will always be new terms that have been developed or ways specific terms are looked at, which is why the mentor must understand. The mentor and novice teacher need to communicate effectively to increase the proficiency of the mentor-mentee relationship (Hadi & Rudiyanto, 2017; Wasonga et al., 2015).

Advantages

Mentorship can be a very vital relationship when one is allowed to work with someone who cares. St. George and Robinson (2011) help create the image of beginning a career characterized by low pay, low status, exhaustive demands, and a lot of work. Continue to picture that there is a lack of necessities, and co-workers are rude and not motivated. Imagine the worse and understand why a mentor needs to provide more significant advantages than disadvantages. A mentoring relationship is geared towards a give-and-take of support, wisdom, and learning for purposes of career growth, even though it occasionally may be used to accomplish organizational goals (Wasonga et al., 2015). When mentors have proper wisdom and understand teaching, the novice teacher will gain a beneficial experience. A mentor who has the ability to demonstrate a

wide variety of cognitive competencies, such as posing constructed questions to assist in reflection, paraphrasing, and collecting data to improve teaching and learning is going to be the most advantageous to the novice teacher (Price & Willett, 2006; Wasonga et al., 2015). A novice teacher needs a mentor to provide them with the best information to become the best teacher. Mentors who will give feedback and make their mentees reflect on their work will be a positive aspect of mentoring.

Mentees will find it to their advantage to be able to observe their mentor in their practice (Ganser, 2002; Price & Willett, 2006; Wasonga et al., 2015). A study from Price and Willett (2006) noted that the new teachers found it an excellent experience to follow their mentors' reflective practice. The ability to watch experienced teachers reflect on their lessons, and teaching is how novice teachers can learn to reflect on their way. Reflection is key to learning from one's mentor to enable further growth in one's teaching (Price & Willett, 2006).

The National Board-Certified Teachers (NBCT) are teachers who work on providing mentorships for new teachers. Farrell (2005) explained that NBCTs reported an increase in their desire to stay a teacher. Thus, having a mentor teacher from this program illustrates how these teachers are not only committed to their profession but supporting fellow teachers. Whether the mentor teacher is part of the NBCT or not, the point is that the mentor teacher needs to be committed to what they are doing. A novice teacher can see if their mentor truly has a passion for the profession, which is why it is to the novice teacher's advantage to have a mentor that loves the field of education.

Mentor teachers have many responsibilities, but their duty as a mentor is not always that difficult when they keep doing what they do best. No matter what the mentor teachers do, it will benefit the novice teacher as long as the mentor is contributing a positive experience in some

way (Farrell, 2005; Ganser, 2002; Wood & Turner, 2015). Some mentor teachers provided their deficit-based narratives that allow for conversations between the mentor and new teacher. The mentor's stories allow the new teacher to gain new perspectives on different teaching methods (Wood & Turner, 2015). The positive contributions of the mentor teachers can enrich the learning-to-teach context. Beginning teachers are supposed to learn from their mentors and then take what they know and apply it to their classroom. The more the mentor teachers provide for the mentee, the better the mentee will be in the long run.

The relationship between the new teachers and veteran mentors can provide many areas of strength for the new teacher (Ganser, 2002; Sowell, 2017; Wasonga et al., 2015). New teachers can learn from veterans' experiences. Successful schools are work environments where teachers are at all different career stages and are able to mutually benefit from each other to create a better education for the students they teach (Ganser, 2002). Having a mentor who has been through the obstacles, frustrations, and joys of teaching will prove to be a strength of the mentor to mentee relationship. The novice teacher needs to learn to create the best classroom environment for their students, no matter the challenge. Veteran teachers have the capability of sharing their wisdom with their new teacher. At that point, the new teacher must take what they learned to the classroom.

For mentoring to be genuinely seen as an advantage in the induction program, it is vital that a mentor-mentee relationship best serves a novice teacher when the mentor and mentee have common planning time, their classrooms are close, and they teach the same subject area (St. George & Robinson, 2011). Novice teachers are the teachers who will eventually take the place of the mentor teacher, which is why the way the mentor teacher mentors are so crucial (St. George & Robinson, 2011; Wasonga et al., 2015). To have a truly advantageous experience with

one's mentor, the smaller items, such as class proximity and subjects taught, can have such a significant impact. However, without class proximity and the same subject being taught, the benefit of joint planning would be complicated to achieve (St. George & Robinson, 2011). Common planning provides the novice teacher with an idea of new resources and content that can be taught. There is no reason to have to reinvent the wheel when the wheel is already created. The new classroom teacher needs to learn from a mentor that has already been to where the new teacher wants to go.

The relationship between the mentor teacher and the induction program is fundamental. The quality of the mentoring and induction program that novice teachers obtain directly effects the development of the novice teacher (Athanases et al., 2008; Lambeth, 2012). Mentoring can have a more significant impact when the induction program for which the mentors belong or learn from has a comprehensive understanding of the field of teaching. There are three components in a teacher induction program which will lead to the best mentors. Those three components are knowledge about the learners and learning, knowledge about curriculum and teaching, and knowledge about the fundamentals of education (Darling-Hammond et al., 1999; Lambeth, 2012). Knowledge needs to be the foundation of a great mentor. Induction programs that require such knowledge from their mentors will be the ones that new teachers can make the most significant advantage to reach their goals. Being a great teacher does not happen overnight. It takes the experience of succeeding and failing to develop knowledge worth sharing. Having a mentor who has that knowledge worth sharing is a mentor that will make the beginning years for a new teacher a little less stressful.

Mentorship through an induction program can help gain a wealth of knowledge for the beginning teacher. Having a mentor that will aid the novice teacher through the ups and downs

of teaching is vital to both students' and teachers' success. First-year teachers have a wealth of training in areas that may influence their teaching (Wasonga et al., 2015). The training that takes place for teachers is an essential resource that helps the teachers understand how to help them achieve. Becoming an intellectual teacher helps provide an affluence of experience that can be passed down to the students.

All in all, the greatest induction programs have a blend of support for new teachers with the expertise from the experienced teachers that will ultimately benefit not only the teachers, but also the students (Moir, 2009). The blend of programs and support new teachers get will help them thrive throughout their teaching careers. Teachers need to flourish because a teacher's responsibility is to help the students succeed. When the novice teachers are not getting the appropriate blend of elements in an induction program, the novice teacher is not going to be able to make the same impact on the students, school environment, and faculty and staff. The goal of an induction program is to create a teacher that is going to make a difference at the school. This goal is going to be achieved when the induction program is set up for success.

The advantages of mentorship are based on the fact of whether or not the induction program is effective. When the program is effective, the mentorship will be efficient. The most effective induction programs combine high-quality mentoring with groups of practice. Teaching communities that bring together knowledgeable and new teachers create teacher capacity while providing a structure for student learning (Moir, 2009). Mentorship is one primary factor in creating remarkable teachers, but it is not the only factor (Moir, 2009; Sowell, 2017; St. George & Robinson, 2011; Wasonga et al., 2015). The learning community to which the teacher belongs plays an important part too (Moir, 2009). The community needs to support the teacher, and the

induction program needs to help provide that support through their mentorships. Teachers are there to provide the best education they can; however, they cannot do it alone.

Induction Programs

History of Induction Programs

Induction programs have not been around forever. Researchers first studied the needs of induction programs in the 1980s (Joerger & Bremer, 2001). The data researchers collected assisted them in designing unique programs to help novice teachers. In the early 1980s there were predictions that an increasing amount of student enrollment and teacher abrasion would resort to teacher deficiencies (Joerger & Bremer, 2001; Kang & Berliner, 2012). Without these programs, a shortage of teachers became very noticeable. Induction programs helped retain the longevity of educators in the field.

Teacher induction programs have been known to focus on instructional, personal, and professional needs, which is why the programs are so important and are used throughout the United States (Wood & Stanulis, 2009). Induction programs increased from 14 states in 1983 to 47 states in 1988. Within those 47 states, the percentage of new beginning full-time public-school teachers participating in a formal induction program went from 59% in 1993-1994 to 65% in 1998 (Joerger & Bremer, 2001). These logistics are coming from the 1990s, which shows the importance of formal induction programs back then. With that being said, the percentages have likely increased, mainly because almost all states require new teachers to partake in an induction program to clear their credential.

Defining Induction Programs

Induction programs are designed for inexperienced teachers to provide them with the necessary support and resources for their teaching careers. Quality teaching induction programs

can be defined as the process of teacher development and new teachers learning to teach through a specific program, which can aid in mentor support and formative assessment (Wood & Stanulis, 2009). Beginning teachers need extra support and tools during their first few teaching years due to the strenuous content. Novice teachers are given a mentor to guide them in areas that continue to be perceived as challenging through being able to meet weekly and discussing areas of weakness and strengths (“Mentor Like You Mean It,” 2006; Wood & Stanulis, 2009). During a credential program, pre-service teachers do not encounter everything they would in the actual field of teaching. There is no way to predict what could happen during a teacher’s first year of teaching, which is why the induction program is necessary to help these novice teachers. Approximately 40-50% of novice teachers will leave the teaching profession within the first five years causing a propagation of induction programs throughout the states (William & Gillham, 2016). These induction programs are a must to keep educators in the field of education. Without proper training and management styles, teachers may become exhausted with different stressors.

Induction programs have a great responsibility for the longevity of teachers (Martin et al., 2009; William & Gillham, 2016; Wood & Stanulis, 2009). Poorly-designed induction programs will be detrimental to teachers, whereas well-crafted induction programs will increase retention rates for beginning teachers by improving feelings of effectiveness, mindsets, and instructional skills (Martin et al., 2009). Not only does the induction program need to feed to the novice teacher, but to the mentor teacher too. Beginning teachers need a lot of support throughout the induction process. Elements of effective induction programs include time for mentors to work with novice teachers, reduce class size and teaching load for novice teachers, provide materials for novice teachers, give supportive instructional leadership from leaders, and offer adequate fiscal resources (Darling-Hammond, 2003; Martin et al., 2009). An induction program will be

one of the most crucial aspects of how novice teachers do their first year. It is not easy to start any new job, mainly when that new job entails teaching future generations. The way a teacher impacts a student's life will do so much for that student and their future (Price & Willett, 2006; Wasonga et al., 2015). Induction programs help new teachers be better prepared and help with academic coursework (Davis & Waite, 2006; Martin et al., 2009). Each induction program is going to be different depending on the location and the type of program. However, one thing needs to be the same: the preparedness and resources the induction program provides.

Ohio has a specific program that new teachers have to go through called the Ohio Resident Educator Program (OREP). OREP is designed to help novice teachers meet the standards for Ohio's teaching profession. Research found that during the first and second year in OREP new teachers were able to practice and refine their teaching as they learn to self-assess and reflect upon their progress to help strengthen their teaching (Williams & Gillham, 2016). Novice teachers are provided with the support they need to help them on their journey. The novice teachers were mandated to meet regularly with their OREP mentor to engage in assessments of self and student learning, goal-setting, and instructional planning (Williams & Gillham, 2016). A mentor is supposed to help guide the novice teacher through the challenges that may come about. Educators experience obstacles and challenges that they are never taught to deal with during the credential program or during their pre-service time (Baartman, 2020; Scherer, 2012; Zide & Mokhele, 2018). Effective teacher induction programs can improve a teacher's performance and effectiveness, while providing ongoing support for assessments, reflections, and feedback (Wonacott, 2002). Even though many challenges arise while teaching, the induction program is created to help teachers through those obstacles and be there as a

support system (Baartman, 2020; Scherer, 2012; Sowell, 2017; Wonacott, 2002; Zide & Mokhele, 2018).

Induction programs have gone through a period of different waves based on legislation and implementation (Wood & Stanulis, 2009). There have been four waves that have been studied thus far. The first wave was established before 1986, the second-wave was implemented between 1986 and 1989, the third wave was administered between 1990 and 1996, and the fourth-wave was brought about between 1997 and 2006. The fourth wave is known for creating quality teacher induction programs (Wood & Stanulis, 2009). Before 1986 was the first wave. The first wave of induction programs tried to help novice teachers but were often unfunded, informal, and very unorganized. The second-wave induction programs focused a great deal on mentoring and even included observations. Then, between 1990 and 1996, the third-wave induction programs became more organized—the third wave concentrate on developmental and structured approaches, which included formative assessment components. Finally, in the fourth wave, novice teachers were provided with a broader array of assistance. Novice teachers received more mentoring, professional development, and formative assessment activities (Wood & Stanulis, 2009). Although Wood and Stanulis note that the fourth wave ended in 2006, there is a chance multiple other waves have occurred. Those waves of teacher induction programs should have improved induction programs over time. However, there is still a prominent gap in research when it comes to private school induction programs.

In Texas, skills and teaching knowledge were measured by Texas teachers' expertise, advanced education status, and teaching experience (Ferguson, 1991; Joerger & Bremer, 2001). Depending on the state in which one teaches, the expectations and standards are going to be different. Another example of this is seen in North Carolina. Strauss and Sawyer (1986) found

that a correlation existed between the higher the average teacher score was on the National Teachers Exam and the higher student pass rates on the North Carolina state exams. Teachers in North Carolina require more training concerning test scores. This is partially because credential programs in different states require different standards and agendas. When teachers enter the induction programs, their needs may differ based on where they went to obtain their credentials.

Induction programs are needed to help first-year teachers get through the first few years of being new to the field of education. At the end of an induction program, novice teachers and mentors understand the connection between the students, the teacher, and the curriculum all as a result of their theory of action exploration (Molitor et al., 2014). The purpose of an induction program is to establish a teacher's ability to understand instruction, assessment, and curriculum content. At the same time, the novice teacher should feel comfortable with the students and other teachers. The induction program helps the new teachers through all the ups and downs of the beginning years of teaching.

Challenges

Induction programs are intended to benefit the novice teacher, but this is not always the case. This is because of the obstacles supporting new teachers and how programs are created to support new teachers. For example, in the United States, there are some very weak induction programs, which is a problem that can be solved by having stronger accreditation programs (Scherer, 2012). Some programs are not as strong as others, leading to individual teachers not getting the same advantages and guidance. The restructuring of those weaker programs needs to be looked at to enhance all-new teachers' learning experience (Scherer, 2012). Unfortunately, the phrase "out with the old and in with the new" is not always something people want to listen to. Sometimes, people are stuck in their old ways, and are not willing to change. However, being

stuck in one's old ways is not always the best for the betterment of the whole (Baartman, 2020; Scherer, 2012; Zide & Mokhele, 2018). Induction programs need to be strong, to assist in the development of strong teachers.

However, induction programs can only do so much. The school site to which that new teacher belongs has to be supportive too (Hadi & Rudiyanto, 2017; Kidd et al., 2015; Price & Willett, 2006; Sowell, 2017; Wasonga et al., 2015). This can cause challenges in mentorship if the school site is not supportive. One of the challenges facing teacher education for mentors and their mentees is the school's partnership to reshape the curriculum for new teacher services and school communities where collaborative analysis on the practices is reinforced (Kane & Francis, 2013). The whole school needs to work together with some induction program to allow the new teacher and their mentor's most significant benefit. Unfortunately, many schools do not do this, which causes some novice teachers to have a worse experience than others. The mentorship new teachers get their first few years will significantly impact their career longevity, and the type of teacher they may become.

Moreover, the school site can develop a challenging area to maintain for mentors because of poor planning. The school site needs to provide planning that will benefit the new teachers and mentors. School sites need to remember they have a part in working with new teachers and their mentors. Zide and Mokhele (2018) found that some teachers are not happy with their participation in some of the programs because of the poor planning and lack of assistance. Certain induction programs are leaving no mark of change in the education community. Without the planning that needs to take place in the programs, mentors are left to organize their own professional mentoring for their mentee (Baartman, 2020; Zide & Mokhele, 2018). Challenges that are experienced during teacher training cause frustration for mentors and their mentees

Baartman, 2020; Kane & Francis, 2013). When the mentor teachers are in charge of their planning, this can cause extra stress on them, and they may not be as prepared as they should be for their mentee. Occasionally, the challenges can cause the mentor-mentee relationship to deteriorate if too many disagreements arise (Baartman, 2020; Davis & Waite, 2006; Kane & Francis, 2013). The mentor-mentee relationship needs to be vital to have the mentee succeed in their beginning years of teaching. Mentors have to be prepared when working with their novice teachers. However, when the mentor teachers are not given support from the school site, it causes a rippling effect on the new teachers (Cerrito, 2005; Davis & Waite, 2006).

Induction programs are meant to provide mentors to help with the ongoing support of teacher's professional learning. However, Hagger et al. (2011) explained that induction programs tend to focus on elements such as school's policies and procedures rather than giving support to new teachers, and helping the new teachers learn how to meet students' needs. Understanding school policies and procedures are essential to know, but it does not ultimately help students and teachers succeed. Mentors have to get past these obstacles of complying with specific standards of induction programs and provide the resources, support, and information that is genuinely going to help novice teachers. According to American Institute for Research (2015) studies have shown that the key to improvement in programs and student learning is when school leaders prioritize curriculum and instruction, use the data from assessing the students, and providing effective professional development for teachers. Novice teachers especially need the school to focus on curriculum and instruction, assessment data, and professional development because those criteria are some of the most challenging teaching elements to master (American Institute for Research, 2015; Athanases et al., 2008; Lambeth, 2012; Lew & Nelson, 2016; Ross et al.,

2011). The school sites need to go above and beyond in their daily workload to help provide new teachers with the help they need.

In terms of the mentors' responsibilities, some may feel challenged to give the new teacher enough guidance where the novice teacher does not leave the field of education right away. When teachers leave a school quickly, it makes it hard for the school to retain teachers. According to the American Federation of Teachers (2007), Losing teachers is very costly. One study even showed at least \$2.6 billion is spent every year in the recruiting, hiring, training, and replacement process. Mentors may feel like they are responsible for whether or not teachers stay in the field of education. This can put pressure on mentors because of the challenges that come with teacher retention. When programs are weak, this causes teachers' longevity to shorten, ultimately costing schools millions of dollars (American Federation of Teachers, 2007, Berry et al., 2002; Scherer, 2012). The induction programs need to be supportive of the mentors and mentees to encourage longevity.

Mentor teachers face challenges and provide challenges for their mentees. It is not always easy for mentors to know what to do for a mentee, especially if they are not given any direction. Challenging activities may include setting tasks, setting high standards, mentor modeling for the mentee, participating in discussion, or even helping develop a road map for growth (Cerrito, 2005). The mentors have to help novice teachers to think differently about teaching. Novice teachers gain new knowledge and skills from their mentors, which puts pressure on the mentors to ensure they are providing appropriate resources to help the new teacher grow.

Induction Programs in Districts

Some districts have the induction program as a part of their schools. Novice teachers will be set up with a mentor, have their induction program, and be assisted financially. Kang and Berliner (2012) found inclusive induction programs have come about that help new teachers cope with intellectual and emotional complexities of the classroom. These programs have started to be adopted by many school districts across the states. Having the induction program implemented into the school, the new teacher works to allow fewer stressors on the teachers for applying to a program independently (Kang & Berliner, 2012; Portis-Woodson, 2015). Novice teachers already have to deal with many other nerves and stress, which is why all the assistance the new teachers receive will benefit them in the long run.

Moreover, it seems that in some places that even when the districts provide the induction program the new teachers are still accountable for finding strategies that will work for them through a trial-and-error basis (Portis-Woodson, 2015). Even though induction programs are being integrated into some districts, participation is still falling short. Some new teachers only have the ability to participate in partial program because of the lack of time available (Portis-Woodson, 2015). Novice teachers need full support and a packed program to experience actual trial and error. Veteran teachers still experience new obstacles every day, even when some have been in the field for more than 15 years (Baartman, 2020; Portis-Woodson, 2015; Scherer, 2012; Zide & Mokhele, 2018). If a new teacher is cut short on being mentored, it will not benefit the school, students, and especially not the teacher (Portis-Woodson, 2015; Scherer, 2012).

Induction Programs in California

Induction programs occur around the world. They may not all be called induction programs but, for the most part, some type of beginning teacher training. California has a two-

tiered credentialing system for teachers. The first tier is where the program prepares future teachers to obtain an initial teaching credential by completing coursework, fieldwork, and a performance demonstration. While the second tier of preparation is the two-year job-embedded individualized induction program (CTC, 2020). The California programs focus on all-encompassing support and mentoring to new teachers in their first and second years of teaching.

California's induction programs have been around for a long time. These induction programs were initially called BTSA, which is The Beginning Teacher Support and Assessment Program. Now, BTSA is referred to as Induction Programs. Throughout the history of California's induction programs, novice teachers have reported undergoing tension between programmatic and instructional demands rising from their induction programs' formative assessment and the daily classroom obligations (Mitchell et al., 2017). Induction programs are meant to help novice teachers get through their first few years of teaching (Kang & Berliner, 2012). However, it appears novice teachers in California are feeling pressured by the extra demands being placed on new teachers through the induction programs (Mitchell et al., 2017). They are not receiving the mentorship they need.

Induction programs were initially developed to assist in public education quality and help with the teacher shortage (Kang & Berliner, 2012; Morey et al., 1990). The quality of public education and teacher shortage in California was no different than any other state, but something had to be done. Education is not an easy task and is the only profession where the responsibilities are the same or more complicated than those of veteran professionals (Darling-Hammond, 1985; Morey et al., 1990). The first year of teaching is where the teacher develops attitudes, feelings, expectations, education styles, and decisions to remain in the teaching field. Based on that information, California proposed five goals for their teaching induction programs. For the

induction programs to be successful, they must improve teaching performance, increase teacher retention, promote professional and personal well-being, and meet all the mandated requirement (Morey et al., 1990; Sowell, 2017; Wood & Stanulis, 2009). Teachers need support and guidance to help them through the induction programs. Induction programs must allow for flexibility because teachers are in their first year of teaching and may be experiencing a lot of emotions and work (Morey et al., 1990). A mentor can help teachers through these ups and downs of first-year teaching.

Induction Programs in Populations

The following section discusses how induction programs are portrayed in public schools, charter schools, and private schools.

Public Schools

Induction programs have become in high demand in districts across the states. Many districts provide induction programs within their schooling system for first- and second-year teachers. For example, in Chicago, public schools have their own Golden Teachers Program. This program is mandated for all first- and second-year teachers (Kapadia & Coca, 2007). Chicago's public schools have their induction program set up for teachers. Teachers are not given the option to wait up to five years to complete the induction program but must complete it in the first two teaching years. The first two years of teaching are some of the most challenging (Ergunay & Adiguzel, 2019; Lambeth, 2012; Lew & Nelson, 2016; Ross et al., 2011). Therefore, having a mentor during those crucial years is vital primarily because studies have shown that nearly half of new teachers will leave the profession within five years (Kapadia & Coca, 2007; "Mentor Like You Mean It," 2006). Being a part of a well-designed induction program can lead to longevity for teachers.

Public schools in Dallas have integrated induction programs with a multifaceted program (Wong, 2004). A multifaceted program has the ability to meet the different needs of the novice teachers (Bickmore & Bickmore, 2010). Following an approach like the multifaceted one allows for the new teachers to feel supported. The feeling of support is a necessity because of the many hindrances novice teachers face.

Novice teachers face different challenges or obstacles daily (Ergunay & Sdiguzel, 2019; Kapadia & Coca, 2007; Ross et al., 2011). New challenges may arise that the teachers have never experienced before, even after teaching for almost a whole year. Programs mandated for teachers to have a mentor for two years will be more ideal (Kapadia & Coca, 2007; “Mentor Like You Mean It,” 2006). The more support these beginning teachers receive, the better they will be in the long-run for not only themselves but also the students.

Public schools’ partnerships with induction programs have been known as being successful in addressing beginning year teachers (Berry et al., 2002; Wong, 2002). One of the most significant benefits of incorporating the school’s induction program is the various layers of support beginning teachers receive. When the public schools have an affiliation with induction programs, the novice teachers are supported with full-time coaches to help in the classroom and provide feedback, as well as workshops on self-selected topics (Kapadia & Coca, 2007). According to Wong (2002), “Teachers stay where they feel successful, supported, and part of a team” (p. 53). The new teachers can gain a wealth of knowledge from multiple resources supporting them (Davis & Waite, 2006; Kidd et al., 2015; Wasogna et al., 2015). Induction programs incorporated within the school system make it easier for the new teachers to have support in the same field of work. New teachers who have a mentor right on campus have found

it favorable in times of need. The beginning teachers can grow in their area despite the battles of first-year teaching.

The partnership of public schools and induction programs have increased the retention and efficacy of teachers (Berry et al., 2002; Davis & Waite, 2006; Wong, 2002). Induction programs illustrate that schools can combine resources to help novice teachers in the profession (Davis & Waite, 2006). The connections through public schools and induction programs can continue to keep novice teachers in the profession. This would ultimately help benefit the schools and the students. The induction programs mentors help the teachers ultimately provide leverage and support to retain teachers in teaching (Davis & Waite, 2006; Lambeth, 2012; Wasonga et al., 2015). For example, the Lafourche Parish Public School in Louisiana use their induction program to immerse new teachers in the district's lifelong learning culture. Lafourche Parish district is partnered with an induction program that helps new teachers become a part of a supportive and cohesive team (Wong, 2002). The new teachers feel like they belong somewhere because the school environment has become like a family.

Teachers can learn so much about teaching and still never be prepared for the first year of teaching (Berry et al., 2002). It does not matter where the teacher was educated the complexities of effective teaching are so diverse that teachers do not know what to expect when during their first year (Berry et al., 2002). The induction programs provided through the districts are there to help these new teachers in their new classrooms. Having this service is meant to benefit teachers in areas that they never expected to experience. Induction programs that are a part of the public schools in the Southeast focus on well-designed assessment, and support components help keep new teachers in education (Berry et al., 2002; Molitor et al., 2014). The novice teachers must be receiving all of the support they need to get through the first few years.

Quality is vital in the formation and partnerships of induction programs and the public-school systems (Farrell, 2005; Martin et al., 2009). Not all induction programs that are associated with school districts have been of the quality teachers need. However, when excellent induction programs provide new teachers with experienced teachers who have been through it all, success is seen. The induction programs provide novice teachers with someone with whom they can discuss their concerns and learn how to deal with certain situations (Berry et al., 2002; Martin et al., 2009; Wood & Stanulis, 2009). The whole purpose of the public-school districts having a well-known, quality induction program is to help the school system gain a good reputation. In turn, the goal is to attract more new teachers to come and work in their district and have an increase in teacher effectiveness across the board (Berry et al., 2002; Farrell, 2005). It all starts with the induction program that the school districts have to help train these beginning teachers. The school systems need to always to remember quality or quantity in gaining teachers who will have positive long-term effects.

Public schools who immerse their induction program within their school districts have been noted to provide better retention of teachers at the school, teachers who put more effort into their work, and more success shows in their students (Davis & Waite, 2006; Wasonga et al., 2015; Wong, 2002). However, induction programs being incorporated in the public-school districts benefit not only the teachers and students, but also the school. Having the induction program as part of the school has been seen as a recruitment tool for some districts (Wong, 2002). Beginning teachers will want to be a part of a school environment that supports them from day one. Schools that already have the induction program as part of their community are vital to intriguing new teachers in joining that school district.

Furthermore, the more effective the induction program is within that district, the higher the recruitment will be (Davis & Waite, 2006; Portis-Woodson, 2015; Wasonga et al., 2015; Wong, 2002). Teachers will want to be recruited to schools where they believe they will be treated with dignity and have access to professional development and seminars to learn (Rodgers & Skelton, 2014; Wong, 2002; Wood & Stanulis, 2009). Effective induction programs are going to deliver that excellence to be attractive to new teachers looking for jobs. If schools want quality teachers in the classroom, then the schools need to treat teachers with quality (Hadi & Rudiyanto, 2017; Price & Willett, 2006; Wasonga et al., 2015; Wood & Stanulis, 2009).

Having a partnership with an induction program is going to give the teachers the support they need (Davis & Waite, 2006; Lambeth, 2012; Martin et al., 2016; Sowell 2017; Wasonga et al., 2015). For instance, one public school district in Missouri was able to see the negative effect of not having an integrated induction program. Before the induction program was a part of the school district, 31 percent of new teachers left by the end of their first year of teaching, and 70 percent of teachers who worked in the district left by their third year from 2000-2003 (Moore, 2016). The retention rate of teachers was extremely low in that district. There was a lack of support or communication in the schools to have such a dramatic loss of teachers quickly. It was not until 2006 that the STEP UP induction program was introduced. STEP UP stands for Support Teaching, Examining Practices, Uncovering Potential. This induction program created a budget to pay for full-time coaches and give new teachers the additional pay they need for their time commitment (Moore, 2016). The program's focus is to help these teachers that belong to the district to stay in education and make a difference in the school community. STEP UP has coaches that work as mentors to these beginning teachers. As a mentor, their job is to show the utmost support for the beginning teacher, challenge the beginning teacher, and help the

beginning teacher to reflect on their lesson plans, management strategies, and instructional strategies (Leat et al., 2015; Moore, 2016; Wasonga et al., 2015). By having an induction program integrated into the school district, this particular district has noticed a great deal of positive change. The novice teachers can now feel like they are a part of a school community that sees their hard work and their challenges. STEP UP is an induction program meant to coach the teachers to become the exemplary teachers that the students need to succeed (Moore, 2016). Students need teachers who are going to help them thrive. If novice teachers are not given the support to help their students flourish, there is only so much one can handle.

Charter Schools

To understand the importance of having induction programs incorporated in charter schools, it is vital to understand what a charter school is. A charter school is an independently run public school that has more flexibility as long as it maintains high performances (Carrauthers, 2016). A primary difference between charter and public schools is that families can choose which charter school they want their children to attend. The school does not have to be assigned to the family-based off of where they live. However, with that being said, charter schools have to meet the performances in academic achievement, and if those goals are not met, the school can close (Carrauthers, 2016; Johnson & Kardos, 2002).

The purpose of having these induction programs blended into the schools, in this case, charter schools, is to help novice teachers stay true to their mission of teaching. Novice teachers are being educated and guided by experienced teachers at their charter school. These experienced teachers serve as mentors, models, leaders, and in-class coaches (Johnson & Kardos, 2002; Scherer, 2012; St. George & Robinson, 2011). When novice teachers have their mentor on the same campus as them, the new teacher will benefit from receiving the information or guidance

they need right away. The interrelationship between an induction program and a charter school provides a more excellent education for students and a better environment for teachers to work. Not every charter school has some induction program working within the school, but the ones that greatly benefit from the immediate response times and relationships.

Induction programs that coexist within charter schools have proven to provide a more significant atmosphere for teachers and students. For example, a charter school in Massachusetts has incorporated a teacher preparation program called New Teacher Collaborative (NTC). Their motto is all about the fact that learning is doing (Ringwall & Rogers, 2008) lies at the heart of this induction program. The program allows new teachers to go through real experiences with students, which helps the new teachers learn while going through the actual occurrences.

Another example of a state including induction programs within their charter schools, is Rhode Island. Rhode Island Department of Education (RIDE) has implemented a new induction program for novice teachers in 2011 within charter schools. This program allows new teachers to have over an hour per week with their mentor and regular professional development time (Department of Education, 2012). New teachers can use this mentor relationship and professional development time to their advantage. Teachers must be given the time they need to focus on how to become the best teacher possible. Induction mentors within the charter school system, apart from any school system, are there to provide formative instructional feedback to enable novice teachers to improve in their teaching (Department of Education, 2012; Johnson & Kardos, 2002; Wong, 2002). The goal is to have teachers be the best teacher they can be, so any feedback from a person who has been through the challenges of teaching will be a step in the right direction.

The induction program for these new teachers is teaching teachers how to create a classroom that will support all students (Moore, 2016; Ringwall & Rogers, 2008). Incorporating

this type of induction program for novice teachers in the charter school creates a climate for learning for both students and beginning teachers. The articles “The Effect of New Teacher Induction Programs on Teacher Migration and Attrition” (2005) explains that the bottom line is that new teachers who have a mentor in the same subject area and access to common planning timing are less likely to go to another school or even leave the profession (para. 14). Overall, the charter schools that provide induction programs for novice teachers will see the best outcome for students and teachers compared to charter schools that do not have induction programs incorporated in them.

Private Schools

First and foremost, it is essential to understand what a private school is. The above sections discuss what public schools and charter schools are and how induction programs play into the two types of schools. Private schools are not funded or operated by the federal, state, or local governments. They receive money through the tuition fee of the students who go there. Religious institutions founded many private schools in the United States to merge religious beliefs and teachings (Scheper, 2013). Teacher induction is vital for acclimating new faculty members to each school because each school is different. Novice teachers need to understand the school’s mission, culture, teaching philosophies, and educational approaches (Hudson, 2012; Kang & Berliner, 2012; Morey et al., 1990). However, private schools are not known for integrating the induction programs within the schools. It seems as if the novice teachers might have to go out and find an induction program of their own. From there, the induction program will help set up mentorships and a curriculum to prepare the novice teacher for the years ahead (OCDE, 2018). Areas that novice teachers in private schools are going to want to look for in an induction program include: Advisory, coaching, parent relations, time and stress management,

and professional learning (Hadi & Rudiyanto, 2017; Kane & Berliner, 2012; Kidd et al., 2015; Price & Willett, 2006; Sowell, 2017; Wasonga et al., 2015).

It is hard to know if private schools include an induction program as part of their school or not. It is even harder to know if private schools provide information about an induction program beneficial for novice teachers. Ultimately, there is not a lot of information found on induction programs in private schools, which is why it is imperative to find research to close those gaps on how induction programs in private schools work.

Summary

Overall, this chapter goes through the challenges of novice teachers, thus, explaining the importance of mentoring. It starts out with the history of mentoring and how mentoring has helped guide others, especially in the workplace. Then the researcher breaks down the mentor-mentee relationship explaining all of the responsibilities of a mentor. The responsibilities of mentoring include being supportive, showing confidentiality, and being trusting. Without the support, confidentiality, and trust of a mentor, a relationship would be hard to form between the mentor and mentee. The research showed the importance of the mentor-mentee relationship as being vital for the mentee to succeed.

The chapter then dives into induction programs and how mentors take part in induction programs. The induction programs vary based on the type of school. A lot of research has been found about induction programs being integrated within the public-school districts. Induction programs as they relate to private schools is hardly discussed, and this is where a gap in literature is noticed. Unfortunately, this is where research could not be found; thus, Chapter 3 is going to look at the methodology of induction in private schools.

CHAPTER 3: METHODOLOGY

Introduction

This chapter explains the methods used to analyze mentor teachers and novice teachers' experiences in induction programs at private schools. The study used a mixed-methods approach of data collection, with an analytical emphasis on qualitative methods. The qualitative methodology is accentuated because it was the best approach to the phenomenological study to highlight the mentor and novice teachers' lived experiences. Through the use of four research questions, the researcher was able to identify what mentors and novice teachers view as positive and negative influences of induction programs integrated versus not integrated into the school sites.

Mentor teachers and novice teachers' views of induction programs at their school site was investigated based off of surveys and focus group interviews on answering the research questions:

1. What is the impact of induction programs on novice teachers in private schools?
2. What is the impact of mentorship on novice teachers in private schools?
3. How does the integration of induction programs have a positive influence on novice teachers in private schools?
4. How does the integration of induction programs have a negative influence on novice teachers in private schools?

Research Design and Rationale

To address the research questions, a phenomenological study was conducted in the dioceses and archdioceses schools of California. The induction programs were in effect throughout the 2021-2022 school year. In phenomenological studies, a group of individuals who

have all been through the same phenomenon was studied. The focus of their lived experiences is vital for the study (Creswell & Poth, 2018). A phenomenological study was most appropriate for this study because it explored the lived experiences of individuals, and through in-depth interviews the researcher was able to find what all participants have in common from the phenomenon (Creswell & Poth, 2018).

The phenomenological study began with a phenomenon, integration of induction programs, that was analyzed and evaluated. The focus was on learning more about integrated induction programs in private schools. Through the surveys and in-depth interviews, the intent was to learn more about the lived experiences of mentors and novice teachers who work at a school site that have an integrated induction program versus mentors and novice teachers who had to find their own induction program outside of the school site.

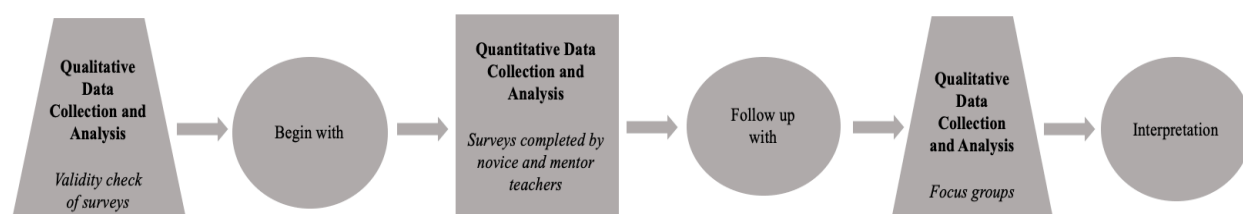
Qualitative and quantitative research questions were used to obtain a variety of narrowing down questions to receiving more extensive responses that gained multiple sources of information. The research questions allowed for an open-ended, non-biased stance of responses from the participants (Creswell & Poth, 2018; Sierra, 2020). A wide variety of data was collected, including survey responses that pertained closed-ended questions, Likert-Scales, and open-ended questions, in-depth interview questions, and audio recordings. The focus group was used for the in-depth interviews because the research questions focus on mentor and novice teachers' perceptions of the induction programs. Through the use of the focus group, participants were able to give their opinions and build their ideas based off of other participants' responses.

The study was based off of explanatory sequential design (Figure 3. 1) also known as a qualitative-quantitative-qualitative study. It was broken down into a three-phase design. The first phase was to review the surveys' content and design that the novice teachers and mentors took

part in from schools in diocese and archdiocese. This step is used to verify that the questions are both valid and fitting for the study, thus increasing the validity of the study. The second phase was to email the surveys to the novice teachers and mentor teachers. Results from the survey led to the final phase of data collection, which included and focus groups. The researcher interviewed participants who could bring light on themes that were perceived from the survey results. Results that came from the second phase was evaluated for statistically significant differences, which developed the follow-up questions and provided aid in the focus group interview discussions. In short, the researcher began by validating the survey, then collected quantitative data through the survey, which was analyzed and used to collect and examine qualitative data (Creswell & Poth, 2018; Lochmiller & Lester, 2017; Okpara, 2018).

Figure 3. 1

Explanatory Sequential Design



A findings sections of the phenomenological study comprises of the complete data collection, themes, and conclusions the researcher discovered. At the end, the researcher provided meaning of the statements and conclusions that were formed from the study.

Setting and Participants

This study was conducted at schools in the dioceses and archdioceses schools of California. The researcher conducted this study with novice teachers and mentors that are enrolled in an induction program, or have been through the process. One hundred surveys were

emailed to mentor teachers and 150 surveys were emailed to novice teachers that were a part of induction programs.

Sampling Procedures

A snowball effect was used for the selection of the participants and schools. The snowball effect is where the researcher sends the survey to participants in private schools, and the participants in turn send the surveys to other novice teachers and mentors they know going through the induction program (Ghemawat, 1990). A sample of 100 mentor teachers and 150 novice teachers from multiple-subject, secondary-subject, or special education positions in the dioceses and archdioceses schools of California were selected to partake in surveys. The dioceses and archdioceses are Catholic schools. In California there are 10 dioceses and two archdioceses. Diocese and archdiocese are similar, except for the fact that a bishop oversees a diocese, and an archbishop oversees an archdiocese. Archdioceses are larger than dioceses, which justifies the explanation for the two archdioceses in California being in Los Angeles and San Francisco. The criteria for the selected participants included the following:

1. The mentors and novice teachers have been or were enrolled in an induction program.
2. All participants enrolled in the induction program were asked to complete the online survey in January, 2022 (Appendix C).
3. All surveys completed by the participants were used in the study.
4. All participants were given the option to attend a focus group interview.

The justification for the chosen participants was to give a viewpoint from the novice teacher and mentors that are partaking in the induction program. Inviting all mentors and novice teachers involved in an induction program, from 32 private schools in California, allowed for a diverse sampling of demographics. The mentors and novice teachers who participated in the study did so

on a completely voluntary basis, and all of the participants provided consent before completing the survey.

Instrumentation and Measures

The methodology of this study utilizes a mixed-methods approach. Triangulation was used through the form of surveys which included Likert-Scales, focus group interviews, and audio recordings were used. Triangulation draws upon a variety of data sources to construct validation that already exist (Creswell & Poth, 2018; Lather, 1991). The study did not confine the views of the participants, which allowed them to answer openly to question (Creswell & Poth, 2018; Sierra, 2020).

Survey Questions

This phenomenological study was based on the effects of integrated induction programs; thus, it was important to learn about the experiences of the novice teachers and mentors, who are not at school sites where induction programs were integrated. By integrated induction programs, the researcher meant that the induction program was part of the school site. Administrators would set up the novice teachers with an induction program and the novice teacher's mentor would be at the same school site.

A survey that included a Likert-Scale, open-ended, and close-ended questions was sent out to the participants. This allowed the researcher to learn about the thoughts and feelings of teachers who had experience in an induction program, but not one that was currently integrated into their school's site.

Mentor Survey

The mentor survey (Appendix C) was sent out to all the mentors throughout the dioceses and archdiocese schools selected by simple random sampling. Depending on whether or not the

induction program was integrated, the survey sent the participant to different questions. The survey was navigated based on the fact of whether or not the mentor was a part of an induction program. For mentors who were a part of an induction program, they were given 17 questions with three sub questions that ranged from Likert-Scale questions, open-ended questions, close-ended questions, and demographic questions. The mentors who were not a part of an induction program answered 15 questions with one question having a sub question that ranged from Likert-Scale questions, open-ended questions, close-ended questions, and demographic questions. To increase the validity of the survey, nine questions were taken from the Oregon Mentoring Program (2019).

Each survey began with the basic question of “Is the induction program in which you are mentoring at integrated into your school site?” The denotation of the integration of induction programs was provided for the participant to have a better understanding of what the researcher meant. The statement, “Having the induction program integrated at your school site has made being a mentor more successful for the novice teacher’s experience” was used for school sites that have an induction program in their school to see if there is a benefit to having an integrated induction program. On the other hand, the question “Are you on the same school site as your mentee” was used to see if there were any difficulties of not having an integrated induction program. Open-ended questions allowed for the researcher to learn more about the mentors’ experiences in different scenarios of induction programs. The responses to open-ended questions were used for the qualitative analysis of the study. Toward the end of the survey, four close-ended demographic questions were used to find the age, years of teaching, credential, and grade level currently teaching.

Novice Teacher Survey

The novice teacher survey (Appendix D) was sent out to first-, second-, and early-completer option (ECO) teachers. Depending on whether the induction program was integrated at the school site for the novice teacher, the survey sent the participants to different questions. If the novice teacher had a credential and was going through an induction program, they were asked 24 questions with which three of the questions had one sub question, and one of the questions had two sub questions. On the other hand, if the novice teacher does not have their credential it took them to a different survey with 12 questions with which one question had a sub question. To increase the validity of the novice teacher survey, two questions were taken from So Go Survey (2021) New Teacher Mentoring Survey Template.

Each survey began with the basic question of “Is the induction program you are a part of integrated into your school site?” The denotation of the integration of induction programs was provided for the participant to have a better understanding of what the researcher meant. The statement, “Having the induction program integrated at your work site has made your first couple years of teaching less stressful” was used to focus on the positive influence of integrated induction programs; whereas, the question “What do you believe was a positive impact of the integrated induction program” was used to determine if integrated induction programs have any positive influences. The open-ended questions were included to find more detail about integrated versus non-integrated induction programs and the participant satisfaction of the program. These responses were used for the qualitative analysis part of the study. The last few questions that remained on the survey were close-ended demographic questions used to find out about the participants age, years of teaching, credential(s) being cleared, and grade level currently teaching.

Focus Group Questions

Another instrument that was used to collect qualitative data were focus groups. The focus groups were divided into mentors and novice teachers from the induction programs. The focus groups took place over Zoom. Participants agreed upon allowing the conversations to be recorded. Interview questions that were asked in the focus groups were open-ended and motivated participants to freely express their perceptions toward the induction program experiences. The focus group interview contained open-ended questions that allowed participants to share their experiences about the induction program. The questions for the mentors (Table 3. 1) and novice teachers (Table 3. 2) were sent out a week prior via electronic mail.

The Mentor Focus Group

The mentor focus group interview consisted of seven open-ended questions. The questions first determined how the induction programs were set-up and if the mentors were involved. From there, the questions encouraged participants to answer honestly about their experiences with induction programs. Ten mentor teachers were contacted via email to schedule a time for a focus group meeting over a Zoom, and nine of them participated in the focus group interview.

Table 3. 1*Mentor Interview Questions*

Interview Questions

-
1. Is the Induction Program you are currently a part of integrated into your school site?
 - a. If yes, describe how having the novice teacher you mentor working at the same school site with you is beneficial.
 - b. If no, describe the induction program you are a part of and how your mentor finds you.
 2. How would or how does being at the same school site as your mentee benefit your relationship with them?
 - a. If you are not at the same school, how do you communicate and how often? How does it work out?
 3. As a mentor, are there any modifications to the Induction Program you would change?
 4. Which aspects of mentoring did you find to be the most beneficial to you in trying to support your teacher candidate?
 5. What are some of the challenges that you have encountered as being a mentor?
 6. I recently went through my induction program, and I found my experience working with a mentor seemed to progress one day at a time, which is why I titled my dissertation One Day at a Time: The Effects of Integrated Induction Programs in Private Schools. Can you think of a one day at a time moment where you believe your mentee went through this with your help?
 7. If you could design the ultimate mentor program what would it look like?
-

The Novice Teacher Focus Group. The novice teacher focus group consisted of one close-ended question and eight open-ended questions that were meant to gather information about the novice teachers' experiences with the induction program and their mentor.

Table 3. 2*Novice Teacher Interview Questions*

Interview Questions

1. Is or was the induction program you went through a county office sponsored program, diocese/archdiocese sponsored program, or university sponsored program?
 2. Is or was the induction program you are a part of integrated into your school site or did you find an induction program outside of your school? Describe the experience.
 3. Describe how having your mentor being at the same school does or would benefit you during your first couple of years?
 - a. If your mentor is or was not at your school site how did that work? How did you connect?
 4. How has participating in the induction program encouraged you to develop and enhance your skills and abilities as a teacher?
 5. What are some of the benefits that you have encountered while working with your mentor?
 6. Can you describe the positive aspects of having a mentor?
 7. Can you describe the negative aspects of have a mentor?
 8. I recently went through my induction program, and I found my experience working with a mentor seemed to progress one day at a time, which is why I titled my dissertation One Day at a Time: The Effects of Integrated Induction Programs in Private Schools. Can you think of a one day at a time moment where you went through this?
 9. If you could design your own induction program what would it ultimately look like?
-

Reliability

As for reliability in the study the researcher will check for consistency. Reliability allowed the researcher a greater steadiness when coding multiple data sets, which was especially important when dealing with consistency, uniformity, and replicability (Creswell & Poth, 2018).

Throughout the study the use of intercoder agreements was vital because when multiple coders examined and compared their code segments consistency was developed (Creswell & Poth, 2018). The researcher was able to make the reliability of the data more consistent through intercoder agreement. With the help of internal reliability, the data was able to be collected steadily, while evaluating and interpreting the data through multiple researchers (Creswell & Poth, 2018). It was important to ensure the same outcomes when manipulating multiple sets of data to confirm there was reliability.

Validity

A very important aspect of the research revolved around the participants' responses. The data needed to reflect the participants' answers, and not include any of the researcher's perspective, which was best displayed through interpretive validity (Thomson, 2011). It is important that during interviews the researcher captured the interviewee's true intentions of behaviors, objects, and events (Maxwell, 1992).

The other form of validity the researcher used was descriptive validity. To have a strong ethos approach, regarding the rhetorical triangle, the researcher needed to have accurate data. Descriptive validity accurately illustrated what the participant(s) have said or done (Thomson, 2011; Maxwell, 1992). The researcher had to pay close attention and used attentive listening during interviews. The researcher voice recorded each focus group interview, and also took notes of body language and reaction with the permission of the participants. This way the researcher can use interpretive validity to go back and question them for their behaviors.

Through the use of surveys, Likert-scales, interviews, focus group interviews, and audio recordings triangulation was used. Triangulation was the use various methods of data sources to

develop a wide-ranging understanding of the phenomena (Creswell & Poth, 2018). Validity was tested through triangulation because the data was collected through different sources.

The researcher was cautious of evaluative validity in this study because the researcher wanted to leave out their personal thoughts. Even though all forms of validity help find something out, evaluative validity take the researcher's own thoughts on what he/she evaluated (Thomson, 2011). This can lead to discrepancies, such as the participants' true feelings of the influences of induction programs. If discrepancies come about in the data other researchers question the original research methods. The doubts other researchers may have about the study could lead to the 'what ifs' in the research (Thomson, 2011). In fact, in many studies the 'what ifs' may outweigh ability of other researchers to understand the purpose of the study and what the researcher wanted to accomplish.

Data Collection

In the Fall of 2021, the researcher sent out an email to all the participants, who agreed on participating, informing them of the process. Emails were sent out to all the private schools in California, and the ones that responded in agreement to participate were chosen through a snowball effect. The letter described the purpose of the study, the confidentiality agreement, and how the data will be collected. Mentor and novice teachers who took part in the surveys were asked on a voluntary basis to join in on focus group interviews. The ones who agreed to partaking were contacted to find appropriate dates that worked for everyone.

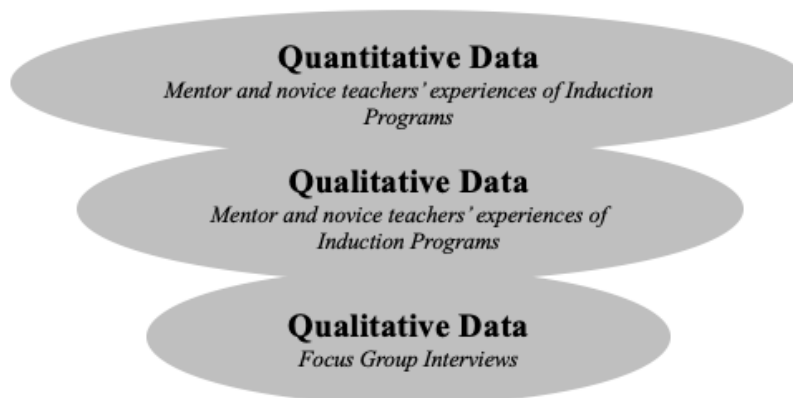
A survey was distributed via email through the service Google Forms. The researcher first reached out to private schools to find out who were participating in induction programs and who were mentor teachers. With that information, the researcher gained access to personal emails through the assistant administrators. The surveys, for mentor and novice teachers,

provided the researcher with background data for each participant. All the participants were invited for a focus group interview. Those who wanted to participate submitted their names and provided contact information at the end of the survey. All respondents were asked to complete the survey within ten days from the date they received the survey. To remind participants of the survey, a reminder was sent out via email three days before the survey was due.

Four focus groups were used to provide understanding into the induction program and the integration or lack of integration of an induction program. The focus groups were chosen on a voluntary basis. If novice teachers or mentor teachers wanted to participate, they filled out their information and were reached out to via email. The researcher asked seven to nine questions to the individuals of the focus group. Participant checking, which is where the participants checked to make sure what data was recorded was accurate, was used during the focus group interviews as a method for validation by sharing the interview transcripts with the interviewees (Creswell & Poth, 2018; Sierra, 2020). After analyzing the focus group interview data, the researcher shared the preliminary analysis with the participants of the focus groups. The purpose of sharing the data was to demonstrate to the participants that the anticipated importance was captured.

Data Analysis

A mixed methods research design (Figure 3. 2), more specifically an explanatory sequential design was used in this phenomenological study. The study began with a quantitative approach followed by qualitative methods. Quantitative data was based on the collection of mentor teacher and novice teachers' surveys. The qualitative component of the study allowed for a profounder analysis of the quantitative results of the mentor and novice teachers' experiences with induction programs. Through open-ended questions, focus groups, and audio recordings the researcher was able to learn about the teachers' experiences in a more indicative way.

Figure 3. 2*Mixed-Methods Research Design*

Data collection for the study was collected through an online survey using Google Forms. The data was downloaded in an Excel sheet, and then Statplus was used for quantitative data analysis. Through the Statplus data analysis software, linear correlation was used to find the correlation among the data sets and comparisons of integrated induction programs versus non-integrated induction programs.

Qualitative analyses were used to examine the focus group meetings. The data sets were analyzed separately. For each data set, emerging themes were identified through a coding process (Creswell & Poth, 2018; Sierra, 2020). The coding that was used for this study was inductive and deductive coding with a primary use of an inductive method. The study was done through a bottom up approach, which meant codes were derived from the data. Strauss' (1998) flexible approach to coding, that was used in this study, helped to construct meaning from the data. Strauss' (1998) process started once the data is collected and analyzed with open coding. Open coding was where categories of information was developed by examining all of the researchers' transcripts and interconnecting all of the categories. Next, axial coding took place which refined and categorized the themes by building a story that connected the categories.

Then, the researcher took in-depth analysis into selective coding. Selective coding built the overarching theme, but it was uniquely challenging because it did not just influence what theoretical constructs emerge, but also determined how the meaning was created (Strauss, 1998).

Looking at the analysis of data through a transformational leadership lens allowed for the induction program and mentors to be seen as the leaders. Themes emerged from the mentor-mentee relationship due to the development of motivation and morality. This was seen in the mentors and induction programs (both seen as the leaders) and the mentees (seen as the followers) of the transformational leadership approach.

Ethical Issues

Approval was received from all schools in the dioceses and archdiocese schools that participated in the study. The names of schools, mentor teachers, and novice teachers were not identified in the study. Pseudonyms were used to protect the identity of all schools and participants. The participants did not receive any type of reward or penalty for participating in the study, and they could leave the study at any time without penalty. All of the participants were invited to partake in the focus groups if they wanted to be a part of a more comprehensive qualitative study that was completed in Fall 2022. An application for an accelerated study was submitted to Concordia University's Institutional Review Board (IRB) found in Appendix A.

The researcher was employed at one of the schools in the dioceses, but did not run the induction program. However, the researcher did take part in an induction program in Fall-2020 to Spring-2021. Any conflicts that may have risen were set aside because the researcher maintained an unbiased outlook by having multiple researchers code data, verifying data sources, and peer reviewing.

Summary

The quantitative and qualitative phenomenological study was conducted in schools in the dioceses and archdiocese schools of California. This study sent out 150 surveys to novice teachers and 100 surveys to mentor teachers to participate in. The study examined mentor teachers and novice teachers' involvements with integrated versus non-integrated induction programs by answering the research questions:

1. What is the impact of induction programs on novice teachers in private schools?
2. What is the impact of mentorship on novice teachers in private schools?
3. How does the integration of induction programs have a positive influence on novice teachers in private schools?
4. How does the integration of induction programs have a negative influence on novice teachers in private schools?

A qualitative phenomenological approach was vital in this study because it allowed for the researchers to gain information about lived experiences from the participants. Through the use of coding, the reliability was increased because the researcher found themes that were consistent with the study. While validity was illustrated in the researcher's attentive listening skills to capture the participants' true responses. The study included 34 novice teachers and 36 mentor teachers throughout the in California. In the subsequent chapter the results were analyzed.

CHAPTER 4: RESULTS

Introduction

The intent of this mixed-method study was to examine the effectiveness of induction programs in private schools. During the quantitative component approximately 150 surveys were sent out to novice teachers and approximately 100 surveys were sent out to mentor teachers that were a part of induction programs. The researcher pursued to illustrate the value of integrating induction programs for private school novice and mentor teachers in the state of California. The qualitative data was acquired through two focus groups, one with the novice teachers and one with the mentor teachers. Results from the data that are presented in this chapter are based on emerging themes rendering from coding the data to answer each research question. The results will be organized by research questions. The discussion of the results will follow in Chapter 5.

Surveys

Two different quantitative surveys were completed. The first survey was designed for novice teachers in private schools. The second survey collected perceptions and beliefs of mentor teachers. The results of surveys are shared independently.

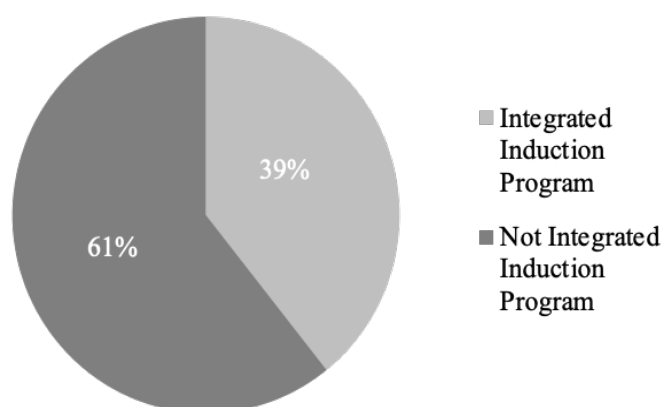
Novice Teachers

Thirty-six surveys were opened by novice teachers, but two of them declined to participate, so 34 surveys were completed by novice teachers teaching at private schools in California. Out of the 34 participants, 28 participants started the survey, but only 27 novice teachers finished the survey completely, who were novice teachers with credentials ranging from 23 to 59 years old. Six of the novice teachers did not have a teaching credential. Out of 28 respondents with a California teaching credentials, 11 identified as being a part of an induction program that was integrated into their private school site (Figure 4. 1). An integrated induction

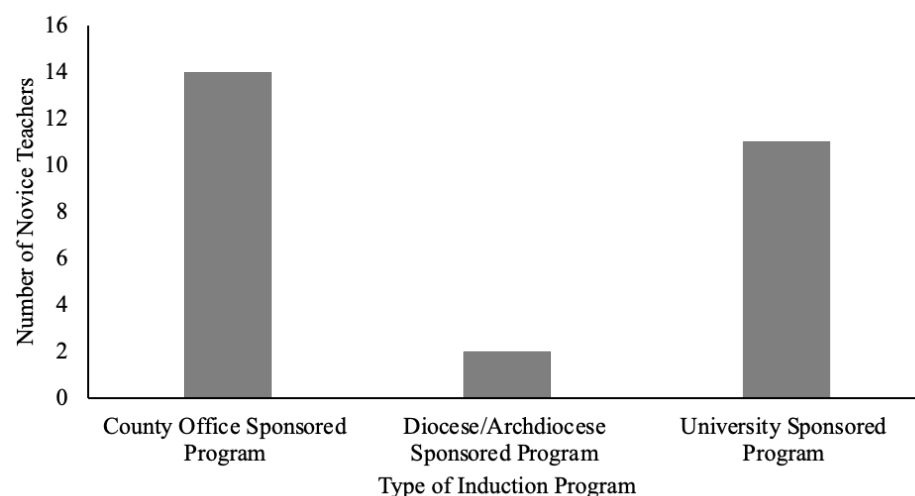
program was setup through the school site where the school administrators set the mentee up with a program and a mentor.

Figure 4. 1

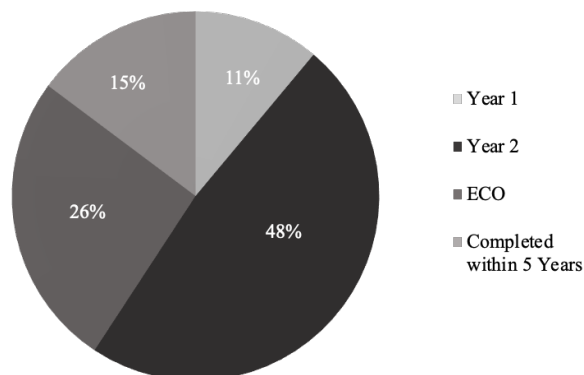
Comparison of Novice Teachers in Integrated vs. Not Integrated Induction Program



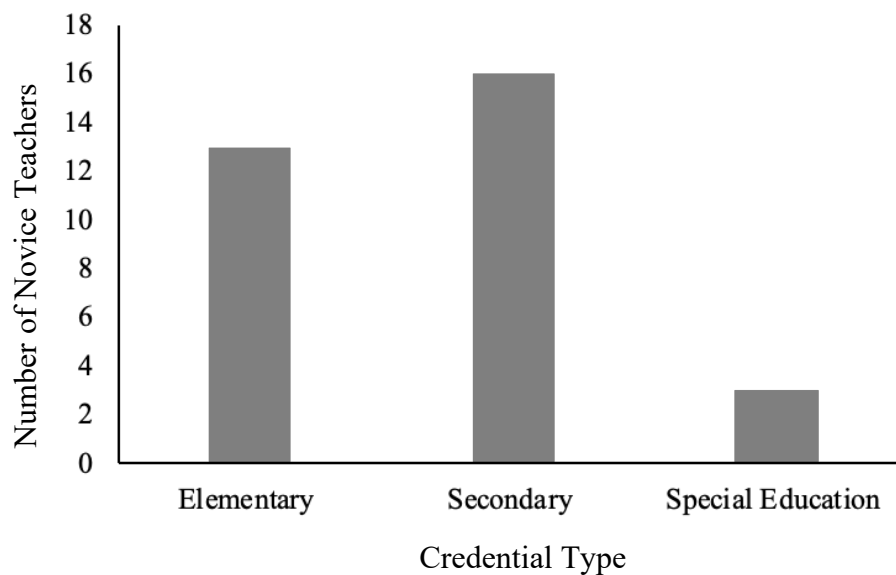
Novice teachers have to go through a new teacher program after they get their credential. When they finish the credential program; their credential is considered a California preliminary. Once the beginning teacher has completed an induction program their credential will be considered clear. A clear credential in California is the equivalent to a fully certified teacher. The induction program novice teachers participated in was a clear credential program. Fifty-two percent ($n=14$) were from county office sponsored program, 7% ($n=2$) diocese/archdiocese office sponsored program, and 41% ($n=11$) university sponsored programs, which is shown in Figure 4. 2.

Figure 4. 2*Type of Induction Programs*

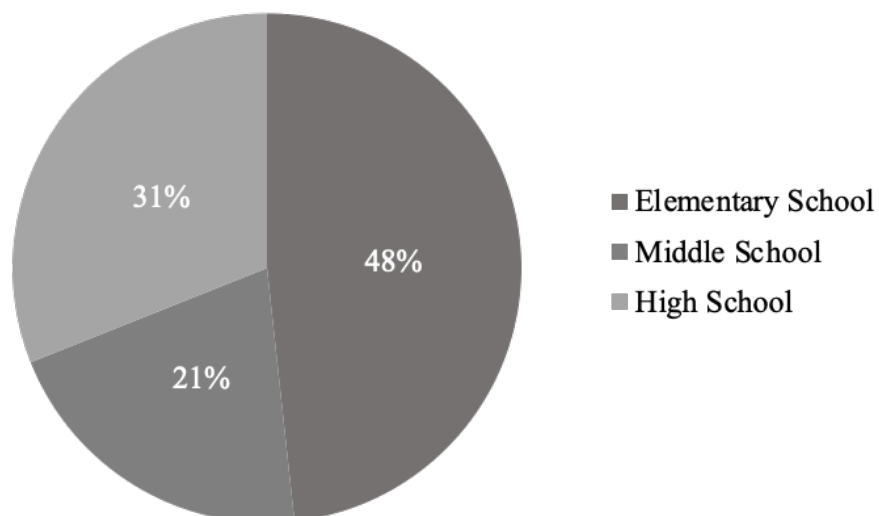
Based on the demographic trends, background information, of the novice teachers who responded to the survey 11% ($n=3$) were identified as being in year one of their induction program, 48% ($n=13$) identified as being in year two of their induction program, 26% ($n=7$) identified as being in the Early Completion Option (ECO) of their induction program, and 15% ($n=3$) have completed the induction program within the last five years as seen in Figure 4. 3. The induction program is typically two years long, unless the novice teacher meets the qualifications for being a part of the Early Completion Option. If they are in the ECO then they will only be in the program for one year. ECO qualifications may include previous teaching experience (common at private schools) or having their master's in education and teaching for one year.

Figure 4. 3*Induction Program Year*

As for the type of credentials that are being cleared, participants who responded reported: 48% ($n=13$) are clearing their credential in elementary (California multiple subject), 59% ($n=16$) are clearing their credential secondary (California single subject), and 11% ($n=3$) are clearing their credential in special education (California education specialist credential) as seen in Figure 4. 4. The reason for the overall percentage being higher than 100% is because some participants have a dual credential, meaning they are credentialed in more than one field.

Figure 4. 4*Novice Teacher Credential Type*

These novice teachers taught in a variety of grade levels: 48% ($n=14$) elementary school, 21% ($n=6$) middle school, 31% ($n=9$) high school (Figure 4. 5).

Figure 4. 5*Novice Teacher Grade Level Teaching*

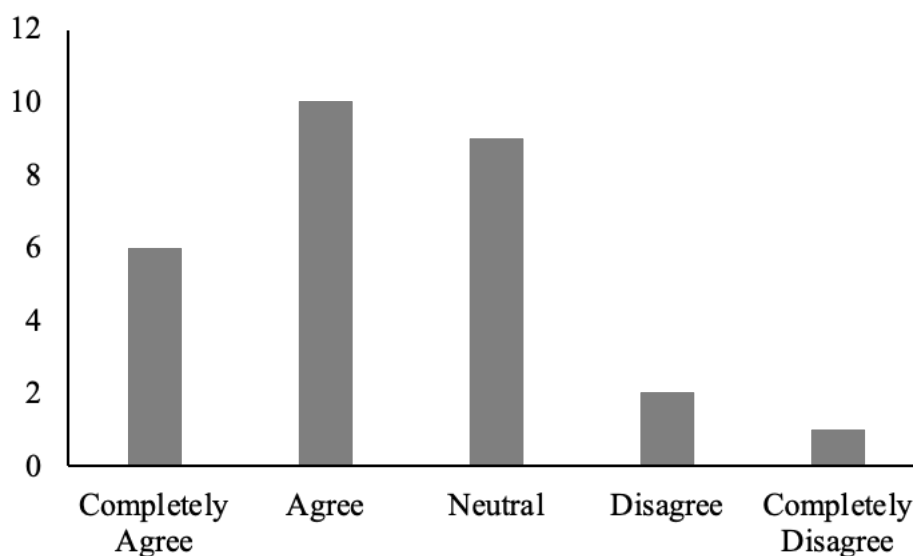
The Impact of Induction Programs on Novice Teachers

The researcher sought to answer four research questions. Research question one was: What is the impact of induction programs on novice teachers working in private schools? The purpose of this question was to investigate the impact of induction programs for new teachers. The survey included one Likert-Scale question based around the impact of induction programs on novice teachers using *completely agree*, *agree*, *neutral*, *disagree*, and *completely disagree*. The Five-Point Likert-Scale focused on the positive impact of induction programs. Figure 4. 6 shows the results.

When given statement, *your induction program had a positive impact on your teaching*, participants responded completely agree ($n=6$), however, the most common response was *agree* ($n=10$). A *neutral* response was indicated by nine participants with two *disagreeing* and only one participant noting that they *completely disagree* with the statement.

Figure 4. 6

Your Induction Program had a Positive Impact on Your Teaching



Additionally, two open ended questions from the survey were created to explore deeper the results for research question one. To create a theme for the qualitative data the use of inductive and deductive coding data was used (Maxwell, 1992). Open coding (categories of information created by examining all of the transcripts), axial coding (themes were categorized), and selective coding (overall theme was developed) was used to analyze the transcripts to find the themes, start to create a story based off of the themes, and overall generate the theme (Creswell & Poth, 2018; Strauss, 1998). The first question was: What was the most impactful part of your induction program? The theme that came from the participants' responses was mentor and can be seen in Table 4.1 and Table 4.2. Based off of coding "mentor" had a frequency of 14. Eleven participants did not respond to this question. A majority of participants found their mentor to be the greatest impact of the induction program. Due to the ample amount of responses, the tables are broken down into elementary and secondary.

Table 4. 1

Elementary School: What was the Most Impactful Part of Your Induction Program?

Novice Teacher Participants	Responses
2	Applying course content into the classroom as I learned it.
9	Meeting with a mentor weekly.
11	Meeting with my mentor each week
12	The lack of alignment of the needs of the school to the needs of the induction assignments. For example, my classes are cut to very short periods of time which is not conducive to completing the assignments.
14	Meeting with my mentor teacher and observing other teachers.
20	Feedback, ability to test things out in my own classroom.
21	Mentor feedback.
22	Mentor helping me when I had a hard day.
26	It helps me to set goals and motivated me to be a better educator.

27	Having to pay for half my second year.
30	Meeting with a mentor regularly.
31	Having a mentor, I trusted to help me and give me constructive feedback.
36	Developing a trusting relationship with my mentor teacher.

Table 4. 2

Secondary School: What was the Most Impactful Part of Your Induction Program?

Novice Teacher Participants	Responses
1	Being able to use my mentor's suggestions and advice in class that day.
4	Research and learning on teaching strategies.
5	Getting feedback from observed lessons.
7	My mentor.
8	Reflections with my mentor.
10	The conversations between my mentor and I about classroom assessments, issues, ideas, etc.
15	Coaching from my induction coach on campus.
16	Trying new strategies and reflecting on my instruction.
20	Feedback, ability to test things out in my own classroom.
21	Mentor feedback.
23	Reflection and self-assessment.
24	Finishing it!
29	Student teaching provided ideas on technology use.
32	Meeting with my Mentor teacher, discussions etc.
33	The ability to discuss difficulties and confide in another teacher who had already been through those tough problems
34	Being able to work closely with other novice teachers and gain insight from mentors. It was nice to be able to collaborate on lesson plans and classroom management strategies.

The second open-ended question was: How has the induction program impacted your effectiveness as a classroom teacher? From the results, the themes that emerged were reflection, classroom management, and confident, which can be seen in Table 4. 3 and 4. 4. After coding, “reflection” had a frequency of six, “classroom management” had a frequency of three, and “confident” had a frequency of three. During reflection, the novice teachers are capable of looking back and seeing what was good and what needed improvement. Based off of the reflections, the novice teacher can use the induction program to help them build their confidence and improve classroom management.

Table 4. 3

Elementary School: How has the Induction Program Impacted Your Effectiveness as a Classroom Teacher?

Novice Teacher Participants	Responses
2	Self-awareness and reflective practice. Taught me to make a point to maintain professional/personal balance.
9	It has caused me to more systematically reflect on my teaching.
10	It reminded me that I'm not alone in my struggles!
11	It has helped me to reflect on my teaching and learn new ways to differentiate.
12	It has helped me with reflection on some practices, my mentor has helped me with advice. It also increases the stress of things to do because the school also conducts separate goal assignments and observations.
14	Caused me to think critically about the diverse learning needs in my classroom.
20	Accountability and find areas for growth in teaching practice.
21	It has given me new ideas for classroom management.
23	It has allowed me to take a deeper look at what I am doing in the classroom to meet all my students' needs.
24	Not super impactful. A lot of busy work.
30	The inquiry projects have really caused me to consider how I can best improve my teaching for my specific set of learners.
31	Making me feel confident in my abilities as a teacher.
36	Made me more confident in my skills and abilities. Gave me the confidence to trust in my education and self.

Table 4. 4

Secondary School: How has the Induction Program Impacted Your Effectiveness as a Classroom Teacher?

Novice Teacher Participants	Responses
4	It helps me set up the routines of each class.
5	More aware of my methods/techniques.
7	It provides clarity to the standards.
10	It reminded me that I'm not alone in my struggles!
15	Pushes me to improve my teaching and not get complacent.
16	The induction program has impacted my effectiveness as a teacher because it is constantly making me reflect on what I am doing.
21	It has given me new ideas for classroom management.
23	It has allowed me to take a deeper look at what I am doing in the classroom to meet all my students' needs.
24	Not super impactful. A lot of busy work.
29	I used the lesson I wrote in the program.
32	It has helped remind me of to always be a learner and putting myself in the students' shoes.
33	Very positively.
34	It has given me the opportunity to observe in other teachers' classrooms and gain advice and input from other teachers in terms of lesson planning and classroom management.

The Impact of Mentorship on Novice Teachers

The purpose of the research question two (What is the impact of mentorship on novice teachers in private schools?) was to determine how mentors helped their mentees throughout the induction program, which is typically in their first few years of teaching. Mentors played a significant role in aiding novice teachers through their first years of teaching, which was proven based on participants responses. The survey included three five-point Likert Scale *completely agree, agree, neutral, disagree, completely disagree*. These three questions gauged around the impact and effectiveness of mentor teachers and being matched with a mentor teacher. To find the means and standard deviations, the Likert-scale representation was *completely agree* was 5.0, *agree* 4.0, *neutral* was 3.0, *disagree* was 2.0, and *completely disagree* was represented by 1.0. Results are seen in Table 4. 5.

When give the statement, *your mentor through the induction program had a positive impact on your teaching*, of the 28 novice teachers' responses a mean of 4.36 was calculated ($SD = .83$). In the next statement, *I was effectively matched with a mentor that was closely aligned with my grade level and subject matter knowledge*, of the 28 novice teachers' replies a mean of 3.89 was reported ($SD = .99$). The last statement was, *overall, my mentor was a valuable resource for helping me transition into the school community*, of the 28 novice teachers' responses a mean of 4.32 was tallied ($SD = .82$).

Table 4. 5*Impact of Mentors Being Matched with Novice Teachers*

Novice Teacher Responses ($n=28$)	M	SD
Your mentor through the induction program had a positive impact on your teaching.	4.36	0.83
I was effectively matched with a mentor that was closely aligned with my grade level and subject matter knowledge.	3.89	0.99
Overall, my mentor was a valuable resource for helping me transition into the school community.	4.32	0.82

Based off of Table 4. 5 two correlations were shown in Table 4. 6. The process of correlations is looking at the relationships. The closer the r value is to 1.0 the stronger the relationship. In Table 4. 6, the positive impact of a mentor and being effectively matched with a mentor based on grade level and subject matter is moderately correlated $r(28) = 0.59, p < 0.01$. Table 4. 6 will also show how the positive impact of a mentor and the value of a mentor in transitioning into the school is strongly correlated $r(28) = 0.81, p < 0.01$. It is clear, that the positive impact of a mentor has a strong relationship with the value of the mentor.

Table 4. 6*Correlation Between Impact of Mentor and Interval Factors*

VAR vs. VAR	R	p -value
Impact vs. Matched	0.5895	0.0010
Impact vs. Value	0.8094	0.00000018340

Seven questions were used to determine how often novice teachers and mentor teachers met up in certain situations. Novice teacher candidates responded to questions of how often based on *seldom or never*, *once a month*, *every two weeks*, *weekly*, or *more than once a week*. To find the means and standard deviations, the Likert-scale representation was *seldom or never* was 1.0, *once a month* was 2.0, *every two weeks* was 3.0, *weekly* was 4.0, and *more than once a week* was represented by 5.0. There were 28 respondents for almost every question, except two. For the questions, “How often do you observe your mentor’s classroom?” and “How often do you email your mentor?” 28 responses were recorded. Results are seen in Table 4. 7. The strongest mean (3.0) was in response to the question, *How often do you meet with your mentor before, during, or after school?* This equates to the responses of the mentee meeting with the mentor about every two weeks. The lowest mean (1.26) was in response to the question, *How often do you observe your mentor’s classroom?* This mean represents that the mentee is hardly ever observed or occasionally monthly.

Table 4. 7*Novice Teachers Affiliation With Mentors*

Novice Teacher Responses (n=28)	<i>M</i>	<i>SD</i>
How often do you work with your mentor in individual face-to-face meetings? (n=28)	2.89	1.23
How often do you work with your mentor in group meeting with other new teachers? (n=28)	1.64	0.91
How often does your mentor observe your classroom? (n=28)	1.61	0.63
How often do you observe your mentor's classroom? (n=27)	1.26	0.53
How often do you meet with your mentor before, during, or after school? (n=28)	3.00	1.25
How often are you on the telephone with your mentor? (n=28)	1.82	1.28
How often do you email your mentor? (n=27)	3.19	1.00

One ranking question was used to investigate the level of helpfulness provided by the mentor. One indicated not being satisfied at all and five indicated being extremely satisfied (Figure 4. 7).

Figure 4. 7

Ranking the Level of Helpfulness Provided by Your Mentor

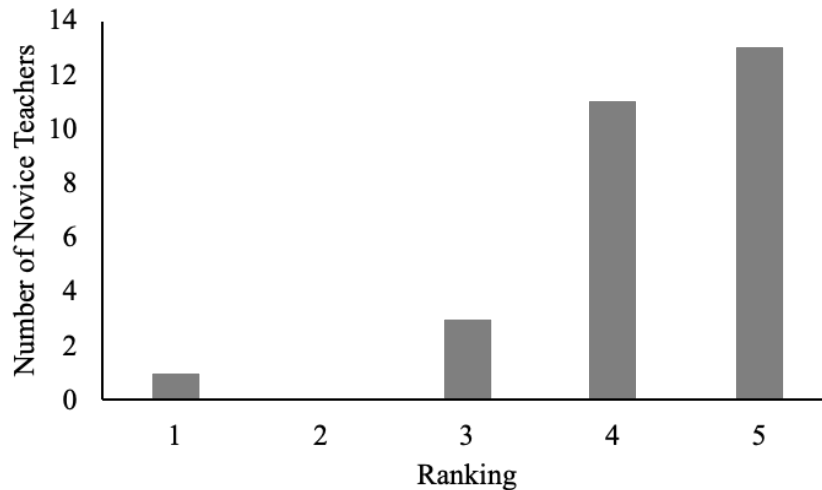


Table 4. 8 demonstrates the ranking via three correlations. The first correlation determined the level of helpfulness of a mentor and the positive impact of a mentor is moderately correlated $r(28) = 0.56, p < 0.01$. The next correlation kept the level of helpfulness and looked at the relationship of being effectively matched with a mentor. This is proved to be a moderately correlated $r(28) = 0.43, p < 0.05$. The last correlation that was analyzed in this case was the level of helpfulness of a mentor and the value of a mentor, which had a moderate correlation $r(28) = 0.62, p < 0.01$. These findings, show that the strongest relationship is between the level of helpfulness of a mentor and the value of a mentor.

Table 4. 8

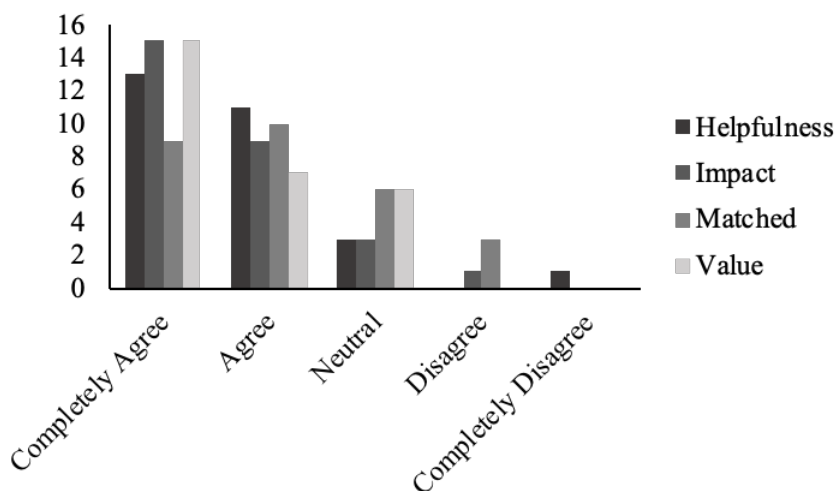
Correlations Between Level of Helpfulness With Positive Impact, Effectivity, and Value

<i>VAR vs. VAR</i>	<i>R</i>	<i>p-value</i>
Helpfulness vs. Impact	0.5556	0.0021
Helpfulness vs. Matched	0.4316	0.0218
Helpfulness vs. Value	0.6214	0.0004

Figure 4. 8, illustrates the relationship through a graph of helpfulness, impact, matched, and value of the mentor. The graph provides a visual for Table 4. 8 of the correlations amongst categories of mentorship. The novice teacher believed the mentor was both impactful and valued. By the mentor being impactful the researcher meant the mentor was effective to the mentee. Being of value was seen as giving helpful information, having a shoulder to lean on, and someone to talk to. The novice teachers viewed the helpfulness of the mentors as most strongly connected to the impact they provide and the value added to their abilities as a teacher.

Figure 4. 8

The Relationships of Helpfulness With Impact, Matched, and Value of Mentors



Positive Influence of Integrated Induction Programs

Research question three was: How does the integration of induction programs have a positive influence on novice teachers in private schools? One open-ended question was used to discover the positive aspects of having an induction program integrated into the teacher candidates' school sites. The main theme of the results that was coded was mentor with a frequency of eight. The words that surrounded mentor included synonyms of ease, convenient, local, and close. Having the mentors on site and/or close to campus was both convenient and brought ease to the novice teachers because the mentors were there anytime the teacher needed them. The results are shown in Table 4. 9.

Table 4. 9

What do You Believe was the Positive Aspect of the Induction Program Being Integrated?

Novice Teacher Participant	Response
1	I had a mentor at my school that could help me on a day to day basis.
4	Strategies can be applied into the classroom immediately.
7	My mentor was on-site in case of questions.
8	The local mentor.
10	My mentor was easily accessible and observed me frequently, which allowed for positive feedback and constructive criticism I could implement by the next period.
11	It was nice having a mentor given to me.
12	My mentor was familiar with some of the nuances of teaching at a private school.
26	It is convenient and helps to learn and reflect my teaching.
33	Mentors were already working within the district so they had relevant information to offer.
34	My induction program was run through our district. It was very helpful to be able to work with other novice teachers

within the district, as well as having a mentor close to my worksite.

36

Ease of program.

Negative Influence of Integrated Induction Programs

Research question four was: Does the integration of induction programs have a negative influence on novice teachers in private schools? One open-ended question was used to discover the negative aspects of having an induction program integrated into the teacher candidates' school sites. There was not a specific theme that appeared, and only four of the 11 participants who are in an integrated program had anything negative to say. Table 4. 10 describes what participants believed were negative aspects of the program.

Table 4. 10

What do You Believe was the Negative Aspect of Having the Induction Program Integrated?

Novice Teacher Participant	Response
8	The cost: The private school required us to pay part of the induction and we have to repay if we move or leave before two additional years. At a public school this would be free.
11	I did not have options of mentors.
33	Projects were not agriculturally integrated already. I was lucky to have a mentor who allowed us to focus our induction on agricultural and she was also very understanding of the time commitment we had to Future Farmers of America.
34	My program was run at the district level, not specifically school site. Because of this, our mentors were spread across six different school sites. On occasion, this made it difficult to meet with my mentor when things got too busy for either of us to travel to the other site.

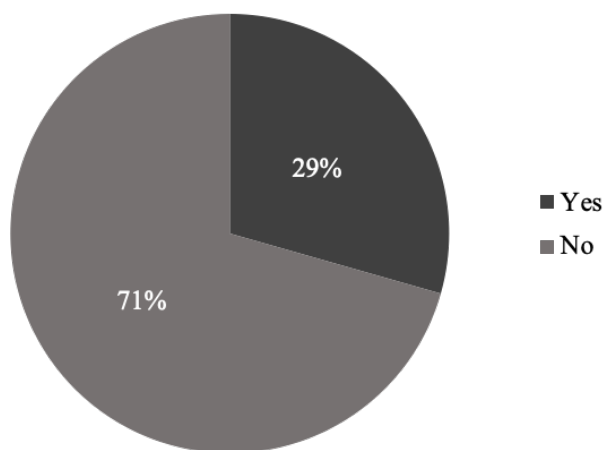
Mentor Teachers

Thirty-eight surveys were viewed, but only 36 surveys completed after agreeing to the informed consent by mentor teachers associated with schools in California. From those respondents, 94% are mentors in an induction program and 6% are mentors, but not in an induction program

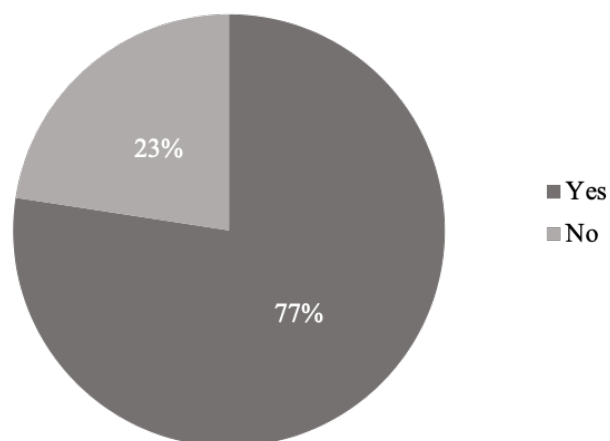
Out of 36 respondents who are mentors through induction programs, 10 identified as being a part of an induction program that was integrated, which means the induction program was setup through the school site where the school administrators set the mentee up with a program and a mentor as seen in Figure 4. 9.

Figure 4. 9

Integrated vs. Not Integrated Induction Programs



Based off the results of the survey, 77% ($n=24$) of the mentors said they received support through the induction program and 23% ($n=7$) of the mentors said they did not receive any support through the induction program seen in Figure 4. 10.

Figure 4. 10*Receiving Support Through the Induction Program*

Out of the mentor candidates that did receive support the theme of the type of supports received included: trainings, administrators, and materials, which all have a frequency of two. All three of the themes that were coded work together to benefit the mentors. Through trainings, the help of administrators, and materials needed to be an impactful mentor. The responses are broken up into private school mentors seen in Table 4. 11 and public-school mentors seen in Table 4. 12. Although the study's main purpose was to focus on private schools, the lack of responses from private school teachers, the researcher reached out to all teachers to study the benefits or disadvantages of mentors. Participant 18 mentors in both private and public schools, so is seen in both tables.

Table 4. 11

Private School: What Type of Support did the Induction Program Offer?

Mentor Teacher Participants	Response
2	They are very quick to respond to questions. They also have come out here to our school to hold meetings for us when we needed extra support.
4	Program materials.
8	The diocese provides many opportunities for questions and clarifications through Zoom. If you can't attend, they provide you the video.
9	Yes, we have two diocesan leads.
13	Guided mentorship by school administrators.
14	Ongoing mentor training and support through the induction program.
15	Through programs at other independent schools.
18	We receive trainings and additional professional development.
31	Training, support with questions as needed.
37	If there are questions about the Individual Learning Plan immediate help is provided.
38	I was given the materials and training I needed.

Table 4. 12

Public School: What Type of Support did the Induction Program Offer?

Mentor Teacher Participants	Response
16	Yes, I meet with site administrators to discuss the induction teachers.
18	We receive trainings and additional professional development.
19	Principal is on board with providing additional time during school day.
25	Small stipend, monthly meetings, regular emails, reminders, quick response to requests, resources guiding observations, California Standards for the Teaching Profession (CSTP), etc.
26	Structured assignments.
27	Program held trainings and monthly meetings for mentors.
28	Special and specific professional development.
30	Workshops, guidelines, etc.
32	Monthly check-ins; available to answer questions.
34	Support comes through the California Agricultural Teachers' Induction Program (CATIP) team.
35	Monthly seminars.
36	Support from Grant.

From the mentor candidates that did not receive support the only two participants responded of challenges without support. The respondents had completely different responses to

their challenges as seen in Table 4. 13. One participant alluded to sink or swim when it came to support, while another even mentioned that money is not a reason to mentor as being a part of challenges for not receiving support.

Table 4. 13

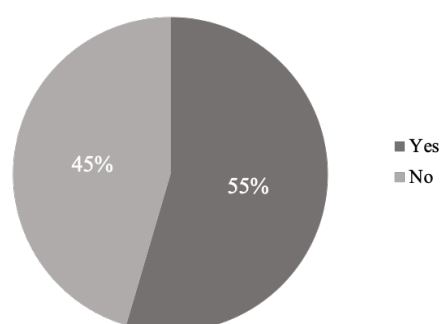
If You did not Receive any Support Through the Induction Program, What Were the Challenges?

Mentor Teacher Participants	Response
22	You either sink or swim when there is no support.
24	Asking for money. This is not the reason why I am helping.

In regards to the mentor and mentee proximity, 55% ($n=18$) said they were at the same school site as their mentee and 45% ($n=15$) said they were not on the same school site as their mentee (Figure 4. 11).

Figure 4. 11

Same School Site vs. Different School Sites



For mentors who answered yes to having their mentee on the same site had the themes of easy/ease/easier, school climate/environment, and weekly meet-ups/check-ins. The words easy/ease/easier had a frequency of seven times all together. Those words were used in the context of it made it easier to meet up with the mentee weekly or even daily as needed. Another theme that was coded was school climate/school culture. The mentors liked the fact that they already knew the climate and culture of the school. This allowed them to answer mentees questions and help them in the best possible way. The responses are broken up into private school mentors seen in Table 4. 14 and public school mentors seen in Table 4. 15. Although the study's main purpose was to focus on private schools, the lack of responses from private school teachers caused the researcher to have to reach out to all teachers to study the benefits or disadvantages of mentors.

Table 4. 14

Private School: What are the Benefits of Being on the Same School Site as Your Mentee?

Mentor Teacher Participants	Response
2	I had a relationship with the induction candidates, so I was able to help them pick goals and their areas of growth. Also, I am always available to them.
3	We are able to meet weekly to plan and discuss any areas that need to be discussed.
4	Assimilation into the school culture.
5	We were able to have weekly check-in meetings and able to schedule more full-observation cycles.
6	Makes it easy to support them and be there for them as they are working on the program materials.
9	Ease of setting up and conducting meetings. Both familiar with the same school community.
10	I understand the resources the candidate works with.
13	It is easy to meet, schedule meetings during prep periods. I know all the goings-on at the school.
15	I work with my mentee on a daily basis, co-planning and observing each other.
17	Easy to meet in person and understand issues with specific students.
26	Daily engagement.
37	I am able to meet with her throughout the day without having to travel and we can meet more during the week.
38	

Table 4. 15

Public School: What Are the Benefits of Being on the Same School Site as Your Mentee?

Mentor Teacher Participants	Response
16	Communication is efficient. If my inductee has questions I am literally right next door to her classroom.
26	Daily engagement.
27	Ease of communication, knowledge of same staff, procedures, and school climate.
28	We drop in and talk as needed.
30	Quick check-ins often.
33	Meeting together is easier. We are working towards the same goals.
34	Greater opportunities for communication, less formal.

If not to having your mentee at the mentor's school site the challenges that were displayed include: time and school culture. Time had a coded frequency of five. The biggest challenge for the mentor teachers that were on different school sites was finding the time to do observations, make phone calls, and meet-up because they also had their own careers. School culture also appeared as a challenge because mentors felt like they were unable to help in certain cases because they were unfamiliar with how things ran at the mentee's school site. The responses are broken up into private school mentors seen in Table 4.16 and public school mentors seen in Table 4. 17. Participant 11 and 18 are mentors for both private and public schools.

Table 4. 16

Private School: What Are or Were Challenges of Having Your Mentee on a Different School Site, if any?

Mentor Teacher Participants	Response
6	Getting time off to visit their sites when allowed to do so. Much of the support has to be done outside the school day.
8	Time and mostly travel to the different sites.
11	Each school has its own culture, spirit and charism.
14	One challenge is not being a part of the school culture.
18	With the convenience of zoom, it is not a hardship to be at different sites.
31	Time-I am a district administrator too.

Table 4. 17

Public School: What are or Were Challenges of Having Your Mentee on a Different School Site, if any?

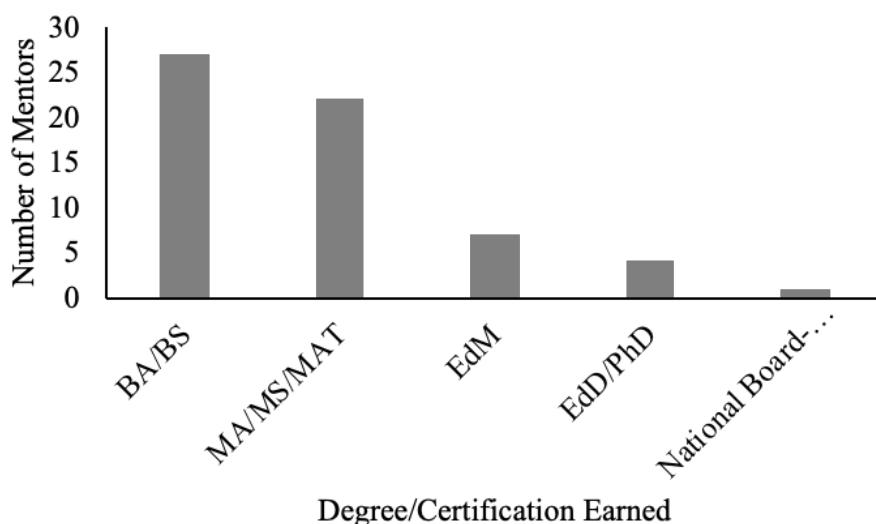
Mentor Teacher Participants	Response
18	With the convenience of zoom, it is not a hardship to be at different sites.
22	Being able to meet face to face. But, phone calls and seeing each other at common events has worked out.
23	The challenges are completing observations because I cannot use school business due to sub shortages.
24	Time to travel, actually leaving my class.
25	Making sure mentee had an "on site confidant" for school related questions.
32	Have to plan ahead to have our communications and visits.
35	Different school sites run differently, I cannot correctly answer all of my mentees' questions.
36	It is difficult because we have to make a concentrated effort to call and talk to each other to stay in touch.

The educational degree(s)/certification(s) that the mentors held were broken down as: 44% ($n=27$) having a Bachelor of Arts or Bachelor of Science (BA/BS), 36% ($n=22$) having a Master of Arts in Education/Master of Science in Education/Master in the Art of Teaching (MA/MS/MAT), 11% ($n=7$) having an Master of Education (EdM), 7% ($n=4$) have an Doctor of

Education or Doctor of Philosophy in Education (EdD/PhD), and 2% ($n=1$) having a National Board-Certified Teacher as seen in Figure 4. 12.

Figure 4. 12

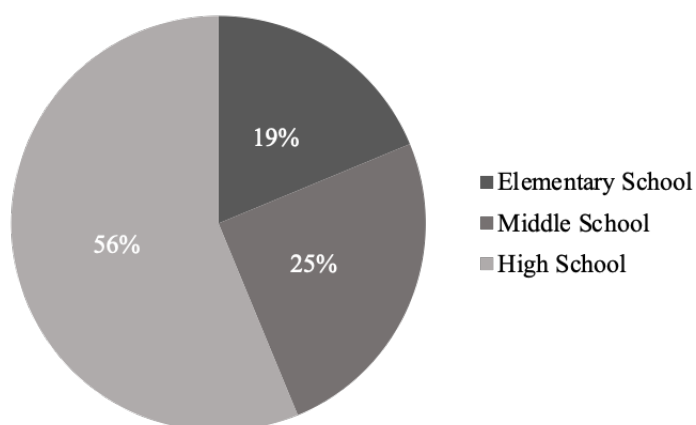
Degree or Certification Type



The grade level mentor teachers are teaching breakdown included: 19% ($n=6$) elementary school, 25% ($n=8$) middle school, and 56% ($n=18$) high school as seen in Figure 4.13.

Figure 4. 13

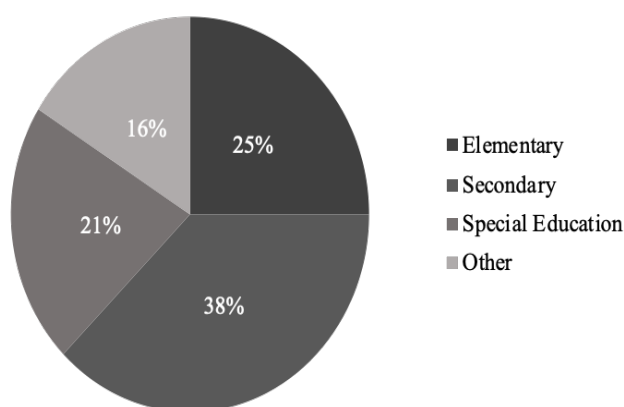
Grade Levels Mentor Teachers



As for the type of credentials that the mentors obtain are reported as: 25% ($n=14$) in elementary, 38% ($n=21$) in secondary, 21% ($n=12$) are in special education and 16% ($n=9$) are classified as other as seen in Figure 4. 14.

Figure 4. 14

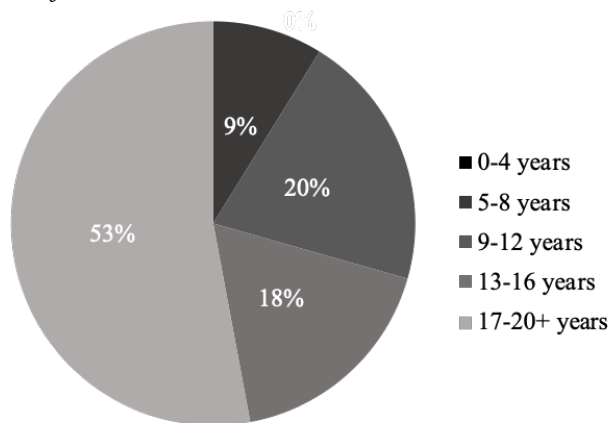
Mentor's Credential Type



The number of years in education for these mentor teachers were: 0% ($n=0$) 0-4 years, 9% ($n=3$) 5-8 years, 20% ($n=7$) 9-12 years, 18% ($n=6$) 13-16 years, and 53% ($n=18$) 17-20+ years as seen in Figure 4. 15.

Figure 4. 15

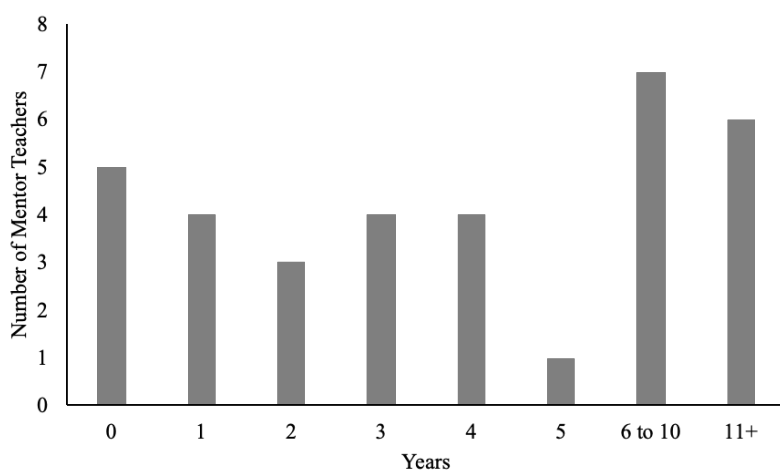
Number of Years in Education



Mentor candidates that took part in the survey gave the results of being in a formal mentoring program as: 15% ($n=5$) none, 12% ($n=4$) one year, 9% ($n=3$) two years, 12% ($n=4$) three years, 12% ($n=4$) four years, 3% ($n=1$) five years, 20% ($n=7$) six to ten years, and 17% ($n=6$) eleven or more years (Figure 4. 16).

Figure 4. 16

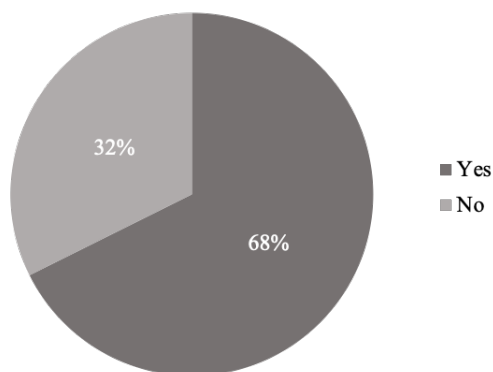
Years of Experience in a Formal Mentoring Program



The mentor candidates who participated in the survey reported: 68% ($n=23$) received a stipend and 32% ($n=11$) did not receive a stipend (Figure 4. 17).

Figure 4. 17

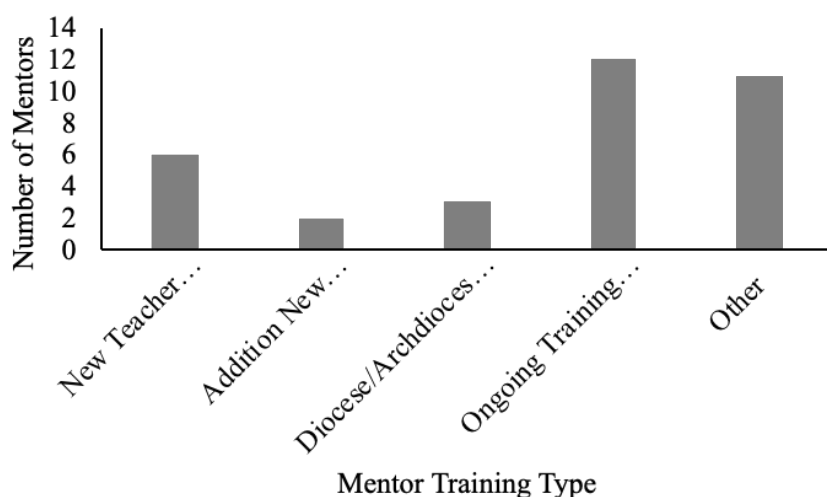
Stipend vs. No Stipend



Participants who responded to the survey conveyed that they were trained as a mentor through: 18% ($n=6$) New Teacher Center/Office of Distance Education (ODE) Professional Learning, 6% ($n=2$) Addition New Teacher Center Training, 9% ($n=3$) Diocese/Archdiocese Developed Mentor Training, 35% ($n=12$) Ongoing Training for Beginning Teacher Mentors (Professional Learning Community (PLC), Forums, Online ODE monthly forum sessions), and 32% ($n=11$) in other, which included training through the California Agricultural Teachers' Induction Program or through their district. The results are seen in Figure 4. 18.

Figure 4. 18

Mentor Training Type



The Impact of Mentorship on Novice Teachers

Research question two was: What is the impact of mentorship on novice teachers in private schools? Mentor candidates who took part in the survey were able to answer questions based on their thoughts of how they believed their mentorship impacted novice teachers. The survey included 10 Likert-scale questions based on how effective certain situations were for the novice teacher. Four items received 50% or more indication that they were very effective; these

included observational feedback, classroom observation, developing professional and student goals, and walking through challenging situations (Table 4. 18).

Table 4. 18

How Effective was the Time You Spent with Your Beginning Teacher Enhancing Their Skills in the Following Area? (n=34)

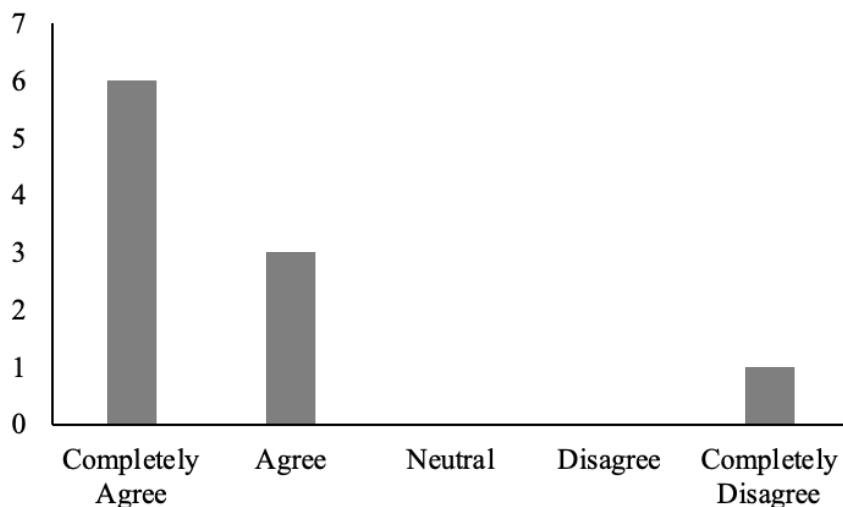
Effective Statement	Not at all		Somewhat Effective		Effective		Very Effective		Does Not Apply	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Observational feedback	0	0	1	3	11	32	20	59	2	6
Locating resources and materials	0	0	1	3	17	50	14	41	2	6
Lesson/unit planning	0	0	1	3	19	56	14	41	0	0
Classroom observation	0	0	1	3	12	35	17	50	4	12
Developing professional and student goals	0	0	0	0	12	35	20	59	2	6
Collection and analysis of student data	0	0	5	15	13	38	13	38	3	9
Planning for differentiated instruction	0	0	4	12	14	41	15	44	1	3
Working through challenging situations	0	0	1	3	15	44	17	50	1	3
Aligning lessons for the Common Core/Content Standards	1	3	4	12	14	41	10	29	5	15
Implementing activities for student behavior	0	0	1	3	16	47	16	47	1	3

Influence of Integrated Induction Programs

Research question three and four were: How does the integration of induction programs have a positive and/or negative influence on novice teachers in private schools? One five-point Likert Scale, based off of having an integrated induction program, was used to determine if having an integrated induction program made being a mentor more successful for the novice teacher's experience: *Completely agree, agree, neutral, disagree, completely disagree* (Figure 4. 19). The integrated induction program had only 10 participants. Out of the 10 participants, there was only one mentor who *completely disagreed* that having the program integrated made for a more successful experience for the novice teacher. Thus, it can be inferred that having the mentor at the school site where the mentee is teaching is a viable strength to an induction program.

Figure 4. 19

Having the Induction Program Integrated at Your School Site has Made Being a Mentor More Successful for the Novice Teacher's Experience



From those 10 participants who were a part of an integrated induction program two open-ended questions were asked based on having an induction program that was integrated. The first question revolved around the positive impact of mentoring in an integrated induction program and the second question surrounded the negative aspects of mentoring in an integrated induction program. Table 4. 19 shows the theme for the positive impact. Out of the 10 participants, nine of them had something positive to say about having an integrated induction program. Out of the nine participants, eight were mentors in private schools, and one was a mentor in a public school. The themes that emerged were culture and easier. Culture had a frequency of two, but had synonyms that supported the positive impact surrounding around culture, such as “knew about already” and “resident teachers.” Mentor teachers found it as beneficial impact to already know about the school’s climate and culture to better assist the novice teacher. The theme of easier had a frequency of two. Mentors found that having the induction program integrated provided a sense of ease to being able to meet and support the novice teacher.

Table 4. 19

What was a Positive Impact of Mentoring in an Induction Program That was Integrated into the School Site?

Mentor Teacher Participants	Response
2	I already had a relationship with the induction candidates so I was able to help them pick appropriate goals and help focus on their areas of growth that we already knew about.
4	Getting the opportunity to help the new teacher assimilate into the culture of the school as well as her career and classroom.
10	Most of my mentoring experiences were with candidates at my school site, so I was able to support my candidates with better feedback.
13	I have been able to help many new teachers not only grow in their teaching profession but also in the climate and culture of the school.
15	It helps specifically train our "resident teachers" toward our program and our students.
22	Slightly easier access for one to one conversation.
31	Teacher confidence, teacher retention, improved learning for students.
37	Being on the same campus and being able provide immediately if needed.
38	It makes it easier to meet with my candidate, and I am familiar with the school. I am able to relate to my candidate better.

The second open-ended question was based on the negative impact of having an induction program integrated into the school site. Out of the 10 mentors who were a part of the integrated program, only five found a negative impact. Out of the five mentor teachers, four were mentors in private schools and one was a mentor in a public school. The theme that emerged was time. Time only had a frequency of one, but in another response, the problem with time constraints was brought up as well. There was not a truly specified theme, however time, diverse thoughts, and interest seemed to be a problem with the mentor teachers. which can be seen in Table 4. 20.

Table 4. 20

What was a Negative Impact of Mentoring in an Induction Program That was Integrated into the School Site?

Mentor Teacher Participant	Response
2	I have more than one candidate at a time, so it is hard to dedicate enough time to each of them.
4	I feel a broader base of individuals would have been better for both the new teacher and myself.
22	Sadly, the person I was paired with could care less to my survival or success in the teaching profession and being on site was of no use or benefit.
28	Regulated time on task. We meet every week at X time for Y long, sometimes this schedule is not appropriate.
31	Time constraints.

Focus Groups Data Analysis

Four focus groups took place to find a deeper understanding of the novice and mentor teachers' lived experiences of induction programs. Two focus groups were with the novice teachers and two focus groups were with the mentor teachers. Through the use of inductive and deductive coding a general direction of the data was used, but a majority of the coding was built from scratch creating a bottom up approach (Maxwell, 1992). Open coding, axial coding, and selective coding was used to breakdown the transcripts to find the themes, start to create a story based off of the themes, and overall create the hierarchy theme (Creswell and Poth, 2018).

Novice Teachers

Five novice teacher candidates participated in one of the two focus groups. In analyzing their responses, they were referred to as Novice Teacher Candidate 1, Novice Teacher Candidate 2, Novice Teacher Candidate 3, Novice Teacher Candidate 4, and Novice Teacher Candidate 5 for purpose of keeping their identity unknown. The focus group interviews were coded by the researcher through the software program, Delve. Each novice teacher candidate was asked the same questions, so they could all weigh in.

The first focus group question was "Is or was the induction program you went through a county office sponsored program, diocese/archdiocese sponsored program, or university sponsored program?" The novice teacher candidates' responses are seen in Table 4. 21.

Table 4. 21*Type of Induction Program*

Novice Teacher Candidate	Response
1	County Office Sponsored
2	County Office Sponsored
3	University Sponsored
4	University Sponsored
5	University Sponsored

The second question novice teachers were asked was “Is or was the induction program you are a part of integrated into your school site or did you find an induction program outside of your school? Describe the experience.” All of the novice teacher candidates were not a part of an integrated induction program meaning the candidate had to go find their own induction program and their own mentor. Although, all of the candidates were not part of an integrated induction program, three of the novice teachers still had their mentor on the same campus on them.

The third focus group question asked to “Describe how having your mentor being at the same school does or would benefit you during your first couple of years? If your mentor is or was not at your school site how did that work? How did you connect?” Candidates’ responses are illustrated in Table 4. 22

Table 4. 22*Mentor Connection*

Novice Teacher Candidate	Response
1	Different school site, but created non-biased opinions. Connected through phone calls and she came to the site to observe.
2	Different school site, but liked the mentor having non-biased opinions. Connected in person, texts, phone calls.
3	Is great because meetings work well during our off periods together.
4	Same school site made it easier to meet in person.
5	Convenience factor.

The fourth question was “How has participating in the induction program encouraged you to develop and enhance your skills and abilities as a teacher?” Candidates’ varied responses are shown in Table 4. 23.

Table 4. 23*Induction Program Enhancing Teacher Abilities*

Novice Teacher Candidate	Response
1	Stepping outside the box.
2	Reflective skills.
3	Seems like a lot of tedious paperwork sometimes.
4	Challenged me to do things I would not have done with my students.

5	Helps you choose specific goals to work on and master them.
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The fifth question was “What are some of the benefits that you have encountered while working with your mentor?” The novice teachers’ responses are depicted in Table 4. 24.

Table 4. 24

Benefits of a Mentor

Novice Teacher Candidate	Response
1	Non-biased opinion.
2	Non-biased opinion because they were not from my school site.
3	I’m not sure if I feel like I have gotten anything out of it, or if I just have to do it because I have to do it.
4	It was beneficial to have my mentor on campus because I can stick my head in during my breaks or anytime of the day for help.
5	Somebody to brainstorm with and the collaborative piece.

The next question that was asked was “Can you describe the positive aspects of having a mentor?” Table 4. 25 shows the participants’ responses.

Table 4. 25*Positive Aspects of Mentors*

Novice Teacher Candidate	Response
1	Helped me to remember to stop, pray, and redirect.
2	Supported me emotionally.
4	Helped make me a better teacher.
5	Somebody to brainstorm with and bounce ideas off of.

The seventh question the novice teacher candidates were asked was “Can you describe the negative aspects of having a mentor?” Respondents’ answers are illustrated in Table 4. 26.

Table 4. 26*Negative Aspects of Mentors*

Novice Teacher Candidate	Response
1	Having the mentor off campus made it hard to coordinate.
2	Having the mentor off campus and having to plan days in advance for when they are going to come observe.
3	Nothing, it was nice having my mentor on campus.
4	Being super busy, and still being required to meet weekly.
5	Having to try and find time for a weekly meet up when you already have so much to do.

Question eight started with a short anecdote of the researcher, “I recently went through my induction program, and I found my experience working with a mentor seemed to progress one day at a time, which is why I titled my dissertation *One Day at a Time: The Effects of Integrated Induction Programs in Private Schools*. Can you think of a one day at a time moment where you went through this?” The participants’ responses are portrayed in Table 4. 27.

Table 4. 27

One Day at a Time

Novice Teacher Candidate	Response
1	My mentor helped me to not get so overwhelmed by providing that one day at a time feeling.
2	My mentor was big into prayer. My mentor reminded me to stay calm and pray.
3	Finishing all the paperwork is one day at a time.
4	My mentor helped me to see all the documents that needed to be completed in a different way, so it did not seem as daunting.
5	My mentor helped me with challenging students and reminding me to take it one day at a time.

The last question that was asked in the focus group interviews was “If you could design your own induction program, what would it ultimately look like?” The answers of the respondents created an ultimate theme of what they would want the induction program to look like based on the coding the researcher did. Table 4. 28 shows the responses.

Table 4. 28*Ultimate Induction Program*

Novice Teacher Candidate	Response
1	No discussion board posts and paperwork.
2	No discussion board posts and paperwork.
3	No discussion board posts and less paperwork.
4	More time with mentor and less paperwork.
5	Definitely keep the mentor, but less busy work.

As the data continued to be analyzed and examined, there was a development of reoccurring themes. Using the information from the focus groups, emerging patterns and themes were determined through deductive and inductive coding, but a primary focus on inductive. The themes that kept appearing were mentor ($n=45$), discussion board posts ($n=5$), convenience ($n=3$), non-biased opinion ($n=3$), and relationships ($n=2$). The frequencies of each are presented in Table 4. 29.

Table 4. 29*Frequency Count of Themes for Novice Teachers' Focus Group*

Themes	Frequency
Mentor	45
Discussion board posts	5
Convenience	3
Non-biased opinions	3
Relationships	2

The themes in Table 4. 29 were developed from participant's responses. For example, if the novice teachers found their mentor beneficial, three themes were coded: relationships, non-biased, and convenience.

The top frequency response was "mentor" with a total of 45 frequencies. Novice Teacher Candidate 5 described the relationship and benefit of having a mentor throughout the induction program and their first couple years of teaching.

Having a mentor is beneficial to have someone to brainstorm with and having somebody to bounce ideas off of. It is nice to have somebody that is rooting for you. Overall, the collaborative piece is something that I enjoyed the most. (Novice Teacher Candidate 5)

Novice Teacher Candidate 5 expressed positive comments of having a mentor, and how the relationship that is built is effective for the novice teacher. Moreover, all the novice teacher candidates in the focus group had positive perceptions of their mentor. The ability for the mentors to build relationships with the novice teachers creates a positive environment where novice teachers feel supported.

Similarly, themes that emerged were: Non-biased and convenience. Mentors were seen as showing non-biases and convenience to their novice teacher candidate through the induction program. Non-biased and convenience both appeared three times in the context of integrated versus non-integrated induction programs. Novice teacher candidates were asked, "Describe how having your mentor being at the same school does or would benefit you during your first couple of years? If your mentor is or was not at your school site how did that work? How did you connect?" From this question, the words that were coded were non-biased and convenience. There was a split feeling of whether or not integrated induction programs and having a mentor on

campus was beneficial. For example, Novice Teacher Candidate 1 explained how she liked the non-biased opinion of having her mentor not being on campus.

I think not have a mentor at my school site gave her a non-biased opinion. I like it better because my mentor came in and did not have a preconceived notion about anything on my school site. (Novice Teacher Candidate 1)

Novice Teacher Candidate 1 expressed the benefits of not having a mentor on campus because the mentor would not come in with a biased opinion on anything. On the other hand, the other half of the novice teacher participants developed the theme “convenience” about having their mentor on the same school site. Novice Teacher Candidate 5 described the convenience of having their mentor at their school location.

It is just helpful. Even when you are talking about certain situations, you do not have to give as much background or context information because they kind of know how it is.

There is just the convenience of having hem on campus and it is also really nice. (Novice Teacher Candidate 5)

Novice Teacher Candidate 5 discussed the ease of having their mentor on the same school site. The convenience factor included the fact that their mentor was right down the hall if they ever needed anything.

Another theme that emerged was “discussion board posts.” Discussion board posts had a frequency of five. Out of the five novice teacher candidates that participated in the focus group, all five had a negative feeling about discussion board posts. From the five participants, two participants were from the same program and the other three were from different programs, which means that novice teachers from four different induction programs were in the focus group. From five different people in four different induction programs the common theme was

the need to minimize or not have discussion board posts. Discussion board posts were seen to be an added stressor to an already stressful situation of beginning a new career.

Mentor Teachers

Seven mentor teacher candidates participated in one of the two focus groups. In analyzing their responses, they were referred to as Mentor Teacher Candidate 1, Mentor Teacher Candidate 2, Mentor Teacher Candidate 3, Mentor Teacher Candidate 4, Mentor Teacher Candidate 5, Mentor Teacher Candidate 6, and Mentor Teacher Candidate 7 for purpose of keeping anonymity. Out of the seven mentor teacher candidates, mentor teacher candidate four and seven were mentor candidates in public schools, while the rest are mentors in private schools. The focus group interviews were coded by the researcher through the software program, Delve. Each mentor teacher candidate was asked the same questions, so they could all weigh in.

Focus group question number one was a two-part question, “Is the Induction Program you are currently a part of integrated into your school site? If yes, describe how having the novice teacher you mentor working at the same school site with you is beneficial. If no, describe the induction program you are a part of and how your mentee found you.” The responses are found in Table 4. 30.

Table 4. 30*Integrated or Not Integrated Induction Program*

Mentor Teacher Candidate	Responses
2	Not integrated. My mentee found me with the help of my regional supervisor.
3	Yes, it is integrated. The teachers going through the induction program still pay for the induction program. I am the mentor for all the teachers going through the program, and then they have other teachers in their specialty help them out their first year.
5	Being a mentor on campus allowed for me to check up on my mentee more frequently. However, with COVID we learned to live stream lessons and Zoom. I have had it where some teachers like us to be on campus and where some teachers like us to not be on campus because they do not feel like they are being judged.
6	Not integrated, but by and large the mentors come from within the same school site.
7	Not integrated. I am in the public school and am a mentor for the California Agricultural Teacher's Induction Program (CATIP). The nice part is that we only work with other agricultural teachers.

The next question the mentor candidates were asked was “How would or how does being at the same school site as your mentee benefit your relationship with them? If you are not at the same school, how do you communicate and how often? How does it work out?” Answers are shown in Table 4. 31.

Table 4. 31*Same School Site vs. Not Same School Site*

Mentor Teacher Candidate	Responses
1	I am able to walk right down the hall and help my mentee out whenever. I will see my mentee on campus every day for her to ask me questions.
2	I am not on the same school site, so we made it where we meet up every Friday, either over Zoom or Google Meets. We will talk about any challenges my mentee may have at the time.
3	I'm at the same school site, but it is a little different because I oversee six to seven mentees. I really help them out with their paperwork the most.
4	My mentee is not on my campus, but the mentor is able to find anyone in the district. We are within 30 miles of each other, so it is not too far. We talk probably two to three times a week.
5	It is convenient to meet up with them and support them whenever they need it.
6	My mentor is not on my campus, but in my experience, it is about the relationship you build with the mentee, so it does not matter where they located.
7	We are not at the same school site, so my mentee has to keep a weekly log of our conversations and we meet on a weekly basis. There is one observation per semester.

Question three for the mentor candidates was “As a mentor, are there any modifications to the induction program you would change?” The responses from the mentors are depicted in Table 4. 32.

Table 4. 32

Modifications to Induction Program

Mentor Teacher Candidate	Responses
1	The induction program has not affected me that much. It is mainly being there for my mentee when she needs me.
2	I would say there should be a little less formal meetings that are required. It also seems like a lot of the work I am helping my mentee with is the same work they did in the credential program.
3	The way the induction program does it is pretty streamlined. It is a more reflective process. On our end, I think it would be beneficial to have an individualized mentor to mentee relationship.
5	The induction program has definitely evolved from when it was the Beginning Teacher Support and Assessment (BTSA) Program. It used to be very document heavy. I would have to transcribe for my candidate because they were so overwhelmed. The location I am at removed discussions because they felt it was just another thing they had to do. Instead, they would observe another colleague. I would help them become more reflective practitioners.
6	I would say the program has evolved. When I first started it was very document heavy. The mentees spent all weekend working on documents. Now, it is more focused on the mentor and candidate working together and offering that support. The work is more meaningful.
7	With the California Agricultural Teachers' Induction Program (CATIP) program we have been through rounds of evaluations and have

made minor tweaks. I would say it is working really well and is having a good positive effect on the young teachers.

The fourth question in the focus group was “Which aspects of mentoring did you find to be the most beneficial to you in trying to support your teacher candidate?” Mentor candidates’ responses are portrayed in Table 4. 33.

Table 4. 33

Beneficial Aspects of Mentoring

Mentor Teacher Candidate	Responses
1	Being able to be there for my mentee whenever she needs me.
2	It is nice for my mentee to be able to talk to someone and get advice. It is beneficial that my mentee can reach out to me and be real with me.
3	I find the observations to be very helpful to the mentees.
4	The biggest thing that is beneficial to my candidates is teaching them how to pre-plan in order to avoid problems.
5	It is important to be there for your mentee.
6	In addition, to building a trusting relationship it is important to help them learn how to manage their time.
7	I like doing the observations and getting a chance to observe them in action. Then having that face-to-face conversation afterwards. I like taking the time to observe because certain things over the phone do not have the same effect.

Mentor teacher candidates were then asked “What are some of the challenges that you have encountered as being a mentor?” Respondents answers are conveyed in Table 4. 34.

Table 4. 34

Challenges of being a Mentor

Mentor Teacher Candidate	Responses
1	I would say it is the expectations. Sometimes I am not sure what exactly is required from me.
2	The biggest challenge would be with being at different sites than my mentee. We mainly run into scheduling conflicts.
3	Right now, it is the ratio of novice teachers that I mentor right now. I am not able to give them all of my attention.
5	I think sometimes it is hard with the due dates, especially when you know all the pressure they are under.
6	For me, I would say sometimes the schedule can be kind of hectic because I have my other job too.

The sixth question the mentor teacher candidates were given a little background on the researcher’s process of going through the Induction program starting with “I recently went through my induction program, and I found my experience working with a mentor seemed to progress one day at a time, which is why I titled my dissertation One Day at a Time: The Effects of Integrated Induction Programs in Private Schools. Can you think of a one day at a time moment where you believe your mentee went through this with your help?” The candidates’ responses are seen in Table 4. 35.

Table 4. 35*One Day at a Time*

Mentor Teacher Candidate	Responses
1	I help my mentee to remember to be flexible because being a teacher is a job that takes a lot of flexibility.
2	I tell my mentee to focus on the now, not the future. I let her know to focus on the next week or two, not the next few months because it was stressing her out with the overload.
3	I think helping my mentees see the bigger picture in the throughout their teaching career.
5	I have experienced that one day at a time feeling with my candidates when it comes to letting them vent, letting them talk about all their problems without them feeling like they are being judged by someone of an evaluative role.
6	It has helped my mentees to know that they can talk to me. They see the support I am giving them. The way the induction program is designed gives us the opportunity to meet with each other, which allows the mentee to lay out any frustrations and stressors they may be feeling.
7	Being able to develop a relationship with these mentees and giving them life advice as well. It is not just teaching, but finding the balance between work and life.

The last question for the mentors was “If you could design the ultimate induction program what would it look like?” The mentor teacher candidates’ responses are illustrated in Table 4. 36.

Table 4. 36

Ultimate Induction Program

Mentor Teacher Candidate	Responses
1	I would say making the formal meetings not so long once a week. It would be beneficial to have designated time set aside for our meetings.
2	I think it would be good to add more conflict and resolution experiences, as well as having more hands-on exposures.
3	I like the way the induction program is designed, but I would want to have each mentee to have a mentor assigned to them in their own subject matter.
6	I do not know if I would change anything because like I said the program has evolved. The only thing I find challenging is getting mentors to support new teachers because they feel it is going to be a lot of work. If there were some way mentors could be celebrated and it could be something they want to aspire to because they really make a difference.
7	I think it is important to not create a lot of busy work. I like how the CATIP program has Agricultural teachers mentoring other Agricultural teachers. It is like killing two birds with one stone. I think all different subject areas should have their own induction program.

The data that was analyzed determined a number of reoccurring themes throughout the mentor teachers’ focus group. Through the use of coding, emerging patterns and themes were

given. The themes that kept appearing were support ($n=17$), observations ($n=11$), mentoring ($n=9$), training ($n=4$), and paperwork ($n=4$). The frequencies of each are displayed in Table 4. 37.

Table 4. 37

Frequency Count of Keyword for Mentor Teachers' Focus Group

Themes	Frequency
Support	17
Observations	11
Mentoring	9
Training	4
Documents	4

The themes in Table 4. 37 were developed from participant's responses. For example, if the mentor teachers found their mentoring supportive, two themes were coded: observations and mentoring.

The top theme was support with a total of 17 frequencies. Mentor Teacher Candidate 6 described the importance of the Induction Program evolving into the development of the mentor and novice teacher's relationship.

The Induction Program is really about the mentor and the candidate working together and offering that support and being there to listen and taking that time for really the coaching and moving along the spectrum of coaching.(Mentor Teacher Candidate 6)

Mentor Candidate 6 addressed the importance of support of a mentor throughout the program and throughout the novice teachers first couple years of teaching. For the most part, every mentor mentioned how support was the foundation to building a positive relationship with the novice teacher.

Two themes that branch off of the theme of support that were coded were: observations and mentoring. Observations and mentoring go hand-in-hand with support because the Mentor Teacher Candidates saw them as a way of showing support for their novice teacher. Mentor teachers were asked, “Which aspects of mentoring did you find most beneficial to you in trying to support your teacher candidate?” Based off the question, the three most frequently coded themes, support, observations, and mentoring, made a high debut. Mentor Teacher Candidate 7 expressed their feelings of the importance of observations in regards to mentoring and being a supportive mentor.

I like doing the observations. Just getting a chance to observe them in action and having that face-to-face conversation afterwards. We are always able to compare notes with each other that is not as easy to do over the phone. (Mentor Teacher Candidate 7)

Mentor Teacher Candidate 7 expressed how observations serve as beneficial factors to the new teacher. He also mentioned how it would not be the same if discussion took place over the phone based off of the observations. The face-to-face interaction has a different effect on the novice teacher and mentor teacher’s relationship. However, at the same time observation was seen as a theme of being challenging to conduct when the mentor is off site. Mentor Teacher Candidate 2 explained the difficulty of going to observe their mentee when they were off campus, especially when substitute shortages have been occurring.

The biggest challenge right now is because of the sub shortage I am unable to do physical observations. Even if we did not have a sub shortage it would have been a little bit easier, but it still would have caused some conflict. (Mentor Teacher Candidate 2)

Mentor Candidate 2 expressed how being on different school sites than your mentee brings up challenges of not being able to get to meet in person as much. It is hard when the mentor has their own career and has to also do formal observations.

Another challenge that brought up the theme of “training” was when mentor teacher candidates were asked to be a mentor later on and missed the training. Two mentor candidates experienced this feeling and pressure. Mentor Candidate 2 explained how he was left to learn a lot on his own.

I think in my situation, I need some more guidance as to what is expected as a mentor for a new teacher. But again, I do not know because I came in later when they were doing the training. (Mentor Teacher Candidate 2)

Mentor Candidate 2 was asked to be a mentor later in the game, but did not get the training that was needed for a new mentor. Similarly, Mentor Teacher Candidate 4 had the same experience where she was asked to be a mentor at the last minute.

The school district needed a mentor and asked if anyone could do it. That is when I jumped in and said yes. So, I kind of got my training through the back door. (Mentor Teacher Candidate 4)

Mentor Teacher 4 was another mentor who was asked to mentor at the last minute, but still did not receive the same training.

Furthermore, another theme that kept arising was documentation. Documentation was used in the form that the Induction Programs have progressed and realized that documentation was too heavy in the beginning. Mentor Candidate 6 noticed the difference in documentation over time.

The program has really evolved, and there is very little documentation. At the end, the novice teacher has a final presentation showing what has come out of the program in regards to working with their class. There is actually something tangible that the mentee can share. (Mentor Teacher Candidate 6)

The documentation seemed to be something that Induction Programs had too much of. The mentor teacher candidates that were a part of different Induction Programs all agree that when the program was document heavy it caused even more stress for the novice teacher.

Summary

This chapter disclosed the findings and analysis of the data composed in this study. The results were broken up into quantitative and qualitative data. The demographics of the novice teachers working in California private schools were presented first. The quantitative data of the novice teachers' survey responses were broken down based off of the four research questions. Each survey question was related to one of the research questions. Using different graphs and StatPlus, results were illustrated. After the novice teachers' quantitative data was illustrated, the mentor teachers' demographic information was displayed through different graphs. Once again, the survey questions for the mentors were broken down into relation of the research questions, and data was presented through the use of graphs and tables through the use of Excel and StatPlus. Following the presentation of quantitative data, the qualitative data was broken up into novice teacher and mentor teacher. First, all of the novice teacher data was revealed based off of the focus groups, which used Delve to help decode the emerging themes. Next, the mentor teacher data was portrayed based off of the focus groups, which too used Delve to decode the emerging themes. The combination of triangulation data allowed the researcher to answer all four of the research questions

CHAPTER 5: DISCUSSION

Introduction

In the preceding chapter, the presentation and analysis of data were reported. This chapter includes a dialogue of findings, implications for future research, future recommendations, and a summary of the study. This study examined private schools' induction programs' impact on novice teachers and the effectiveness of both the program and mentors by investigating ways the integration of induction programs impacts novice and mentor teachers. The researcher explored the effects of integrating induction programs for novice and mentor teachers through the support of four research questions.

1. What is the impact of induction programs on novice teachers in private schools?
2. What is the impact of mentorship on novice teachers in private schools?
3. How does the integration of induction programs have a positive influence on novice teachers in private schools?
4. How does the integration of induction programs have a negative influence on novice teachers in private schools?

Summary of the Study

The primary purpose was to develop the understanding of the integration of induction programs for novice teachers and mentors at dioceses, archdioceses, and private schools around California. It is necessary to determine whether an integrated induction program makes a difference or if there are variables of an integrated induction program that are beneficial to induction programs and should be integrated into all private school induction programs.

This mixed-method study was a qualitative-quantitative-qualitative design also known as an explanatory sequential design. Surveys were sent out to participants through Google Forms.

Quantitative questions on the survey included Likert-style type questions and closed-ended questions. Qualitative analysis was used through open-ended questions in the survey and in follow-up focus groups. Not every respondent participated in the focus group, only the ones who volunteered willingly.

Of the 150 surveys sent out to novice teachers among California private schools, 36 were fully completed. Of the 125 surveys sent out to mentors, 38 received the survey, and two opted out of participating in the survey. Therefore, 36 surveys were fully completed by the mentor teachers. The average time to complete the survey was about 20 minutes, and the participants were given two and a half months to complete the survey. Focus group interviews that were conducted took approximately 40 minutes to complete.

The study answered all four research questions through the analysis of quantitative and qualitative data. Three hypotheses were aligned with each research question. The hypotheses were:

1. Induction programs have a positive impact on novice teachers' first years of teaching in relations to learning critical criteria that will help them, their students, and the school.
2. Mentors have an extremely positive effect on novice teachers' first years of teaching due to the role they play in guiding the teacher through obstacles such as instruction, curriculum, and classroom management.
3. The integration of induction programs has a positive influence on novice teachers because they do not have to go out and find a program themselves. They are not given the option to wait a year or two before joining the induction program, but instead participating in induction in the first couple of years.

The data accumulated from the research questions and hypotheses were analyzed through basic statistical analysis measures as articulated in the preceding chapter.

The Impact of Induction Programs on Novice Teachers

Research question one was: What is the impact of induction programs on novice teachers in private schools? This question focused on the perspectives from both the novice teachers' and mentor teachers' perspectives.

Novice Teachers' Perspectives

Based off of the broad statement of that was seen in Figure 4. 6, *induction programs had a positive impact on me, most novice teachers agreed*. There were very few who *disagreed* or *completely disagreed*. However, the two highest percentages were in *agree* and felt *neutral*. Yet, as the study went into open-ended questions the positive aspects of the induction programs that stood out by novice teachers were mentoring and the ability to reflect. Figure 4. 6 support what Wonacoot (2002) findings because effective teacher induction programs can improve a teacher's performance, while mentors provide ongoing support for assessments, reflections, and feedback. The descriptive words that were brought up during open-ended questions and focus interview questions based on the impact are seen in Figure 5. 1.

Figure 5. 1

Word Cloud on Impact of Induction Programs



The respondents in this study, across the board, had high satisfaction with the quality of their mentors. Regardless, of what school or year of the induction program the participant was in, each of them agreed upon the mentor being the best part of the induction program. For example, Novice Teacher Candidate 31 expressed the positive impact of the induction program was her mentor when asked what was the greatest benefit. “Having a mentor I trusted to help me and give me constructive feedback.” (Novice Teacher Candidate 31)

Another novice teacher expressed that the induction programs affected them through learning to be more reflective in their teaching practices. Novice Teacher Candidate 16 claimed the importance of reflection. “The induction program has impacted my effectiveness as a teacher because it is constantly making me reflect on what I am doing.” (Novice Teacher Candidate 16)

The reflective practice for the novice teachers is vital because it gives the new teachers time to determined what worked and what needs to be improved upon. Price and Willett (2006) support the findings that induction programs can improve a teacher’s performance and growth because of reflection on lessons and the teaching day. Novice Teacher Candidate 2 brought up a

great point of the importance of not only reflection, but work/life balance when they explained that the induction program showed effectiveness in the following area: “Self-awareness and reflective practice. Taught me to make a point to maintain professional/personal balance.”

(Novice Teacher Candidate 2)

When novice teachers were asked about the effects of the induction program, a question about a one day at a time moment was brought up, meaning was there any time where the induction program or mentor helped you progress through the journey “one day at a time.”

Through the focus group, Novice Teacher Candidate 3 made a vital point that could be seen as a negative impact of the induction program. “Finishing all the paperwork is one day at a time.”

(Novice Teacher Candidate 3)

The novice teacher is feeling more burden from the program, rather than being able to gain benefit from learning from their mentor. Zide and Mokhele (2018) reinforce the findings that some novice teachers are unhappy with the planning and design of the induction programs. The novice teacher is having to focus more on the busy work of the induction program than the mentoring side of it. Another candidate, Novice Teacher Candidate 4 explained the overload of paperwork from the induction program too. “My mentor helped me to see all the documents that needed to be completed in a different way, so it did not seem as daunting.” (Novice Teacher

Candidate 4)

In this case the mentor helps make the induction program gain a more positive impact by helping the novice teacher one day at a time, but the novice teacher is having to use the mentor to break down the paperwork overload, instead of being able to gain an impact on focusing on the kids and student outcomes.

Mentor Teachers' Perspectives

The mentors' thoughts on induction programs came from the focus group interview question of if they thought there should be any modifications to the induction program. Many of the mentor teachers believe that the program has evolved from what it started out to be, but there is still the problem of paperwork or busy work like mentioned from the novice teachers. Mentor Teacher Candidate 2 explained the busy work seems to be a lot for a new teacher.

I would say there should be a little less formal meetings that are required. It also seems like a lot of the work I am helping my mentee with is the same work they did in the credential program. (Mentor Teacher Candidate 2)

The novice teachers felt the same way about the busy work feeling like a repetition of what they just did in their credential program. However, Mentor Teacher Candidate 6 explained how it has evolved from how document heavy it was at one point to now.

I would say the program has evolved. When I first started it was very document heavy. The mentees spent all weekend working on documents. Now, it is more focused on the mentor and candidate working together and offering that support. The work is more meaningful. (Mentor Teacher Candidate 6)

The induction program has evolved before, meaning that it can continue to evolve. Even though it used to be a lot more document heavy then it is now, both novice teachers and mentors believe there is a little too much busy work that overlaps what they have already been taught. The greatest aspect of the induction program for both is the mentors and what the mentors bring to the table.

Mentor Teacher Candidate 6 expressed that they provided their mentee with a "one day at a time" feeling because of how the induction program was designed.

It has helped my mentees to know that they can talk to me. They see the support I am giving them. The way the induction program is designed gives us the opportunity to meet with each other, which allows the mentee to lay out any frustrations and stressors they may be feeling. (Mentor Teacher Candidate 6)

The mentor was there to help the novice teachers through the stressors that they encountered because of the obstacles that may occur when a beginning teacher first starts. Mentors are there to help the novice teacher slow down and focus one day at a time. Reitman and Karge (2019) support the fact that mentors help the new teachers with the ins and outs of their teaching career. The mentors are there to help the novice teachers live in the moment and one day at a time, because the novice teacher does not have the ability to control any day except that moment.

Hypothesis One

Based off of the research, the first hypothesis: Induction programs have a positive impact on novice teachers' first years of teaching in relations to learning critical criteria that will help them, their students, and the school was accepted. Looking back, it may not seem that induction programs have an extreme positive impact on the novice teachers' first year, but based off of the qualitative data induction programs do have a positive impact due to the mentoring and reflective practices. Farrell (2005), Ganser (2002), and Wood and Turner (2015) all support the findings that mentors from the induction programs have the ability to add a positive impact on the novice teachers, especially when it comes to their own reflection of what worked and did not worked. However, some of the work in the program seems to be busy work, which makes a suitable number of participants to feel *neutral* about the positive impact of the program as previously seen in Figure 4.6. For example, Novice Teacher Candidate 3 from the focus group explained the amount of busy work when asked about the program's impact.

“Seems like a lot of tedious paperwork sometimes.” (Novice Teacher Candidate 3)

The novice teacher is not truly being able to take advantage of their mentor and gain the insight to actually absorb the benefit of what is being taught. Yet, the overall effect on the novice teachers by the induction program were positive because the novice teacher believe they are gaining wisdom from the mentors. Novice Teacher Candidate 34 explained this impact.

It has given me the opportunity to observe in other teachers’ classrooms and gain advice and input from other teachers in terms of lesson planning and classroom management. (Novice Teacher Candidate 34)

Even though, there has been some *neutral* thoughts on the impact of the induction program, the overall effect on novice teachers is seen in a positive way. This positive impact is because of the mentors and the support that is provided during the first couple years of a teachers’ career creating that one day at a time feeling. Scandura and Williams (2004) back these findings through the Transformational Leadership Theory by explaining how the mentors are seen as the leaders creating the optimistic work environment that is needed.

The Impact of Mentorship on Novice Teachers

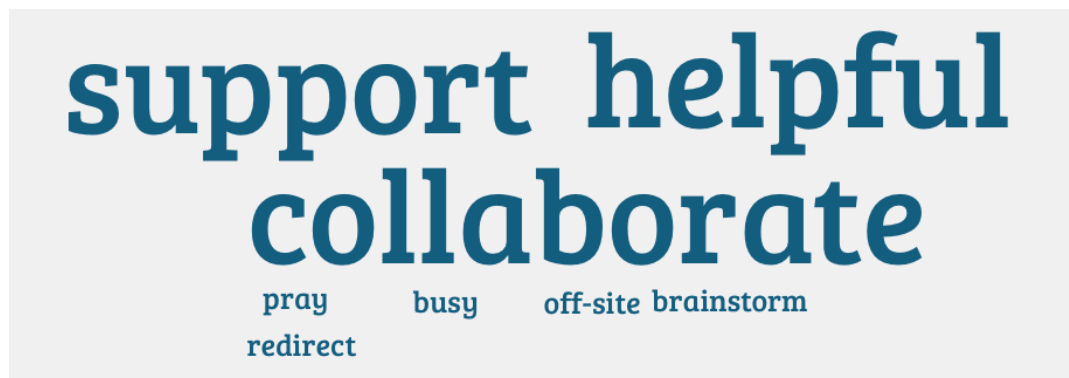
Research question two was: What is the impact of mentorship on novice teachers in private schools? The purpose of the research question is to determine how mentors helped their mentees throughout the induction program. The results came from the novice teachers’ and mentor teachers’ perspectives.

Novice Teachers’ Perspectives

Descriptive statistics was used to help aid in the analysis of the impact of mentorship. For the most part the mean of the statements revolved around *completely agreeing* and *agreeing*. For the statement, “Your mentor through the induction program had a positive impact on your

teaching practice” had a response rate of 86% *completely agreeing* or *agreeing* with that statement ($M=4.36$, $SD=0.83$). Seventy-nine percent of novice teachers agreed or completely agreed with the overall value of a mentor as a resource ($M=4.32$, $SD=0.82$). No one *disagreed* or *completely disagreed* with that statement. Like previously mentioned in preceding chapters and seen in Table 4. 5, the relationships between the mentor and novice teacher play a vigorous role in the novice teacher’s overall experience of an induction program (Darling-Hammond et al., 1999; Lambeth, 2012; St. George & Robinson, 2011). This supports why 85% of novice teachers were extremely satisfied or satisfied in the level of helpfulness by their mentor. Northouse (2016) supports the mentors’ vital role through Transformational Leadership. The mentor is seen as leader in Transformational Leadership Theory because they help the novice teacher grow in their teaching career (Northouse, 2016).

Based off the focus group questions, three questions revolved around the impact of the mentor. The first one was, “What are some benefits you have encountered while working with your mentor?” Themes that appeared were non-biased opinions and collaborate. In the next question, “Can you describe positive aspects of working with a mentor?” were helpful and support. The third questions in relations to the impact was “Can you describe the negative aspects of having a mentor?” The themes were busy schedule and off-site mentor. The descriptive words that appeared in focus group questions are illustrated in Figure 5.2.

Figure 5. 2*Word Cloud of Mentor Impact*

One novice teacher from the focus group made a powerful statement of how their mentor teacher impacted them through the one day at a time feeling. The one day at a time feeling is used to describe how the mentor helped the novice teacher get through the days and get through the ups and downs of the first years of teaching. Novice Teacher Candidate 1 from the focus group discussed the positive impacts of a mentor teacher. “My mentor helped me remember to stop, pray, and redirect.”

The power of prayer in private schools is of great importance. The fact that the mentor teacher was able to calm the novice teacher’s stressors and anxieties with the power of prayer shows the effectiveness of mentors.

In addition, Novice Teacher Candidate 5 spoke about the mentor being there for them for the one day at a time feel. “My mentor helped me with challenging students and reminding me to take it one day at a time.” (Novice Teacher Candidate 5)

The mentors are there to walk beside their mentee, through the ups and downs of their career. One day at a time provides the mentors and novice teachers to focus on the growth of the new teacher and not just the program.

As seen in Table 4.29, “mentor” was a theme that was used 45 times within the novice teacher focus group. Mentors are there for the teacher as a support provider, a brainstorm partner, and someone to collaborate with. Forty-five times is a vast frequency count to be used in a focus group. The novice teachers see mentors in a highlighted way throughout the induction program. Reitman and Karge (2019) support the reasons for why novice teachers see mentor in such high regard because they provide guidance not only in lesson planning and curriculum, but build resiliency and confidence. Novice Teacher Candidate 2 pointed out how her mentor was seen as a therapeutic way. “My mentor was big into prayer. My mentor reminded me to stay calm and pray.”(Novice Teacher Candidate 2)

The mentors are not there to just focus on showing the beginning teacher the ins and outs of the profession, but are there for the beginning teacher as a whole person. The mentor is someone that is seen as beneficial when they are at the mentee’s convenience. Novice Teacher Candidate 4 explained this: “It was beneficial to have my mentors on campus because I can stick my head in during my breaks or anytime of the day for help.” (Novice Teacher Candidate 4)

Mentors in the induction program need to be there for the novice teachers, and many of the novice teachers see the mentors as always being there for them. Novice teachers see mentors in such a limelight of positive characteristic ways. The novice teachers view the mentor teacher through coaching, listening, supporting, and with respect.

However, the characteristics of what these novice teachers see their mentors as supports Fuller and Brown’s (1975) three phase model that teachers go through as they go through the beginning parts of their teacher career and through the teacher program. The novice teachers are using their mentors for the first two phases: self and task. Results of Table 4. 8 help align work with Fuller and Brown’s research because the correlations between *helpfulness* and *impact*,

helpfulness and *matched*, and *helpfulness* and *matched* were all only moderately correlated.

There was not a strong correlation showing that the mentees are not getting the full benefit of what a mentor can truly offer. Based off of the novice teachers' responses a lot of them are using their mentors to help them survive through the first few years and teaching duties, instead of using the mentors to make an impact on the teaching career and student's lives (Fuller & Brown, 1975).

Mentor Teachers' Perspectives

Mentor teachers' point of view on their impact was illustrated through the effectiveness of time spent enhancing the novice teacher's skills in certain areas. From a 10 question Likert-scale, *very effective* and *effective* were the range of the highest percent for each category. The categories included the effectiveness of observational feedback, locating resources and materials, lesson/unit planning, classroom observation, developing professional and student goals, collection and analysis of student data, planning for differentiated instruction, working through challenging situations, aligning lessons for the Common Core/Content Standards, and Implementing activities for student behavior.

The statements that align with the novice teachers' responses were working through challenging situations and observational feedback. Table 4.18 supports Hadi and Rudiyanto (2017), Hudson (2012), Lew and Nelson (2016), Ross et al. (2011), and Sowell's (2017) research because it contributed to these findings by explaining how two main areas mentors aid novice teachers in are classroom management, which tends to be challenging situations, and guidance in curriculum and instruction. For example, working through challenging situations had 94% of participants thought the mentors were *very effective* or *effective* in working through challenging situations. Ninety one percent of participants found observational feedback to be very effective

or effective time spent with their mentor. These percentages match the statements of novice teachers finding support, collaboration, and helpfulness in their mentor. Novice teachers found the overall value of their mentor as a resource being 79% *effective*, which directly relates with the mentors believing their time spent with the novice teacher is effective.

Through the focus group questions to the mentors of what they find beneficial of mentoring, the themes that emerged were observations, trusting relationships, avoid problems, support. The mentoring is provided through a transformational leadership approach, rather than a transactional leadership approach. Bass (1990) supports the findings with the fact that building the supportive and trusting relationships creates a more effective novice teacher. The novice teachers felt the same way about their mentors as seen in Figure 5.2 through the synonyms of support and redirect.

Furthermore, mentors believe they help novice teachers create a one day at a time feeling when they are there for the novice teacher. The mentor is seen as a non-biased opinion, so the mentee is able to express all of their feelings. Mentor Teacher Candidate 5 explains their experience.

I have experienced that one day at a time feeling with my candidates when it comes to letting them vent, letting them talk about all their problems without them feeling like they are being judged by someone of an evaluative role. (Mentor Teacher Candidate 5)

The mentor is there for the novice teacher to help them get through the hurdles one day at a time. In addition, Mentor Teacher Candidate 3 explained the importance of their role to guide the mentees into having a one day at a time moment. “I think helping my mentees see the bigger picture in the throughout their teaching career.” (Mentor Teacher Candidate 3)

Being there for the mentee one day at a time is going to help the mentee focus on what can be done “today” to help reach the ultimate goals of the mentees.

Hypothesis Two

Based off of research, hypothesis two: Mentors have an extremely positive effect on novice teachers’ first years of teaching due to the role they play in guiding the teacher through obstacles such as instruction, curriculum, and classroom management was accepted. At the end of the study, the hypothesis was proven true statistically and qualitatively. The positive impact of a mentor is strongly correlated with being a valuable resource to helping the novice teacher transition into the new school, and the impact of a mentor is moderately correlated with being aligned with a mentor at their grade level and knowledge.

Built off of the mentors’ beliefs on how effective their help was in certain areas high percentages directly align with statements in the researchers’ hypothesis. For example, 97% of the mentors believe that their time was very effective to effective when it came to helping their novice teachers with lesson and unit planning for the curriculum. Eighty-five percent of mentors believed that their time was very effective to effective when it came to helping their novice teacher plan for differentiated instruction. The American Institute for Research (2015), Athanases et al. (2008), Lambeth (2012), Lew and Nelson (2016), and Ross et al. (2011) support these findings through the high percentage of mentors finding their time of enhancing the novice teachers’ skills in lesson planning and curriculum being essential because novice teachers need the school to focus on curriculum and instruction, assessment data, and professional development because those criteria are some of the most challenging teaching elements to master. The fact that mentors are greatly helping novice teachers in these areas is going to help with the retention and shows the positive impact mentors have on novice teachers. Novice Teacher Candidate 4

from the focus groups believed the mentor helped them overall. “A positive aspect of my mentor is that they helped make me a better teacher.” (Novice Teacher Candidate 4)

Mentors are there to help the novice teacher through the first few years of the journey in their new career of teaching. Farrell (2005), Ganser (2002), and Wood and Turner (2015) reinforce the findings through the fact that mentors will benefit the novice teacher as long as the mentor is contributing a positive experience in some way. Although, the mentor has positively impacted the novice teacher in the first two phases of teaching, it would become more impactful for both the novice teacher and students for the teacher (Fuller & Brown, 1975). The novice teachers are not truly connected to the kind of help that a mentor could provide them with because the novice teachers are too focused on paperwork and what needs to be done.

Influences of Integrated Induction Programs

The influences of integrated induction programs are broken down into the positive and negative influences of integrated programs. Both novice and mentor teachers shared their perspectives.

Positive Influences of Integrated Induction Programs

Research question three was: How does the integration of induction programs have a positive influence on novice teachers in private schools? The purpose of this question was to determine if integrated induction programs make a difference for the novice and mentor teachers.

Novice Teachers’ Perspectives

To assist in the analysis of whether the integration of induction programs are positive novice teachers who were a part of integrated induction programs responded to open-ended questions in both the surveys and focus groups. Eleven novice teachers were in an integrated induction program. Common things they liked about the integrated induction program was the

fact that their mentor was on the same campus as them. Novice Teacher Candidate 1 explained the value of being in an integrated program. “I had a mentor at my school that could help me on a day to day basis. (Novice Teacher Candidate 1)

Another novice teacher, Candidate 10, gave examples of how having the mentor on campus was beneficial. “My mentor was easily accessible and observed me frequently, which allowed for positive feedback and constructive criticism I could implement by the next period”. (Novice Teacher Candidate 10)

Novice teachers found that the biggest benefit of having an integrated induction program was the novice teacher being on campus with them because of the convenience. Based off of the open-ended questions and focus group questions, these themes emerged as shown in Figure 5. 3.

Figure 5. 3

Word Cloud for Novice Teachers’ Views of Positive Influence on Integrated Induction Programs



Mentor Teachers’ Perspectives

Like the novice teachers’, analysis from the mentor teachers came from open-ended questions from the survey and questions from the focus group. Ten out of the thirty-six mentors were a part of integrated induction program. In addition to the open-ended questions, one Likert-scale question was asked to determine the mentors’ thoughts on the success of the novice

teachers based on the program being integrated. Based on Figure 4.19, 90% of mentors either *completely agree* or *agree* that the integration of the induction program is the best for the novice teacher. Bickmore and Bickmore (2010) and Wong (2004) support the findings of Figure 4.19 by describing the fact that integrated induction program have certain positive aspects when they meet different needs of the novice teachers.

The positive aspects about being a part of an integrated program for mentors includes the themes of being able to better assimilate to the culture for the novice teacher, better feedback, and the ability if meeting up being easier. Mentor Teacher Candidate 4 spoke about the value of knowing the culture. “Getting the opportunity to help the new teacher assimilate into the culture of the school as well as her career and classroom.” (Mentor Teacher Candidate 4)

Another mentor mentioned the significance of being able to provide a lot of immediate feedback. Mentor Teacher Candidate 10 explained the positive impact of the integrated induction program. “Most of my mentoring experiences were with candidates at my school site, so I was able to support my candidates with better feedback.” (Mentor Teacher Candidate 10)

One mentor teacher discussed how integrated induction programs have provided teacher retention. Mentor Teacher Candidate 31 addressed this. “Teacher confidence, teacher retention, improved learning for students.”(Mentor Teacher Candidate 31)

Researchers, Morey et al. (1990), Sowell (2017), and Wood and Stanulis (2009), support Mentor Candidate 31’s statement directly when expressing how successful induction program improve teacher retention by helping with the teacher’s professional and personal well-being.

A word cloud is illustrated in Figure 5. 4 to show what mentors thought were the most positive areas of integrated induction programs.

Figure 5. 4

Word Cloud for Mentors' Views on Positive Influence of Integrated Induction Programs



Negative Influences of Integrated Induction Program

Research question four is: How does the integration of induction programs have a negative influence on novice teachers in private schools? The goal of this research question is to find out what or if there are any negative influences of integrated induction programs. This will assist in evolving the induction programs in the future.

Novice Teachers' Perspectives

Four out of the eleven novice teachers assisted in the analysis of the negative aspects of integrated induction programs. One open-ended question was asked in the survey to reflect data to support the research question. There was not a specific theme that emerged, but the negative influences from integrated induction programs were surrounded around the cost, not being able to choose a mentor, projects not being integrated with the school site, and not individual mentors per novice teacher. For example, Novice Teacher Candidate 8 talked about money being an issue.

“The cost: The private school required us to pay part of the induction and we have to repay if we move or leave before two additional years. At a public school this would be free.” (Novice Teacher Candidate 8)

The private schools made the novice teachers pay to complete the program. That can be stressful because typically the new teacher recently completed paying for the credential program. In addition to the cost being a negative influence of an integrated induction program, Novice Teacher Candidate 34 talked about the lack of mentors.

My program was run at the district level, not specifically school site. Because of this, our mentors were spread across six different school sites. On occasion, this made it difficult to meet with my mentor when things got too busy for either of us to travel to the other site. (Novice Teacher Candidate 34)

Having not enough mentors for the novice teachers, is going to not provide enough support. Novice teachers need individual support to help them through the challenges and successes of a new school. Cullen and Harris (2008) and Sowell (2017) support the fact that mentor support is needed to allow novice teachers to feel open to share their thoughts and feelings. The responsiveness of mentors will show the new teachers that they have someone they can talk to without being criticized.

Mentor Teachers’ Perspectives

The mentor teachers’ responses contribute in the findings of negative influences of having an induction program integrated. Out of the 10 mentors who were a part of the integrated induction program, five found something negative with the program, and out of those five mentors four were mentors in private schools and one was a mentor in a public school. Like the

novice teachers' thoughts on negative influences, there was no specific theme. The main negative influences were not enough mentors for novice teachers, putting in effort, and time.

The one negative influence that came up in both the novice teachers' perspective and mentor teachers' perspective was the fact that there are not enough mentors for each candidate when the program was integrated. Mentor Teacher Candidate 2 explained this: "I have more than one candidate at a time, so it is hard to dedicate enough time to each of them." (Mentor Teacher Candidate 2)

The mentee needs someone who has enough time to meet all their needs. Moreover, on the basis of time two mentors found time being a problem. Mentor Teacher Candidate 28 explained how the timing is not completely the right schedule. "Regulated time on task. We meet every week at X time for Y long, sometimes this schedule is not appropriate".(Mentor Teacher Candidate 28)

Like Mentor Teacher Candidate 28, Mentor Teacher Candidate 31 described that time constraints were a problem. It is not identified if time constraints have anything to do with the program being integrated or not, or whether or not that can happen to any induction program. That would be a question for further research.

Hypothesis Three

Hypothesis three was: The integration of induction programs has a positive influence on novice teachers because they do not have to go out and find a program themselves. They are not given the option to wait a year or two before joining the induction program, but instead participating in induction in the first couple of years was partially accepted. Parts of the hypothesis was found to be true, while other parts were seen as the null was accepted. For example, the integration was seen to provide more success for novice teachers from the 90% of

the mentors' perspectives. Evidence proves that the integrated induction program has a positive influence based on the fact that it is easier for the novice teachers and more convenient, while at the same time it allows the mentor to help the novice teacher because the mentor is able to know the culture of the school better if they are on the same campus. However, as the explained in the previous section, novice teachers and mentor teachers found that the integration of the induction program did not make a difference because there were areas of difficulty such as there was not enough mentors for all of the novice teachers to have their own, or the mentors were not at the same campus as their novice teacher.

The integrated induction program had positive sides, but a lot of them could be seen even if the program was not integrated like the novice teacher having their mentor on their campus. Scott and Compton (1996) support these findings that novice teachers were grateful and feel supported when their mentors are there on a daily basis. For example, Mentor Teacher Candidate 37 explained how the same campus is profitable. "Being on the same campus and being able provide immediately if needed." (Mentor Teacher Candidate 37)

More so off of what the mentor teacher candidate illustrated, Novice Teacher Candidate 1 expanded on the mentor being on the same campus. "I had a mentor at my school that could help me on a day to day basis". (Novice Teacher Candidate 1)

Having the mentors on campus provided the immediate assistance that the novice teacher needed. However, the program does not need to be integrated for the mentor to be on campus.

Implications for Practice

The researcher would design an induction program for private school teachers where the main thing would be to have the program integrated into the school site. The school would setup each novice teacher in the induction program that is paid for by the school. This is vital that the

induction program is paid for because most of the time novice teachers just completed their credential program which costs money, and they should not have to stress about having to pay for another program right when they completed another program.

This induction program would make sure to have each novice teacher paired up with a mentor who teaches the same content as the novice teacher. Having a mentor that teaches the same content area as the novice teacher is essential because the mentor has been through the course content that this brand-new teacher is about to be going through. The mentors would be the main attribute of this induction program. There would be less busy work, such as discussion board posts and an over amount of documentation paperwork. This would leave more time for mentor and mentee discussions, observations, and reflections. Putting the mentee in the situation is going to be a lot more beneficial then filling out discussion posts or writing about what could happen. The best practice is to talk about what did happen and reflect with the mentor. The mentor is going to be the key to success in the induction program.

Recommendations for Further Research

Based on the findings of this research, there are several opportunities to extend the research. This program focused on induction programs in California. It would be beneficial to extend the research amongst other states. Induction programs are used all over the United States, so it will be interesting to see how the programs are used in place other than California (Algozzine et al., 2007; Green, 2015; Jones et al., 2016; Sierra, 2020). Finding more data from around the country would be beneficial to the study of California because something they may need improvement in here, may find a result based on other states' inputs.

This study was a one-year process, and surveyed any novice teachers who were in the induction program. For example, it did not matter if you were a first year, second year, early

completer, or finished within five years. It would be effective to have a study that starts with induction program candidates in their first year and follows them throughout the program. This will require more time, so the researcher will have to have time for a two to two in a half year research assignment. Even though more time would be needed to follow candidates throughout the induction program and more surveys would need to be taken, a deeper insight into the study could be found.

Limitations

The limitations that took place during the study revolved around the condition that the researcher only studied private schools' induction programs in California. There was no data analysis from other private schools' induction programs from around the country. With the deficiency of research on different induction programs an increased part of the research may seem outdated.

Delimitations

The delimitation of the study was that the researcher chose to narrow the research to private school induction programs. The results could have been broader if the study analyzed and collected data from all induction programs.

Conclusions

The findings of this study expand on previous researchers' findings in areas of the effectiveness of mentor teachers in induction programs. This study revealed that candidates found that mentors are the greatest impact of an induction program, which is in support of what was formerly found in the literature review. For instance, Evertson and Smithey (2000), Portis-Woodson (2015) and Scherer (2012) discovered the extreme disadvantage of a novice teacher not having a mentor during the induction program. From the research, mentors were seen to be

the greatest advantage of the induction program. Northouse (2016) described how Transformational Leadership Theory is depicted between the mentor and novice teacher because the connection that is developed between the two increases their motivation and effort they put into their long-term goals as a teacher. They were of more benefit than having discussion posts, reflections through courses, and paperwork. Findings from the literature review were in support of this data through areas of positive aspects of a mentor that the novice teachers prefer. For example, Evertson and Smithey (2000) and Martin et al. (2016) suggested essential characteristics such as observational skills, experience working in diverse learning environments, love for learning and the ability to collaborate. The novice teachers in the study and Evertson and Smithey (2000) and Martin et al.'s (2016) study correspond in reasonings why the novice teachers find the mentors to be the most beneficial part of the induction program.

Even though mentors were seen as the great benefit, it appeared that novice teachers were not truly using mentors to their fullest potential. Fuller and Brown (1975) support this finding through the three stages of teaching. The first stage focuses on self. The novice teacher is focused on themselves and all of the work they have to do. Next, comes the second stage of task of teaching. This includes the fact that the novice teacher is focused on creating lesson plans and grading. Finally, the third and most important stage is when the teacher focuses on the students and their outcomes. Constructed from the outcomes, many novice teachers are stuck in stage one or stage two. They are not gaining the benefits of what a mentor can really provide because of the stressors and challenges of a beginning career on top of the workload that comes with the induction program.

Based on the findings, induction programs did not have a great effect whether or not they were integrated into the school site. However, most novice teachers and mentors found it more

beneficial to be on the same school site and in the same subject area. There were a few participants that found it to not have a positive or negative impact, but for the most part being on the same school site and subject area effected both novice teacher and mentor in a positive way. Similarly, researchers Hudson (2012) and Sowell (2017), shows support of these findings by agreeing that having mentorship within the school provides encouragement for the teacher, which aids the novice teacher and school in the long-run.

Summary

This mixed method phenomenological study examined private school novice teachers and mentors in induction programs by answering four research questions. The first focused on the impact of induction programs on novice teachers. The second focused on the impact of mentorship on novice teachers. The third and fourth coincide on the positive and negative influences of integrated induction programs in private schools. The results showed that the integration of induction programs did not create the positive effectiveness for novice teachers, but the mentors' presence created the greatest impact. The novice teachers gained the most support when their mentors were on the same campus, each novice teacher had their own mentor, and the mentor teaching the same content area. The research was vital because it provided findings for private school induction programs where barely any research existed. Novice teachers can thrive with the right induction program set up that includes the vital resource known as the mentor.

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APPENDICES

Appendix A: Consent Form

Appendix J

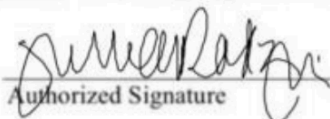


-----Authorization-----

I understand that participation in this study is confidential. Only the researcher, collaborators, and supervising professor will have access to participants' identities and to information that can be associated with their identities. Please check the appropriate box below and sign the form:

☒ **I give permission** for my organization to participate in this project. I understand that I will receive a signed copy of this consent form. I have read this form and understand it.

☐ **I do not give permission** for my organization to participate in this project.



 Authorized Signature

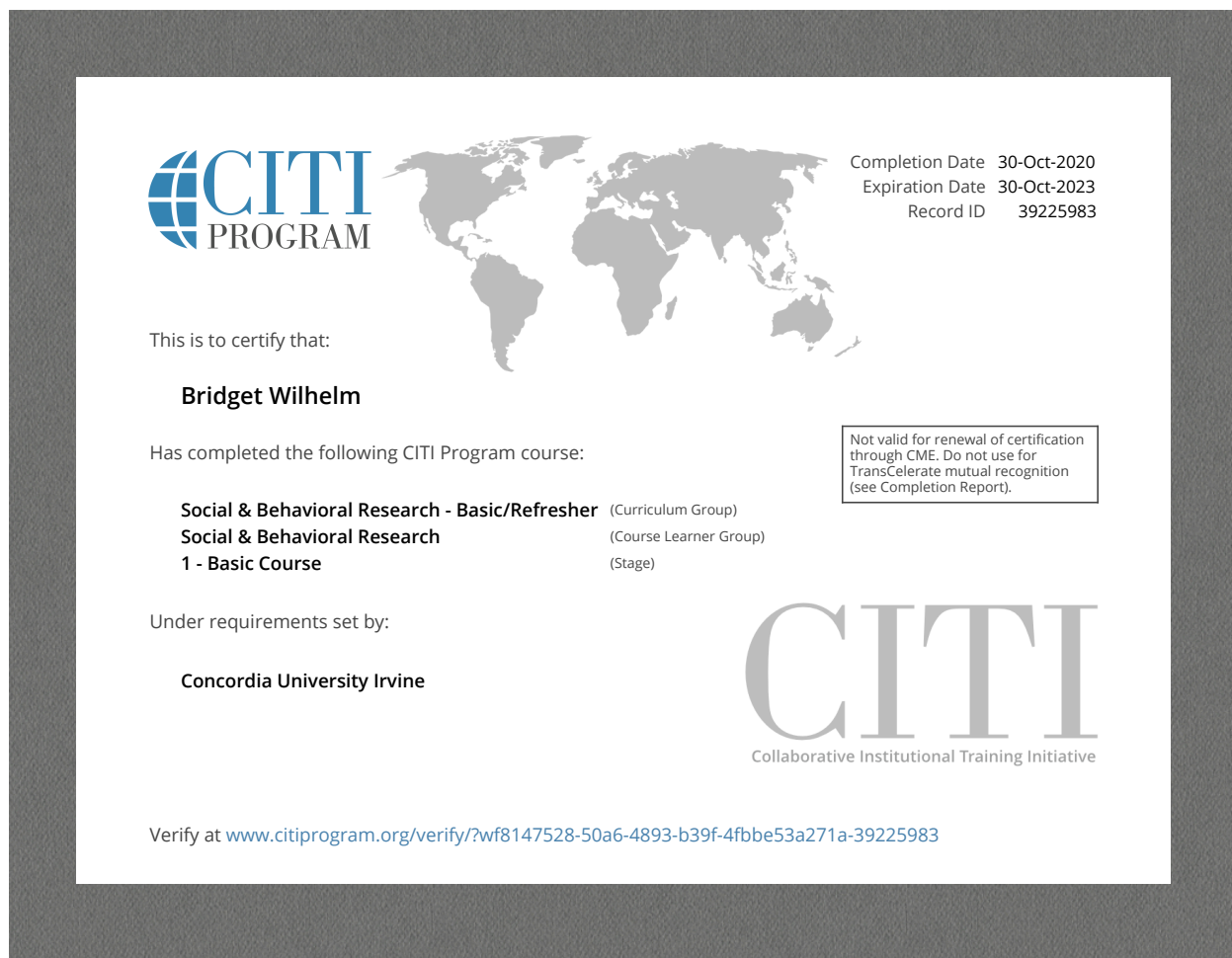
8/5/21

 Date

Julie Radzai, Administrator Representing Dioceses and Archdioceses Schools of California

 Printed Name and Title

Appendix B: CITI Certification



Appendix C: Mentor Teacher Survey

Dear Mentor Teacher,

The study in which you are being asked to participate is designed to investigate the effectiveness of integrated induction programs versus induction programs that are not integrated in school sites in California. The term integration means that the induction program is at your school site. As a novice teacher, that would mean you are set up through your school's administration to go through an induction program. This study is being conducted by Bridget Wilhelm under the supervision of Dr. Belinda Karge, Dissertation Committee Chair, School of Education. This study has been approved by the Institutional Review Board at Concordia University, Irvine.

Purpose: The purpose of my study is to evaluate the effectiveness of California Induction Programs by focusing on the experiences and resources used by teacher and mentor candidates. The findings will be used as part of my research study and could potentially lead to improvements towards successful programs.

Description: You are being asked to complete a survey regarding your experiences of the Induction Program. The survey consists of Likert-scale type questions, open-ended response questions, and demographic questions.

Participation: Participation in this study is completely voluntary and can be withdrawn at any time with no penalty.

Confidentiality: Your participation in this research study is voluntary and your identity will remain confidential. If you chose to participate in the focus group, your information will only be made available to the researcher and used for contact purposes. Contact information will be removed once the focus groups are scheduled. Once the contact information is removed, the survey responses will be known to the researcher and his dissertation chair, Belinda Karge, Ph.D. Participants will not be identified by name in the results. Data will be copied to an external hard drive and kept in a password protected safe. All data will be deleted and destroyed in June, 2025.

Validation: To increase the validity of the survey, nine questions were taken from the Oregon Mentoring Program of 2019.

Duration: The total time of participation is approximately 10-15 minutes to complete the survey.

Risks: A potential risk perceived by a participant may be a feeling of uneasiness by teachers to give negative information in the survey or focus group. To reduce the feeling of uneasiness, the participants will not be identified by names. Participants will be assured of confidentiality. The personal contact information will only be used for focus group invitations.

Benefits: This study will expand on the literature available on inductions programs in California. It will give the school sites what is being done well and what areas can be improved upon.

Video/Audio/Photograph: No video or photographs will be taken. Audio-recording will be used during focus group interviews and will be destroyed after transcriptions.

Contact: This study has been reviewed and approved by the Instructional Review Board at Concordia, Irvine. If you would like to contact the researcher, please free to contact via email at bridget.wilhelm@eagles.cui.edu. You may also direct questions about the research participant's rights and research-related concerns and issues to Dr. Belinda Karge, Ph.D., Professor of Doctoral Programs Concordia University School of Education. Dr. Karge may be reached via email at belinda.karge@cui.edu.

Results: The results will be published in the researcher's doctoral dissertation at Concordia University, Irvine. The findings could potentially lead to improvement.

Today's Date:

I agree with the information presented above and understand the risks and benefits of participating in this study.

Yes

No

1. Are you a mentor through an induction program?

Yes

No

- a. If no, the survey will take the participant to a different section (Appendix B).

2. Was your induction program integrated into your school site? This means that your induction program was setup through your school site where your school administrators set you up with a program and a mentee.

Yes

No

- a. If yes, what was a positive impact of mentoring in an induction program that was integrated to the school site?
- b. If yes, what was a negative impact of mentoring in an induction program that was integrated to the school site?
- c. If yes, having the induction program integrated at your school site has made being a

mentor more successful for the novice teacher's experience.

Completely agree

Agree

Neutral

Disagree

Completely Disagree

3. Did you receive any support through the Induction Program?

Yes

No

a. If yes, please provide an example.

b. If no, please explain what you wish the Induction Program provided.

4. Are you at the same school site as your mentee?

Yes

No

- a. If yes, what are the benefits of being on the same school site?
 - b. If no, what are the challenges that come from being on different school sites if any?
5. How were you trained to be a mentor? (Select all that apply).

New Teacher Center/ODE Professional Learning

Addition New Teacher Center Training

Diocese/Archdiocese Developed Mentor Training

Ongoing Training for Beginning Teacher Mentors (PLC, Forums, Online ODE monthly forum sessions)

Other Mentor Training (please specify):

6. Typically, how often do you meet with a beginning teacher?

Once a month or less often

Every two weeks

Weekly

More than once a week

7. How effective was the time you spent with your beginning teacher enhancing their skills in the following areas?

Classroom observations utilizing observational feedback

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Locating resources and materials

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Lesson/Unit planning

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Classroom observations

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Developing meaningful professional goals and student learning growth goals

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Collection and analysis of student data

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Planning for differentiated instruction

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Working through challenging situations

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Aligning lessons for the Common Core/Content Standards

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Implementing activities to help students form relationships and manage behaviors

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

8. Overall, to what degree do you think your mentorship had an impact on your beginning teachers' professional learning?

None at All

Hardly Any

Some

Quite a Bit

A Great Deal

9. Provide an example of the impact mentoring had on your beginning teacher's professional learning. (If none, enter "none.")

Mentor Candidate Information

The following information will be only used to report demographic trends, and your identity will remain confidential throughout the study.

10. Age:

11. What type of Credential do you have (Select all that apply):

Multiple Subject Teaching Credential

Single Subject Teaching Credential

Specialist Credential (M/S, M/M, D/H)

Other (please specify):

12. Grade level(s) currently teaching:

Elementary

Middle

High School

Continuation/Alternate Education

13. Number of years in education:

0-4 years

5-8 years

9-12 years

13-16 years

17-20+ years

14. What educational degree(s)/certification(s) do you hold? (Select all that apply.)

BA/BS

MA/MS/MAT

EdM

EdD/PhD

National Board-Certified Teacher (NBCT)

Other (please specify):

15. How many years of experience do you have as a trained mentor in a formal mentoring program?

None

One

Two

Three

Four

Five

6-10

11 or more

16. Do you receive an annual stipend?

Yes

No

17. Are you interested in participating in this study further via a 20 to 30-minute focus group interview? If so, please provide your contact information below (Name, Email, and the level you teach at).

Mentor Teacher that is not part of an Induction Program Survey

1. Are you on the same school site as your mentee?

Yes

No

- a. If yes, what are the benefits of being on the same school site?
 - b. If no, what are the challenges that come from being on different school sites if any?
2. How were you trained to be a mentor? (Select all that apply).

New Teacher Center/ODE Professional Learning

Addition New Teacher Center Training

Diocese/Archdiocese Developed Mentor Training

Ongoing Training for Beginning Teacher Mentors (PLC, Forums, Online ODE monthly forum sessions)

Other Mentor Training (please specify):

3. Typically, how often do you meet with a beginning teacher?

Once a month or less often

Every two weeks

Weekly

More than once a week

4. How effective was the time you spent with your beginning teacher enhancing their skills in the following areas?

Classroom observations utilizing observational feedback

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Locating resources and materials

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Lesson/Unit planning

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Classroom observations

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Developing meaningful professional goals and student learning growth goals

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Collection and analysis of student data

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Planning for differentiated instruction

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Working through challenging situations

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Aligning lessons for the Common Core/Content Standards

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

Implementing activities to help students form relationships and manage behaviors

Not at all

Somewhat Effective

Effective

Very Effective

Does Not Apply

5. Overall, to what degree do you think your mentorship had an impact on your beginning teachers' professional learning?

None at All

Hardly Any

Some

Quite a Bit

A Great Deal

6. Provide an example of the impact mentoring had on your beginning teacher's professional learning. (If none, enter "none.")

Mentor Candidate Information

The following information will only be used to report demographic trends, and your identity will remain confidential throughout the study.

7. Age:

8. What type of Credential do you have (Select all that apply):

Multiple Subject Teaching Credential

Single Subject Teaching Credential

Specialist Credential (M/S, M/M, D/H)

Other (please specify):

9. Grade level(s) currently teaching:

Elementary

Middle

High School

Continuation/Alternate Education

10. Number of years in education:

0-4 years

5-8 years

9-12 years

13-16 years

17-20+ years

11. What educational degree(s)/certification(s) do you hold? (Select all that apply.)

BA/BS

MA/MS/MAT

EdM

EdD/PhD

National Board-Certified Teacher (NBCT)

Other (please specify):

12. How many years of experience do you have as a trained mentor in a formal mentoring program?

None

One

Two

Three

Four

Five

6-10

11 or more

13. Do you receive an annual stipend?

Yes

No

14. Are you interested in participating in this study further via a 20 to 30-minute focus group

interview? If so, please provide your contact information below (Name, Email, and the level you teach at).

Appendix D: Novice Teacher Survey

Dear Novice Teacher,

The study in which you are being asked to participate is designed to investigate the effectiveness of integrated induction programs versus induction programs that are not integrated in school sites in California. The term integration means that the induction program is at your school site. As a novice teacher, that would mean you are set up through your school's administration to go through an induction program. This study is being conducted by Bridget Wilhelm under the supervision of Dr. Belinda Karge, Dissertation Committee Chair, School of Education. This study has been approved by the Institutional Review Board at Concordia University, Irvine.

Purpose: The purpose of my study is to evaluate the effectiveness of California Induction Programs by focusing on the experiences and resources used by teacher and mentor candidates. The findings will be used as part of my research study and could potentially lead to improvements towards successful programs.

Description: You are being asked to complete a survey regarding your experiences of the Induction Program. The survey consists of Likert-scale type questions, open-ended response questions, close-ended questions, and demographic questions.

Participation: Participation in this study is completely voluntary and can be withdrawn at any time with no penalty.

Confidentiality: Your participation in this research study is voluntary and your identity will remain confidential. If you chose to participate in the focus group, your information will only be made available to the researcher and used for contact purposes. Contact information will be removed once the focus groups are scheduled. Once the contact information is removed, the survey responses will be known to the researcher and his dissertation chair, Belinda Karge, Ph.D. Participants will not be identified by name in the results. Data will be copied to an external hard drive and kept in a password protected safe. All data will be deleted and destroyed in June, 2025.

Validation: To increase the validity of the novice teacher survey, two questions were taken from So Go Survey's New Teacher Mentoring Survey Template.

Duration: The total time of participation is approximately 10-15 minutes to complete the survey.

Risks: A potential risk perceived by a participant may be a feeling of uneasiness by teachers to give negative information in the survey or focus group. To reduce the feeling of uneasiness, the participants will not be identified by names. Participants will be assured of confidentiality. The personal contact information will only be used for focus group invitations.

Benefits: This study will expand on the literature available on inductions programs in California. It will give the school sites what is being done well and what areas can be improved upon.

Video/Audio/Photograph: No video or photographs will be taken. Audio-recording will be used during focus group interviews and will be destroyed after transcriptions.

Contact: This study has been reviewed and approved by the Instructional Review Board at Concordia, Irvine. If you would like to contact the researcher please free to contact via email at bridget.wilhelm@eagles.cui.edu. You may also direct questions about the research participant's rights and research-related concerns and issues to Dr. Belinda Karge, Ph.D., Professor of Doctoral Programs Concordia University School of Education. Dr. Karge may be reached via email at belinda.karge@cui.edu.

Results: The results will be published in the researcher's doctoral dissertation at Concordia University, Irvine. The findings could potentially lead to improvement.

Today's Date:

I agree with the information presented above and understand the risks and benefits of participating in this study.

Yes

No

1. Do you have a credential(s)?

Yes

No

- a. If participant answered no, the survey went to questions related on mentorship and whether or not the novice teacher received any type of mentoring (Appendix D).

- 2. Was your induction program integrated into your school site? This means that your induction program was setup through your school site where your school administrators set you up with a program and a mentor?

Yes

No

- a. If your induction program was integrated into your school site, what do you believe was a positive aspect of the integration?
 - b. If your induction program was integrated into your school site, what do you believe was a negative aspect of the integration?
- 3. Was the induction program you went through a county office sponsored program,

diocese/archdiocese office sponsored program, or university sponsored program?

- a. If your induction program was not integrated into your school site, where did you clear your credential?
4. What was the most impactful part of your induction program?
5. Your induction program had a positive impact on your teaching.

Completely Agree

Agree

Neutral

Disagree

Completely Disagree

- a. Explain your reasoning for your choice.
6. Your mentor through the induction program had a positive impact on your teaching

practice.

Completely Agree

Agree

Neutral

Disagree

Completely Disagree

a. Explain your reasoning for your choice.

7. I was effectively matched with a mentor that was closely aligned with my grade level and subject matter knowledge.

Completely Agree

Agree

Neutral

Disagree

Completely Disagree

8. How often do you work with your mentor in the following ways?

a. Individual face to face meetings

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

b. Group meeting with other new teachers

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

c. Observation of my classroom

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

d. Observation of my mentor's classroom

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

e. Meeting before or after school hours

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

f. Telephone

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

g. Email

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

9. My mentor has encouraged me and assisted me in reflection of my practice.

Completely Agree

Agree

Neutral

Disagree

Completely Disagree

10. Overall, my mentor has been a valuable resource for helping me transition into the school community.

Completely Agree

Agree

Neutral

Disagree

Completely Disagree

11. Please rank 1 to 5 (1 being not satisfied at all, 5 being extremely satisfied) the level of helpfulness provided by your mentor.
15. What services and support have you received from your induction program?
16. What services and support have you received from your mentor?
17. How has the induction program impacted your effectiveness as a classroom teacher?
18. What additional changes could the induction program make to strengthen the program for participating teachers?

Teacher Candidate Information

The following information will be only used to report demographic trends, and your identity will remain confidential throughout the study.

19. Induction Year:

Year 1

Year 2

ECO (Early Completion Option)

20. Age:

21. What type of Credential are you clearing (Select all that apply):

Multiple Subject Teaching Credential

Single Subject Teaching Credential

Specialist Credential (M/S, M/M, D/H)

Other (please specify):

22. Grade level(s) currently teaching:

Elementary

Middle

High School

Continuation/Alternate Education

23. Are you interested in participating in this study further via a 20 to 30-minute focus group interview? If so, please provide your contact information below (Name, Email, and the level you teach at).

Appendix E: Novice Teacher Survey for Teachers without a Credential

2. Are you a novice teacher who was assigned a mentor at your school?

Yes

No

- a. If no, you are done with the survey.

3. Your mentor had a positive impact on your teaching practice.

Completely Agree

Agree

Neutral

Disagree

Completely Disagree

- a. Explain your reasoning for your choice.

4. I was effectively matched with a mentor that was closely aligned with my grade level and subject matter knowledge.

Completely Agree

Agree

Neutral

Disagree

Completely Disagree

5. How often do you work with your mentor in the following ways?

- a. Individual face to face meetings

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

b. Group meeting with other new teachers

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

c. Observation of my classroom

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

- d. Observation of my mentor's classroom

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

- e. Meeting before or after school hours

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

f. Telephone

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

g. Email

Seldom or never

Once a month

Every two weeks

Weekly

More than once a week

6. My mentor has encouraged me and assisted me in reflection of my practice.

Completely Agree

Agree

Neutral

Disagree

Completely Disagree

7. Overall, my mentor has been a valuable resource for helping me transition into the school community.

Completely Agree

Agree

Neutral

Disagree

Completely Disagree

8. Please rank 1 to 5 (1 being not satisfied at all, 5 being extremely satisfied) the level of helpfulness provided by your mentor.

9. What services and support have you received from your mentor?

Teacher Candidate Information

The following information will only be used to report demographic trends, and your identity will remain confidential throughout the study.

10. Age:

11. Grade level(s) currently teaching:

Elementary

Middle

High School

Continuation/Alternate Education

12. Are you interested in participating in this study further via a 20 to 30-minute focus group interview? If so, please provide your contact information below (Name, Email, and the level you teach at).

Appendix F: Focus Group Questions

Mentor Interview Questions

1. Is the Induction Program you are currently a part of integrated into your school site?
 - a. If yes, describe how having the novice teacher you mentor working at the same school site with you is beneficial.
 - b. If no, describe the induction program you are a part of and how your mentor finds you.
2. How would or how does being at the same school site as your mentee benefit your relationship with them?
 - a. If you are not at the same school, how do you communicate and how often? How does it work out?
3. As a mentor, are there any modifications to the Induction Program you would change?
4. Which aspects of mentoring did you find to be the most beneficial to you in trying to support your teacher candidate?
5. What are some of the challenges that you have encountered as being a mentor?
6. I recently went through my induction program, and I found my experience working with a mentor seemed to progress one day at a time, which is why I titled my dissertation One Day at a Time: The Effects of Integrated Induction Programs in

Private Schools. Can you think of a one day at a time moment where you believe your mentee went through this with your help?

7. If you could design the ultimate mentor program what would it look like?

Novice Teacher Interview Questions

1. Is or was the induction program you went through a county office sponsored program, diocese/archdiocese sponsored program, or university sponsored program?
2. Is or was the induction program you are a part of integrated into your school site or did you find an induction program outside of your school? Describe the experience.
3. Describe how having your mentor being at the same school does or would benefit you during your first couple of years?
 - a. If your mentor is or was not at your school site how did that work? How did you connect?
4. How has participating in the induction program encouraged you to develop and enhance your skills and abilities as a teacher?
5. What are some of the benefits that you have encountered while working with your mentor?

6. Can you describe the positive aspects of having a mentor?
7. Can you describe the negative aspects of have a mentor?
8. I recently went through my induction program, and I found my experience working with a mentor seemed to progress one day at a time, which is why I titled my dissertation One Day at a Time: The Effects of Integrated Induction Programs in Private Schools. Can you think of a one day at a time moment where you went through this?
9. If you could design your own induction program what would it ultimately look like?