INDUCTION, MENTORING, AND COACHING OF NOVICE PERFORMANCE ARTS

EDUCATORS

A Record of Study

by

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DOCTOR OF EDUCATION

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ABSTRACT

The purpose of this study was to obtain the outlooks to characterize the types of induction, mentoring, and instructional coaching supports provided to novice performance arts educators. An explanatory sequential mixed methods approach was used with an emphasis placed on the qualitative data collected to develop not only characterize the outlook on supports provided, but also develop suggestions for developing or improving programs of support for new performance arts teachers. Phase one of the study used a modified version of the Novice Teacher Support Structure Evaluation Survey to collect Likert-type responses from participants (n=55) in four areas of support (administrative support, mentoring support, preservice course preparation, and performance arts teacher support). Descriptive statistics were analyzed from the quantitative data to develop the characterization of respondents agreement with the Likert-type questions within the NTSSES survey. Heterogeneous sampling was used to select six respondents were for phase two of the study by participant in in-depth open-ended interviews. Three of the participants were classified as having positive experiences while the other three were classified as having negative experiences with the supports they were provided. Interview data was analyzed using multiple rounds of in vivo coding to develop major themes.

Results from the study showed an overall lack of quality support being provided to novice performance arts teachers. Common issues and positive aspects of support were found between the participants. However, even participants classified as having positive experiences had issues with the supports they were provided. Suggestions for improvement were provided by all participants in the study. These suggestions had a major impact on the artifacts created as a result of this record of study.

DEDICATION

This study is dedicated to the memory of my mother, Andrea L. McMullin. I can still remember being a young boy while she was earning both her bachelors and masters degrees. Even while working full time and rising two young children, she was able to earn the degrees needed to become an educator and administrator. Throughout my life she instilled a passion for learning and working hard for the things you want. As an educator, she was someone who inspired her students and had a passion for helping others. While I come from a family of educators, watching her interact with her students provided an extremely positive example of the type of educator I wanted and still strive to be. Later in life, while still working full time as a teacher, she completed all of her coursework to earn her doctorate but never completed her dissertation. Watching her work for everything she wanted and aspire to be the best leader and educator taught me perseverance in hard situations and the drive to finish what I start. While she has not been here thought this process with me, I know she is extremely proud of what I have accomplished. I will never forget the lessons she and my father taught me, and it is those lesson that kept me from giving up when times got hard, and I wanted to quit.

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Contributors

      This work in this record of study was supervised by committee chair Dr. Sharon Matthews from the Department of Teaching, Learning and Culture. Co-chair of the committee was Dr. Radhika Viruru from the Department of Teaching, Learning and Culture. Committee members included Dr. Monica Neshyba from the Department of Teaching, Learning and Culture and Dr. Fuhui Tong from the Department of Educational Psychology. All work completed for this record of study was completed by the student independently.

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CHAPTER I

INTRODUCTION

The Context

The 1980s saw growth in the implementation and use of mentoring, coaching and

induction programs throughout the country. These mentoring and induction programs were

developed to support novice teachers in order to fight the growing issues of attrition of new

teachers within the education workforce during this time (Huling, Resta, & Yeargain, 2012).

Young teachers leaving the profession early in their career not only requires districts to start over

in process of induction, coaching, and mentoring for another new teacher, but can also have a

negative impact on the learning of students within the classroom (Wallington, Shockley,

Guglielmino, & Felsher, 2010). The hope of administration and educational leaders developing

these programs was that the extra support provided to novice teachers would create a system in

which young teachers would thrive, leading them to stay in the profession.

While administrators around the country have focused on the induction of novice

educators, not all new educators receive the support they need (Benson, 2008). Young teachers

in different subjects within school systems require various kinds of support, which is especially

true for novice performance arts (PA) educators. While it is not the case for all new PA

educators, band and choral directors do not only take over a classroom, they take over a program

that is expected to perform at a level that is similar to, or better, than what has been seen by the

program previously. It is their responsibility, as the head of a PA program, to take on and

manage aspects that most other novice educators do not have to address. While the various

struggles they face, which are exasperated by the global pandemic of COVID-19, in comparison

to other educators will be examined in more detail later within this study, extra stressors include

large classroom sizes, budgets, and student apathy (Benson, 2008; Hedden, 2005; Shaw, 2016). Even though the number of PA educators leaving the profession has yet to be a major focus of research, it is quite possible that these extra responsibilities lead to many new PA teachers quitting, either to move to another position or leave the profession all together.

A lack of national instructional coaching standards and qualifications, as well as a plethora of definitions on instructional coaching components leads to a lack of consistency in the implementation of instructional coaching (Lofthouse, 2019; Neumerski, 2012). Even with different definitions, coaching is used to improve specific teaching abilities of educators at all levels (Tarwiyah, Warsono, Bharati, & Sutopo, 2018). As with mentoring, the relationship between the coach and coachee is extremely valuable (Tarwiay et al., 2018) and both the mentor/coach and the mentee/coachee play equally important roles for the experience to be effective (Rikard, & Banville, 2010; Tarwiay et al., 2018). While instructional coaching and mentoring provide similar support to new teachers, differences are associated with the supports are present. It is important to understand the difference between mentoring and coaching to justify the need for both within the educational system. For the purpose of this study, I refer to instructional coaching any time coaching is mentioned.

While subtle, major differences exist between coaching and mentoring that must be understood. Instructional coaching focuses on specific content, usually math or literacy (Gallucci, DeVoogt Van Lare, Yoon, & Boatright, 2010), while mentoring focuses on general teacher development (D'Abate, Eddy, & Tannenbaum, 2003). D'Abate et al. (2003) have this to say about the difference between mentoring and coaching:

Specifically, traditional mentoring has a general object of development, whereas coaching is more strongly associated with a specific one. The time frame for coaching is

short-term performance, whereas traditional mentoring tends to relate to long-term development. Traditional mentoring is more concerned with modeling, counseling, supporting, advocating, introducing, and sheltering as exhibited behaviors, and coaching is more concerned with goal setting, providing practical application, providing feedback, and teaching (pg. 376).

Conversely, some components of mentoring and coaching parallel. Both of these support methods rely on relationships that between the mentor/coach and the mentee/coachee (Rikard, & Bandville, 2010; Tarwiay et al., 2018); observations, discussions, and modeling teaching practice and pedagogy are used (Gallo, 2018; Gallucci et al., 2010); most importantly, both are targeted at improving the abilities of teachers (Shagir, 2010; Tarwiay et al., 2018). With coaching usually being targeted at math and literacy, novice PA educators are not usually provided the specific supports from these instructional leaders. This is partly an issue due to instructional coaches needing to have knowledge about the content area for a high-quality experience (Lofthouse, 2019). From personal experience, I have seen many mentors go above and beyond to support novice PA educators and take on a dual role as instructional coach and mentor. While this is noble, without appropriate mentors/coaches available and released time to provide appropriate supports given, it is unlikely that this relationship will support new PA teachers as well as they should be.

As part of their pedagogical duties, teachers are asked to differentiate our instruction to meet our student needs, but little to no differentiation is provided by school districts when it comes to the support of its novice educators. While adult education and teaching of elementary through secondary level students is different, learning styles and the different needs of learners remains. As educators, we know that we must use many different methods to support student

learning. In some cases, students are even "tracked," or split, by ability level into different classrooms so the instruction they receive is appropriate to their educational needs (Kiss, 2017). At the high school level, students are separated into classes based on their needs and instructs while on a path to graduate. Why is a similar approach to supporting our novice educators not taken? Even though new educators are currently provided quite a bit of support, it is obvious that growth in the area of novice PA educator support is still needed. Providing appropriate supports will not only help keep novice teachers at their current schools, but also impact the level and quality of education that their students are receiving. The situation and issues this study investigates is nested within other situations and problems that are constantly being addressed by researchers. Figure 1 show this nesting starting at a much more broad, national level, to the exact problems that district and building level administration face on a daily basis.

Figure 1

Nesting of Problem
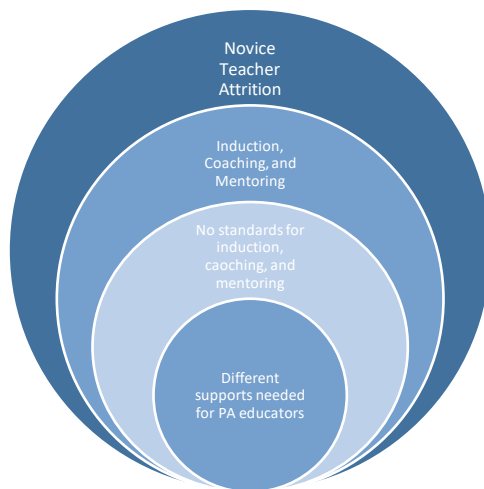
National Context

Prior to the 1980's, very little support existed for new educators entering the classroom and school system for the first time. Education is one of the only professions that does not

require a lengthy process of training and internship for new educators to go through prior to having a classroom with the full responsibilities of a teacher put on them (Shagrir, 2010). Doctors go through years of training as residents before being allowed to practice medicine on their own, and many lawyers start out as associates and work supporting more veteran lawyers to gain the experience to be successful. Why is it different in education? Educators typically only get one semester of hands on experience, and research has pointed to the fact that novice educators do not gain the experience needed to be successful within the classroom with only 10 to 16 weeks of student teaching experience (Zembytska, 2016). Lack of support for novice educators creates a negative impact on both retention of teachers within the profession, and student achievement (Wallington et al., 2010). Upwards of 46% of novice teachers leave the profession within the first five years of teaching (Ingersol, 2002).

Different reasons lead to new teachers choosing to leave the profession. With the hugely important role that administration play within setting the culture of the school and supporting new teachers, it is no wonder why poor leadership and a lack of administrative support is listed as a reason why teachers leave the profession (Yuen, 2012). Other reasons for leaving include the behavioral climate (Kukla-Acevedo, 2009), and teacher pay (Scheib, 2004). For young PA teachers, the low priority placed on their subject within the school system and public opinion can also compound the desire for teachers to find a new job (Scheib, 2004). Personally, I do not think that just one of these issues is a reason why teachers leave. Instead, it is a combination of the issues that creates the perfect storm that make the love of teaching no longer worth the issues and frustrations that teachers face on a daily basis.

The National Center for Educational Statistics published a longitudinal study in 2015 which showed that 21% of novice teachers who moved to a new position did so involuntarily for

their second year of teaching. This includes not having their contract renewed or leaving for any other involuntary reasons and increases to 40% by the fifth year. The same study shows that 10% of teachers left the profession prior to beginning their second year, which increased to 17% by the start of their fifth year teaching (Gray & Taie, 2015). Figures 2 shows the percentage of teachers who stayed at their same position (stayers), percentage of teachers that moved to a new teaching position (movers), and the percentage of teachers that left the profession (leavers). A lack of support is shown for novice educators which not only creates a personal desire for new teachers to leave, but also creates a situation where young educators are not asked to come back the following year.

Figure 2

Percentage of Movers, Leavers and Stayers
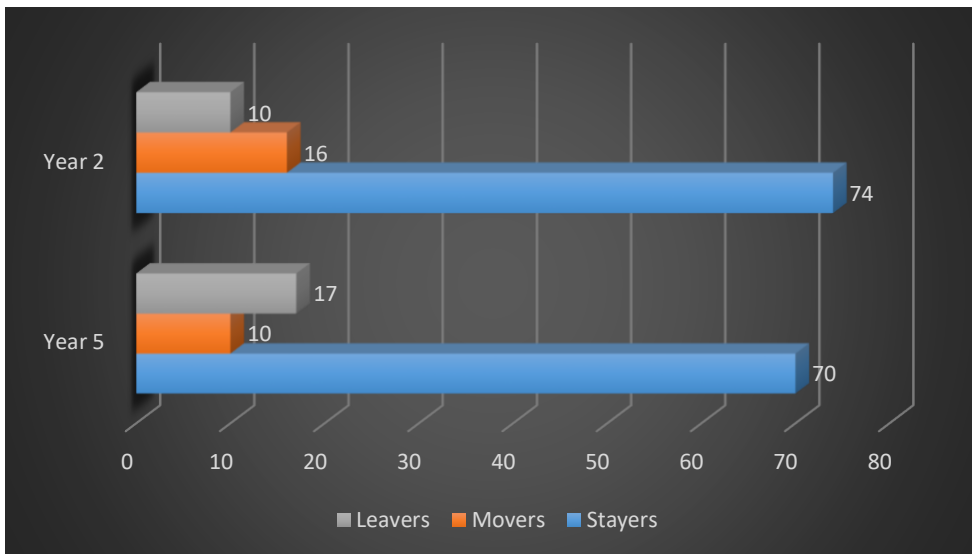
Even though the need for appropriate induction and mentoring for novice educators is well supported nationwide, currently no standard for the type of induction supports necessary for districts and administrators to fully support their novice educators is seen (Richter et al., 2013). This lack of standards across states and the country, as a whole, make the job of administration

much more complicated. The level of support that novice educators receive vary widely depending on the school and district that they find their first job. If we desire to see the trends of novice teacher retention change, it is important that we begin to not only look at but discuss the needs for state and national standards for the types of support that novice teachers need to be receiving. This would not only have a positive impact on the retention of novice teachers but will also impact the quality of education that students are receiving (Wallington et al., 2010).

Induction, coaching and/or mentoring is an important part of a novice teachers first years within the educational system. It is vital that districts and administration create the best support system possible so that the new educators within their district and building are successful. Administration can make or break the experience new educators have in their first few years as a teacher. This is supported by studies that show the impact administration has on the success of novice teacher induction and mentoring that new teachers will receive (Fantilli, & McDougall, 2009; Kukla-Acevedo, 2009; Marable, & Raimondi, 2007; Warsame & Valles, 2018). More detail on how administration impact the experiences and learning of novice educators will be discussed in chapter two of this study.

Novice teachers often have challenging teaching schedules (Danielson, 2002). They tend to struggle to keep up with their teaching responsibilities while also completing all the extra required responsibilities assigned to them (Benson, 2008). While it may seem like part of the job, the numerous staff meetings that educators are required to attend take away time from preparing for class and grading what student work (Schempp, Sparkes, & Templin, 1993). Some teaching jobs are in conjunction with coaching positions. This requires young teachers to balance their time between their classroom and the coaching responsibilities, which can be argued as having incompatible characteristics (Kosa, 1990). Time that is spent in practice also takes away from

preparing and grading for the classes that are taught during the school day and new teachers can struggle to find the appropriate balance between the different aspects of their teaching and coaching positions.

While novice teachers in conventional classrooms struggle with extra responsibilities, novice PA educators have even more responsibilities than their conventional classroom counterparts (Bell-Robertson, 2015). These classes tend to be larger, have budget assigned to them, and require recruitment and advocation for their program overall (Scheib, 2004). New PA teachers are also charged with developing performances within their first months of teaching which includes: halftime performances for football games, Christmas/holiday performances, fall plays, and fall dance recitals. The spring semester brings on stress from concert band evaluations which, in some cases, can be used as methods of teacher evaluation by administration (Shaw, 2016). All this must be done in conjunction with developing their own teaching practice and responsibilities their counterparts, that do not teach PA classes, must complete. These extra responsibilities create even more pressure on novice PA teachers and can have a negative impact on teacher retention and student learning.

Many novice PA educators are required to attend induction and mentoring situations that are not beneficial to their assigned jobs (Balir, 2008). In this situation, novice PA educators may feel like the objectives of the provided support does not support the teaching environment they are in. They are often required to participate in induction and professional development sessions that do not support them or help develop appropriate and effective instructional methods for their classrooms. While they may have taken part in a PA class while they were in high school, many administrators do not fully understand how these programs work. Therefore, district and building

level administrators need to have support in developing methods to adjust the current induction and mentoring processes that are used to better provide novice PA educators appropriate support.

Personal Context

My desire to study this topic stems from my efforts to conduct action research that addresses a local problem, while concurrently completing my doctoral program at Texas A&M University. I began my teaching career in a larger school district in Mississippi in 2011 as an Assistant Band Director. The first day that I walked into a classroom I felt grossly unprepared by my pre-service education that I received. I can remember wondering why so many important aspects of what I would actually have to do daily within a classroom was left out of my experience. I longed for support and looked forward to faculty meetings where I knew that we would be discussing different strategies for classroom management and other topics that I so desperately needed to learn about. I quickly learned that many educators, especially those who teach PA classes, do not get the types of support they need in order to feel adequate in their teaching ability and truly understand how to operate within their classroom.

Luckily for me, when I first started teaching I worked alongside four other band directors who had very similar teaching schedules to mine. This gave me the opportunity to routinely be observed by my peers and have others in similar teaching situations mentor me. I could ask questions when I felt like I did not fully grasp my teaching responsibilities, or I could receive suggestions about appropriate teaching methods to use. Even though I was provided these supports and had people to reach out to when I had questions, it was not until I began my fifth year of teaching that I truly began to feel like I had enough knowledge about how to operate as a PA educator and be successful. After my continued journey and reflection of my own

experience, I consider myself to be extremely lucky with the situation that I was placed in for my first teaching position.

Through informal conversations with other music educators throughout the state, I have found that many novice PA educators teach in drastically different situations than I experienced and do not have the support I was provided. Many novice educators, especially those who work in small districts in south eastern portion of the U.S., are the only PA educators within their schools. If multiple PA educators are assigned within the same school, they generally teach different subjects and are not allocated time to observe one another to provide the kind support that is truly needed. Due to their circumstances, many of my peers were forced to call upon nearby experienced PA educators in order to acquire guidance and ask questions. These questions included effective teaching techniques as well as methods for handling the many other responsibilities placed on PA teachers that are entering the profession for the first time. While finding a source of support helped, the mentors they called were not able to help with local, school and district-specific responsibilities the new PA educators faced. This includes how to get buses for trips, how to run fundraisers for their programs, and methods to differentiate their instruction for the many ability levels of the students within their classroom. Many of them also did not have support from administration and began to struggle with not only wanting to stay within their current teaching position, but also the teaching profession in general.

My personal experience and conversations with other PA educators led me back to some of my original feelings about not feeling prepared by my pre-service experience to be successful within the teaching classroom. I quickly decided that the best thing any education program could do is make the student teaching experience an entire year, which is supported by research (Bartolome, 2017; Colson, Sparks, Berridge, Frimming, & Willis, 2017). The normal student

teaching experience does not provide the chance for future educators to hone the skills needed to be a successful educator. This idea is something that I still support to this day. After having spent almost a decade within a classroom, I fully understand how important each part of the year is when it comes to the success of my students. The small snapshot that we get during the student teaching experience, while helpful, does not give incoming educators the chance to experience. While providing an full year internship for pre-service educators is not currently an option, extremely targeted induction, coaching and mentoring programs must be established.

Many pre-service PA educators end up being treated as personal assistants. This, coupled with their extra responsibilities required by their college or university, leaves them even further behind in their understanding of how to teach effectively in comparison to their peers in "typical" academic classrooms. For the purposes of this study, "typical" classrooms are defined as subjects that do not include some type of public performance as a part of their assessment of student learning. This includes subjects such as math, science, history, and English. During my first half year as the head band director within the program, I had the opportunity to mentor a student teacher and provide him with an experience I felt was appropriate. He was able to shadow many different teachers at many different levels. Through this experience I gained more knowledge of what pre-service educators face and the desire to design a program that is known for providing the support to student teachers before they enter the program. Knowing that new educators come into teaching positions with inadequate experiences, it is even more vital that the induction, coaching, and mentoring supports that they receive are specific to their own needs and subject that they teach.

My tenure in education is unlike many of the other educators I know around the state. All nine years of my teaching career have been spent within the same school and district. Many of

my colleagues with similar years of teaching experience have taught in multiple schools, if not multiple school districts, throughout their career in education thus far. During my first eight years I was an assistant band director. In March of 2019 I was promoted to the position of head band director within the same program. During my time at the school, I have had the opportunity to work with multiple student teachers. Many student teachers, including some of my close colleagues, have had extremely negative experiences within the performance arts.

The spring semester is very busy for choir and band programs at the high school level. The spring semester is the time when all bands go to state evaluation, which is the equivalent to state tests for other subject areas. Band and choral directors during this time are hyper focused on the success of their programs. Their reputation within the field tightly corresponds to their students receiving high ratings at these evaluations. From my own experience, I know how hard it can be to allow someone who does not know what they are doing to come in and take over the teaching of the class. This leads to many student teachers not receiving the opportunity to actually learn how to teach. They are allowed to get in front of classes that do not participate in these kids of evaluations, but rarely spend time in front of larger, more advanced, ensembles. They are reduced to being glorified substitutes and are told to do office work that has been put off by the staff due to their busy schedules. This is a narrowing of their experience which can lead to them being even further behind some of their counterparts in other subject matters when they first enter the teaching professions and have their own programs to run.

Administrators' lack of knowledge and understanding of appropriate support in combination with deficits of the student teaching experience for many pre-service PA teachers, a can be a lethal combination can be developed which must be addressed. I have personally sat in many professional development sessions when very little information is presented that is

applicable for the PA classroom. Some information provided is applicable, such as the logistical information that is specific to each individual school; however, very little information is provided for things that would be helpful such as: large cohort classroom management, planning after school rehearsals, managing a budget, hiring adjunct staff and designers for marching shows, knowing and following copywrite laws, and a myriad of other issues PA teachers face. These are extremely common job tasks that PA educators have to deal with on a daily basis and are expected to master in their first few months, if not weeks, of teaching.

New band directors face these struggles even earlier than other PA teachers. Quite often they start off even further behind with more decisions to make quickly due to many rehearsals happening prior to the first official day of school. Football season starts rather quickly after the first day of school and the amount of preparation that goes into halftime performances is quite vast. Many programs spend months during the school year developing shows and concepts for the upcoming school year. Novice band directors usually walk into a program where many decisions have been made by the previous director, but if this is not the case, they may find themselves farther behind in comparison to surrounding programs. This places extreme pressure on the director to develop a high-quality show to provide the best possible experience for his/her students. Most states have multiple courses for students to take to earn the fine arts credits required to graduate. It is important for students to enjoy themselves within PA classes because they are not required ever year of high school to graduate. Having just one bad year can impact retention within the program and could eventually lead to administrators questioning the abilities of a novice band director.

The COVID-19 global pandemic has impacted the ability of many PA educators to plan for the upcoming school year. The situation has created many new obstacles that PA teachers, no

matter their level of experience, have struggled to overcome. The current pandemic adds a completely new dimension that young PA educators are having to face daily. I have had many conversations with young PA teachers within my own program and around the state that are finding it hard to navigate the complexities of attempting to teach a PA class in a time where many students are learning virtually. Novice PA teachers are having to not only prepare for students that will be learning within the brick and mortar schools, but they must also adequately educate their students in a virtual setting where internet speed and connection does not allow for PA educators to involve their virtual students in a performance setting easily. With the everchanging situation of COVID-19, the 2020-2021 school year was challenging all educators and potentially had a disastrous impact on the self-efficacy of novice teachers.

PA educators must be provided the support they need. To accomplish this, school districts and administrators need to be provided the support they need to fully understand the needs of PA teachers within their schools. Through discussions I have had with my own administration, I have ascertained that they do not fully understand what novice PA educators need and are not provided the information in their own training on how to support these educators. Larger school districts need to find the funding for a fine arts coordinator who would be responsible for all professional development and guidance of novice performance arts educators. Smaller districts need to provide training for administration in how to fully support their novice PA educators in their schools. Both of these needs require funding, which is a hot button topic in education each year. While it may be challenging, it is important that appropriate funding is provided to support both novice educators and administration (Conway, 2006). I will discuss funding issues further in chapter two. With a better understanding of the issues young PA

teacher face, administration, whose importance will be discussed in more depth during chapter two, will be able to better support the young PA educator in their building.

While it is not shocking that administrators focus on providing professional development to state-tested areas, like math and language arts, mainly due to standardized test results and graduation rates directly impacting school ratings, specialty teachers are left to fend for themselves. My own experiences in induction and mentoring experiences has made me feel unimportant and expendable. With the emphasis on testing and the clear prioritization of tested subject teachers, it is easy to feel unappreciated. PA educators are constantly told how important that they are to a students' education; however, when budget issues arise PA classrooms are usually the first on the chopping block; when test scores start falling students are pulled from PA classrooms to get more time prepping for state tests. Frankly, I am shocked that more new PA educators are not leaving the profession more quickly.

The issues outlined above undergird why I chose to not only pursue this degree, but also study this issue in more depth. It has also led to my desire to become a fine arts coordinator within a school district to be able to advocate for and provide better and more helpful support for novice PA educators. While young PA can reach out to other experienced educators that are close to them, having someone within the district that they can call on to provide feedback that is relevant to their classroom and experience is extremely valuable. I hope to one day be someone that novice PA educators can look towards for guidance and support. I also hope to be a sounding board for to not only improve their understanding of their responsibilities, but also provide a positive experience for their students.

Situational Context

   A national report on teacher turnover by Carter-Thomas and Darling-Hammond (2017) showed that teachers in the southern part of the United States leave the profession more frequently, at an average of 16.7%, than any other part of the United States. Looking more closely at the data, the area this study was done in, the state of Mississippi, was reported having the eighth highest turnover rate of educators in the United States, with an attrition rate of about 17.5%. This same report showed that, nationally, of the teachers who are leaving schools 67% of the overall turnover is voluntary moving or leaving before retirement, and 14% is involuntary movement or leaving before retirement. Within the state of Mississippi, only 3.5-4% of teachers leaving the profession due to retirement leaving between 13% and 14% of teachers in Mississippi departing the profession all together for different reasons, both voluntarily and involuntarily. Finally, the Mississippi report showed most educators move to new school districts. While this study did look at the different subjects being taught by the educators leaving the profession and the schools, it is unclear where PA educators are included. This is because performance arts, nor fine arts, educators are not mentioned specifically within the study.

   Data becomes more unclear when looking within a larger district in the central part of Mississippi. The district has a total enrollment of 7,556 (Mississippi Department of Education, 2019) Pre-K through 12th grade who attend ten elementary schools, two junior high schools, and two high schools. Data from the Mississippi Department of Education (2019) shows that one high school within the district is classified at 5A with 831 students in grades 9-12. The second high school within the district is classified at 6A, the largest classification within the state of Mississippi, and serves 1,280 students between 9-12 grade. Even though a strong focus on

novice teacher induction has been implemented by the district, much of the support by the district during the school year is provided to elementary level teachers.

Each principal within the school district is expected to develop and implement a mentoring and induction program for their school. This program is then supplemented by the supports provided to novice teachers by the district. At the larger high school within the district the administration and lead team take novice teacher induction and mentoring very seriously. Data provided by the administration of the school show that 87 teachers are employed. Last year, the 2018-2019 school year, over 26% of the staff left the school due to retirement, contract nonrenewal, leaving the profession, or voluntarily moving to a new school. Currently, in the 2019-2020 school year we only have nine teachers who are considered novices, with zero to three years of experience. Nine PA educators work within the school and two of them are new to the school in the 2019-2020 school year. This created an attrition rate of 22% within our schools' performance arts educators.

Looking more at a district level, 32 PA educators are employed. Of these educators, 10 have between zero and three years of experience, which classifies them as novice educators. No data were provided by the district on overall attrition within the school district or within the PA educators in the district. While very little data specifically showing the national attrition rate along with reasoning for PA educator attrition is available, it is obvious by overall attrition numbers that it is important to provide appropriate support to PA educators. Data provided by the schools and district within Mississippi also show a lack of data specifically looking at PA educators. Principals are expected to keep up with their own data and district personnel make it challenging to get the data needed for this study. The challenge arises due to the busy schedules of each building leader as well as the different methods that they use to collect the data. The lack

of centralization of such data increases the difficulty to ascertain the information needed for the study. However, it is clear, with having 30% of the PA educators within the district being novice educators, that support is needed for these educators to succeed and stay within the district for an extended period of time.

The Problem

Due to the high attrition rate of teachers, along with the complexity of teaching in PA classrooms, appropriate support is needed. While it is imperative that all novice educators receive the support that they need in order to be successful, mainly due to the lack of training received within the student teaching or per-service internship, PA educators face extra stressors in comparison to their peers in the conventional classroom. With much of the induction and mentoring support being geared to conventional classroom situations, it is important that we look at what is currently being done and how modifications can be made to better support PA educators in their experience as novice educators.

Relevant History

The induction and mentoring program developed by the district, Cultivating Opportunity for Nurturing New and Early Career Teachers (C.O.N.N.E.C.T), was developed in 2013 when the newest superintendent of the school district accepted his position of leadership. The development of the C.O.N.N.E.C.T program centered around making sure that new educators had the supports needed with classroom management, appropriate standards and expectations of students, explaining professional practices and expectations, and giving novice educators the professional and logistical information to be successful within the district and school that they were hired at. The program meets the support of novice teachers in four different ways. These four ways include providing a mentor to all teachers, ongoing professional development, new

teacher induction, orientation and training, and a systematic team approach to support. Each of these four aspects of the program are discussed further below.

The C.O.N.N.E.C.T program calls for each new educator to be assigned a mentor. The mentor must meet multiple qualifications including having three years of experience, showing growth in student learning, having knowledge of school procedures, demonstrating ethical and professional conduct, having the ability to work with others, and having a principal's recommendation. The program also calls for a mentor to be on the same campus and, preferably, teaching the same subject as the novice educator. The mentoring aspect of the comprehensive C.O.N.N.E.C.T program calls for the need of transparent and rigorous selection of mentor teachers, using time logs and other systems to develop mentor accountability, and providing differentiated mentoring to new teachers. Mentors are expected to do at least six observations of their mentee by certain dates during the school year. All of the observation notes are to be discussed with the mentee and sent to a member of the central office team. Each mentor is provided with the different forms that they need to complete their observations and are also provided with a list of all things that need to be covered with the novice educator that they are assigned with areas to sign and date when the objective is completed. A mentor and new teacher agreement is also signed by both parties to make sure that they understand, and agree to, the roles that each educator will be taking during the process.

District leaders rely heavily on building principals for not only the selection of appropriate mentors for their new educators, but also for the continued professional learning of novice teachers. Building administrators, working in tandem with the veteran teachers, are expected to provide times for the young teachers to not only meet with their support team (building administration, mentor teachers, and lead teachers), but also with their novice teacher

peer groups. It is expected that these groups are used to allow the novice educators to not only provide opportunities for professional development, but peer support as well. A section that has the dates and times in which novice teachers will meet throughout the school year is found within the handbook provided to both mentors and new educators. School leadership must decide the topics which are relevant and need to be covered to best support the novice educators within the building. This allows for administration and building leadership to implement professional development in areas that the novice teachers within the school feel that they need the most support on.

Teacher induction orientation and training is the aspect of C.O.N.N.E.C.T that the district is the most responsible for providing when it comes to support of new educators. Each new teacher within the district attends a three-day summer session prior to the first day. Many of the policies new educators to the district will need to follow are covered during this time. The different topics and sessions that are covered during these meetings are developed by district leaders within the curriculum and instruction department. Sessions are led by experienced district educators as well as leaders from within the curriculum and instruction department. In the past, topics covered have included differentiating instruction, use of technology in the classroom, Kagan strategies, positive behavior intervention, student engagement, and much more.

As part of this comprehensive program developed by the district, leaders within the curriculum and instruction department meet with all new educators once a month in a central location to cover areas of weakness, which are identified by the novice teachers. With the high number of alternate certified teachers within the district, methods for becoming fully certified are often covered during these meetings. The district also provides optional times each month for novice teachers to meet and talk during "coffee with peers." The district also takes pride in

recognizing its novice educators for going above and beyond. A novice educator of the month is selected, as well as a novice educator of the year for the entire district.

The final aspect of the C.O.N.N.E.C.T program is the systematic team approach to support. This tenant of the program calls for a focus on having multiple supports for the novice educators within the district. Building administration are expected to empower personnel within their building to help support novice educators. With this empowerment comes the understanding of the roles that everyone is expected to play. While the district clearly provides roles - administration, mentor teacher, and novice teachers, nothing is stated about other supporters that are deemed necessary by administration within the C.O.N.N.E.C.T program. Noted within this aspect of the program is the importance of teachers within different departments working together in support of each other. While it is important for young educators to be assigned a mentor that teaches the same subject as the novice educator, experienced educators from different departments can help a novice educator grow in their profession in many ways.

While it is clear through reviewing the C.O.N.N.E.C.T program that high quality induction and mentoring support is desired for the novice teachers within the district, much of the fidelity of implementation of the program is put on the different building administration within the district. This calls into question the consistency of support of novice educators throughout the district. For the program developed by district leaders to be effective it is imperative that every building administrator within the district fully understand, and support, the C.O.N.N.E.C.T program. The program developed by this district is also silent when it comes to the need of coaching within the schools which, as we know, is pivotal to the development of new educators.

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As with many situations, many of the topics that are covered by district and school administration are not always relevant to all classrooms of the novice teachers that they are attempting to support. While many of the general classroom teachers will find the information and support provided helpful, novice PA educators work in classroom settings very different in comparison to the general classroom teachers that these supports are designed for. Within this study, I have sought to better understand how the induction and mentoring program within the district can be adjusted to fully support novice PA educators as much as it supports the novice general classroom educator.

Significance of the Problem

As I have worked with and discussed issues facing novice PA educators, I have noticed quite a few different areas of concern when it comes to the induction and mentoring of PA educators, not only within my district, but around the state of Mississippi. As previously stated, a lack of appropriate support exists for novice PA educators throughout not only my district, but the entire state. PA classes are different than any other classroom within a school. Many novice PA educators are not given mentors that teach the same subject. The lack of being supported by mentors that do not face similar situations is a problem. Being assigned a mentor that does not have experience teaching a PA class leads to a lack of understanding of how such a classroom should be run and frustration on the part of the mentee. This frustration stems from feeling like they are not getting the support they need. While state agencies and other directors around that are more than willing to help and support struggling novice PA educators, not having someone in the same school, or even, in many cases, the same district can lead to a feeling of lack of importance by the mentee which can result in leaving the school or the teaching profession all together.

Another major issue faced by novice PA educators is the wasted time within the induction process. Many administrators have little to no experience of what it is like to teach in a PA classroom. Most of the information that is provided to all novice educators, while it speaks to the needs of the bulk of new educators within a school, is not helpful to novice PA educators. This leads to novice PA educators feeling like they are wasting their time in these meetings when they have so many other things that they need to get done that teachers in a general classroom do not have to deal with. The lack of useful information within these meetings coupled with the lack of appropriate support of a mentor that many novice PA educators receive compounds the feelings of frustration due to the overall lack of support that is provided to novice PA teachers.

Research on the topic of novice teacher induction and mentoring is quite vast. Many researchers have looked at the importance of proper induction and mentoring of novice educators pointing to the improved retention of novice educators (Curry, Webb, & Latham, 2016; Ingersoll, 2002; Ingersoll, 2012; Ronfeldt, & McQueen, 2017; Wallington et al., 2010; Warsame, & Valles, 2018). Research has found that appropriate mentoring and induction support can reduce the likelihood of novice educators leaving the school that they taught in, or even worse, the profession all together (Huling, Resta, & Yeargain, 2012). Even with a major focus on novice educators, mentoring and induction of novice PA educators has taken a back seat. The research that can be found on the topic discusses the vast differences and extra stressors that novice PA teachers face that is not found in the "typical" classroom setting, much of which has previously been discussed (Benson, 2008; Conway, 2003; Conway, 2006). While research is published on mentoring of novice PA educators, a gap in the research is still present that needs to continue to be filled on how novice PA teachers can be supported in schools with a lack of someone within the same building that understands a PA classroom. I undertook this study to look at what

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improvements could be made to induction and mentoring practices to better support novice PA educators to not only decrease the probability of leaving the school or profession, but also improve the learning experiences of the students that novice PA educators are interacting with and teaching on a daily basis.

Research Questions

The purpose of this study was to investigate the lived experiences of novice PA educators within the induction and mentoring process that they receive from their districts. In this study, I focused on novice PA educators in the throughout the south east. In order to evaluate their lived experiences and the support that the novice PA educators were given, I sought to answer two main research questions:

(1) How do novice PA teachers characterize the induction, coaching and mentoring support they are provided?

    a. Are there changes over time in novice teacher perception of induction, coaching, and mentoring supports?

(2) What induction, coaching and mentoring supports do novice PA educators report being used throughout the south east?

    a. How do these supports provided impact novice PA teaching practices?

    b. What suggestions do novice PA educators have to improve the support that they receive from their district?

Important Terms

Instructional Coaching- "a structured, sustained process for enabling the development of a specific aspect of a professionals learner's practice" (Lofthouse, Leat, & Towler, 2010). This will be shortened to coaching within the context of this study.

Induction- "the name given to a comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support, and retain new teacher, which then seamlessly progresses them into a lifelong learning process" (Wong, 2005, pg. 43).

Lived Experiences- The perceptions of experiences and supports provided to the novice PA educators within the study.

Mentee- a novice educator that is working with a mentor teacher. For the purpose of this study, an educator with less than five years of teaching experience.

Mentor- "a single person, whose basic function is to help a new teacher" (Wong, 2005, pg. 43).

Mentoring- "mentoring is not induction; it is a component of the induction process" (Wong, 2005, pg. 43)

Novice Teacher- "… a teacher with less than five years of teaching experience" (Kim & Roth, 2011, pg. 4).

Performance Arts Class- Classes in which the main teaching outcome includes a performance of some kind. These classes include general music, band, orchestra, choir, drama/theatre, and dance.

Professional Learning- "The formal and informal learning experiences undertaken by teachers and school leaders that improve their individual professional practice and the school's collective effectiveness as measured by improved student engagement and learning outcomes" (Col, 2012).

"Typical" Classroom- This includes classes such as math, science, English, foreign language that do not revolve around assessing skill through performance. Instead, these classes typically assess students via projects and written assessment.

Significant Stakeholders

The novice PA educators who participated within the study were the most significant stakeholders. Other stakeholders include veteran educators, including those who teach PA classes, who have served as mentors to novice educators who participated in this study. The lived experiences by both these groups of stakeholders will strongly impact the development of the artifacts that will contribute to the development of novice teacher mentoring and induction. All educators within this study had the choice to participate willingly so their lived experiences of mentoring and induction can impact change in the systems that are currently being used by districts around the state of Mississippi.

Administrators, district leaders, and even students are all stakeholders in this study. Administrators will benefit from having a better understanding of the lived experiences of novice PA educators and grow in their understanding of how to properly support them. District leaders will better understand the special types of supports that novice PA educators need. This understanding will lead to better district support of young PA educators. Through the development of the artifacts from this study, district administrators understand how to better support building administrators who are implementing the mentoring and induction practices developed and the mentor teachers of not only novice PA educators, but all novice educators within the district. With the improved support of new PA educators' students will also benefit from this study and are deemed stakeholders within this study. Improved support equates to improved instruction and teacher retention. Both of these outcomes drive the improvement of student learning. While novice PA educators and their mentors are deemed to be the groups that will benefit the most from this study, results from this study has the potential to directly impact students, district leaders, and administrators learning and understanding.

Concluding Thoughts

For the benefit of young teachers, students, and the educational system as a whole, we must make sure that all new teachers are receiving the support that they not only need, but deserve. Pre-service teachers leave their teacher education programs with a lack of experiences. Thus, administrators within school districts need to develop a mentoring and induction process that is differentiated to the different needs of the novice educators entering the system. It is important to develop efficacy within new educators at an early stage to have a lasting impact on the educational system and the students that we serve on a daily basis.

In this study, I investigated the lived experiences of novice PA educators around the state of Mississippi. Along with looking at these lived experiences I looked at the different induction and mentoring practices of districts around the state. This allowed me to compare the lived experiences of a novice PA educators, as well as compare induction and mentoring policies and practices, to develop methods to improve the C.O.N.N.E.C.T. program to better support novice PA educators. In chapter 2, I look at the relevant research on novice teacher induction and mentoring and provide a better history of mentoring and induction within the U.S. before moving on to possible solutions and methods in Chapter 3. Within Chapter 4 of this record of study I look at the analysis and results and, finally, in discuss my conclusions in Chapter 5.

CHAPTER II

LITERATURE REVIEW

Introduction

For all students to succeed we must make sure every teacher is provided with the supports needed to be successful. As previously discussed, teachers today are flooded with a myriad of extra responsibilities which make their job more difficult. Such things as planning for and implementing interventions for behavior and academic success, teacher meetings, after school duty, and other responsibilities can place an extra burden on teachers that many pre-service educators may not think about, fully understand, or be prepared for. These responsibilities, as well as some of the additional responsibilities they may be given, can have a negative impact on the success of novice educators. New PA teachers have to face more extra responsibilities than their peers. While support for novice teacher induction, coaching and mentoring began in the 1980s, the impacts these supports have for young PA educators varies greatly. Many PA educators are involved in meetings that are not relevant to their needs within the classroom and left to fend for themselves left to fend for themselves. Through my ROS I examined the feelings of novice PA educators on their induction, coaching, and mentoring experiences. Collection and analysis of data were used to develop a better support system for these educators to reduce teacher stress and improve student learning during the young PA educators first three years of teaching.

Within this chapter, I examine the relevant research for mentoring, coaching, and induction processes. Prior research literature in this area on novice PA teachers including band, choir, and drama is included. Various aspects are considered in developing an idea of the methods which have been employed in the past in order to develop a plan to improve the

mentoring, coaching, and induction of novice PA teachers. The specific differences and challenges PA teachers face is discussed so readers gain a more complete understanding of the unique challenges PA teachers face. The possible negative impacts of mentoring, coaching, and induction are also discussed. While some may not like to look into the negative aspects of concepts they are trying to promote, it is important to understand the weaknesses of any possible program to ensure those issues are addressed appropriately. The review of literature begins with a discussion on why induction, coaching, and mentoring support is needed for novice teachers. I then move on to discussing the relevant literature on mentoring, coaching, and induction for general classroom teachers to gain a better understanding of what supports are provided for general classroom teachers. The focus of the literature review then moves on to literature found about mentoring, coaching and induction for PA teachers, mainly novice band directors. The chapter ends with possible ideas for mentoring and induction support for novice PA educators supported by the literature.

Relevant Historical Background

Need for Mentoring, Coaching and Induction Programs

Major issues arise with the many challenges faced by educators during their time in the classroom. These issues cause some educators to have the desire to leave their current teaching post or, in extreme cases, the teaching profession all together. The decision to leave teaching is also known as teacher attrition, which is highest among novice teachers (Curry, Webb, & Lathom, 2016; Danielson, 2002; Fantilli & McDougall, 2009; Ingersoll, 2002; Ingersoll, 2012; Rikard & Banville, 2010; Zembytska, 2016). Teaching is one of the few professions not requiring a lengthy training program prior to fully entering the profession (Shagrir, 2010). The time pre-service teachers spend during their internship (student teaching) is not enough to

prepare them for the difficulties they will face in the classroom during their formative years of

teaching, so extra support is needed for them to be successful (Zembytska, 2016). This idea is

further supported by D'Abate, Eddy, & Tannenbaum (2003) when they stated, "With such a

small percentage of learning attributable to formal training programs, developmental interaction

such as coaching, tutoring, and peer mentoring become an important source of development and

thus organizational learning" (pg. 380). Even with the lack of training time, novice educators are

still expected to perform at, and are evaluated on, the same level as veteran teachers (Zaharis,

2019). Previous research does not agree on the percentage of teachers who leave the profession.

Some researchers stated anywhere from 14% (Zembytska, 2016) to 50% (Danielson, 2002) of

teachers leave the profession after the first year of teaching. At the same time researchers stated

anywhere from 39% (Ingersoll, 2002) to 50% (Fantilli & McDougall, 2009; Ingersoll, 2012)

leave the profession within their first five years of teaching. To understand how to combat

teacher attrition we must understand why teachers are leaving the profession.

 While researchers do not agree on the exact percentage of teachers who leave the

profession, reasons for novice teacher attrition must be examined due to the extreme negative

impact teacher turnover has on schools, districts, and students. Any educator looking back on

their first years of teaching remembers the frustrations and stress he/she had to be dealt with

during on a daily basis. This is supported by Richter et al. (2013) who stated, "the first years of

teaching are frequently described as an especially stressful period in the socialization of

beginning teachers" (p. 165). Reasons stated by teachers for leaving include classroom

management issues (Fantilli & McDougall, 2009; Odell, 1986), lack of support (Simon &

Johnson, 2015; Warsame & Valles, 2018), stress (Richter et al., 2013), school culture (Kukla-

Acevedo, 2009; Simon & Johnson, 2015), and extra responsibilities (Schempp, Sparkes, &

Templin, 1993). These negative experiences and issues impact the self-efficacy of novice educators (Garvis & Pendergast, 2010; Richter et al., 2013). With the success of the teacher of the utmost importance to students, administrators, both at the school and district level, must provide the appropriate support for novice educators.

How does attrition impact urban schools with high percentages of at-risk students? Teachers in schools with a higher percentage of at-risk students tend to be less experienced and leave the profession at a higher rate than their counterparts who work in schools with lower risk students. New educators of at-risk students need more support in their novice years than teachers in other educational situations (Simon & Johnson, 2015; Wallington, Shockley, Guglielmino, & Felsher, 2010). While this initially sets back students learning abilities, Ronfeldt, and McQueen (2017) pointed out novice teachers who work in smaller schools (under 350) or work in schools that have many English language learners (ELL) are more likely to have induction supports than teachers at other schools. They also point out African American teachers are 80-100% more likely than white teachers to receive induction support. This is a positive step in making sure all teachers are getting the support they need to be successful within the classroom setting.

Induction, Coaching and Mentoring Programs

The reasons stated above are why induction and mentoring programs were developed. With all of the issues novice teachers are facing and the impacts teacher attrition has on districts, schools, and students, many states and districts have started to implement induction and mentoring programs for novice educators (Ronfeldt & McQueen, 2017). While induction and mentoring are terms frequently interchanged within the research, it is important to understand the differences between the two types of support. Wong (2005) defined induction as "the name given to a comprehensive, coherent, and sustained professional development process that is organized

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by a school district to train, support, and retain new teacher, which then seamlessly progresses them into a lifelong learning process" (pg. 43). Wong then goes on to define mentoring as "a single person, whose basic function is to help a new teacher. Mentoring is not induction; it is a component of the induction process" (pg. 43). Induction and mentoring started to gain popularity during educational reforms of the 1980s (Zembytska, 2016). Induction and mentoring have been found to have a positive impact on teacher attrition (Alemda & Erdem, 2017; Curry et al., 2016; Danielson, 2002; Ingersoll, 2012; Shagrir, 2010; Stanulis & Bell, 2017; Warsame & Valles, 2018; Yuen, 2012). Induction programs and mentoring provide many different types of support to novice educators. These supports include providing advice, common planning times, resources, observations, professional learning communities (PLCs), and observation opportunities for novice teachers to observe peers and veteran educators (Alemdag & Erdem, 2017; Clark & Byrnes, 2012; Fieman-Nemser, 2001; Ingersoll, 2012; Klug & Salzman 1991; Rikard & Banville, 2010; Stanulis & Bell, 2017; Warsame & Valles, 2018). These supports not only help novice educators with the levels of stress and lack of self-efficacy they face, but also impact student learning as well (Ingersoll, 2012).

With the nuanced differences that are found between mentoring and coaching support for novice educators, it is pertinent to point out the different types of supports that coaching can provide to new teachers within a school. Tarwiyah, Warsono, & Sutopo (2018) discuss the four main purposes of coaching as well as a cochee-centered instruction. They state that the four many purposes of coaching include: 1. using collaborative ways to plan and develop teaching activities, 2. creating professional dialogue in areas of interest of teachers that are being coached, 3. create a culture of reflection and experimentation, and 4. discussing pedagogical issues in teaching to foster reflection to help effective teachers. When it comes to coachee-centered

coaching Tarwiyah et al. (2018) state that "chochee-centered coaching maximizes the coachees' participation and activeness in the coaching program" (pg. 418). By getting those that are receiving coaching supports more involved in the process, it is safe to conclude that the potential for success within the program are more likely in comparison to programs where choachees are not nearly involved as much within the program.

Researchers have pointed out the need for administration to understand the stages of development novice educators go through. Moir (1999) introduced the idea that novice educators go through five different phases during their first year of teaching. This includes the anticipation, survival, disillusionment, rejuvenation, and reflection phases (Moir, 1999). Zaharis (2019), among others, has used the information provided by Moir to discuss what novice teachers need to be successful during their formative years within the profession. Wilcoxen, Bell, & Steiner (2020) took the phases from Moir even a step further, suggesting different types of mentoring and coaching are needed in the different stages. It is suggested to shift the types of supports for the novice educator as they go through the different phases is more beneficial in comparison to offering the same types and methods of supports year-round (Wilcoxen et al., 2020).

Even though there is plenty of research to support the need for novice teacher induction, mentoring, and coaching, application across schools, districts, and states is quite vast. This is due to the lack of a common framework (Lofthouse, 2019; Richter et al., 2013). However, mentoring, induction, and coaching support for novice educators has grown over the years (Hobson, Asby, Malderez, & Tomlinson, 1009; Ingersol, 2012; Lofthouse, 2019; Marable & Raimondi, 2007; Nielson, Barry, & Addison, 2007). Even though mentoring, induction, and coaching support has grown, with the lack of a common framework novice educators around the country do not always receive the induction, coaching, and mentoring support they need in order to be successful within

the field of education. Programs are developed are not consistent throughout the nation, and even in individual states (Conway, 2003; Lofthouse, 2019). The lack of consistency can even be found within individual districts depending on the amount of time mentors spend with their mentee and the types of meetings and supports provided to new teachers. The lack of consistency brings a massive difference of quality between induction programs (Conway, 2003). Without consistency within programs there is no way to ensure each new educator within a state, or even within a school, will receives the same support as each other and get the support so desperately needed.

Another problem is faced by school districts is funding for induction, coaching and mentoring programs. While many states require some kind of induction support for novice teachers, there is no extra funding given to school districts to enact the programs for their new teachers (Conway, 2006). Though it is not common for states within America to provide financial support to districts for induction, schools in Ontario are provided with the funding needed to train mentor teachers (Moltior, Parker, & Vetter, 2018). The results from this study show the positive impacts to the mentoring programs and show, if made a priority, funding can have a positive impact on mentoring and induction programs.

Attrition within the educational system also has negative impacts on the school district financially. Teachers turnover also costs districts a substantial amount of money as they must recruit, hire, and train new teachers (Hobson et al., 2009; Levy, Joy, Ellis, Jablonski, & Karelitz, 2012; Wallington et al., 2010). Teacher turnover is over $7 billion nationally (Zembytska, 2016). While not every researcher agrees on the exact cost to a district for each teacher they have to replace, research states it can cost rural districts $10,000 per teacher, over $15,000 for urban schools, and over $26,000 in large urban school districts (Wallinton et al., 2010). With mentoring having a positive impact on teacher attrition, it is one of the most cost-effective ways

to reduce the cost of teachers leaving schools each year (Kukla-Acevedo, 2009). With already tight budgets many school districts and administration face today, it is important the attrition problems of both novice and veteran teachers are diminished.

Role of Administration

Administrative support plays an important role in teacher attrition and has been shown to have a positive impact on keeping teachers in the profession. Proper support from administration can impact the stress level of the novice educators and plays an important role in the induction process of novice teachers (Warsame & Valles, 2018). On the other hand, the issues faced by novice teachers coupled with the feeling of not having support leads to the desire to leave the school or profession all together (Fantilli & McDougall, 2009; Wong, 2005). In the end, administrators pave the way for different types and levels of support for new teachers. This includes common planning time, released time to be observed or observe, smaller class loads, and mentor assignments (Kukla-Acevedo, 2009; Marable & Raimondi, 2007; Warsame & Valles, 2018. Administration make or break the mentoring and induction of novice educators within their schools.

One of the main ways administrators impact novice teacher induction is by the selection of mentor teachers. It is important the mentor teachers who are selected are not only good at their job and have a high content understanding, but they must also be provided with the training and support they need in order to be successful (Fantilli & McDougall, 2009; Feiman-Nemser, 2001; Rikard & Banville, 2010; Shagrir, 2010). With the proper training, the mentoring process can have a positive impact on both the mentor and the mentee (Danielson, 2002; Stanulis & Bell, 2017). However, just because someone is a successful teacher does not mean they will be a successful mentor (Danielson, 2002). In the same vein, not all good mentors will always be a

good match for every novice educator (Hobson et al., 2009). Novice educators will find informal

mentors no matter if a formal mentor has been assigned to them or not, which some researchers

found to have more of an impact than formal mentoring (Sikma, 2019). This plays out most

when it comes to the school culture developed by educators and administration already within

the school system (Kardon & Johnson, 2010; Schempp, Sparkes, & Templin, 1993; Simon &

Johnson, 2015). Administrators need to make sure they take the time to not only pick mentors

who are suited for the job but provide the training necessary for them to be successful in their

new role.

Administration also play a huge role within coaching of novice educators as well. Taylor,

Zugelder, & Bowman (2013) point out that if administrators need to understand the role of

coaches. "High support from the school's administration is usually a condition of successful

coaching" (Taylor et al., 2013, pg. 40). Without an appropriate understanding of the needs of

instructional coaches, administration may add extra duties to coaches, implement ineffective

schedules, and provide a culture within the school where coaches are not seen as important

(Neumerski, 2012; Taylor et al., 2013). It is clear that without proper understanding of how to

use and implement induction, coaching, and mentoring supports to novice teachers,

administrators can make or break the myriad of supports that can potentially be provided to the

new educators within their buildings.

Methods and Issues of Induction, Mentoring, and Coaching

There are a few different methods mentors can use when working with the novice

teachers they are mentoring. Young, Bullough, Draper, Smith, and Erickson (2005) discussed

three different types of relationships found during the induction process. The first is a responsive

relationship. This type of relationship is driven by the novice educator. In the responsive

relationship the mentor acts more as a sideline support as a cheerleader and helps when the

mentee asks for help. The second type of relationship discussed by Young et al. (2005) is the

interactive relationship. This type of relationship occurs when both the mentor and the mentee

work together, as equals, and work together to develop the methods in which the mentoring

process would work. Want and Fulton (2012) said this about the interactive relationship: "The

mentor in this relationship was characterized as a friend, colleague, and trusted advisor" (pg. 62).

The final relationship discussed by Young et al. (2005) is the directive relationship. This type of

relationship is purely depicted by the experienced mentor teacher. The mentor is extremely

involved in what the novice teacher is doing and typically wants the new educator to mirror what

the experienced teacher is doing. The mentor in this relationship has no issue offering direct

feedback for their mentee when he/she feels like there is growth which needs to occur. It is

important for administration to understand these different types of mentor/mentee relationships

and attempt to develop methods to better assign the type of mentor to the novice teacher they

have just brought into their building.

Making sure the appropriate mentor is selected and provided with training is just the first

step. It is extremely important mentors and mentees have the time to communicate with each

other through methods such as released observation time (Clark & Byrnes, 2012; Molitor, Parker

& Vetter, 2018; Nielsen, Barry, & Addison, 2007). The released observation time should be

given to both the mentor and the mentee (Clark & Byrnes, 2012; Klug & Salzman, 1991). This

provides the mentor teacher the time to watch the mentee to see the areas in which the mentee is

struggling. Observation time for the mentee provides the chance for a mentee to watch a master

teacher use a method the mentee may be struggling with (Conway, 2003). It is one thing to hear

about and discuss a method which is successful to use while teaching, it is another to be able to see the method played out in a room in which a master teacher is implementing the strategy.

Mentoring is not a one-way street where only the mentor plans and impacts the mentor/mentee relationship. Including the mentee in the planning of their own mentoring drives the relationship in a positive direction. This is a method preferred by both mentors and mentees (Young et al., 2005). It is important to understand both mentors and mentees must buy in to the mentoring process for the relationship and overall goals of the mentorship to be successful (Hobson et al., 2009). It can be uncomfortable for a new teacher to seek assistance in areas where they do not feel comfortable or lack the abilities to teach the material effectively (Young et al., 2005). Relationships must be developed in a way to allow growth for both the novice and mentor teachers.

When it comes to coaching, one method of coaching discussed within the literature is the use of content focused coaching (CFC). "CFC is grounded in a coaching cycle of pre-lesson conferences and enactment of lessons and post-lesson conferences" (Becker, Waldis, & Staub, 2019, pg. 14). While first reading about this type support for novice educators, it looks very similar to some styles of mentoring that use similar methods. It is important that the coach within this method have a good understanding of the content due to the pre-lesson conferences main goal being the development of the lesson plan the novice teachers will be using (Becker et al., 2019). Having a focus on content is pointed out by some as an important aspect of instructional coaching (Gallucci, DeVoogt Van Lare, Yoon, & Boatright, 2010). While there may be similarities of CFC to other methods of support, such as evaluation and mentoring, it is important to understand this method of coaching so that novice educators are getting multiple different types of supports.

Training of mentor teachers and coaches is another important aspect which cannot go without thought from administration. Mentor teachers and coaches need appropriate support just like the mentee's (Gallucci et al., 2010; Lofthouse, 2019; Molitor et al., 2018; Rikard & Banville, 2010; Zembytska, 2016). Mentors commonly look for support on how to provide the appropriate feedback to their mentees (Molitor et al., 2018). In some situations "… coaches are often learning new content and pedagogy at the same time as the teachers they are expected to coach" (Gallucci et al., 2010, pg. 953). This can create a very negative situation for everyone involved. The positive benefits that can happen from training provided to mentors and coaches helps both the mentor and, in turn, the mentee (Danielson, 2002; Gallucci et al., 2010; Hobson et al., 2009; Kardos & Johnson, 2010; Lofthouse, 2019). This can increase the likelihood of a positive relationship between the mentor and mentee, which will increase the possibility of positive outcomes for mentors. Studies point out the possible positive outcomes from the mentoring process for mentor teachers including reinvigorating a veteran teachers' love for teaching (Hobson et al., 2009). The relationship between the mentor and mentee can also challenge the mentor to think in new ways and reevaluate their personal thoughts on teaching mentors (Hobson et al., 2009). Researchers also point out mentors learn just as much from their mentee as their mentee can learn from them (Danielson, 2002; Hobson et al., 2009; Kardos & Johnson, 2010). With the positive benefits to both mentor teachers and their mentees, it is a shame many novice educators are not assigned a mentor by administration.

There are many different types of mentoring shown to have a positive impact on novice educators. While the most common type of mentoring may be providing an experienced educator to talk to and look up to, peer and group mentoring can also be effective ways for novice teachers to learn (Draves & Koops, 2011; Rikard & Banville, 2010; Yuen, 2012). Many times,

this form of peer mentoring is found by the use of professional learning communities (PLCs) or communities of practice in which teachers come together and discuss what is going on in their classrooms (Bell-Robertson, 2015; Blair, 2008; Rikard & Banville, 2010). Novice educators have found talking with other novice teachers about the issues they are having in class and working together to come up with solutions is beneficial to their own teaching practice (Blair, 2008; Rikard & Banville, 2010). The support of a group of teachers can be a beneficial addition to an assigned mentor for novice educators.

Smaller and rural districts may struggle with the mentoring of their new educators for a myriad of reasons. One of the biggest reasons rural areas struggle are the lack of highly qualified experienced teachers or retirees to mentor novice educators (Bell-Robertson, 2015; Conway, 2006). When this issue arises, many school districts can turn to technology for help. Electronic, or e-mentoring, has had success and has been a suggestion by different researchers (Alemdag & Erdem, 2017; Blair, 2008). With the time commitments teachers face and the struggles novice teachers have with completing all of their tasks during the school day, e-mentoring provides more flexibility for both mentors and mentees (Alemdag & Erdem, 2017; Blair, 2008). Posting weekly reflections and even having professional development provided electronically provides everyone within the mentoring process the ability to complete the requirements on their own time (Alemdag & Erdem, 2017). This flexibility can be important when placing the extra burden of the mentoring and induction process on already highly committed educators.

The appropriate length of teacher induction and mentoring is not something researchers agree on. Research on mentoring and induction programs include programs lasting anywhere from one (Rikard & Banville, 2010; Huling, Resta, & Yeargain, 2012; Klug & Salzman, 1991; Warsame & Valles, 2018; Yuen, 2012) to three years (Draves & Koops, 2011). While shorter

induction experiences are happening within districts currently, some researchers point out that educators do not really understand how to teach until they finish five years within the profession (Kukla-Acevedo, 2009). The first year of teaching is an important one, but continued support where needed is also important for continued teacher success after the first year (Huling et al., 2012). With this in mind, administration, both at individual schools and within the district, should look at the impact mentoring can have on teachers after their first year within the school or district.

While support for induction, coaching, and mentoring of novice educators exists, it is important to understand there can be setbacks and issues which can occur with the mentoring, coaching, and induction of new educators. While most research has shown positive impacts of the induction and mentoring process, some studies have mixed or negative indications (Benson, 2008; Blair, 2008; Hobson et al., 2009; Molitor et al., 2018). Much of what is discussed around the negative aspects of the mentoring process deal with mentors who do not desire to help their mentee (Kardos & Johnson, 2010), lack of training for mentor teachers (Huling et al., 2012), the lack of desire of the mentee to participate (Hobson et al., 2009), school culture (Kardos & Johnson, 2010; Molitor et al., 2018; Simon & Johnson, 2015), poor mentor/mentee matches (Hobson et al., 2009; Kardos & Johnson, 2010), and poor administrative support (Benson, 2008). These issues need to be faced head on for novice educators to have the best chances possible to be successful within the classroom within the first few years of teaching.

One of the most cited issues within the research is the impact of the mentor/mentee relationship. Multiple factors, such as not teaching the same grade level (Blair, 2008), subject (Blair, 2008; Gallo, 2018; Ingersoll, 2012; Kardos & Johnson, 2010; Rikard & Banville, 2010; Wang & Fulton, 2012), and location (Bell-Robertson, 2015; Gallo, 2018; Rikard & Banville,

2010; Wang & Fulton, 2012) come in to play when thinking about the pairing of mentors with their mentee. Respect for mentees has been found to be important in the literature. Hobson et al. (2009) stated the following:

"this means that mentors of beginning teachers should respect their mentees as learners, taking into account of their individual learning styles, and ensuring that the strategies employed to support their learning are responsive to their concerns and are appropriate to their current stage of development" (pg. 212).

Without mutual respect between the mentor and mentee the relationship will end up not working, and the entire process will fail.

At the same time, coaches may have many different setbacks with their ability to support new educators due to a multitude of reasons. While some of them, such as understanding and support from administration, have been discussed previously, instructional coaches have other, more administrative, responsibilities that they are required to do with the limitations of school budgets (Taylor et al., 2013). Taylor et al. (2013) point out that these extra duties can keep coaches from being inside the classroom and actually supporting teachers. While it costs money to cover these positions, it is important that administration, both at the district and building level, find the funds to provide instructional coaches to the teachers within the building.

Even with the issues which can happen during the induction, coaching, and mentoring of novice educators, relevant and appropriate support is still important they are given relevant and appropriate support when they enter the teaching profession. It falls to the administration to ensure the induction system that has been set up for novice educators does not have the negative impacts found within the research. This goes back to the importance administration has on the induction process. Administrators must remain active within the mentoring of the new teachers

they hire and create forms of feedback from both the mentor teachers and their mentees on ways in which the induction and mentoring process can be improved (Fartilli & McDougall, 2009; Marable & Raimondi, 2007; Schempp et al., 1993; Warsame & Valles, 2018). It is also important administration does not rely only on mentoring of their novice teachers (Young et al., 2005; Zembytska, 2016). Providing a multifaceted induction for novice educators is the best way to provide appropriate support.

Induction, Coaching and Mentoring in the Performance Arts

Fine arts teachers, specifically those teaching performing arts (band, choir, theatre, general music), have specific issues which cause extra stress on novice educators. Bell-Robertson (2015) discusses the unique challenges new music teachers face. This includes larger classroom sizes, demands from their extracurricular schedule, public performances, travel between schools, issues with co-teachers, and geographical location of the music room within the building (Benson, 2008; Blair, 2008; Conway, 2003; Jacobs, 2008; Stringham, & Snell, 2020). Music teachers are also issued a K-12 teaching license. This adds to the challenges with teaching areas which are not a part of their experience such as instrumental educators (band) teaching general music or orchestra (Benson, 2008; Jacobs, 2008). There was also no literature found on coaching PA educators. With the similarities between coaching and mentoring, mentors of novice PA teachers usually have to play a dual role of mentor and coach at the same time. This creates a void for some young PA teachers that must be filled.

These unique experiences require very specific types of support for new PA teachers to be successful within the classroom. Unfortunately, many of the induction supports and mentoring programs do not have a positive impact on many PA teachers (Conway, 2003). Many PA teachers do not have a mentor at all or are assigned a mentor who teaches a different subject

(Benson, 2008; Blair, 2008; Conway, 2003; Gallo, 2018). In more rural schools many PA and other elective teachers are assigned mentors who are not within the same building as the novice educator (Rikard & Banville, 2010). Another large issue many PA educators, especially those who teach choir and band in larger districts, have to deal with is working on a staff of educators who are all teaching the same students. While some band and choir programs have a set hierarchy, other programs do not. This can lead to tension between co-teachers (Stringham, & Snell, 2020). These are things administrators are going to need to be aware of to make the most appropriate efforts in supporting novice PA teachers.

These unique challenges lead to more long-term issues of the mentoring and induction of novice PA educators. Researchers bring up concern with the length of mentoring and induction for all novice educators (Conway, 2003). This is especially troublesome for novice PA educators. Research has shown many new PA teachers do not spend much time talking with their mentors about curriculum and pedagogy (Conway, 2003). While it may be understandable for new PA teachers to focus on the more abundant administrative and after school responsibilities required in their new position, it is still very important to nurture reflective PA educators to think about ways in which they can improve their instruction (Conway, 2003). These finding support the need for longer induction and mentoring processes than the typical year long process many novice educators experience today.

Administrative support is also very important when it comes to the success of novice PA teachers within their building. While this is true, novice PA teachers struggle to obtain and maintain support from other classroom teachers and administration (Benson, 2008). With all of the other stressors new PA teachers face within their first few years of teaching this lack of support only adds to the stress and frustration felt which can lead to attrition and burn out

(Benson, 2008). Administrative support can come from more than just principals within the building. District Fine Arts administrators and coordinators can also have a negative impact on novice educators through the formal observation of educators (Blair, 2008). While most researchers agree that observation and feedback are important to the progression of novice educators (Clark & Byrnes, 2012; Conway, 2003; Feiman-Nemser, 2001; Gallo, 2018; Klug & Salzman, 1991; Marable & Raimondi, 2007; Sikma, 2019; Warsame & Valles, 2018), it is important to make sure the observation is done to ensure novice PA teachers do not feel inept and unable to teach the content to their students. Without the careful consideration of administration from all levels of the district there is no way novice PA educators will be successful within the classroom.

Possible Solutions

So, what can be done to truly support the novice PA educator? Due to the lack of appropriate mentors and induction experiences, especially for those in rural areas of the country (Bell-Robertson, 2015; Conway, 2006; Greene, Koerner, & Wilson, 2020), creative solutions must be developed. First, it is important for mentors who do not have a background in PA understand the need to obtain support from PA experts for their mentee (Blair, 2008; Gallo, 2018). In larger schools and school districts peer mentoring can also have a positive impact on novice PA teachers (Draves & Koops, 2011). Novice PA teachers are usually more comfortable asking their peers for advice who are facing similar situations than they are to their mentor teacher (Draves and Koops, 2011). This impact on teacher self-efficacy will not only lead to teacher success, but higher student success as well (Garvis & Pendergast, 2010). Local, state, and national organizations can be good resources of information and retired educators who can help new PA teachers with their daily struggles and frustrations (Greene, Koerner, & Wilson, 2020;

Jacobs, 2008). Many states have associations which have set up mentoring programs which work in conjunction with support provided to teachers by their districts (Green, Koerner, & Wilson, 2020). For districts in more rural areas who do not have easy access to retired mentors, e-mentoring is a viable option (Bell-Robertson, 2015; Huling et al., 2012). While this may require more time of mentor teachers within the school system, providing these supports for novice PA educators will keep them from reaching a breaking point and either leaving the school they are working in or leaving the profession all together.

It is clear through studying the relevant research that administrators have a multitude of options for the induction support of their new educators of which mentoring is most common. Within this literature review I investigated the reasons why novice teacher attrition is so high (Curry et al., 2016; Fantili & McDougall, 2009; Ingersoll, 2002), how current induction methods are used to improve teacher success (Draves & Koops, 2011; Rikard & Banville, 2010.), potential negative impacts of the mentoring and induction process (Almeda & Erdem, 2017; Danielson, 2002), differences PA educators have from their peers (Bell-Robertson, 2015; Blair, 2008; Conway 2003), and possible solutions to the issues (Blair, 2008; Clark & Byrnes, 2012; Klug & Salzman, 1991). It is important for administration, both at the district and school level, understand the literature provided to ensure all novice educators are provided the support needed to be successful.

Through my ROS, I looked at the differences between districts and how they choose to implement their own mentoring, coaching and induction practices. I reached out to novice PA educators around the state to get a better idea of what is being done and what needs to be improved upon when it comes to induction and mentoring of novice PA educators. Through this investigation I developed methods in which administration can improve the induction and

mentoring of the novice PA educators within their buildings. During my internship, I continued to look into the issues novice teachers face and methods of support which can be used. I also met with my administration to try to gain a better understanding of the issues administration face when implementing the induction and mentoring policies developed by the district. There is a lack of literature which specifically examines at the induction of PA educators. Most of what was found was directed towards general music and band directors. There was little research found on mentoring drama and choir teachers, which are included in the PA spectrum of education. With the importance placed on state tested subjects, it is not surprising to find so little literature on appropriate supports for novice PA educators. It is clear the ideas of support developed by those researchers who have looked into the topic mirror that of those educators in the "typical" classroom. The issues arise when induction supports do not address the differences seen and experienced by PA educators along with not having appropriate mentors available. Researchers must continue to look at the impacts of mentoring and induction of novice PA educators and develop appropriate options for support so all new teachers, no matter what they teach, are receiving the support they so desperately need.

CHAPTER III

METHODOLOGY

Proposed Solution

Novice PA educators must be offered induction and mentoring supports that are high quality and will have a direct positive impact on their experience and teaching during their first years within the educational system. Solutions are available that administration can implement to improve the lived experience of their novice PA educators. Larger districts that have multiple PA educators should do their best to assign new PA educators to a mentor and coach who can serve as a guide. Preferably, the mentor and coach should be within the same school and teach the same subject. No matter the size of the school district, providing young PA teachers with the supports they need to be successful can be extremely challenging. With this challenge in mind, state organizations must continue support for novice PA educators and develop more impactful mentoring, induction, and coaching supports for young teachers.

Overall, viable solutions to induction problems for young PA educators exist in three different areas. The areas include appropriate district and building level induction, mentoring and coaching that is applicable to the PA teacher and their classroom, and support provided to building level administration. From my own experiences, and what has been outlined in the literature, it is important that new PA teachers are provided support not only from administration at the district level, but the building level as well. While most induction is done at the building level, the support that can be provided by the district is impactful as well. This is especially true with PA educators due to the fact that many PA teachers are spread out in different buildings around a district. Finding ways to provide induction support at the district level can be very beneficial to new PA educators in the district.

The main goal of this study was to develop an artifact to be presented to the local school district that implements the C.O.N.N.E.C.T program but can also be used by other districts as well. The artifact will include the weaknesses needing to be addressed and proposed solutions for improvement will be provided to district staff. The artifact also includes protocols district and building level administration need to implement in order to successfully support the novice PA educators within the district and schools. The protocols can be used to develop a new program of induction, coaching, and mentoring of new PA educators, but also typical areas of weakness found in programs already established which should be check to ensure proper support for young PA teachers at. All of the potential solutions outlined above are well supported by prior research.

Outline of the Proposed Solution

There is no one-size-fits-all solution that will be developed. Each program, even the C.O.N.N.E.C.T. program that this study is targeting, will have its own areas of weakness that need to be addressed. Issues of funding and availability of appropriate mentors can also become a stark issue. In this section, I will outline the proposed solutions and discuss ways in which the potential solution can be implemented. Figure 3 at the end of this section summarizes the material that will be presented. The first, probably most important, thing to look at is the induction program of the school and district. This is arguably one of the first things that novice teacher of any subject will encounter. It is important that both building level and district level administrators and presenters make sure the information being provided is applicable to a PA classroom. As previously stated, while there is some information, such as general rules and expectations, that can be covered with all educators at the same time, it is important that new PA educators are given their own sessions to go over common topics of classroom management,

lesson planning, and pacing that is pertinent to their, usually much larger, classroom. This is where having a district fine arts coordinator can really improve the induction and learning experiences of novice PA educators in the district.

The topics discussed above that should be covered in the district induction program would have the most benefit of being done in groups of PA teachers. This follows the idea of peer mentoring which was discussed previously in chapter two. Due to the differences in class sizes and activities that are happening within the PA classroom, allowing young PA educators to work with other PA teachers throughout the district, preferably those who are much more experienced, would be of great benefit to the new teachers entering the classroom for the first time. This would also be a benefit to teachers new to the district who have previous teaching experience. These types of educators bring a different perspective that may be beneficial to the learning experience of the PA teachers that are entering the classroom on their own for the first time.

The assignment of mentors is extremely important for the success of a positive working relationship between the mentor and mentee. It is imperative that administration take this aspect of their responsibilities seriously and devote the time necessary to assign appropriate mentors to all novice educators. The assignment of novice PA, as the literature as shown, can be especially challenging. While it is ideal to have new PA educators assigned a mentor that teaches the same subject as they do, this is not always an option. Administrators still need to pair these novice educators with a mentor within the same building that teaches a comparable subject to provide immediate support when needed. If the assigned mentor does not teach the same subject, administration must take the extra step to provide a mentor/coach that does teach the same subject from within the district or by using a retired educator. For smaller districts where this

may not be possible, working with state level associations and utilizing e-mentoring should be done.

One thing is very clear, administration plays an extremely important role in the induction, mentoring and coaching of new teachers. With this in mind, administrators must be provided the support that they need to be successful within this aspect of their numerous responsibilities. Preferably, this would be the job of a district fine arts coordinator. Districts that have such a position could even leave assignment of the mentors and coaches, as well as the development of appropriate induction practices, to this district level administrator. However, when this type of position is not possible within a district, building level administrators need to be trained and supported on the different types of support needed so that novice PA educators do not feel abandoned or like their time is being wasted during induction sessions that do not apply to their classroom.

Figure 3

Outline of Proposed Solution

District and Building level Induction	Mentoring and Coaching	Supporting Building Level Administration
• Have break out sessions that are applicable to the issues that only novice PA educators face. • Utilize Fine Arts Coordinator to provide the support that is needed within the district level induction. • Building level induction should include times for PA teachers to meet together to discuss possible issues that all PA teachers may face during the year and answer questions.	• Provide a mentor and coach within the same building that teaches the same subject. • If this is not possible, assign a mentor and coach within the building that teach a comperable subject. • Find educators within the same district to use as mentors and coaches that teach the same subject if not able to find one within the same building. Retired mentor and teachers can be used as well. • Contact state level associations for support if need be.	• Have district Fine Arts Coordinator assign mentors and coaches when possible. • Provide training and support to building level administration on the differences in support that novice PA educators need if a Fine Arts Coordinator is not within the district.

Study Context and Participants

For this study I chose to use a mixed methods design to collect and analyze data. The main reason for choosing a mixed methods approach is to be able to use the strengths of both the quantitative and qualitative methods to collect and analyze data to develop the most accurate conclusions possible. Both methods have perceived weaknesses that must be addressed. Opponents of qualitative methods point to the lack of generalizability as a weakness to qualitative research while opponents of quantitative research argue that it does not account for differences found between groups of people and individuals (Davies & Fisher, 2018). Creswell and Plano Clark (2018) state that "mixed methods research provides a way to harness strengths that offset the weaknesses of both quantitative and qualitative research" (pg. 12). Using a mixed methods approach provided a better, more complete, understanding of the research problems that I am attempting to answer (Creswell, 2014). This is not only done by offsetting the weaknesses found in each of the methods, but also by providing a more complete picture of the data that is collected (Plano Clark, & Ivankova, 2016). While any study and method will have its own weaknesses to overcome, by combining both the qualitative and quantitative methods I hoped to reduce as much of the weakness as possible for the current study to have the highest impact possible.

Besides offsetting weaknesses found in the quantitative and qualitative methods of research, there are also other positives to using a mixed methods research design. Creswell, & Plano Clark (2018) point out that mixed methods frees the researcher to use all methods possible when trying to address a problem. Later within this chapter I will discuss the pragmatic research paradigm that is the driving force of this study. The ability to use different methods that will be discussed further in this section allowed me to better answer the research questions developed in

any method that is appropriate. Mixed methods is also "practical because individuals tend to solve problems using both numbers and words" (Creswell, & Plano Clark, 2018, pg. 13). Having both numerical and oral data also allowed me to better answer the research questions leading to a stronger artifact.

An explanatory sequential design will be used for the study. This design, discussed by Creswell and Plano Clark (2018), divides the study into two phases. The first phase was quantitative where survey data was collected in order to discern the types of supports that were being used for novice PA educators and the opinions on how appropriate the supports are for the PA classroom. The quantitative data was then be analyzed and used to develop further questions that are not included in the original questions listed below. The second, qualitative, phase of the study was used to "explain or expand on the first-phase quantitative results" (Creswell, & Plano Clark, 2018, pg. 65). In this phase I conducted interviews with some of the participants from the first phase of the study using maximum variation, or heterogenous sampling. Patton (2015) states that heterogenous sampling is when researchers purposefully pick cases that are different from each other. Using heterogenous sampling allowed for further understanding of experiences from participants who have very different experiences from each other and find any patterns that may be found as effective (Patton, 2015). By choosing this sampling method, participants that have had positive and negative experiences participated in the second phase of the study which provided a much more accurate description of the differences in induction, coaching, and mentoring programs provided to novice PA teachers.

Positionality

As a PA educator, a lot of my desire to do the study came from my own, usually negative, experiences with induction, coaching, and mentoring during my novice years. This

gives me a very personal, and unique understanding of the experiences that young PA teachers go through while trying to stay afloat during their first years of teaching with all the extra responsibilities placed on them that has already been discussed within this study. While it can be argued that personal experience can show potential bias, I posit that it is a strength to better understanding the experiences of novice PA educators. With my personal experiences, I feel it is important to give a personal account about what truly happens when it comes to supporting PA teachers. For this reason, a substantive personal account of experiences was included within the study.

Participants

Participants within the research were novice PA teachers across the south eastern portion of the United States. For this study, novice teachers are defined as educators with zero to four years of experience within a PA classroom. Teachers must have taught a PA class in order to participate within the study including band, choir, piano, theater, and dance. The first phase of the study incorporated 55 participants. An invitation to fill out the survey was sent via email to potential participants. PA state organizations were contacted about using their member and email lists to contact all potential participants. The larger sample size allowed for more generalizability, which is a strength of the quantitative method of research. As stated above, heterogeneity sampling was then be used to choose six participants to complete the second phase of the study. While some research questions are found below, others were developed to provide a deeper understanding of the lived experiences of the participants. Interviews done within the second phase of the study were in-depth open-ended interviews which Bhattacharya (2017) points out that these types of interviews "…peel away at the superficial understanding of one's experiences to a deeper understanding of one's experiences" (pg. 127). All interviews were done

virtually via Zoom, Skype, Google Meets, or face time due to the continued concerns and health risks that are placed on society due to COVID-19.

Proposed Research Paradigm

The pragmatic paradigm served as the driving force for this study. Davies and Fisher (2018) state that "pragmatism views the traditional research paradigms as being prescriptive in their approach to undertaking research and believes that they constrain intellectual curiosity" (pg. 23-24). The aim of this study was to analyze and provide a potential solution to the lack of appropriate support for novice PA educators, which aligns with the aim of the pragmatic paradigm (Davies, & Fisher, 2018). It is for this reason that pragmatism was the research paradigm chosen for this study.

Data Collection Methods

Data collection for this study included both numerical data from surveys and interview data. During the first phase of the study, which is the quantitative phase, the Novice Teacher Support Structure Evaluation Survey (NTSSES) that was first used in 2018 by Warsame and Valles was sent to novice PA teachers attached to the invitation email. The email contained all information about the study, as well as the intended goals of the research, in the hopes of getting as many participants as possible. The NTSSES is a Likert-type scale survey gathering how novice teacher feel they are being supported within the school system. The survey was edited to include questions specific to PA teachers and their feelings on the supports that they receive as well as these other basic questions:

1. How many years have you been teaching?
2. Have you been assigned a mentor?
3. What subject does your mentor teach?

4. Is your mentor located within the same building?

5. How often do you meet with your mentor?

6. Have you ever worked with an instructional coach?

Gathering this numerical data helped gather needed foundational information to fully understand the level of experience the participants have and the types of supports they are provided. This information, along with data collected from surveys were used to select participants for the second phase of the study.

As with any study, it is important that the anonymity of participants is maintained. Unless the participants are willing to participate in the second phase of the study and be interviewed, no identifier information, such as name or where they teach, was asked of them. This helped participants remain anonymous. Those who were willing to participate in the second round were asked for basic identifier information, such as their name, contact information, and district that they teach in, in order to set up the interview for the second phase of the study. All participants were told that their name and the name of their district will not be used within the study. Instead, pseudonyms were used when discussing any information that may link the data and discussion back to them. In-depth open-ended interviews (Bhattacharya, 2017) were used with all participants in the second phase of the study. While some questions were developed by the responses from phase one of the study, the general questions listed in below will be asked of all participates during the interview.

1. What has been your experience during the induction provided by your district or building level administration?

2. How have the extra responsibilities of being a PA educator, such as preparing for performances, running a budget, larger classrooms, travel, etc., impacted your need for support by both building and district level administration?

3. What is your outlook on the topics covered during the induction process as it relates to your classroom? Did you find them relevant and/or appropriate?

4. What are things you would like to see change about the induction process that you experienced?

5. Please describe the experiences that you have with your mentor and they types of supports he/she provides.

6. What has been the most meaningful experience with your mentor so far?

7. What would you like to see changed about your mentoring experience to make it more positive?

8. What types of experiences have you had with instructional coaches?

9. Would you change anything about your experiences with instructional coaches to make it more positive?

10. What is your overall feeling of the induction, mentoring, and coaching support that you have been provided by your district and/or school thus far? Are there any extra supports being provided to you to cover areas of need you have?

11. How has the COVID-19 pandemic impacted your need for support?

12. What has your administration done to support teachers during COVID-19?

To get an even deeper understanding of the participants' experiences, district leaders within the curriculum and instruction departments of participants in the second phase were contacted to collect information about new teacher induction and mentoring programs and

practices. It is clear from my own experience that districts may have highly developed induction, coaching and mentoring programs that they would like to see implemented, but the fidelity of implementation is questionable and novice PA educators within the district do not receive the support that is outlined in the original plan. Not only can this assist in comparing how other districts support their novice educators versus the C.O.N.N.E.C.T. program, it can also show if other districts also have issues with implementing their programs with consistency and fidelity. Finally, this comparison could help provide possible suggestions on areas of weakness and should allow for improvements to the C.O.N.N.E.C.T. program for all novice educators and, more specifically, novice PA educators.

Justification of the Use of Instruments in Context

The NTSSES looks at multiple levels of support that novice teachers should be provided. These levels include administrative support, classroom mentors, professional development, and electronic mentoring. After reading prior research literature, I have seen the importance of each area of the induction and mentoring process. While the NTSSES will need to be modified to fit the needs of the current study, it provided data needed to gain a better understanding of the lived experiences of the novice PA educators as well as providing very basic information about the types of supports that young PA teachers were experiencing within their districts.

The interview questions discussed in the previous section was the basis of the interviews and the starting point for the second phase of the study. It is important to note survey responses will have a direct impact on the interview questions asked. Participants had questions tailored to their specific situation. This was done to ensure a deep understanding of the experiences the participants have during their induction, mentoring, and coaching sessions. By using a survey that examines all areas of the induction, coaching, and mentoring program, it was easier to

identify the weaknesses and strengths of the C.O.N.N.E.C.T. program, as well as providing important areas to look at for the improvement of any induction, mentoring and coaching that a district would implement.

Data Analysis Strategy

During the first phase of the study, the data collected from the NTSSES was evaluated using descriptive statistics (Muijs, 2011). The main goal was to look at the average score given for each question by the respondents. The NTSSES had novice educators rate their experience participating in the mentoring, coaching and induction supports during their first years of teaching. Responses were on a 5-point scale with these options: 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly Agree. SPSS software was used to help with the statistics of this phase of the study to ensure accuracy and easier comparison. Because we are looking at a wider range of experience (5 years) in comparison to what many districts provide support to their new teachers (3 years), I also compared the answers of the participants based on the number of years of experience that they have. T-Test comparisons were done for each question to note the difference between those educators with 0-2 years of experience, which is how long typical induction programs last, versus educators with 3-4 years of experience. This allowed me to see if there are any differences in perception of lived experiences by the experience level of the PA educator.

These data collected in phase one of the study had a direct impact the development of the interview questions that will be asked in phase two of the study. As discussed previously in this chapter a maximum variation, or heterogeneity, sampling was used to choose the sample of participants from phase one to phase two of the study (Patton, 2015). Because I am looking at the lived experiences of novice PA educators, I used multiple rounds of in vivo coding to analyze the

qualitative data collected (Miles, Huberman, & Saldaña, 2020). All of the interviews done with participants were transcribed prior to coding. The use of multiple rounds allowed for themes to develop and main ideas to surface from the data. Cross-case analysis was then done to enhance transferability and generalizability of the qualitative data (Miles et al, 2014). Finally, information from my own experiences of induction, coaching, and mentoring as well as how my thoughts grew and changed during the research process was included.

Timeline

Phase one of this study happened during the start of the spring semester. Potential participants were given a two-week window to fill out the survey. Data from the survey was then analyzed over the weeks following the collection of the interview data, potential participants for the second phase were contacted, and more individualized interview questions to be added to the questions discussed previously were developed. Collecting all of the data in the spring semester allowed plenty of time for new PA educators to have time to experience the induction, coaching, and mentoring supports that they may receive in their first year of teaching.

Potential participants for the second phase of the study were contacted by the middle of February 2021 to set up interview times. Due to continued spread of COVID-19 and potential health risks, all interviews will be done virtually via either Facetime, Google Meets, or Zoom. Interviews were completed by the first week of March 2021. All data will then begin to be analyzed the weeks following spring break. The analysis of data will be completed in a timely manner in order to compete the writing process to defend by the beginning of July.

Reliability and Validity

Reliability issues surrounding the use of the NTSSES is addressed within the original study in which it was used. Warsame and Valles (2018) point out that reliability for all six

school-based supports that are measured within the survey with only questions about professional development not having acceptable reliability. With this in mind, the section of the study asking about professional development situations were omitted from the survey given to participants within this study to help with reliability issues. Also, some of the sections within the survey, such as the university-based supports, were taken out due to lack of applicability to the current research. As noted previously, questions pertaining to PA educators specifically were also added to the survey to better suit the needs of the current study.

Objectivity, dependability, and transferability are all important topics to discuss within the qualitative portion of this study and will be addressed in a few different ways. Miles et al. (2014) discuss all of these issues in their text. On the topic of objectivity, there is clearly a potential for bias within this study due to my own personal experiences as a PA educator. From my personal context provided in chapter 2, it is clear that I did not have a positive experience with my own mentoring, coaching and induction. As a PA educator myself, I know the importance of these activities for new educators entering the field of teaching within the performance arts. While some may think that this would provide a bias against the current programs that are used, even more so with the numerous conversations I have had discussions with other PA educators about their negative experiences, this experience is much more of an asset for this study. My goal is not to bash programs. Instead, it is to find data and develop methods to make the mentoring, coaching and induction practices even more effective for districts.

Dependability of the qualitative data were assured by using thick descriptions of the interview data that was collected and displayed. Participants within the second phase of the study had the opportunity to look at the transcripts of their interviews to ensure accuracy. They also

were included in the final analysis of their interview data to make sure they feel like their experiences and answers to questions are being interpreted and represented accurately. While the initial thought of this study is that there are not appropriate supports developed for novice PA educators, it may be more of a lack of implementation, or fidelity of the programs that have been developed.

Closing Thoughts

The topic of novice teacher support for any subject can be quite complicated. Adding the major differences found within PA classrooms, there is even more for district and building level administration to think about. The overall goal of this study is to develop ways to target the specific needs of novice PA educators. Knowing, of what is currently being offered, is useful and what is not covered that new PA teachers need to know will only strengthen the supports that are already being given. It is not a sign of failure to address these issues. It is important that administrators at all levels begin to understand that we must start looking at the different, specific needs of our teachers. Not every new teacher needs the same supports, and not every subject taught has the same instructional methods used. Hopefully the findings from this study will not only have a positive impact on the supports to novice PA teachers, but novice teachers of all subjects.

CHAPTER IV

ANALYSIS AND RESULTS/FINDINGS

Introducing the Analysis

The purpose of this study was to look at the lived experiences during the induction, mentoring, and coaching process of novice PA educators in the south east portion of the United States. This explanatory sequential mixed methods study (quan-QUAL) included a quantitative component to answer the first research question and sub questions in which inexperienced PA teachers answered a Likert-type survey gauging their perspectives and characterizations about the different supports they did or did not receive from the school and/or district. This was followed by a qualitative component where select participants took part in a semi structured in depth interview to answer the second research question and sub questions. It is important to note the individual responses from the survey impacted some of the questions asked during the interview process to gain a deeper understanding of the experiences the new PA educators had. Districts of participants of the second round were contacted to collect any information of the types of support they plan to provide all of their new teachers. Unfortunately, the districts either did not respond or had no set program of support for their novice educators they were able to share for the purpose of this study.

With my own personal experience as a PA educator, I will also draw on my own experiences with the supports I experienced in each of the areas. Connections will be made between my own experience and the experience of the participants. This information will be used in conjunction with other qualitative data collected to help shape the artifacts developed from this study. As a PA teacher finishing my tenth year of teaching and having the responsibility to work with and mentor other novice PA educators, my experience will provide a different

characterization of support experience and how my needs for support changed over time. My experience will also provide the background needed to have an impact on the artifact developed because of this study and the recommendations needed to improve the support experience of new PA teachers and the types of support mentors and administrators need in order to provide the appropriate supports.

Presentation of Data

Phase one of the study set out to answer the first research question and sub question which is:

1. How do novice PA teachers characterize the induction, coaching and mentoring support they are provided?

   a. Are there changes over time in novice teacher perception of induction, coaching, and mentoring supports?

The modified NTSSES was sent to PA educators throughout the south east. Contact was made with different state and local music and PA associations to request to send the NTSSES survey to its membership. The ability to answer the survey was turned off after being open for two weeks. A total of 55 novice PA teachers responded to the survey. What the actual return rate was unclear because of the inability to track who received the study and their background and level of experience. State and local music and PA associations do not track the number of novice educators within their membership. Due to this, it is impossible to truly know the rate of return for the survey. Before looking at the responses from the survey that will help answer the first research question, it is important to understand some of the general demographics of the participants of the study. Of the 55 respondents, most of them (n=16, 29.1%) are in their first year of teaching, 14 (25.5%) are in their second year of teaching, 9 (16.4%) are in their third year

of teaching, 9 (16.4%) are in their fourth year of teaching, and 7 (12.7%) are in their fifth year of teaching (see table 1).

Table 1

Respondents Years of Experience

Current Teaching Year	Number	Percentage
Year 1	16	29.1
Year 2	14	25.5
Year 3	9	16.4
Year 4	9	16.4
Year 5	7	12.7

Most of the respondents are band directors. When it comes to the subject each of the participants teach 38 (69.1%) of the respondents teach band, 10 (18.2%) of the respondents teach choir, and 7 (12.7%) of the respondents teach elementary music (see table 2). When it came to the level (elementary, junior high, and high school) each of the participants worked with, 23 (41.8%) teach elementary aged students, 38 (69.1%) teach junior high aged students, and 45 (81.8%) work with high school aged students (see table 3). While the total number of respondents reporting working with each age group of students is more than 55, it is important to note 35 of the respondents (63.6%) teach multiple age levels and 16 (29.1%) report teaching all three age groups. While it was not directly asked within the survey, it is quite possible for many of the respondents who teach at multiple grade levels have to travel to different buildings throughout the day. As a novice PA educator myself, I was traveling between four to five different building

Table 2

Subject Taught by Respondents

Subject Taught	Number	Percentage
Band	38	69.1
Choir	10	18.2
Elementary Music	7	12.7

each day. This required me to get to know many of the administration at each of the buildings

and the differences in procedure, expectations, and culture within the school. Having to

understand all of these differences added to my stress as a new teacher.

Table 3

Grade Level Taught by Respondents

Grade Level Taught	Number	Percentage
Elementary	23	41.8
Junior High	38	69.1
High School	45	81.8

As well as looking at demographic data, the modified NTSSES survey included basic

information about the supports provided to novice PA teachers by their schools and/or districts.

Induction, mentoring, and coaching were specifically addressed as they are the main topics of the

study. Table 4 shows the number of respondents that were provided each type of support. Just

over half, only 32 (58.2%), of the participants reported participating in an induction program.

Mentors were assigned to just under half (n=27, 49.1%) of the participants. Interestingly, very

few (n=4, 7.3%) reported ever having worked with an instructional coach. Lack of support by instructional coaches is concerning. New PA educators are potentially missing out on a type of support which could be very beneficial to their overall ability and self-efficacy as an educator.

Table 4

Supports Provided to Novice PA Educators

Type of Support	Number	Percentage
Induction	32	58.2
Assigned Mentor	27	49.1
Instructional Coach	4	7.3

Respondents who reported being assigned a mentor were asked two follow-up questions. Results from these questions can be found in table 5. One of the questions asked if their mentor taught the same subject as they did with only 15 (53.6%) reporting their mentor did teach the same subject. The second question asked if their mentor worked in the same building as they do and 21 (75%) reported their mentor did work in the same building. The fact most of the mentors of the participants work in the same building is a positive finding. However, with just over half of this group of participants reporting having a mentor with specific content knowledge of the subject area of their mentee, there may be links between the lower overall scores, which will be discussed later within the chapter, and the lack of appropriate support provided to the respondents.

The Likert-type questions asked in the modified NTSSES survey were broken down to assess the supports in four different areas. These areas included: administrative support,

classroom mentors, course preparation, and PA teacher supports. See table 6 for mean scores

from all questions. Participants responses to the first two Likert-types questions look at their

Table 5

Mentor Follow-up Question Results

Mentor Follow-up Question	# of Yes responses	Percentage
Did/does your mentor teach the same subject as you?	15	53.6
Did/does your mentor work in the same building as you do?	21	75

outlook on administrative support. Respondents were given a 5-point scale to rate their

agreement with each question. These ratings were: 1= Strongly Disagree, 2= Disagree, 3=

Undecided, 4= Agree, 5= Strongly Agree. Table 6 shows the average rating for each question

while not controlling for years of experience. Before looking at each question individually, it is

clear the respondents do not characterize their experiences very positively due to no statement

reaching an average rating stating respondents agree to the statement. Question 1 had an average

rating of 2.93, which is slightly lower than undecided. Many disagreed with the statement in

question 2 with an average rating of 2.36 from all participants. When it comes to administrative

support overall, the majority of the novice PA teachers in this study did not find the support from

administration beneficial to them. The perceptions of mentor support was much more positive.

Participants average rating for question 3 was 3.54 while the average rating for question 4 was

3.49. Both of these averages fall between the undecided to agree portion of the Likert-type scale

indicating a more positive experience with assigned mentors. Responses from the survey indicate

preservice course preparation was very positive for the participants. Both questions 5 and 6 had

an average rating of 3.80. Even though this average rating falls between undecided and agree, it

is much closer to agree than undecided and, overall, preservice course preparation was the highest rated support discussed in this study. Questions 7-9 obtain the ratings on the perceptions in the area of PA teacher supports. The average rating for question 7 was a 2.75 indicating respondents had a more negative outlook on the professional development provided. A better outlook was found for question 8, which goes back to preservice teaching experiences, with an

Table 6

Averages to Likert-type Questions from All Respondents

Area of Support	Likert-type Questions	Average Rating
Administrative Support	Your employing school district offers several forms of support to you as a novice teacher. Please rate to what degree your school has provided you the support you need to become an effective teacher.	2.93
	The classroom visits/evaluation that my administration performed were beneficial in my effectiveness as a teacher.	2.36
Mentor Support	My classroom mentor was helpful in giving me guidance and support.	3.54
	Teacher collaboration/networking-talking with other teachers in my building/district was helpful in allowing me to express ideas and frustrations and gain effective ways to deal with them.	3.49
Preservice Course Preparation	The education courses I took at my certifying university were helpful in giving me strategies to use in my classroom to be a more effective teacher.	3.80
	The clinical experiences I experienced at my certifying university were helpful in giving me guidelines for the first days of school.	3.80
PA Teacher Supports	The professional development supports provided to me were beneficial in providing effective methods for teaching in my classroom.	2.75
	The education courses I took at my certifying university were helpful in giving me strategies to use in my classroom to be a more effective teacher.	3.14
	The staff development offered prior to school starting was beneficial in preparing me for the first few weeks of the school year.	2.16

average rating of 3.14 from all participants. Finally, an average rating of 2.16, indicating most participants disagreeing with the statement, is found for question 9.

To answer the sub question to the first research question posed for this study, participants were broken into two different groups. Respondents with zero to two, or currently in years one,

two, or three of teaching, were put in one group. Respondents with three and four, or currently in

years four or five of teaching, were put in the second group. From this point forward,

respondents with zero to two years of experience will be referred to as younger novice teachers

(YNTs) while respondents with three to four years of experience will be referred to as older

novice teachers (ONTs). Table 7 shows the results from an independent sample T-Test with the

average ratings for each question broken down by the number of years of teaching experience.

Cohen's D is also provided to show the effect size experience has on the average rating for each

question. YNTs had a lower average rating for the first two questions dealing with administrative

support in comparison to ONTs. YNTs average rating for question 1 was 3.21 while ONTs

average rating was 2.25. Cohen's D has a rating of .823 showing teaching experience having a

large impact on the way participants responded to the question. Teaching experience had a

medium level of impact on the way participants rated question two with Cohen's D being a .550.

The average rating for question two from YNTs was 2.56 while ONTs average rating was 1.88.

This is the first time we see an average score fall between strongly disagree and disagree.

Participants with more experience find classroom visits from administration unbeneficial to their

self-efficacy as educators.

ONTs score higher than the average response of YNTs only two times during the survey.

The first time this occurs is for question 3 when ONTs average rating is 3.83 in comparison to

YNTs average rating of 3.45. Cohen's D for this question is a -.278 showing a small impact of

experience on the average response to this question. The average response for question 4 trends

typical of what is seen in the rest of the study where the average rating of YNTs (3.51) is higher

than that of ONTs (3.44). Cohen's D for question 4 comes in at .056 showing little, if any,

impact teaching experience had on the average response to the question. Questions 5 and 6,

which gather participant perspective on preservice course preparation, also have very low Cohen's D scores which are .064 and .007 respectively. The average rating for question 5 for YNTs 3.82 in comparison to 3.75 for ONTs. The different between average responses is even more slim for question 6 with YNTs giving an average rating of 3.82 and ONTs giving an average rating of 3.81.

The final area of support the modified NTSSES analyzed was PA teacher supports. The reported average rating to question 7 for YNTs was 2.92 while ONTs responded with an average rating of 2.44. Cohen's D for question 7 follows the trend of many of the previous questions with a score of .389 showing teaching experience having a small impact on the average rating for the question. For the second time in the study ONTs (3.83) average rating for question 8 is higher than their YNT (2.95) counterparts. The average rating difference between YNTs and ONTs, which is almost a full point (0.88 difference), has a Cohen's D score of -.623 supporting the idea of teaching experience having a medium impact on the average perception of teachers for question 8. Finally, question 9 returns to a more typical result with YNTs average rating of 2.28 which is lower than that of ONTs whose average rating for question 9 was 1.75. As for question two, this is only the second time an average rating, from any group, has been between strongly disagree and disagree. Cohen's D for question 9 is .460 which shows previous teaching experience has a small impact on the average rating for the question. Thinking back on my own experience, the ratings I would give on the survey would be close to or lower than the average ratings seen in table 7. The level of administrative support I received was extremely poor. Within my ten years teaching in the same district, I have only been observed by an administrator twice. It is rare administration attend concerts or other events we have throughout the year, minus football games of course, unless they have a child within our band program. If administration did

Table 7

Averages to Likert-type Questions by Years of Experience

Area of Support	Likert-type Questions	Years of Teaching Experience	Average Rating	Cohen's D
Administrative Support	Your employing school district offers several forms of support to your as a novice teacher. Please rate to what degree your school has provided you the support you need to become an effective teacher.	0-2	3.21	.823
		3-4	2.25	
	The classroom visits/evaluation that my administration performed were beneficial in my effectiveness as a teacher.	0-2	2.56	.550
		3-4	1.88	
Mentor Support	My classroom mentor was helpful in giving me guidance and support.	0-2	3.45	-.278
		3-4	3.83	
	Teacher collaboration/networking-talking with other teachers in my building/district was helpful in allowing me to express ideas and frustrations and gain effective ways to deal with them.	0-2	3.51	.056
		3-4	3.44	
Preservice Course Preparation	The education courses I took at my certifying university were helpful in giving me strategies to use in my classroom to be a more effective teacher.	0-2	3.82	.064
		3-4	3.75	
	The clinical experiences I experienced at my certifying university were helpful in giving me guidelines for the first days of school.	0-2	3.82	.007
		3-4	3.81	
PA Teacher Supports	The professional development supports provided to me were beneficial in providing effective methods for teaching in my classroom.	0-2	2.92	.389
		3-4	2.44	
	The support provided from my assigned mentor helped me develop strategies to be effective in my classroom.	0-2	2.95	-.623
		3-4	3.83	
	The staff development offered prior to school starting was beneficial in preparing me for the first few weeks of the school year.	0-2	2.28	.460
		3-4	1.75	

have something they wanted to speak to me about, they reached out to the head band director before ever talking to me. It was like having a preconference meeting to see what I was doing wrong before ever talking to administration. Situations like this made my personal outlook of support provided by the administration in all the buildings I worked in more negative. The assistant band directors I was on staff with would have to go to the head band director many times to talk to administration in the different buildings we were working in to get anything done. It was almost like our voices and opinions and needs were not important enough to administration alone. We needed someone with a higher title to get the things we needed complete.

I never participated in any district level induction program or was told that I had a mentor. Looking back, I just assumed my mentor was the head band director, but with more recent conversations I had with him on the topic I found out he was never officially assigned to mentor me, nor did he receive any supports from the district to do so. It is unclear who my assigned mentor was from the district. Now, as the head band director, I am faced with a similar situation. I am not officially the assigned mentor for novice band directors on staff. That role is reserved for the department chair. Fortunately, when I was a new educator the band staff was very close, and I was around other, much more experienced, PA teacher almost at all times. This allowed me to ask the questions I had while providing an opportunity to be observed by one of my peers. Unlike many of the respondents to the survey, I did not feel like most of the classes in my preservice education were applicable in my classroom. I felt very unprepared to teach by my certifying university. I also remember wishing for more time in the few classes which were actually relevant to teaching and leaning on the information those professors taught much more than some of the more basic music classes I had to take which took up the bulk of my degree

plan. Like almost all of the respondents, I did not have any experience with an instructional coach. In fact, I did not know much about instructional coaches until we had some hired within the high school full time a few years ago, well after my novice teaching years. I did not fully understand their job, role, and potential benefits until diving into the information needed for this study.

Remembering my own experience also brings me to how my need for supports changed over time. To be totally honest, I did not feel like I was an effective teacher until after I was no longer considered a novice educator. My first and second year I found myself looking for more support in more general topics of classroom management, the administrative aspects behind teaching, and pacing of my classroom. Then, in years three through five I longed to have as many people in my classroom as possible to give feedback on my teaching and provide different, potentially better, methods for teaching the content. My outlook on all of the supports discussed within this study dropped the longer I was in the classroom. As I became more aware of my own needs, I was able to see the lack of support I was officially being provided by my school and district.

For phase two of the study nine of the 55 respondents were invited to participate in an interview to help answer the second research question and sub questions for the study. The second research question and sub questions for the study are:

(3) What induction, coaching and mentoring supports do novice PA educators report being used throughout the south east?

  a. How do these supports provided impact novice PA teaching practices?

  b. What suggestions do novice PA educators have to improve the support that they receive from their district?

Of the nine participants invited to participate in phase two of the study only six agreed to

participate. Table 8 shows the general information about each of the participants (years of

experience, subject taught, etc.). Table 9 shows the supports the participants reported having as

well as the frequency of meeting with their mentor teacher if they were assigned one by the

school and/or district. The average rating for each of the four support areas for each participant

can been seen in table 10. Five of the six participants teach band while the sixth participant

teaches elementary music. Only two participants, Jamie and Natalie, teach only one grade level

Table 8

Phase Two Participant Information

Participant	Current Year of Teaching	Subject Taught	Elementary	Junior High	High School
James	Year 1	Band	No	Yes	Yes
Brandon	Year 2	Band	No	Yes	Yes
Jamie	Year 1	Band	No	No	Yes
Natalie	Year 2	Elementary Music	Yes	No	No
Amanda	Year 3	Band	Yes	Yes	Yes
Gary	Year 3	Band	Yes	No	Yes

while Amanda, teaches at all grade levels. All participants but Brandon and Jamie reported

participating within an induction program at their school and/or district and only Brandon and

Amanda reported not having a mentor assigned to them by their administration. Of the

participants who did have a mentor assigned to them only one had a mentor that teachers the

same subject and two of the four participants had a mentor who worked in the same building. When it came to the frequency they met with their mentor, two participants (Jamie and Natalie) reported meeting with their mentor at least once a week while James and Gary either never met with their assigned mentor or only met once with their assigned mentor before the mentor resigned from their teaching position for the year. None of the participants reported ever working with an instructional coach.

Table 9

Supports Provided to Phase Two Participants

Participant #	Participant in Induction Program	Have a Mentor	Mentor Teacher Same Subject	Frequency of Meeting with Mentor	Works in the Same Building as Mentor	Worked with an Instructional Coach
James	Yes	Yes	No	Resigned Teaching after 1 Meeting	No	No
Brandon	No	No	-	-	-	No
Jamie	No	Yes	Yes	Once a Week	Yes	No
Natalie	Yes	Yes	No	Once a Week	Yes	No
Amanda	Yes	No	-	-	-	No
Gary	Yes	Yes	No	Never	No	No

Of the six participants three of them had generally very low ratings and three of them and generally high ratings from the survey. To decide the overall type of experience participants had, either good or bad, the average ratings for each of the four support areas in question for the current study were analyzed. Participants who had multiple averages between strongly disagree and neutral were classified as having a bad experience while participants who had multiple averages between neutral and strongly agree were classified as having a good experience. As

previously stated, table 10 shows the averages to each of the areas of support. The participants

classified as having a bad experience are James, Brandon, and Gary. Each of them, at the very

least, disagreed with the statements about administrative support with the average rating in the

support area being a 2.0, 1.0, or 1.0 respectively. All three had a negative experience with mentor

support as well with average ratings for this area of support being a 2.5 for James, 1.0 for

Brandon, and 2.5 for Gary. Preservice teaching courses are the only neutral/positive scores for

the participants with an overall bad experience. James and Gary rated their preservice teaching

courses as a 3.0 (neutral) while Brandon rated their experience as a 4.0 (agree). The average

ratings trend back down when it came to PA teacher supports with Brandon rating his experience

as a 3.0 (neutral), James rating his experience as a 2.0 (disagree), and Gary rating his experience

as a 1.667 (between strongly disagree and disagree).

Table 10

Phase Two Participants Average Ratings and Overall Experience

Participant #	Administrative Support	Mentor Support	Preservice Teaching Courses	PA Teacher Supports	Overall Experience
James	2.0	2.5	3.0	2.0	Bad
Brandon	1.0	1.0	4.0	3.0	Bad
Jamie	3.5	4.5	5.0	4.667	Good
Natalie	4.5	4.0	3.0	3.667	Good
Amanda	4.0	4.0	4.0	3.0	Good
Gary	1.0	2.5	3.0	1.667	Bad

In a stark contrast to the average ratings of the participants classified as having a bad experience, average ratings of the participants classified as having a good experience were arguably much higher in each area of support provided. In the area of administrative support, Jamie gave an average rating of 3.5 while Natalie and Amanda gave an average rating of 4.5 and 4.0 respectively. All three of the participants classified as having a good experience had an average rating for mentor support no lower than a 4.0 which is agreeing to the statements within the modified NTSSES. Both Natalie and Amanda gave an average rating of 4.0 while Jamie gave an average rating of 4.5. Just like their counterparts who were classified as having a bad experience overall, those having a good experience overall rated their preservice teaching courses no lower than neutral. Natalie gave an average rating of 3.0 while Amanda gave an average rating of 4.0 and Jamie gave an average rating of 5.0, the highest possible rating. The PA teacher supports area trends lower with Amanda giving an average score of 3.0, Natalie giving an average score of 3.667 and Jamie giving an average score of 4.667.

Teacher Profiles

The next few sections of this paper will cover the data collected from each of the participants within the second phase of the study. To better understand the data and how it relates the experiences from the participants relate to each other, the three participants who have had more negative experiences will be presented first followed by the participants with the more positive experiences.

James

James is an assistant band director who has worked at the same program for both of his first two years of teaching. In his current position he works with two other band directors. His teaching responsibilities not only include teaching band, but also teaching general music classes.

Prior to COVID-19, James and his coworkers were able to team teach at the junior high for their beginner (sixth) through eighth grade classes and then traveled to the high school to teach high school band. COVID-19 has had an impact on his teaching schedule quite a bit. Administration do not allow the band staff to travel, so James stays at the high school all day teaching on a hybrid schedule with his students. Only half of the school is on campus each day. Due to working on a staff many of the extra stressors, such as traveling, and working on a budget, are done by other staff members or able to be worked on together.

The induction supports James received included meetings prior to the students beginning where all teachers within the district participated. Administration invited inspirational speakers and covered basic information about procedures and the beginning of the year. When asked about specific meetings for novice teachers James replied and said:

> Correct, and that one was at a district level on the first day of school and I really didn't know what was going on because it was my first day there and I really didn't know what we were doing.

During the beginning of the year meetings "nothing practical" was covered leaving James to rely heavily on the head and other assistant band directors to fill in the holes of what the induction process should have covered. While the induction process "looked good on paper" there was quite a bit left desired for James. When asked about methods to improve his experience he brought up the need for there to be fine arts specific meetings and discussing "actionable" things which can be done as an educator and can be used in his classroom. James also discussed potentially working with other districts in the area to create an induction and continued professional development for fine arts teachers.

James was assigned a mentor. However, he only met his mentor once before she resigned from teaching and James was never assigned another mentor. The only reason he found out he was originally assigned a mentor was when he was looking for a bathroom and happened to run into her in the hallway. He was provided with a list of questions designed to get to know him by his mentor and even had answers prepared before he found out she resigned by seeing it on the board agenda at the end of the month. He takes some of the blame for not having an assigned mentor and the poor experience he had since he did not ask for a new mentor to be assigned to him. James did, however, take the initiative to find informal mentors for support through other members of the band staff. Overall, he stated the formal mentoring his district tried to provide was not effective in helping new teachers, but he did enjoy the information mentors and the process of creating relationships with other staff members, both in the band program and throughout the school. When asked about methods to improve the situation he was in, he pointed out he would "like to have known he had one" and for them "to not resign." He also suggested having a handbook for new educators including contact information of the appropriate people to call when specific situations happened. Having information ahead of time was also important. James stated, "I know they can't plan for all of that, but at least give me the name and number of people to call."

James did state he felt like "anyone could be a good mentor" and it is not required for a mentor to teach the same subject as their mentee. Along with his informal mentoring he found on his own, James did experience some peer mentoring with other members of the school staff. One of the peer mentors he discussed was the administrative assistant to his principal. He "learned patience" from her one day when overhearing a phone conversation while she was dealing with a disgruntled parent. They were able to talk about the methods she used to keep calm and maintain

control of the situation when the phone call was finished. When working with the band staff James stated he enjoyed the collaboration between the three of them by "bouncing ideas off each other during planning block and stuff."

When discussing administrative support, James reported not feeling valued or feeling forgotten about by the administration. It is rare the administration would enter the band hall or come down to observe James and support him by suggesting improvements to his teaching ability. His administration have not observed him in his almost two years of teaching within the school. Even though this is the case, James was unsure if he wanted to deal with the "double edge sword" of administration being in his room. While it would overall be a good idea in his opinion, He seemed slightly apprehensive to have administration in his classroom. A lack of administration support was apparent form the conversation. There were many times where he said the administration "forget I am there" and he "doesn't feel valued." In the end, James did express the desire to have administration observe his classroom because it was different and "more formal" than his mentoring experience had been.

Throughout the data collection process it was obvious instructional coaches were not common or known about by many of the participants, but James was an exception to the status quo. The instructional coaches at his school "know a lot about science" but did not interact with him much at all. Even though James stated they were nice, he noted they "don't get us and I don't get them." However, he was open to the idea of working with instructional coaches if they were "willing to figure out ways to help us improve." At the same time, there was no rush in having this type of support provided to him. He was "happy with what they are doing now."

Along with having an impact on their schedule COVID-19 has intensified the expectations of parental contact from administration. James discussed how his administration

expects him to contact parents and students at least once a week to make sure everyone in on the same page and knows what is happening. There was also some frustration about still being required to participate in state testing due to state board of education decisions. With the extra stress put on all teachers during the pandemic administration did provide professional development on mental health trying to make sure they reach out to teachers to check in on them. This type of support, along with making sure staff knows to reach out when they need something, are the changes seen by James to increase the support provided to teachers during COVID-19.

Brandon

Brandon works in a smaller school district where he is the not just the only band director on staff, but also the only music teacher in the entire district. During his interview he described his teaching schedule as "not ideal" having to work on two different campuses each day prior to COVID-19. His current teaching schedule is all in one building instructing four general music classes with one band class. Brandon only has his 9th-12th grade students in class on a daily basis and is allowed to meet with his junior high (7th and 8th grade) students after school. Prior to COVID-19, Brandon still taught four general music classes, two classes of band. One class was 7th-12th band and the other class was beginner band (6th grade) at the elementary school. His schedule was set up in such a way where he did not have a full planning period due to the differing class schedules in the two buildings he worked. Because he is the only director at his school, he bares the responsibility to manage inventory, budgets, travel, etc. on his own unlike James.

When induction was discussed with Brandon, he was unsure how to completely answer the questions. He did participate in the typical professional development that occurs in most

schools for a few days prior to the start of the school year to orient the entire staff on expectations and policies for the year. When it came to extra support for novice instructors, Brandon did not report any extra meetings. Instead, he was just "thrown in there by myself" and the "meetings either didn't happen or I was never informed about them." Topics covered in the full staff orientation which Brandon felt was applicable to his own classroom included classroom safety and classroom management. The only meeting for new teachers of the district was a meet and greet with district administration. "Nothing educational" was covered in the meeting with district administration. When prompted to provide methods to improve his experience, Brandon suggests working with other school districts to work together and exchange ideas.

Brandon was not assigned a mentor by his school or district leaving a need for him to find his own support. He found informal mentoring support in a few different ways. The first was with the color guard instructor within the band program. She happened to also be a teacher at the same school and was able to help provide support on some of the clerical aspects of the position. When discussing the types of support she provided, Brandon said,

> She was also a teacher at the school who taught color guard after school. I was relying on her heavily to figure out when I had to have things submitted by, who I needed to talk to about certain things. She was very very helpful helping me get through.

Another teacher, who is no longer employed with the school district, was also someone Brandon reached out to for help. He told Brandon how "things really work in the school district." While these two mentors provided support for district and school questions, they could not answer content related questions. Through regional and state clinics Brandon was able to network with other local band directors to bounce ideas off of when it came to lesson planning, day to day activities, and how to approach larger performances such as parades.

Answering the questions about methods to improve his mentoring experience came easy to Brandon. "Creating a mentor/mentee program for new teachers to the district" is the first thing that came to mind for him. Even though he is "unsure of what goes into a mentoring program," Brandon was able to give specific ideas he would enjoy his mentor supporting him though. This includes working on lesson plans, checking in to ensure mandates from the district are being completed, and pacing were all discussed. Being a music educator was an important part of being a mentor in Brandon's opinion. By creating a "regularly scheduled meeting" to go over what new PA teachers are experiencing is important. Guidance from a mentor is an important type of support discussed in the interview with Brandon.

Administration is rarely seen in Brandon's band classes. He could only recall two times an administrator has been in his room. The first was to "give me my W-2 by the district," and the second time was "for my yearly evaluation." While administration voices their support of the band program and what Brandon is doing, their actions do not support such statements. Even though this is the case for him, Brandon desires someone to be in his room to support him. It is obvious to him that he is not receiving the support he should be from his administration. He "swallowed my pride" to focus on the needs of his students and did the best he could without the much-needed support. He even pointed out the lack of administrative support and seeing them within his classroom has created a lot of turnover in his position. He is the fifth band director in seven years at his school.

Unlike James, Brandon had never had an experience with instructional coaches. When the responsibilities of instructional coaches was explained, Brandon seemed to think that if an instructional coach was knowledgeable within the correct content area they could be of benefit to his growth as an educator. As with his statements and feelings about administration, Brandon

pointed out it is important for someone to just be there to check in on what he is doing and provide feedback on methods to improve his instruction.

COVID-19 has impacted his need for support in a few different ways. One of the main new needs of support is for online/virtual instruction. Brandon was never exposed to such teaching methods in his preservice education. Even though this is a known need of his, there was little support provided by administration in this area other than weekly "tech tips." COVID-19 has also impacted his program by reducing numbers at all levels. Without any communication from the elementary administration, a decision was made for there not to be a beginner band program this year. This is something Brandon has worked through and, for ease of schedule, has worked with his high school administration to make this permanent and adjust his schedule to start students in band during their 7th grade year.

Gary

Gary works as an assistant band director within a larger school district with two different high schools serving the students of the district. He works on a staff of six band directors, including himself, and his teaching responsibilities include starting beginner band members on brass instruments and teaching a high school concert band in the spring and assisting with the marching band in the fall. His teaching responsibilities "have not changed much" due to COVID-19. What has changed is Gary's ability to work with his beginner band students in person. Even though this is only his third year teaching, this is the second school district he has worked for. His first job was in a much smaller school district where he was the only band director in his program. When it comes to the extra responsibilities he must deal with as a novice PA teacher, like James he is able to share the extra workload with other members of his staff. Gary has,

however, had the experience of managing a budget and completing trips on his own while he was in his first position.

Gary had very strong, negative, feelings about the induction he experienced in his current position. In fact it was a "complete waste of time" because it was "not that helpful, especially compared to if I were to talk to a band director." While Gary understood the importance of having such meetings, he was adamant about the need for them to be run by band directors or other large performing ensemble teachers. His rationale comes from the idea that most administration and other educators have very little understanding of what PA teachers deal with on a daily basis and cannot provide the appropriate support novice PA teachers need in order to be successful within the classroom. Gary's experience with the induction supports is so negative to bring him to a feeling they are a "waste of recourses."

The school assigned Gary a mentor to work with him, but his mentor taught theater. While this is another PA subject, Gary did not have a very positive experience with his mentor by any means. Again, he discussed the differences between band and theater and how, while they are both PA classes, there are quite a few differences between the two subjects leading his mentor to not be able to support him in the best way possible. Compounding the issue is the lack of interaction with his mentor. Gary reported minimal support provided to him. He was not observed by his mentor or gotten feedback from the lesson plans submitted to his mentor weekly. Gary had the following to say about his experience with his mentor:

> She has taken in my lesson plans and I have not really gotten much feedback on them. I haven't been observed, not that it would be tremendously beneficial, I don't believe that it would be. I haven't received much support at all. That is just because, for her specifically, she is a theatre teacher. There is some crossover and we have talked once or

twice about emoting… which is something I thought she would have a relevant skill set

in being that she is a theatre teacher. But in reality, overall her skill set does not match

my need. We have had very experiences where she was helpful in that way.

His most meaningful experience has been the few times communication has occurred, but these

conversations were not in support of his classroom or teaching ability. Rather, they were more

personal in nature or the getting to know each other conversations. Improvements suggested by

Gary for his mentoring experience revolved around making sure mentors are band directors or

have experience teaching the same subject as their mentee.

Even though his experience with his assigned mentor was not an extremely positive one,

there were moments of peer mentoring with other members of his band staff he found beneficial

to his continued learning. The types of support Gary reported needing has changed over in short

tenure in the teaching profession. It has changed from a need to grasp basic teaching skills to

needing answers to more specific questions. Those questions are more easily answered by

someone who has experience with teaching his same subject, and he was able to ask such

questions to other band directors on staff. Gary even reported moments of working with other

staff members outside of the band directors, specifically the choir directors, when seeking

information on methods to potentially make his instruction better for his students. He seems very

in tune with the types of support he needs to be successful as an educator and is a "self-starter" to

gain the knowledge needed for success in his classroom.

As previously illuded, administrative support is not something Gary truly valued due to

the lack of understanding of what is required for PA programs to run successfully. He has not

been observed by administration in his current position. He is understanding of the high demand

administrators have placed on them and stated multiple times throughout the interview that any

questions or supports administers may provide would be done better by other band directors or educators who have experience in extremely similar classes (choir, orchestra, etc.). While administration are not currently aware of his needs, Gary did point out administers could, potentially, be able to provide more support if there was more observations and they were aware of his areas of weakness in which he need extra support. However, when he does have a question or a problem, he is much more likely to go to another band director on staff or reach out to other band directors he knows to get the support he needs.

Gary knows of the instructional coaches within his school, but much like his opinion of administration, he was not sold on the idea of them being able to help him with his teaching ability. Currently he has had no experiences with the instructional coaches on his school's staff working with him. While he felt it was "not very likely that I will ever work in a district that there is an instructional coach that would work with teachers of just large performing ensembles," he saw the potential for added support if the instructional coaches understood his classroom and had experience within the performance arts as an educator.

On top of COVID-19 impacting his teaching schedule, Gary discussed how the pandemic has made the PA classroom more similar to general education classrooms. All teachers are being asked to teaching students virtually which has created common obstacles all teachers are facing this year. The supports needed to for teachers to be successful in such a situation has not been provided to them in Gary's opinion and is a "missed opportunity." Along with teaching virtually, there are different state regulations for both teachers and students educators are navigating each day. While Gary pointed out there had been discussions about requiring the students to wear masks while in class, there was not much more covered or opportunities for teachers to meet together to discuss tactics on teaching during the COVID-19 pandemic.

Jamie

Jamie works as an assistant band director in a Title I school district on a staff with two other band directors. The three directors work together at the high school during the marching season, but only two directors, which includes Jamie, work at the high school throughout the school day. Jamie spends her day teaching high school brass and woodwind classes at the high school and general music. COVID-19 has had a negative impact on the band program where Jamie works in a few different ways. The district is on a hybrid schedule, so she only has half of her students in class each day. There has also been an attrition issue within the band members.

Overall, Jamie reports a positive experience with her induction program. While she did not discuss meetings directly targeting new or novice teachers, the meetings all staff attended at the beginning of the year was set up in such a way where she felt comfortable getting all of her questions answered. Topics covered included the use of technology, communication with students and parents, Google classroom, canvas, and general informational meetings about the school year. Jamie seemed more at ease with her nerves of being a first-year teacher because "we are all basically first year teachers" due to COVID-19. Meetings were led by other teachers in the school who were knowledgeable on the topic. While most of the topics covered in the induction process Jamie experienced were considered relevant, there were a few topics she learned she wouldn't be able to use. Some of the websites discussed did not have a music component. However, Jamie expressed she still made sure she understood what was being covered in case her students were confused and approached her for help. When asked about changes she would like to see to her induction experience to make it even more positive, Jamie expressed she wished there was more time covering EEF funds and handling finances.

Jamie's assigned mentor was her head band director. Throughout the interview she discussed the multiple ways in which she felt supported by him in different situations. The two of them meet almost daily just to check in about what they are planning to teach, where they are, and break down any problems Jamie might be experiencing and get guidance on a specific topic. Jamie and her mentor have cultivated a very positive relationship over the school year which has pushed Jamie to learn as much as she can to slowly take some of the responsibilities off of the head director to be more helpful within the program. Her most meaningful experience during the mentoring experience thus far has been watching her mentors ability to talk students down from stressful situations where the students are threatening to quit participating in the band program. Jamie noted her mentor is levelheaded and has talked her down from stressful situations quite a few times during what has been a very stressful school year. She even stated,

> I don't think I would still even be at this school without my head band director. Let's say I was a head band director somewhere. I honestly don't think I would be able to handle the stress on my own.

When she cannot get an answer from her mentor teacher, Jamie takes to Facebook and different band director groups to get feedback and suggestions to situations or thinks back to her student teaching experience and remembers how the band directors in that program handled situations. She is very aware of not being able to handle the stress of teaching in a PA classroom alone and is extremely appreciative of the situation she finds herself in and is worried about young PA educators who do not have a mentor to lean on.

When it comes to support from administration, Jamie reports feeling extremely supported. The head principal is in the band hall frequently because she is checking in on her grandson who, in the future, wants to participate in the band program at the school. This has

opened the opportunity for the band staff, including Jamie, to talk with her about what they are doing and the needs they have in the classroom. Jamie also discussed the weekly staff meetings administration have to make sure everyone on staff is on the same page and does not have any questions. This allowed for clear expectations to be presented to the staff from the administration so everyone understood the expectations for the year. She also reports being observed by administration. Jamie brought up the low attrition rate among the teachers within the school and she credits the positive experience and support from the administration she has had thus far for the lack of teachers leaving the school.

Jamie reports not being familiar with instructional coaches or if her school/district has employed some teachers to be instructional coaches. Even though she has not experienced support from them, she did think it would be helpful. Jamie discussed the lack of preparation she felt from some of her preservice training at her certifying university. Some of the classes she took prior to graduating covered "a lot of things that we couldn't use or didn't apply to us." Jamie specifically discussed her classroom management class and expressed the desire to have support in this area from an instructional coach.

When discussing the impacts of COVID-19 on the classroom and the adjustments the district and administration have made to support teachers during the pandemic, Jamie reported feeling like her administration was doing a good job. They have supplied ample personal protection equipment (PPE) and cleaning supplies to the teachers. Meetings about appropriate methods for contacting parents also occurred. It is clear to Jamie the administration do not want students to fall behind and the educators in the building need to be on top of talking to parents if students are not showing up to class either virtually or in person.

Natalie

Unlike the other participants within the second phase of the study, Natalie is an elementary music teacher in a larger school district. Along with her daily teaching responsibilities, Natalie is also in charge of the programs put on by the school. This includes monthly assemblies, which were more common before COVID-19, managing a group of older students as the stage crew for events, helping run lights and sound, and any other major event happening as the leader of the events team within the school. Another major responsibility Natalie has changes yearly. One year she runs the schools honor choir and the next year she is expected to put on a musical. This is in conjunction with the other performances she has with her elementary music classes on a yearly basis. The 2020-2021 school year was supposed to be a year for a musical, but due to COVID-19 restrictions, they decided to do a virtual honor choir instead.

When discussing the induction supports provided to her from her school and district, Natalie reports that "nine times out of ten they don't even really apply to me" when discussing the topics covered in the meetings. Unlike other participants in the study, Natalie experienced a district run new teacher workshop geared towards novice educators in the district. She actually attended the workshop two summers in a row. Topics covered included Google classroom, making contact with students and parents, classroom management, and other tips and tricks from more experienced teachers that novice teachers should attempt to implement in their own rooms. Much of the information covered did not make Natalie feel more prepared for her teaching responsibilities because of the number of students she teaches on a weekly basis. When presenters were discussing methods of getting forms out and the types of forms teachers should

be sending to parents, they did not take into account Natalie would have in her classroom. Natalie said the following about the topic:

> I got not help really on how to organize 400 forms, you know, where to put 400 forms. What is the easiest way to do that? Because I want to have it in writing with a signature from an adult that is like 'Yes, I am letting my child do this,' but then it's like 'papers everywhere!'

The large number of students she teachers also makes it challenging to make a positive first contact with each parent of the children in her classrooms. She was felt left out of the activities where subject area teachers would meet together with each other. When asked about methods to improve her experience, Natalie talked about the need for the first professional development training session to be more specific and less generalized and for it to include other music teachers within the district so they would be able to talk and share ideas and plans for the school year. She went as far to state, "It was more alienating to have the first professional development I experience with the district be where I am the only music teacher there."

Natalie is also very different from other participants within this study because she was assigned multiple mentors from her administration. Her assigned mentors are the other special area teachers in her school. During her first year at the school they provided her a lot of support on clerical responsibilities and were there to answer questions on how the school operated. While they were not always the most meaningful discussions, there was a lot of support provided to Natalie by her mentor teachers who had been at the school previously. While her mentors were supportive, they were not able to answer her content specific questions. Natalie, however, found other music teachers in the school district to ask questions to who were able to give her the advice she needed when music specific issues arose in her classroom. She also discussed her

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positive relationship with the districts fine arts coordinator who has provided a lot of support to her during her first two years in the district.

Peer mentoring is something else Natalie discussed during her interview. She reported having more positive experiences with other teachers in the building in comparison to her assigned mentors. All of her coworkers are willing to help and give ideas when needed and a culture has been built where everyone pitches in to help each other. Natalie also discussed being a member of different Facebook groups where she can find a lot of information about methods to teach her content and support from other educators when she has an issue. Working with her peers did not stop within the four walls of her school building either. Along with other elementary music teachers within the district, Natalie fostered relationships with high school choral directors in the district and has asked their input in situations where she is having issues teaching music specific content. When it came to methods to improve her mentoring experience, Natalie talked about the need for an assigned mentor who teaches music. Her greatest recourses were not her assigned mentors, but the mentors she found own her own.

It was obvious from the interview Natalie had very strong administrative support. Her administration checks in on her often to make sure she has what she needs for her classroom. There are never surprise observations and after her formal observations her administration provides direct, nonjudgmental feedback to help her improve. Nothing felt like "a personal attack" when comments were given after observations and feedback she could build on was provided. Natalie's administration was also interested in what was happening within her classroom. There have been times she has had her administration come in to see something cool or interesting her students are doing in class. She describes her principal as "levelheaded and clear minded," which are important characteristics of any effective leader.

Natalie did not have experience with instructional coaches within her building. After a short discussion on the role of instructional coaches Natalie could see how their support would be beneficial. Her lead teacher and counselor took on a lot of the responsibilities of instructional coaches for her. They provided her support on planning and teaching special needs students and students with individualized education plans (IEP). She repeated the sentiment that they were not able to help her with subject area issues and she was on her own to find her own support in those areas.

COVID-19 is not the only thing adding stress to her experience. Her school is under construction as well and she is currently having to teach in the cafeteria. This has created unique challenges she has to face on a daily basis. Natalie also expressed anxiety surrounding the lessons she is teaching. She has a strong desire for her students to participate in meaningful lessons, but with restrictions on singing due to the pandemic she has had to change a lot of the way she goes about teaching her content. Her elementary music curriculum in heavy in the choral side of music and having restrictions on singing has made things difficult. She was also not able to have the "payoff" at the end of her first year which comes in the form of a performance. Natalie also has some anxiety over the pacing of her classroom. Having her first year cut short due to COVID-19 does not provide a blueprint to where her students were throughout the year last year like she hoped she would have. To help battle these extra stressors her administration instituted "coffee with the principal" to give teachers a set time to come in and talk about issues they are having. These discussions helped ease the stress and anxiety Natalie has been experiencing over this school year.

Amanda

Amanda is the lone band director in a smaller school district. Not only is she the only band director, she is the only music teacher on the K-12 campus. Her teaching responsibilities include high school band for 7th-12th grade students, 6th grade band, 5th grade band, general music, and study hall. Her teaching schedule can be considered a little bit challenging because the elementary side of the school and the high school side of the school run on two different daily schedules. The end of her day when she is operating on the elementary schedule is quite a bit different than the high school schedule. This also requires her to work with multiple administrators to make sure she is not planning events on nights where the other side of the building has something going on. Her current position is not the first teaching position she obtained after graduating from her certifying university and Amanda had two vastly different experiences when it comes to the type of support provided by both the districts she has worked for.

During her first position, Amanda did not experience meetings geared directly towards novice educators, but that changed drastically in her current position. Amanda experienced two days for new teacher training for all new teachers to the district, no matter their experience level, were required to attend. These meetings included numerous resources for the new teachers and had different speakers come in and talk to everyone. Previous new teachers to the district also came in and spoke to the participants to provide them with information about what they can expect and answer any questions they may have. Unlike other participants of the study, Amanda reports having a very positive experience from these meetings. Her district "answered all of her questions so I could focus on teaching." Even in the professional development offered in her school building Amanda discussed how well her administration did at finding speakers who had

something to say for everyone and not just specific teacher groups. When asked about methods she would like to see done to improve her induction experience, Amanda wished they had allowed time to build relationships with other teachers within the district who teach the same subject. This is due to the unique way her district requires the different band programs throughout the district to work together for travel and other situations.

Amanda was assigned a mentor during her first teaching position, but she never met her mentor. Her current teaching position did not assign her a mentor, but Amanda reports feeling very supported by her lead teacher and other teachers in the building when she needs help with anything. She is of the opinion it is very important for novice teachers to be assigned a mentor, but it is important for the assigned mentor to teach the same subject as the mentee. Amanda pointed out that:

> Even if the mentor is no on campus with you, even if they are just somebody within the same profession that you don't have any problem bouncing ideas and questions off of, that is a big deal.

She discussed her anxiety of being uncertain about making the right decisions for her program. Having reassurance from a mentor with experience could have eased her anxiety in those situations. Like other participants in the study, even though Amanda was not assigned a mentor, she found her own to get the support she needed to feel more confident and successful.

Amanda describes her principal as personable and supportive. She is fortunate because her band director was a member of the band while in school and understands what it takes to be successful in the class. Amanda talked about how he would come into her general music classroom and participate alongside the students and provide his own answers to questions being posed to students in lieu of sitting in the back when observing her classroom. Most of the

feedback provided by administration performances at football games and she feels like the administration is very involved and care about what is happening in her program even though they may not have all the answers to content specific problems she has. Amanda did talk about the willingness of her administration to fix issues within her classroom with just one phone call.

Like most of the other participants in the study, Amanda had no experience with instructional coaches in either of her teaching positions. While there are no instructional coaches within her building, she found her own instructional coaches to come in and help her with specific issues she was having in rehearsal or help with teaching specific concepts to her students. Amanda pointed out as "a student you learn a lot by watching other people doing things, even when you are little," and by brining others in to run rehearsals for her she was able to learn techniques to improve her teaching.

When the topic of COVID-19 was discussed, it was clear Amanda experienced some added difficulties within her program from the pandemic. Her district has used a few different schedules including hybrid schedules where only have the students are on campus, to students being able to choose if they are in person or virtual. Students were forced to quit the band due to moving or their parents losing their job within the school while living out of the school district. Building and district administration did a good job at supporting their teachers when the pandemic first hit. Amanda discussed how her district partnered with Tyson to provide all of the teachers with food during a time when grocery stores were running out of food. Administration continuously checks in with their teachers to make sure they are okay and are willing to spread the word to fellow teachers if someone needs support in any way. Amanda spoke highly of her administration saying, "our principals do a good job of advocating for our teachers."

Results of Research

The study was designed to understand the lived experiences of novice PA teachers when it comes to induction, mentoring, and coaching. The desire is to not only understand the current state of how they are supported, but also develop suggestions for administrators and districts to use when developing and implementing supports for the PA educators in their school and/or district. The use of the explanatory sequential design of the study was used to not only be able to more easily generalize the results, but provide a rich, deep understanding of both the positive and negative experiences of new PA teachers. Patterns can be seen throughout both phases of the study and will be discussed further within this section.

Research Question 1

How do novice PA teachers characterize the induction, coaching and mentoring support they are provided? Are there changes over time in novice teacher perception of induction, coaching, and mentoring supports?

Characterization of Support Experiences

Before looking at the more specific areas the modified NTSSES addressed, it is important to point out that none of the statements within the NTSSES were rated very high. The average of all of the ratings were below a 4 which would signify an agreement with the statement. Arguably, many of the participants within phase one of the study felt much of the supports they were being provided by administration was not adequate. Neither of the questions looking at the level of administrative support were rated very well. Even with one of the statements having an average rating of 2.93 is concerning. Only being able to rate your experience as neutral is not what needs to happen if we expect novice PA educators to thrive their formative years as young educators. It is very clear more needs to be done by administration to have the outlook of new

PA teachers change and have them feel more supported. It is important to note some of the participants who had extremely negative experiences did not volunteer to participate in the second phase of the study.

The area of mentor support fared better than other areas of concern addressed in the survey. Even though the average ratings for both of the statements on mentor support rated higher than both administrative support and PA teacher supports, the average rating still not coming very close to agreeing with the statement leaves an area of concern. Previous research points to the potential positive impacts appropriate mentoring can have on new educators. What was interesting was the difference between the potential peer collaboration had a lower average rating than the support provided by classroom mentors. This implies either some teachers have not reached out to their peers due to their strained teaching schedule or, potentially, many have not sought out peer mentoring relationships within their school system and have relied on PA teacher from other schools for support.

What was most surprising was how well preservice course preparation was rated from the survey. Conversations I have had with many PA educators, both young and old, have expressed how they did not feel like their preservice education prepared them for actually teaching within a school. This could point to an improvement in certifying universities in their curriculum where new graduates feel more prepared to enter the workforce than their predecessors. While they were not the average ratings expected, there is still room for growth in the area of preservice course preparation which needs to be done to better serve PA teachers. While this area was the highest rated within the survey at an average rating of 3.80 for both statements, the average rating still falls in between the area of neutral and agreeing with both of the statements. While the exact rationale for the common experiences of respondents is beyond the scope of this study

due to the lack of data collected in the area, it is clear there is a much more positive experience with their preservice teaching courses in comparison to other methods of support.

The last area looked at the supports provided to novice teachers and their impacts on PA classrooms. This area, overall, was rated the lowest from the participants. On average, participants disagreed with the idea the meetings prior to the start of the school year was beneficial to their success within the first few weeks of school. This could potentially point back to the large amount of band directors who participated within the study and the large amount of work that must be done at the beginning of the year to prepare for a successful marching season during the fall semester. The reported lack of support in this area from respondents also points out the glaring problem and lack of alignment with the needs of novice PA educators and the actual supports they need prior to starting out. Adding to the concern is the average rating about the impact of professional development supports in providing methods for teaching within the PA classroom. While this had an average rating of 2.75, again, the fact the average outlook from participants is not even neutral is a major red flag.

As previously pointed out, the overall characterization of the supports being provided to novice PA teachers is not overly positive. In fact, it is generally to the lower end of neutral, and potentially negative, feelings towards their experiences. While I was not shocked by the results of the first phase of the study, I was disappointed my suspicions were accurate and many new PA educators did not have the support they need to be successful. Following the heterogeneity sampling method, participants for the second phase of the study to answer the second research question were chosen to include participants who had positive experiences and participants who had more negative experiences to be able to compare the situation and see what potentially went wrong in the negative situations and potential fixes from the positive situations.

To more fully understand the characterization of the supports provided to novice PA educators by administration we can turn to the qualitative data collected in phase two of the study. Table 11 shows the common expressed issues or frustrations between the James, Brandon, and Gary, which individually, or in combination, lead them to have a negative outlook on the supports they have been provided. One common theme between these three participants is the lack of support they felt from their administration. Things for some participants were bad enough to take very strong stances on the subject. James does not feel valued by his administration and feels like the administration forgets he is even teaching in the building. Brandon never has administration in his class. He even stated, "They tell me all the time 'we support the band,

Table 11

Common Issues Causing Negative Experience

Issue	James	Brandon	Gary
Lack of Administrative Support	X	X	X
No Assigned Mentor		X	
Mentor Teaches Different Subject	X		X
Rarely Interacted with Assigned Mentor	X		X
Content of Induction Not Relevant	X	X	X
Challenging Teaching Schedule		X	
Unaware of Supports Needed	X	X	
Never/Rarely Observed by Admin or Mentor	X	X	X
Negative Impacts to Program Due to COVID-19		X	X

we want the band to be successful' but they haven't, they have never sat in our rehearsal, never asked me how things are going." How are novice PA teachers supposed to feel when there is such a disparity on the feeling of support from the people who, in most cases, hired them to complete their job. Gary had similar feelings and has come to the conclusion that support from administration is not beneficial due to their lack of understanding. He states, "Unless I have an administrator that was a band director, they can't come in my classroom and help me with the curriculum. They don't know what my curriculum is." This statement makes it obvious there is a strong feeling towards even how support administration can be of a PA educator.

Another area all three of these participants struggled with support in was the content of the induction supports they were provided. Gary was very blunt in his critique of his experience stating, "it is a complete and total waste of my time, which is in short supply a lot of times." Brandon "didn't know" if the information covered in the meetings related to his classroom and questions if the meeting even happened at all or if he was told about them. When describing the meetings he did go to, there "really hasn't been much for me." The only positive thing James could say about the induction process is it was good for "getting my mindset right" through the use of inspirational speakers. Even with this in mind "nothing practical" was covered for him to actually apply it to his class. It is safe to say all three of these participants did not glean much from the induction supports they experienced.

The final theme all three of these participants had in common was the lack of observation by administration and mentors. While both James and Gary were assigned a mentor from the beginning, neither one of them reported having their mentor come in and watch them. Gary, overall, is skeptical about how much administrators or his mentor would be able to help him in the classroom due to the lack of teaching experience they have with his subject which he made

clear many times during his interview. Brandon has only had administration in his classroom once to observe his teaching ability in the two years he has been teaching at the school and James feels like he has been forgotten by the administration and is skeptical of the potential negative aspects of have administration actually come and observe what he is doing in class.

The three participants who had a more positive experience, Jamie, Natalie, and Amanda characterized their experiences vastly different than James, Gary, and Brandon. Positive similarities in their experience can be found in table 12. After multiple rounds of coding, the major difference found between the interview data was the perception of support from administration between those who were classified as having a positive experience versus those who were classified as having a negative experience. Jamie, Natalie, and Amanda all describe the support from administration very high. Administration is constantly in contact with Jamie, Natalie and Amanda feel comfortable asking questions when they need help, and Amanda knows her administration will be there to help her fix problems quickly after just one message or call. The method of observation done by Amanda and Natalie's administration was also something that stuck out. Natalie's administration never popped in unannounced to do a surprise observation. Even when observed she left feeling like she was not being judged in a negative light. Amanda's principal actually joined in with the lesson and participated with the students.

A positive school culture was also discussed by all three participants. Natalie and Amanda's experiences stick out the most when they talk about the willingness of other teachers to help them be successful. Amanda said, "I have enough people on campus that are willing to check up on how things are going and offer help that it makes things a lot easier just to get everything done with my job." Because she works alone, this extra support is highly impactful

on Amanda and her outlook on the supports she is given. Natalie's describes her coworkers as always willing to jump in and help. In fact, they are "gung-ho and ready to do whatever they

Table 12

Common Supports Causing Positive Experiences

Support	Jamie	Natalie	Amanda
Clear Instructions from Administration	X	X	X
Positive Administrative Support	X	X	X
Positive Character Traits of Administration		X	X
Support from Peers	X	X	X
Assigned a Mentor	X	X	
Positive Experience with Mentors	X	X	
Positive Experience During Induction	X		X
Virtual Mentoring/Online Support	X	X	

can… to help." Jamie also discusses the support of her peers, but her experience is much more involved with the other band directors she works with in comparison to other teachers. She did talk about the positive experiences she has had getting to know other people on the teaching staff within her school.

While not all three of the participants with a more positive outlook on their experience discussed virtual or online mentoring, both Jamie and Natalie brought up the experiences they have had on different Facebook groups and the answers they have been ablet to get when other teachers, mentors, or administration have not been able to give them to questions. This is an area previous research has discussed in helping close the gap in support novice PA teachers

experience on a daily basis and even though it was not directly discussed in the NTSSES survey, at least two of the participants were using different groups on Facebook to get the support and answers they needed to content specific questions. Even when they did not have specific questions in mind reading other people thoughts and ideas had an impact on Jamie. She stated, "I am actually on a Facebook group of band directors too, so sometimes I see something that is relevant."

It is interesting and important to note even Amanda, Natalie, and Jamie had issues with the relevance of their induction experiences. Jamie sat in meetings where technology was discussed which could not be used in her classroom. Instead of becoming frustrated about the lack of relevance, she decided to pay attention to have the ability to answer any questions her students might have. The district induction provided to Natalie covered material she felt was important, but the methods of implementing some of the ideas did not meet her needs when she teaches every student within the school in comparison to many of her teacher counterparts. Even though this is the case, all three of them are happy with the support they are being given. This goes to show even less than spectacular situations can be saved with the right administration in place.

As stated previously in this chapter, my current experience as a veteran PA teacher and having quite a few novice PA educators on my band staff provides me with a different insight to some of these outcomes. For me, the most interesting fact is my district and school never formally assign me as a mentor to the new PA teachers on my staff. They usually assign the lead teacher or the department head as the official mentor. However, much of the supports I know the young PA educators on my staff need are not going to be met, I step in and do my best to fill in the gaps. The most common complaint I hear about the induction support provided to the novice

PA teacher on staff is the lack of relevance to the classroom. Part of me feels they go into some of these meetings with a negative outlook because of the opinions of the more veteran members on staff. While they are absolutely correct, most of what is covered does not apply to our classroom, there are still things they need to understand from those meetings. With the potential of them not paying attention, I am sure to meet with everyone as a band staff and cover the relevant material to ensure everyone understands and is on the same page.

The most challenging thing I have had to overcome as a mentor is knowing when the young teachers on my staff need help. Because I am their immediate supervisor there can be a level of intimidation on their part to come and ask me for help. One's leadership style can have an impact on the comfort level new teachers have with asking for help. The head director when I was an assistant was more authoritarian and would call directors in when he perceived issues with their teaching or performance. This led me to have a different leadership style and attempt to be more approachable by the band staff no matter what their level of experience is. There is no way to successfully mentor young educators if they are constantly intimidated by the leadership or mentoring style they experience. In my experience, most novice educators want administration to not know all of their weaknesses because they are concerned their perception by administration will be tainted, and they may potentially not be hired back for following years. No matter how many times I have told the assistant band directors on staff that my door is always open, and I want to help them get better at teaching, they are still hesitant to come to me for help. This was something I struggled with as a novice teacher as well under my predecessor. I wanted to show how valuable I was by being able to figure out issues on my own. I have learned this issue requires me to check in frequently with them not only in conversation, but also in observing their teaching. I am fortunate to have a more flexible schedule to be able to

accommodate this need, but it does bring up concerns about novice PA teachers who do not work on a staff or where their assigned mentor is not able to have constant communication with them along with the ability to go and observe. How much is falling through the cracks? How many unneeded mistakes are being made because new PA educators either do not know what questions to ask or do not want to ask questions in concern for seeming inept? This is something which needs to be addressed for all novice teachers, not just new PA teachers.

Changes in Perception Over Time

Personal experience led me to know the types of supports I needed changed over the time I was considered a novice PA teacher. This led a desire to dig deeper within the quantitative data collected to see if the characterization of supports provided changed depending on the level of previous teaching experience the participants had. When taking Cohen's D into consideration for impact experience has out the outlooks of the participants, there were three areas showed a medium or large effect size on the responses to the statements. There were also three areas where experience showed to have a small effect on the average ratings to the statements of the NTSSES. The other three statements rated by participants had little change when looking at the average ratings between the experience levels.

One of the areas where experience had a small impact on the average scores caught my attention was the outlook on mentor support. This is one of two statements where ONTs scored higher than YNTs. This is one area where we need a better understanding. One rationale could be the length of time ONTs have worked with their mentor. The more time people work together, the more they get to know each other, and mentors have a better understanding of their mentees areas of weakness in which they need extra support. The other areas where experience had a small effect on the average rating both deal with the professional development provided to

novice PA educators. In both statements ONTs average rating was lower than YNTs supporting

the idea that the stagnant level of support provided in beginning of the year meetings becomes

less meaningful as PA teachers gain experience in the classroom.

The other statement in which ONTs rated their experiences higher than their YNT

counterparts also dealt with the support provided by the mentor. However, there was found to be

a medium effect experience had in the area of mentors providing strategies to be effective in the

classroom. The other statement in which the level of teaching experience had a medium impact

on average ratings has to do with administrative supports and the level in which classroom visits

were effective at improving teaching strategies. It is important to note this is one of two areas in

which ONTs came close to strongly disagreeing with the statement with an average rating of

1.88. Administrative support was also the area in which Cohen's D showed a large impact

experience had on the average ratings by participants when it came to rating the effectiveness of

the myriad of supports schools provide to novice teachers. The difference in the average rating

between YNTs (3.21) and ONTs (2.25) is 0.99. This massive difference in characterizing the

types of supports being provided to novice teachers shows clearly we cannot expect teachers

with differing levels of experience to benefit from the exact same supports. The results from this

phase of the study also supports the same sentiment in which we cannot expect novice teacher,

no matter the subject they are teaching, to benefit from the exact same supports. We must start to

differentiate the types of supports we provide not only by subject matter educators teach, but also

the level of experience educators have.

All six of the participants in the second phase of the study are classified as YNTs.

However, Gary and Amanda are both currently in their third year of teaching. When asked about

their outlook on if their needs for support have changed over time. Gary felt during his first few

years of teaching the bulk of his support he needed surrounded basic teaching knowledge. Now he feels much more confident with his teaching knowledge and needs answers to very specific questions. A lot of the questions are situational, and Gary feels like he has a very keen understanding of the support he needs and is willing to ask for help to improve areas of weakness. When asked about if her needs for support have changed over the years Amanda replied, "Yes, they have changed a lot." She then went on to discuss how she feels more comfortable reaching out to her administration now that she has more experience as well pointing to her self-efficacy growing over time.

Even a younger teacher such as Natalie, who are only in their second year of teaching, expressed a shift in the supports needed to feel successful in the classroom in comparison to year one of teaching. Natalie said:

> I felt like my first year I needed a lot of reassurance. My brain was crammed full of stuff and a lot of stuff that was being taught to me in these seminars and the professional development was just more stuff in my brain.

Now that Natalie feels more confident in herself and her teaching ability, she is able to ask and get help tackling big issues COVID-19 has brought up in her teaching position. If these participants who are YNTs can verbalize a need for a shift in the types of supports they are provided as they gain experience one can only imagine how much support needs change for ONTs.

Research Question 2

What induction, coaching and mentoring supports do novice PA educators report being used throughout the south east? How do these supports provided impact novice PA teaching

practices? What suggestions do novice PA educators have to improve the support that they receive from their district?

Induction, Coaching, and Mentoring Supports Provided

The first question is best answered by the quantitative data collected in phase one of the study. When it comes to the three types of support the study is looking into, induction, mentoring, and coaching, there are some interesting results found. Only 58.2% of respondents (n= 32) reporting actually participating in an induction program at their school. This leads to question how districts and school building administration provide the much-needed information new teachers to their building and to the profession need. Do they rely on mentors? Has there been an established school culture of working together and making sure each teacher understands what is happening? Only 49.1% (n= 27) of the 55 respondents said they were assigned a mentor and of those respondents only 53.6% (n= 15) had a mentor who taught the same subject and 75% (n= 21) of the 27 respondents taught in the same building as their mentor teacher. It is clear not all PA teachers are being. What is even more concerning is 32.72% (n= 18) of the respondents did not receive induction, mentoring, or coaching supports from their current administration.

Impacts on Novice PA Teaching

While half of the participants have had an overall positive experience with their experience with induction, mentoring, and coaching support, it is challenging to see exactly how the school or district administration truly impact the teaching ability of the novice PA educator. Amanda is the only participant who reported their administration having any experience within their content area, specifically band in the case of Amanda. While this had a very positive impact on the perception of support provided by administration, the actual impact on the classroom is uncertain. Speaking from personal experience, when you feel comfortable your administration is

not out to find something wrong with what you are doing there is a lot less stress involved, and it is easier to focus on methods of improving your instruction. Instead, much of the support from administration centered around specific supports needed in the PA classroom due to COVID-19 regulations. This leads to the need for each district to have an administrator at the district level, such as a fine arts coordinator, to help provide support not only to the novice PA teachers, but also information on the differences and methods for supporting the new PA educators the administers are working with on a daily basis.

The majority of supports provided to the participants of this study were not content specific. Instead, the types of support received by the novice PA educators involved was more about dealing with certain behavioral situations with students, technology issues within the classroom, and understanding how to appropriately support students who are on and IEP. Natalie also reported other teachers within her building helping her in coming up with ideas for different assemblies and the types, or names, of songs they thought might work for with the theme well. Her assigned mentors were also willing to work together as a team to take care of the extra things elementary activity teachers are expected to take care of.

Jamie is the one participant where the supports provided to her had an impact on her instruction of content. The fact her assigned mentor was also a band director and worked with the same students proved to be very beneficial for Jamie. Because she was intentionally assigned her mentor and worked in the same room as her mentor, she was able to talk daily about the issues she was having in the classroom and her mentor would brainstorm with her on techniques to improve the situation. Arguably, Jamie's self-efficacy has the potential to improve quickly due to the level of support she is receiving from her mentor. As previously discussed, she pointed out herself she would most likely not be teaching within her current school district, even just over

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halfway through the year, if it was not for the support her mentor provides on a daily basis. It was clear Jamie refocused her methods of teaching due to support from her teacher. When many of the students in the classroom did not understand the concepts she was trying to cover, her mentor teacher suggested going back to beginner method books. In conjunction with her head band director/mentor, Jamie is able to easily access relevant, content specific, support to improve her teaching.

All other participants in phase two of this study still found ways to improve their instructional practice without having specific content related support provided from their school and/or district. Gary, Amanda, Brandon, Natalie, and James found their own mentors and instructional coaches for support. Natalie leaned on other elementary music and choral teachers within her larger district to get the answers she needed to adjust her instruction; Gary sought out other band directors on staff for content specific questions; Brandon networked with other band local band directors and asked his previous high school band directors questions when he needed applicable answers; Amanda asked other band directors to come in and help rehearse her group so she could watch and grow her skills as a music educator; and James worked with the other band directors on his staff to begin to improve his instruction. It is shocking to me that both Gary and James work daily with other band directors in the same school but were not officially assigned one of them as mentors. This potentially had an impact on their outlook of the supports provided to them overall.

Suggestions for Improvement

All participants, no matter their overall experience with supports, had suggestions for improvement for both induction and mentoring supports. Due to the lack of experience with instructional coaches, there is no way any of the participants could suggest improvements in this

area other than being provided the opportunity of this type of support as long as the instructional coaches had an understanding of how a PA classroom is supposed to run and could provide content specific suggestions for improvement to teaching. Table 13 shows the common suggestions provided to improving the induction experience by participants. Not surprisingly, most of the suggestions surround the involvement of other PA educators in one way or another. The top suggestion from the participants in meeting with other PA teachers during the induction process. Depending on the size of the school and/or district, this suggestion was either made by including other surrounding schools to work together (James and Brandon) or by meeting with other music educators within the district (Natalie and Amanda). Natalie talked about how these types of meetings happen for her within her district, but they occur later in the induction process. She stated:

> I would like to see our subject, like a subject PD, kind of like we will do later throughout the year and stuff where, you know, the elementary music teachers will meet… and I would like to have seen that first.

With Natalie being the only participant who discussed this type of support even being provided to her, it is important district and building level administration not only take into consideration including other PA teachers in a novice PA educators induction process, but at what point in the process it occurs. Two of the participants suggested more introduction and explanation of non-teaching topics. Jamie discussed the need for more support when it comes to money. When discussing the need she stated:

> I felt that needed more attention especially when it goes with money. That was one of the things I was told as an intern. You don't mess up the money, don't mess with the

kids…Money is number one because that will get you fired really quick if you do

something wrong with the money or budget.

Table 13

Suggested Improvements to Induction Support

Suggested Improvements (Induction)	Jamie	Natalie	Amanda	James	Brandon	Gary
Lead by PA Educators						X
Work with Local Districts				X	X	
Meeting with Other PA Educators		X	X	X	X	
PA Specific Sessions		X	X	X		
Improved Support with General, Non-Teaching Topics	X			X		

While Jamie is an assistant band director and her mentor, who is the head band director, is the

one in charge of the budget provided to the band program, it is clear Jamie still felt some

pressure to make sure she did not make a mistake when it comes to funds. James discussed the

importance of having a handbook for novice teachers and provide as much information possible

ahead of time. His concerned centered more around handling of specific situations and who to

contact when those situations occurred. Jamie did point out money and funding was discussed

during her induction experience, but it was rushed due to time and being at the end of a session.

Finally, the importance of having induction led by other PA educators. Gary stuck to his

narrative of other educators not being able to give meaningful support to novice PA teachers

when he stated, "They need to be led by band directors. They need to be managed by band

directors." While other participants did not directly discuss the importance of having other PA

educators lead the professional development and induction supports which would be relevant to

their classroom, it is hard to see a non-PA teacher lead district or regional PA meetings when there are other PA educators in the room. It is fair to say most, if not all, of the participants would agree with the need for PA teachers to lead the induction and professional development meetings to ensure the relevance to their classroom.

Table 14

Suggested Improvements to Mentoring Support

Suggested Improvements (Mentoring)	Jamie	Natalie	Amanda	James	Brandon	Gary
Mentor who Teaches the Same Subject		X	X	X	X	X
Observations/Being Held Accountable				X	X	X
Have a Mentoring Program	X				X	

The suggestions for improving the mentoring experience are found in table 14. The most discussed improvement by the participants was making sure the mentor provided has experience teaching the same subject as the novice teacher. The rationale Jamie did not discuss this importance when attempting to improve her experience is due to her mentor actually teaching the same subject she does. This is a hot button topic for many of the participants. Amanda even went as far to state, "even if your mentor is not on campus with you, even if they are just somebody within the same profession that you don't have any problem bouncing ideas and questions off of, that is a big deal." Her desire to have someone who understands her content is so high the location of the mentor takes a back seat to the conversation. Brandon also discussed this importance when he said,

So I think it is extremely important that someone who is actually a band director, or not

even necessarily band director but a music educator, is making sure that I, as a new

teacher, am doing the things I need to do.

Natalie echoed the thoughts of Amanda and Brandon when she discussed the importance of needing a mentor who teaches the same subject as she does. She stated, "I think it is invaluable to have a mentor teacher that teaches the same subject as you. I don't have one, but I have kind of made my own mentor teachers." One thing is beyond certain. Administration need to pay attention to the subject taught by mentor teachers if they want their novice PA educators to have the supports they need to be successful in the classroom.

The other two suggestions discussed by participants of this study go hand in hand. Jamie and Brandon, in their own ways, discussed the importance of having a mentoring program. Even though Jamie was assigned a mentor, she was "concerned" for teachers who were not provided with one having had such a positive experience herself. Brandon, on the other hand, wishes he would have had the experience of having a mentor. His district and school do not provide have a mentoring program set up to his knowledge, and he just plainly wishes there was one. Brandon states, "if I could make any changes, I would create a mentor/mentee program for new teachers to the district." He was able to get his questions answered by the mentors he found, and it is obvious he understands the importance of having someone to bounce ideas off of.

Interaction Between Research and Context

How the Context Impacted the Findings

Due to the study taking place during the COVID-19 pandemic, all of the interviews took place virtually via Zoom. This was beneficial due to the distance between the different participants and the researcher and finding time in the extremely busy schedule of PA educators

to sit down and discuss their outlooks. With my own experience as a PA teacher, I followed a list of questions made prior to each of the interviews to reduce potential bias into the data collection process. Just like within the classroom, some technical difficulties arose during the interview process. Internet connection dropped when talking to Gary and Jamie's internet connection made it difficult to support the video conference call we were on. However, both of these participants were able to complete the interview and had no issues with the transcription of summary of their interview included in this study.

Many of the participants were excited to take part of the study. Their understanding of the need for different types of supports kept them engaged during the interview process and eager to participate. Many were appreciative of the opportunity to participate in the study and express their outlook on the supports provided. They understood the outcome of this study was to develop suggestions to districts and school building leaders to improve the supports provided to novice PA educators and each of the participants were excited about the potential impact this could have on future new PA teachers.

How the Research Impacted the Context

After spending time transcribing the interviews, each participant was sent the transcription of their interview to allow them to check for accuracy. To take it a step further, each of the participants were also sent the section that summarized their experiences with the induction, mentoring, and coaching supports they were provided. None of the participants reported any issues with either the transcript or the summary of their experiences. There is some question of if the three participants who never responded to the invitation would have had similar discussions and characterizations of the support they were provided and if they would add any additional suggestions for improvement.

All of the research questions were answered from the data collected in this study. However, there are needed improvements and areas of further study which should be addressed. All of the participants in the second phase of the study are YNTs and have less than three years of teaching experience. Therefore, it is challenging to have a deeper understanding on just how much the types of support needed change as novice PA teachers gain experience. While the quantitative data does show the need for change, having ONTs insights on just how their needs have changed over time would provide a more robust understanding of the situation and methods for improvement. Impacts the supports have on teaching practices of young PA educators could also use further study. Just how much do the supports impact the ability for novice PA teachers to educate their students? How beneficial are the supports to actual instructional strategies used within the classroom? Future studies should focus on the impacts these supports have on instructional practices to determine the success level of the supports instead of just the characterization of the participants of the supports. Just because novice teachers feel supported does not mean they are improving their teaching capabilities. Looking at the data, it is also interesting to note all of the female phase two participants reported a more positive experience while the male participants reported a more negative experience. Future research should look into the difference in characterization of the supports provided in a few different ways including gender, age of participant, ethnicity, and size of district to detect any potential differences in support. Finally, more PA teachers who do not teach band need to be included within future studies. Most of the participants within this study teach band, so the needs and outlooks of PA teachers in other subject is not seen within this specific study.

Summary

This explanatory sequential mixed method study went from having a larger sample size of 55 participants who answered a survey based on their outlook from their experiences from the mentoring, indication, and coaching supports provided to them in four areas. These areas include administrative support, mentor support, preservice courses, and PA teacher supports. Six participants were then chosen to take part within an interview to gain a deeper understanding of their experiences. Three of the second phase participants had generally positive experience and three of them had generally negative experiences. All participants characterized their experiences with the supports they were provided and suggested methods to improve their experience. It is clear many of the participants desire the input and inclusion of other PA teachers within every aspect of induction, mentoring, and coaching. The need for people providing the supports to novice PA educators to have experience working within a PA classroom is invaluable and much needed for the success of new PA teachers. It is also clear the need of support changes over time and a once size fits all approach is not going to have the best outcome possible. District and building level administration would benefit from differentiating their supports based on the needs of their employees at the time. While this may take more time to plan, the potential benefits of such planning would surely outweigh the extra time spent in preparing a more individualized support system.

CHAPTER V

DISCUSSION

Summary of Findings

Data collected from this mixed method explanatory sequential study can be easily used to explain the outlooks and characterization of the types of support novice PA educators do and do not receive. With some participants having taught in multiple school districts within their first five years of teaching, data also show the differences in experience between both of their positions. During the first phase of the study a modified NTSSES was sent out to the membership of different PA teacher organizations throughout the south eastern portion of the United States. A total of 55 novice PA educators responded to the survey. Using heterogenous sampling, six participants were interviewed in the second phase of the study creating six different case studies. As discussed in chapter three of this study, heterogenous, or maximum variation, sampling is a method researchers choose cases that are very different from each other (Paton, 2015). Of these six participants, three of them were classified as having an overall negative experience while the other three were classified as having an overall positive experience with the induction, mentoring, and coaching supports being provided to them by their school and/or district.

Analyzing the data from the first phase of the study, it is clear many of the participants did not feel they were being adequately supported by the district and/or building administration to prepare them for the first few weeks within their classroom. In fact, the only section of the modified NTSSES study rating close to positive is the preservice course preparation. It is also important to note when looking at Cohen's D, it is clear there in an impact on the amount of experience teachers have and their outlook and characterization of the supports they are

provided. Level of experience was found to have a small or medium impact on multiple response ratings with one statement having showing experience levels having a large impact on the average rating from participants.

Further discussion in phase two during the in depth semi structured interviews shed more light on the rationale for the ratings given to the supports, or lack thereof, participants have been provided. The three participants who were characterized as having a negative experience with the types of supports they were provided had similar issues. The biggest commonality between the three was the lack of perceived administrative support being provided. Many of them felt their administration did not truly care about what they were doing in their PA classroom and only showed their faces in participants classrooms when they absolutely had to. Another common issue found within these three case studies was the lack of a mentor or appropriate mentor support. While not definitive, the characterizations presented by these three participants explains the lower ratings seen in phase one of the study in terms of administrative support. These three participants had three different levels of experience with their mentors. One was not assigned a mentor at all while the other two were. The two who were assigned a mentor had very little interaction with them and what interaction they had was not beneficial to improving their self-efficacy or classroom instruction. When it comes to the induction supports provided, all three of these participants did not see a huge relevance of what was being covered when it relates to their classrooms. The experiences discussed by these participants strongly relate, and partially explain, the more negative overall ratings seen in phase one of the study. Their characterizations and the average ratings from the phase one respondents made it very clear there is a lot work needing to be done to better support novice PA educators.

For the three participants who were classified as having a more positive experience with the supports they were provided there were also commonalities found. Just as with the participants who had negative experiences, the biggest common area of support for these participants deals with administration. All of them expressed a high level of support and interaction by their administration. The administration for these three case studies were involved in the participants classrooms and provided the opportunity for the participants to ask questions and learn. While these participants also expressed frustration with the material covered within the induction process, it seemed like they were more forgiving due to the level of support their administration was providing for them. Even with these participants have an overall positive characterization of their supports, the issues discussed by all of the participants, no matter their overall characterization, aligns with the low ratings seen in phase one of this study. Two of the three participants were assigned mentors and expressed having positive experiences were their assigned a mentor. One of these three participants was lucky enough to be provided with a mentor who teaches the same subject and is the head band director of the school she works at. It is important to note even though one of the participants classified as having a positive experience was not assigned a mentor, the level of peer support she was provided helped make up for the lack of a specific mentor.

Arguably some of the most important data collected in this study are the suggestions from participants on methods to improve the support provided to them. Again, we find common suggestions given by all six of the phase two participants. The biggest suggestion deals with the involvement of more experiences PA educators in all levels of support, induction, mentoring, and coaching. The view of many of the participants pointed to the need for them to be provided relevant, "actionable" support to improve their teaching ability. Other suggestions included

involving other local districts to form regional professional development supports where PA teachers from multiple districts can come together to discuss issues they may deal with in their classroom and methods to deal with these situations. Being able to meet with other educators who teach the same subject is something seen within induction supports for general education classrooms. Typically PA teachers are put in groups with other educators who teach different subjects and are forced to discuss issues not pertaining to their classroom. Providing the opportunity for new PA teachers to meet with other PA educators is a suggestion potentially having a large positive impact on novice PA teachers.

Discussion of Results Related to the Literature

The results of this study match much of the previous literature on the topic. The impact of mentoring, the importance of administration, extra responsibilities placed on novice PA teachers, and the differences in the types of support needed by new PA educators in comparison to their peers are all found within previous research and the findings of this study. The following sections will discuss these different topics and how the current study relates to the previous literature on the topic.

Mentoring

As previously discussed within this study and supported further with the lack of ability to collect information from districts about the support programs they provide their novice teachers, the lack of common frameworks for mentoring (Benson, 2008; Conway, 2003; Richter et al., 2013). This lack of a common framework has made the experience of new educators within districts having very different experiences, which was extremely obvious when speaking with different participants within the study. Huling, Resta & Yeargain (2012) point out how mentoring can reduce the number of teachers leaving the profession each year and with the

unique situations PA teachers, specifically music teachers, contribute to higher attrition rates of those who teach these subjects (Bell-Robertson, 2015; Scheib, 2004). This was also shown within this study with one of the participants vocalizing how important her mentor was to stay within the teaching profession even with all the stressors and frustrations she has felt thus far in her teaching experience.

Participants within this study discussed the importance of having a mentor who teaches the same subject as they do. This is also found in previous literature stating novice teachers prefer having a mentor who teaches the same subject over a mentor who is located within the same building (Wang & Fulton, 2012). Gallo (2018) discusses how the lack of content knowledge within music negatively impacts the mentoring process. This was found true within this study as well where participants did not have positive relationships and interactions with their mentors leading at least one participant to feel as if the experience was a waste of time and school resources. Just as Blair (2008) found, mentoring for novice PA teachers within this study lacked consistency or did not happen at all.

Importance of Administration

Administrative support played a large role in the overall feeling of support by the participants in the second phase of this study. Even with inadequacies in other areas, participants who had a positive relationship and interactions with their administration had an overall positive outlook on the overall supports they were being provided. One of the most common ways administrators important is choosing the mentors for novice teachers within their building (Rikard & Banville, 2010). Having a mentor was a possibility for most of the participants in phase two of this study. However, as seen within some of these participants experiences, administration can also have a negative impact on the outlook of novice PA teachers.

Participants felt like they were not important, and they lacked support from their administration. The feeling of administration not supporting or having the content knowledge to be able to support new PA educators is something found in previous research as well (Benson, 2008; Jacobs, 2008), which can lead to negative feelings about teaching (Marable & Raimondi, 2007).

The impact of administration on novice teachers within research goes back quite some time. Schempp, Sparkes & Templin (1993) point out how the opinion of administration impacts novice educators work. This is true within the current study as well. Those participants who had administrators who participated within their classroom and whose teachers knew support from them was just a phone call away had better experiences and felt more confident within the classroom. Just being able to vent to administration about the issues novice PA teachers a facing within their classrooms was shown to be important. This study, like that of Warsame & Valles (2018) showed a lack of consistency in the support provided by administrators to novice teachers. With the importance administration play on the outlook of novice teachers supports, consistency of administrative support is key to novice teacher success.

Novice PA Teacher Responsibilities and Stress

Participants within the study discussed the level of responsibilities they had which they did not feel they were provided support for. The COVID-19 pandemic played a role in lessoning the stress of travel and preparing for competition, but it added to the stress of losing students and potentially novice PA teacher losing their jobs due to a lack of funding provided by school systems. These extra stressors and responsibilities are discussed quite a bit in previous literature (Benson, 2008; Hedden, 2005; Neumerski, 2012) which all point to burnout and attrition of PA teachers. The extra stress and responsibilities was seen to stress one of our participants out where she contemplated leaving her current job. However, due to the appropriate mentoring support she

was provided, she has stayed in her position and has plans to not only return to the profession in the fall, but also stay in the same position she is currently in.

Participants had a keen understanding of just how different their classroom was in comparison to their peers. This led to a lack of confidence in potential administrative and coaching supports provided. It was clear while potential supports seemed positive, the lack of experience would stand in the way of the participants feeling the supports being applicable and worth the time. Time is an important consideration when discussing the extra responsibilities and stressors novice PA teachers experience and have to deal with. To not waste their minimal time, supports provided need to give answers to their questions and help novice PA educators fill the gaps within their preservice education.

Differences in Support Needed for Novice PA Teachers

All of the participants within this study discussed the differences in supports they need in comparison to their peers in typical classrooms. Just the differences with the number of students taught creates issues current induction supports do not provide the answer to. This was evident when Natalie attended her districts summer institute for novice teachers and the methods she was being told to use was not achievable in her own classroom. Benson (2008) also discussed this problem in her study. While it was not discussed within the current study, my own personal experience mirrors some of the concerns Benson discusses due to summer responsibilities impeding on my ability to attend a lot of the novice teacher induction supports provided by my district. This is an area of concern. A lack of understanding and/or consideration of the summer responsibilities of some PA teachers is impacting the supports districts are attempting to provide new teachers. The issues and differences lead the participants to suggest having experienced PA teachers run or play a large role in the induction supports provided.

Discussion of Personal Lessons Learned

The number of personal lessons learned throughout the journey of researching and writing this record of study have been abundant. As a veteran PA educator who is a head band director in charge of running a band program, and someone who is expected to hire and work with other PA teachers, I have learned quite a bit about the most applicable supports they need. This is an important lesson due to the number of novice PA teachers who are interested in open positions within our school. Of the five assistant band directors I work with on a daily basis four of them are considered novice teachers for the parameters set by this study. I was especially intrigued by the differences in the types of support changing as new teachers gained experience. While I knew this was true from personal experience, I was not aware of how quickly the needs of young PA teachers changed over time. Throughout this entire process, even prior to collecting any data, I noticed my methods of supporting the young directors on my staff was changing based on the research I have read. Along with the other veteran director on staff, I have made a conscious effort to use the prior research on the topic to benefit the young staff members. Data collection and analyzation only confirmed my own experiences as a new PA teacher and my suspicions based on conversations with colleagues. There is a lot needing to be done to support our young PA educators if we want them to stay in the profession with the extra stress and responsibilities we have as PA educators.

Another lesson learned, as I am sure anyone who has done research at this level has experienced, deals with the amount of time, effort, and energy it takes to deeply understand a topic and collect data to understand other people perspectives on a topic. While it would have been much less time consuming and taxing, collecting both quantitative and qualitative data gave me, and hopefully everyone reading this study, a deeper understanding of what was being

studied. At first, I was hoping to get upwards of ten people to participate within the second phase of the study and was disappointed I was only able to get six people to commit even though I reached out to nine people who met the criteria to be interviewed. I was not aware of the amount of time it would take to collect, transcribe, and analyze the qualitative data. The feelings of frustration and inadequacy when falling behind in my timeline due to underestimating the amount of data I collected and the time it would take to analyze it all was abundant.

I had to learn grace for myself throughout this process. Research is not a quick or easy process. It takes time and effort, especially if you want to produce a high-quality product. I have always known I like to take on more than I should, and this experience was no different. If I were allowed to do the study I originally set out to do when starting this process, I would have become so overwhelmed with reading previous research and data I would have burned myself out and never truly finished. Even though it will always be a tendency of mine, I have become more aware of methods to narrow my thoughts and take one step at a time to figure out situations instead of running in, headfirst, trying to fix everything all at once. During this process I have come to truly understand why people choose to work together or research projects. Having multiple people working together to lighten the load is a benefit to researchers. While this was a strenuous process, I have learned so much and have a keener eye for research and its impacts on the practice of education. I have even thought of a few other topics I would like to potentially research due to the process experienced while working on this record of study.

As I have previously discussed within this study, my own personal experiences, in conjunction with this study, have taught me quite a few things. The first thing is grace and understanding. When working in a larger, competitive program it can be frustrating as a veteran teacher to see all of the mistakes in, what I feel now are, easy situations. While issues, no matter

the scope or size, must be addressed, approaching novice PA educators in a way where they do not feel attacked or judged, just as Natalie discussed, keeps the lines of discussion open and can remove the nerves of being observed as a new teacher. Using a positive method of discussing weaknesses creates a desire for new teachers to work harder. I have also learned that not all young teachers know what questions to ask or the supports they need. I have had to learn how to lead the conversations with younger teachers and over explain methods and procedures so there is no room for questions. One of the new directors I am working with has expressed many times the feeling of not know what questions to ask which has caused a level of stress and anxiety we have had to work through together. Having this understanding along with the typical issues new PA teachers face from reading previous literature and what the participants of this study have expressed has improved my ability to understand and help the young directors I work with.

These experiences have led to conversations with administration about the differences. I strongly feel these conversations have not only helped to inform those at the administration level about the differences PA teachers deal with but have also helped me understand the lack of knowledge administrators have about a PA classroom, and the copious number of other things they are dealing with on a daily basis and the need for their own support. I am not sure if administrators have the amount of time necessary to fully understand the differences and, in the long run, provide the support novice PA educators need to be successful. This issue is something administration at the district level need to better understand, and take steps to improve the system of support for the new PA teachers within the district.

Implications for Practice

The implications for practice from this study are quite vast. Having a good understanding of the supports being provided to novice PA teachers not only provide an idea if appropriate

support systems have been developed, but also the fidelity in which these programs are being implemented. Arguably the most important change needed is at the district level. It is clear administration at all levels lack experience, understanding, and time to deal with the differences in support of novice PA teachers. The best thing would be to create a Fine Arts Coordinator position at the district level. Adding such a position would provide the leadership necessary to provide supports to building administrators, veteran PA teachers, and the new PA educators entering the district. This person would also be able to develop the induction supports needed for novice PA teachers to happen before the school year began and could continue throughout the school year filling the need for people with experience developing and running the induction program for young PA educators. Creating such a position may be a challenge for smaller, rural districts. These smaller districts would make strides in the right direction by appointing a current experienced PA educator in the district to such a position in conjunction with their teaching duties. While this is not the best option, having someone appointed to answer questions and have a strong voice in developing PA specific professional development and induction supports is important.

This study continues to support the need for mentoring of novice teachers. While many participants were provided mentors, there was a lack of providing appropriate mentors. It is unclear on if administrators lack of understanding of the differences between the general education and PA classroom, or if it was the lack of experienced PA educators to assign as mentors was the reason for such a finding. What is clear is the need for district and building level administration to provide appropriate mentors with experience teaching in a PA classroom. Again, this may be challenging for smaller districts. In such situations, smaller districts should work together with neighboring districts to pair appropriate mentors with novice PA teachers. If

distance is an issue, creating partnerships with other districts who employ established, recognized PA educators to virtually mentor is an option worth exploring. In such situations where appropriate mentors are not found within the same building, it would be smart to assign an in-building mentor to provide the clerical and school specific supports new teachers to the building and district need. A training program is also needed for mentors of all novice teachers. While it is out of the scope of this study, it is possible the lack of training provided to their assigned mentors had a negative impact on the characterization of the participants in the study.

While the need for instructional coaching is needed for educators at all levels of experience is found in previous research, the current study does not provide adequate information on exactly how this type of support should look. What is noticeable is the way mentors of novice PA teachers have taken on the role of instructional coaches. In my own experience I fill both the role of mentor and instructional coach with the novice educators working on my band staff. While using mentors as instructional coaches would ease the concern and apprehension of participants in this study to instructional coaches, it would require even more training of the mentor to know how to provide such supports. Following the suggestions of previous research, districts could also look into working with retired PA educators and state organizations for help in providing both mentors and instructional coaches to their novice PA teachers.

All of the supports discussed are important to the success of novice PA educators. Developing and implementing a program to meet all of the needs of support is the first step to be taken in the process. The following section will look at a program already developed and the types of support it provides novice teachers within the district. One of the goals of this study was

to develop a guide for districts in what needs to be seen in their programs of support. Using this established program will be the starting point for this goal.

Connections to the Context

A major goal of this study was to look at the C.O.N.N.E.C.T program and attempt to find any weaknesses the program may have when supporting novice PA teachers. Having worked in the district implementing the C.O.N.N.E.C.T program, I was very skeptical at first with the methods the district uses to support new educators due to both personal experiences and conversations had with other novice teachers within the district. After having a better understanding of previous literature and the characterizations of supports by novice PA teachers within the district I was pleasantly surprised with how well thought out the C.O.N.N.E.C.T program is. The only aspect of this study not discussed within the C.O.N.N.E.C.T program is instructional coaching. The C.O.N.N.E.C.T handbook clearly outlines the goals of the program. These goals include providing a mentor, orienting new teachers both to the school and the standards and expectations from both building and district level administration, as well as supports of curriculum and successful teaching standards.

Looking more closely at the C.O.N.N.E.C.T program when it comes to mentoring, there are even standards the mentors must meet in order to qualify to be a mentor for new teachers. These standards include having at least three years of experience, clear record of improving student achievement, ability to work with peers, high professional conduct, and a recommendation from building administration. I was even more impressed with the requirement of the mentor teacher working at the same campus as the mentee and preferably in the same content area. The C.O.N.N.E.C.T handbook even establishes a mentor/mentee agreement in which both the mentor and mentee sign, a classroom observation checklist for mentors when

they go and observe their mentees, conversation templates mentors fill out after observations to foster positive experiences in post-observation meetings, and check lists of different personnel, procedures, and other relevant information all new teachers within the district need to know.

The C.O.N.N.E.C.T program even brings in aspects of peer mentoring into the mentoring supports provided to new educators. Other selected teachers within the building are given the opportunity to observe the novice teachers. The district provides a Peer Observation Checklist the teachers follow to provide meaning to the observations. These checklists can be used by other people within the mentoring process to show areas of weakness of the novice teacher needing to be addressed by their mentor and administration. Also provided within the C.O.N.N.E.C.T handbook is a roles and responsibilities checklist for administration, mentors, and teachers who observe their novice peer teachers so there is no confusion.

The C.O.N.N.E.C.T program also provides induction supports for new teachers to the district. Novice teachers attend two full days of orientation and induction at the district level before going to their individual school building for further meetings and orientations with staff of all experience levels. The outlined goals with the induction process in C.O.N.N.E.C.T include goals connected to key initiatives within the district as well as socialization and networking within the district. The district also provides a chance for the novice teachers to check in monthly at 7:30 AM with district leaders at an event called coffee with colleagues.

On paper the C.O.N.N.E.C.T program seems to have everything covered. Issues arise with the fidelity in which the program is implemented. My own experience within the district as a novice teacher and with conversations of other new teachers does not show such a well laid out program being put into practice. It is clear the district has done the research needed to put together supports for new teachers which would be extremely helpful to any new teacher and

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they care about the supports provided to young educators within the district. More needs to be done to implement such a program. I will say the C.O.N.N.E.C.T program can be a model for other school districts who are attempting to develop induction and mentoring supports for their novice teachers. The only improvement needed to better support novice PA educators is allowing experienced PA teachers within the district be a part of the induction process, so content of the meetings are relevant to the young PA educators participating within the induction experience.

Connections to the Field of Study

Implementing high quality support programs for novice teachers is not an easy task. The data from both phases of this study point to a need for improved support of all new PA teachers. When beginning the process of developing a system of support, district level of administration must provide a clear message to building level administration about the expectations and importance of supporting novice educators. Comments made by participants within this study made it very clear the need to have as much information as possible prior to the first day of school with students in the building. This includes an induction process where novice PA teachers understand district policies and procedures, building level policies and procedures, expectations within their teaching role, and having their questions answered. With the differences in the methods PA classes are set up in comparison to other classes, administration at all levels should do their best to include experienced PA teachers in the induction process.

Mentor support must also occur in any program being developed to support novice educators. While it may be a challenge in smaller school districts, the importance of having a mentor with content knowledge is extremely important for new PA teachers. If there is not an experienced PA educator within the same district, administration must become extremely creative in how they will support their novice PA teachers. While it is not common within the

experiences of the participants of this study, administration may change the role of the on-site mentor to cover the building and district level policies and answer any questions pertaining to policies in place and develop a virtual instructional coach and mentor with content knowledge to fill in the gaps needed. While this is something already done on their own by many of the participants of this study, having the support provided by the district and/or school would be of even more benefit.

Much of the mentoring done for young PA teachers for this study included aspects of instructional coaching. This is an area I feel very strongly needs to be addressed. As previously stated, due to the inadequate supports provided to novice PA educators, I feel many mentors have taken on the role of instructional coaches in most all instances. Not only are PA mentors expected to provide general knowledge and answer questions, but also provide methods for improving specific instructional issues within the PA classroom. Many PA mentors do this with little to no training of their own on effective methods of mentoring and instructional coaching. Previous research points clearly to the need for mentors to have appropriate training to have a positive impact on their mentees.

With the clear importance of administration, there needs to be a better understanding attempted by building administrators to understand the differences found within a PA classroom. I am curious on how their lack of understanding impacts their ability to support novice PA teachers. Data from this study shows at least one administrator had experience learning in a PA classroom and was extremely involved in their new PA teachers' success. This relationship lead to an overall positive experience being reported by the participant. By providing building level administration with the supports they need to fully understand the differences in support needed by PA teachers, they will be able to be a more impactful leader and mentor.

Lessons Learned

I truly believe this study has the potential to set in motion a change in the methods of supports administration currently are using to attempt to support not only novice PA teachers, but all educators who are new to the profession. Just as we, as teachers, are expected to differentiate our instruction to students to make sure they are learning all of the content covered, we must differentiate the instruction and supports provided to novice teachers based on the content they are teaching. This will, inevitably, cause more work for administrators at the district and school level, but the potential benefits would be well worth the time invested at the onset.

All new PA teachers need to be assigned a mentor. It is clear through this study and previous research that novice educators will find their own mentor even when they are not assigned one. A major concern is new teachers within the building choosing mentors who are not helpful or positive role models. I know from personal experience the task of fighting a negative school culture can be very challenging and new teachers to the building can easily fall into a negative crowed if we are not careful. While this could potentially happen no matter if they are assigned a mentor or not, by administration taking this first step the novice teachers already have someone they have been connected with who will point them in the right direction. With this comes a need for a fully developed mentoring program with expectations provided to both the mentor teacher and the novice educator. It is far too easy to allow things to fall through the cracks if there are not specific guidelines in place. With the need for observation being so important to participants in this study, the last thing needing to happen is the lack of follow through within this area of support.

Finally, it is painfully obvious how important building level administration are to the overall feeling of support provided to novice PA teachers. If their administration do not set

appropriate expectations and provide methods of improvement for new teachers just entering the

profession, there is no way the new teachers will be successful. It is also important to point out

the fact some issues with induction, mentoring, and coaching supports can be forgiven by novice

PA educators if they feel their administration is on their side. Depending on the district, the

fidelity in which the induction, mentoring, and coaching programs are implemented may fall on

the building administration. If the expectations of these programs from central office staff and

district administration are not clear, then the support programs developed will not be effective.

This is clear with the issues found within my own district were the C.O.N.N.E.C.T program is

well thought out, but the implementation of the program is inconsistent and potentially

nonexistent at some levels within the school buildings. There is also a lack of instructional

coaching supports discussed within the program that needs to be addressed.

Recommendations

While the C.O.N.N.E.C.T program covers a lot of the needs of novice educators, it

misses some important aspects to improve the experience of new PA teachers. The most

important addition is the use of experienced PA educators to have a major role in the

implementation of the induction program. While some of the content covered is important for all

educators, regardless of subject taught, to know, allowing PA teachers to break off in their own

sessions would benefit them greatly. Adding information on instructional coaching and the need

in all classrooms is also necessary. One thing is very clear, methods of internal evaluation of the

programs established within districts is needed. Having great programs developed, such as the

C.O.N.N.E.C.T program, is only the first step. Districts must then follow up to make sure the

implementation of the program is consistent across all levels and buildings within the district.

This would provide consistency not currently seen and allow for continued improvement of the

programs to meet the needs of all novice teachers. All districts should use the information found within this study to begin developing their own support programs. Information discussed in the implications section of this paper along with what has been stated so far in this section were used to develop the artifacts found in the appendix of this study. This artifact is structured to provide an outline for districts on what needs to be included in their support programs along with key reminders to ensure the programs developed will adequately support novice PA educators.

This study met all goals set at the beginning of the research process when it comes to the number of participants desired. However, there is need for further research in the area to have a more robust understanding of what supports are truly being provided to novice PA teachers and their perceptions on the relevance to their classroom. Most of the participants within the study teach band. This leaves a huge void in the voices of other PA educators. Even though PA classrooms are similar, there are noticeable differences between them impacting the types of supports they need. While this study brings to light such an issue, further research understanding the characterization and perceptions of the supports provided to PA teachers outside of the band classroom is needed. This also leads to needing a better understanding of the differences between PA classrooms. Currently in education, we lump different teachers together based on subject to provide the supports they need. While there is a strong argument against lumping PA educators with other teachers within the building made in this study, there is potentially the argument for the need to further differentiate supports based on the PA class novice educators will be teaching. The more we understand these differences, the better we will be able to support new teachers.

Most of the participants within the second phase of this study are YNTs in the beginning states of their career. There is a lack of voice found within the study from ONTs and how their needs for support have changed over time. This makes it extremely challenging to know exactly

how long novice educator supports should last. Previous research does not agree on support length and while support for ONTs may be much more minimal in comparison to YNTs, it is still important to fully understand their outlooks and needs. Future research needs to look at ONTs and the types of supports they feel are needed to continue to improve their instructional capabilities.

Furthermore, while characterizing the supports is important, research on the impacts the supports have on improving teaching is needed. The goal of induction, mentoring, and coaching is to improve the understanding of new teachers so their instructional strategies grow to provide students with the best education possible. While a teacher may feel extremely supported by the induction, coaching, and mentoring supports provided to them, it does not always translate to better teaching. Continuing to evaluate novice teacher performance within the classroom with the goal of improving the supports they need to be more effective is important. It can be argued that observations covers this need. However, observations are centered more in how the teacher can improve and, from personal experience, are not always used to evaluate the effectiveness of supports being provided. Teacher educators, mentors, and administrators not only need to evaluate the teaching ability of novice educators, but also the levels of impact the supports they are providing are having on new teacher instructional methods.

There is also a need for research looking at the mentors assigned to novice PA teachers no matter what subject the mentor teaches. While mentoring is extremely important, providing supports for mentors is also important. There is a strong possibility participants within this study had negative experience with their assigned mentors due to a lack of training and support for the mentors. Understanding the outlooks mentors have with the training and support they receive and their understood roles within the mentor/mentee relationship is extremely important. Improved

support and understanding of mentors will also have a positive impact on new PA educators ability to teach just as appropriate supports from mentors have positive impacts on student learning of novice PA teachers.

Closing Thoughts

Novice PA educators situations are just as different as the levels and types of supports they are currently being provided. The extra responsibilities placed on them to put out a product of high quality with an inadequate amount of preparation can cause a level of stress not seen by other general classroom teachers which can drive them to leave the profession quickly. This feeling is exasperated in the COVID-19 pandemic when many PA teachers, no matter the level of experience, are struggling to educate their students. Participants within this study did not have very positive feelings about the supports they were provided. Even those participants classified as having a positive experience saw issues within the supports they were given. A strong lack of experienced PA mentors and leaders within the induction process leave quite a few gaps all participants had to seek out their own supports to fill. It is extremely clear new PA teachers are not being supported like they need to be, and I am unsure if administration are equipped to provide the supports needed.

It was made abundantly clear by all participants within this study for the need to include experienced PA teachers within the induction, mentoring, and coaching process of new PA educators. Many participants felt there was nothing more important than having someone who understands what they are going through and can provide actionable advice within potentially negative situations. The collaboration teachers of other subjects get due to the multiple teachers working within the same subject is something PA educators rarely get to experience. District and building level administration need to strive to not just place PA teachers within groups they feel

are similar but provide them with the change to talk and collaborate with other PA educators within the district or with neighboring districts. Due to the smaller number of PA teachers within districts in comparison to other subjects, it seems like a no brainer to want to work with other districts so PA within every district thrive.

To be very clear, while there is a need for additional support for novice PA teachers, support for administration and mentors to new PA educators must come first. To truly be able to provide appropriate supports to young PA teachers, administration at all levels need to fully understand the differences and extra stressors PA educators face on a daily basis. While it is unlikely administration will ever know enough to be the mentor needed for PA teachers, having a good understanding of the issue will open the door for administrators to take the steps necessary to provide appropriate supports. While having support is a step in the right direction, providing support easily translated to the PA classroom is the ultimate goal districts should be striving for when developing supports for novice PA teachers.

It is my hope the suggestions found within the artifacts developed from this study will be a great starting point for districts who currently do not have a support program for their novice educators. While the focus of this study is for bettering the support of PA teachers, the outline can be used to easily implement supports for new educators of all subjects. For districts with established mentoring, induction, and coaching supports, the artifact can be used as a method to improve their current level of supports and ensure PA educators have the chance to experience the best support possible from their district.

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APPENDIX A

TEXAS A&M
U N I V E R S I T Y

NOT HUMAN RESEARCH DETERMINATION

February 06, 2020

Type of Review:	Initial Review Submission Form
Title:	Induction and Mentoring of Novice Performance Arts Educators
Investigator:	Mary Margaret Capraro
IRB ID:	IRB2020-0112
Reference Number:	105455
Funding:	
Documents Received:	IRB Application (Human Research) - (Version 1.0)

Dear Mary Margaret Capraro:

The Institution determined that the proposed activity is not research involving human subjects as defined by DHHS and FDA regulations. Data gathering efforts are intended solely to fulfill the student's record of study requirements.

Further IRB review and approval by this organization is not required because this is not human research. This determination applies only to the activities described in this IRB submission and does not apply should any changes be made. If changes are made you must immediately contact the IRB about whether these activities are research involving humans in which the organization is engaged. You will also be required to submit a new request to the IRB for a determination.

Please be aware that receiving a 'Not Human Research Determination' is not the same as IRB review and approval of the activity. IRB consent forms or templates for the activities described in the determination are not to be used and references to TAMU IRB approval must be removed from study documents.

If you have any questions, please contact the IRB Administrative Office at 1-979-458-4067, toll free at 1-855-795-8636.

Sincerely,
IRB Administration

Analysis of the C.O.N.N.E.C.T Program

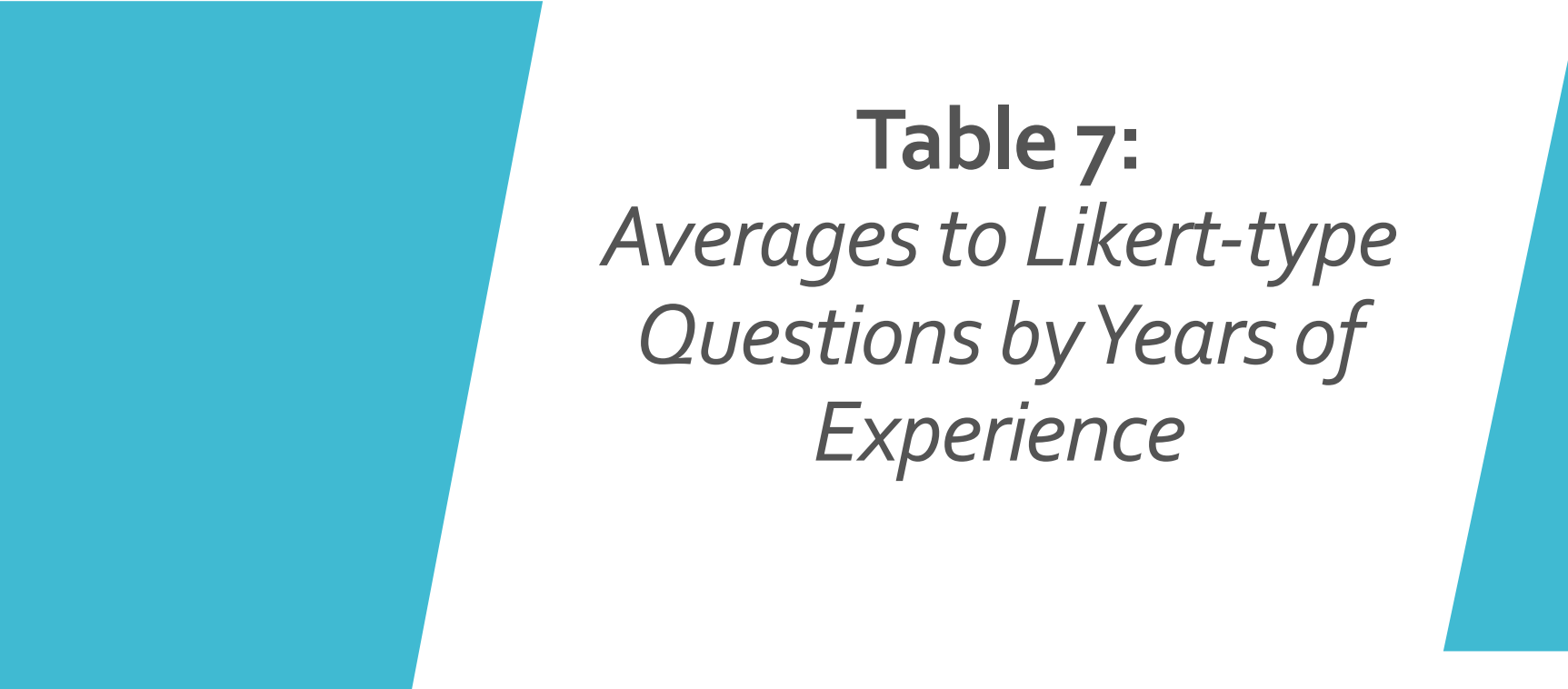Current Strengths and Suggested Improvements

Table 7:
Averages to Likert-type Questions by Years of Experience

Area of Support	Likert-type Questions	Years of Teaching Experience	Average Rating	Cohen's D
Administrative Support	Your employing school district offers several forms of support to your as a novice teacher. Please rate to what degree your school has provided you the support you need to become an effective teacher.	0-2	3.21	.823
		3-4	2.25	
	The classroom visits/evaluation that my administration performed were beneficial in my effectiveness as a teacher.	0-2	2.56	.550
		3-4	1.88	
Mentor Support	My classroom mentor was helpful in giving me guidance and support.	0-2	3.45	-.278
		3-4	3.83	
	Teacher collaboration/networking-talking with other teachers in my building/district was helpful in allowing me to express ideas and frustrations and gain effective ways to deal with them.	0-2	3.51	.056
		3-4	3.44	
Preservice Course Preparation	The education courses I took at my certifying university were helpful in giving me strategies to use in my classroom to be a more effective teacher.	0-2	3.82	.064
		3-4	3.75	
	The clinical experiences I experienced at my certifying university were helpful in giving me guidelines for the first days of school.	0-2	3.82	.007
		3-4	3.81	
PA Teacher Supports	The professional development supports provided to me were beneficial in providing effective methods for teaching in my classroom.	0-2	2.92	.389
		3-4	2.44	
	The support provided from my assigned mentor helped me develop strategies to be effective in my classroom.	0-2	2.95	-.623
		3-4	3.83	
	The staff development offered prior to school starting was beneficial in preparing me for the first few weeks of the school year.	0-2	2.28	.460
		3-4	1.75	

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Qualitative Findings

Common Issues Associated with Negative Experiences

- Lack of administrative support.
- Issues with mentor
  - Not assigned or lack of interaction.
- Induction content not relevant.
- Lack of observations by Admin/Mentor
- Negative impacts due to COVID-19

Common Supports Associated with Positive Experiences

- Clear instructions from administration.
- Positive administration support.
- Support from peers.
- Positive mentor experience.
- Virtual/Online mentoring support.
  - Facebook Groups

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Suggested Improvements from Study Participants

- Supports lead by experienced performance arts educators.
- Specific performance arts sessions during induction and professional development.
  - Meeting with other performance arts educators
- Mentors with experience teaching the same subject.
  - Accountability within mentoring program.
- Partnering with neighboring school districts.
  - Smaller districts.

Handbook with clear expectations, explanations, and rubrics.

Mentors assigned to new teachers.
  Teaches the same subject and in the same building.

Inclusion of peer mentoring and observations from other teachers.

Potential to check for fidelity of implementation.

Positive Aspects of C.O.N.N.E.C.T

Areas of Improvement for C.O.N.N.E.C.T

Development and inclusion of materials for Instructional Coaching supports.

Fidelity of implementation.

Why Instructional Coaching?

- Short term supports for specific issues.
  - Classroom management, instructional strategies, modeling
  - Collaboration in activity development, professional dialogue in areas of interest, creation of a culture of reflection, pedagogical issues (Tarwiyah, Warsono, & Sutopo, 2018).
- Content Focused Instruction (Becker, Waldis, & Staub, 2019)
  - Use of pre- and post-lesson conferences.
  - Sort term supports.

Mentoring	Instructional Coaching
Focused on overall teacher development (D'Abate, Eddy, & Tannenbaum, 2003).	Focused on specific content, usually math or literacy (Gallucci, DeVoogt Van Lare, Yoon, & Boatright, 2010).

Mentoring vs. Instructional Coaching

Suggested Partnerships

National, State, and Local performance arts organizations.

Neighboring school districts.

Schools within a district.

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APPENDIX C

INDUCTION, MENTORING, AND COACHING SUPPORTS CHECKLIST FOR SUCCESS

Induction
  Prior to Induction (Before the Year):
  ☐ Performance arts specific sessions developed and run by experience performance arts educators.

  During Induction (Throughout Induction):
  ☐ Include performance arts specific sessions.
  ☐ Include district and building level expectations, policies, and procedures
  ☐ Meet with peers in performance arts classroom early on in induction process.

  After Induction Provided (After Induction/End of Year):
  ☐ Surveys and other assessment tools participants can fill out rating experiences during sessions.

Mentoring
  Prior to Mentoring (Beginning of Year):
  ☐ Development of a mentoring handbook for all stakeholders (administration, mentors, and mentees).
      o See Appendix D for example
  ☐ Training and supports provided to all mentors.
  ☐ Specific method for selecting mentors developed
  ☐ All novice performance arts educators are assigned a mentor.
      o Mentor should have experience teaching the same subject and located in the same building. If this is not possible, assign a mentor within the same building to assist with clerical and building specific supports and find a content specific mentor from another building or district.
  ☐ Roles and responsibilities are clearly expressed to both the mentor and mentee.
  ☐ Forms developed for observation scoring by mentor.
      o Logs of meetings between mentor and mentee.
      o See Appendix D for example
  ☐ Dates and deadlines for meetings and observations.
      o Fidelity of implementation is a must for a successful experience for both the mentor and mentee.

  During Mentoring (Throughout the Year):
  ☐ Agreement/contract between the mentor/mentee expressing goals and understanding of roles and responsibilities.
      o See Appendix D for example
  ☐ Time for both mentor and mentee to observe one another while teaching.
  ☐ Use peer mentors for observations
      o Other experienced teachers within the context who are not assigned as the official mentor to the new performance arts teacher.

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After Mentoring (End of the Year):
- ☐ Use surveys and interviews of administration, mentors, and mentees to assess the implementation, success, and needed improvements to the mentoring program.

Coaching
Before Coaching (Before the Year):
- ☐ Development of a coaching handbook for all stakeholders (administration, instructional coaches, and novice educators).
- ☐ Training and supports provided to all instructional coaches.
    - o Have a performance arts specific instructional coach for the district.
- ☐ Roles and responsibilities are clearly expressed to all stakeholders (administration, instructional coaches and novice educators).
- ☐ Forms created for mentors, administrators or novice performance arts teachers to express the need for instructional coaching supports.
- ☐ Forms developed for pre- and post-observational meetings between coach and the novice teachers.

After Coaching (End of the Year):
- ☐ Use surveys and interviews of administration, instructional coaches, and novice teachers to assess the implementation, success, and needed improvements to instructional coaching supports.

Overall Suggestions for Success
- ☐ Create a Fine Arts Coordinator position at the district level to oversee the induction, mentoring and coaching of new performance arts educators within the district.
    - o Smaller districts can appoint an experienced performance arts educator to help lead the efforts in this area.
- ☐ Training and support for building level administration on the difference between the general classroom and performance arts classroom.
    - o Develop and understanding on the differences in supports needed by novice teachers working in different subject areas.
- ☐ Provide supports to novice educators for their first 5 years of teaching.
- ☐ Be willing to adjust the supports provided to better fulfill the needs of the novice teachers within the district.

APPENDIX D

Vicksburg Warren School District
C.O.N.N.E.C.T
Cultivating Opportunities for Nurturing New and Early Career Teachers

2020-2021

Office of Curriculum, Instruction and Technology Integration
Dr. Kim C. Germany, Director

Human Resource Department
Dr. Lennie Little, Director

Cultivating **O**pportunities for **N**urturing **N**ew and **E**arly **C**areer **T**eachers

Studies indicate that the challenges faced by new and early career teachers contribute to the high rates of attrition observed during the first years of employment within many school districts across the nation. Induction programs, defined as post-hire inservice training programs completed during the first few years of employment, provide additional support and foster skill acquisition among teachers. The Vicksburg Warren School District strives for excellence in instruction. We believe that it is vital to provide enriching experiences and opportunities that support capacity building among our most novice teachers. The organization of this document is designed to serve as a road map to our systematic team approach to retaining teachers.

VICKSBURG WARREN
SCHOOL DISTRICT

Committee Members:
Ms. LaToya Lott, District Lead Teacher
Dr. Regina O'Leary, District Lead Teacher
Dr. Kim Germany, Director of Curriculum, Instruction and Technology Integration
Dr. Lennie Little, Director of Human Resources
Dr. Phatasis O'Harroll, Curriculum Coach for New Teachers and Professional Development
Dr. Laura Prather, Director of Federal Programs

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A Message from the Superintendent

To Our Mentors:

I want to thank you for agreeing to be a new teacher mentor. Sharing your wisdom, gained through years of experience, with a new teacher may very well be the key to his or her future success.

Mentoring can be a challenging endeavor, but doing so can provide the opportunity for you to enrich the new teacher's experience and your own. Each mentoring relationship will be unique depending on the needs of your mentee. You may find yourself in the position to be a coach, trainer, role model, opener of doors, cheerleader or sponsor. Regardless of the role you play, we believe that your dedication will lead to more gratifying work for both you and your mentee.

While it is our goal in central office to support the schools, we count on you - our seasoned professionals - to be the "boots on the ground" at each building. Time spent with your mentee is an investment in the future of our students and the long-term success of our community. Your willingness to serve as a mentor is deeply appreciated.

Sincerely,

Chad Shealy
Superintendent

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C.O.N.N.E.C.T
Cultivating Opportunities for Nurturing New and Early Career Teachers

Table of Contents

Cultivating Opportunities for Nurturing New and Early Career Teachers

Mission

Induction programs serve as critical pathways for educators as they enter the teaching profession. Effective programs move educators beyond pre-service learning experiences by supporting their development before during and after induction. The Vicksburg Warren School District is committed to this endeavor and driven by the mission of increasing the effectiveness and retention of our new and early career teachers.

Program Goals

- Provide all new teachers to the Vicksburg Warren School District with mentors
- Orient new teachers to the school, policies and procedures
- Make new teachers aware of professional practices and expectations
- Help new teachers attain high and rigorous teaching standards
- Guide new teachers to access, understand and utilize the curriculum framework
- Work with new teachers to foster effective classroom management practices

Purpose and Overview

The purpose of this program is to provide new teachers within the Vicksburg Warren School District the assistance necessary to begin a successful teaching career through mentoring. This program assists the teacher in furthering their understanding of teaching procedures, requirements and expectations of their specific grade level or subject area assignment. The mentor teacher serves as a coach, trainer, role model, cheerleader and sponsor. Mentor teachers benefit in that the program allots for reflection and the re-evaluation of their practices, enthusiasm for teaching and professionalism. The District benefits in that it ensures the availability of a quality teacher in every classroom.

Qualifications for Mentorship

- Minimum of three years teaching experience
- Teaches as the same campus as the new teacher, preferably in the same content or grade level
- Must hold a clear record of improving student achievement
- Must have knowledge of school procedures
- Must demonstrate the ability to work with peers collaboratively and fosters positive rapport
- Must demonstrate solid, ethical and professional conduct
- Principal recommendation

Our Comprehensive Induction and Mentoring Model (C.O.N.N.E.C.T.)

1. New Teacher Induction, Orientation and Training

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2. Ongoing Professional Learning
3. Mentoring
4. Systematic Team Approach to Support

Component 1: New Teacher Induction, Orientation and Training

New Teacher Induction is a term used to describe a strategically planned program of professional support for new teachers inclusive of orientation, conferencing and peer group meetings. Essential design elements include:

- A district steering committee charged with the developing, evaluation and refinement of the induction program
- Program goals connected to key district initiatives
- Orientation and Training programs for teachers and mentors
- New Teacher Recognition and Awards
- Socialization, Collaboration and Networking

Schedule of Events			
07/20/20	8:30 am	Summer Institute Day 1	Virtual
07/21/20	8:30 am	Summer Institute Day 2	Virtual
07/22/20	8:30 am	Summer Institute Day 3	Virtual
07/31/20	8:00 am	New Teacher Orientation	Virtual
monthly		Rookie of the Month	Featured on District webpage
TBA	6:00 pm	New Teacher Showcase: A Spotlight on Excellence	Location: TBA New Teacher of the Year Award

Coffee with Colleagues provides an atmosphere for socialization, collaboration and networking among the new teachers. It also provides an opportunity for networking with Central Office Personnel and Community stakeholders. Coffee with Colleagues is hosted quarterly. Departments interested in hosting should contact Dr Lennie Little.

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Cultivating **O**pportunities for **N**urturing **N**ew and **E**arly **C**areer **T**eachers

Component 2: Ongoing Professional Learning

Ongoing professional development refers to a set of coherent learning experiences that are systematic, purposeful and structured over a sustained period of time with the goal of improving teacher practice and student outcomes. Essential design elements include:

- Identifying members of the support team (exclusive of the on-campus mentor and principal)
- Scheduling regular meetings with beginning teachers to establish ongoing opportunities for support
- Planning opportunities for beginning teachers to meet as a peer group including additional professional development opportunities

Schedule of Events			
Dates	Time	Topic	Location
Last Monday of each Month	8:00 am	Coffee with Colleagues Chat Forums for Secondary Teachers	Virtual
Last Monday of each Month	3:30 pm (ele)	Coffee with Colleagues Chat Forums for Elementary Teachers	Virtual
09/23/20	3:30 pm	SACM (Conducting a Classroom Management Inventory)	Virtual
11/02/20	8:00 am	"What Every Teacher Should Know and Be Able to Do"	Virtual (District PD Day)
01/04/21	8:00 am	Winter Extravaganza	Virtual (District PD Day)
02/17/21	3:30 pm	Writing to Learn Strategies	Virtual
04/21/21	3:30 pm	95 Strategies to Remodel Instruction (Book Study)	Virtual

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Component 3: Mentoring

Mentoring refers to the relationship between a beginning educator and a mentor who has demonstrated effectiveness with improving student outcomes and supporting the professional development of colleagues. Essential design elements include:

- Rigorous and transparent selection process for mentors
- Developing systems for mentor accountability, time logs
- Differentiated mentoring (mentoring by grade band, mentoring by content area)

Component 4: Systematic Team Approach to Support

A systematic team approach describes a methodical process which is repeatable and leanable through a step by step procedure. Essential design elements include:

- Prioritizing awareness of the importance of new teacher support and induction as strategy to address retention and attrition
- Empowering key school personnel to work alongside the principal and district personnel in the induction process
- Assigning roles and responsibilities
- Pooling of resources across departments

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Cultivating Opportunities for Nurturing New and Early Career Teachers

Roles and Responsibilities Checklists

Principals

- **Identify a mentor for every teacher that is new to the profession**

- **Submit names of mentors and new teachers to phatasis.oharroll@vwsd.org or llott@vwsd.org on or before**
  See Appendix for Form 2019-20 A

- **Establish a collegial school culture that supports professional collaboration among beginning and experienced teachers**

- **Ensure reasonable working conditions for the beginning teacher**

- **Facilitate the relationship between the mentor and beginning teacher**

- **Ensure that the mentor and beginning teacher meet regularly**

Mentors

- **Attend Mentor Orientation**

- **Sign the Mentor/Teacher Agreement Form**
  See Appendix for Form 2019-20 B

- **Respond to mentee's immediate needs and concerns.**
  See Appendix for additional resources

- **Review and monitor progress toward goals established during coaching conversations**

- **Assist mentee in planning lessons and locating appropriate instructional resources**

- **Support mentee in developing efficient and effective classroom routines and procedures**

- **Conduct (1) observation of the mentee on or before**
  Submit observation via email to llott@vwsd.org
  See Appendix for Form 2019-20 C

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Cultivating Opportunities for Nurturing New and Early Career Teachers

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  Submit observation via email to **llott@vwsd.org**

- Utilize the Coaching Conversation Template to document post observation dialogue between you and your mentee
  See Appendix for Form 2019-20 D

Teachers

- Attend District Orientation

- Attend New Teacher Induction

- Attend Educational Extravaganza

- Sign the Mentor/Teacher Agreement Form
  See Appendix for Form 2019-20 B

- Attend the professional learning session scheduled on

- Attend the professional learning session scheduled on

- Attend the professional learning session scheduled on

- Attend the professional learning session scheduled on

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- Conduct (1) peer observation each nine week grading period and submit via email to **llott@vwsd.org**
  See Appendix for Form 2019-20 E

- Access the New Teacher Google Classroom for resources on pedagogy, instructional best practices, classroom management and engagement

- Complete New Teacher Needs Assessment as directed by the Office of Curriculum, Instruction and Technology Integration

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Cultivating **O**pportunities for **N**urturing **N**ew and **E**arly **C**areer **T**eachers

Mentor/Mentee Roster   **Form 2019-20 A**

New Teacher	Mentor	Grade Level

Return forms to phatasis.oharroll@vwsd.org or llott@vwsd.org by August

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Cultivating **O**pportunities for **N**urturing **N**ew and **E**arly **C**areer **T**eachers

Mentor and Teacher Agreement   **Form 2019-20 B**

New teacher mentors and new teachers will work together to develop a professional relationship based on the follow agreements:

a. <u>Communication:</u> Meet weekly via telephone, email, or face-to-face meeting

b. <u>Professional Development</u>: Seek opportunities for professional growth and attend together i.e. new teacher trainings, behavior management training, other professional development offered by the district.

c. <u>Maintain Confidentiality</u>: Agree that conversations and communications between new teacher and the new teacher mentor remain between the two individuals. If anyone else is to be informed, both the new teacher and mentor agree.

d. <u>Feedback:</u> Provide feedback to each other during weekly meetings/communication, discuss goals, and seek alternatives to reach those goals.

Signature:_____ Date_____
                            (mentor)

Signature_____ Date_____
                            (teacher)

Return form to phatasis.oharroll@vwsd.org or llott@vwsd.org

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Classroom Observation Checklist   **Form 2019-20 C**

Student Engagement:	Notes:
Essential Content:	Notes:
Demonstration of Learning:	Notes:

Academic Ownership:	**Notes:**

Coaching Conversation Template   **Form 2019-20 D**

Reinforcement(s); What did the teacher do well? Be as specific as possible.
Refinement(s): What could the teacher work on to immediately improve instruction? Be as specific as possible.
Model: How will the mentor model the refinements for the teacher?
Practice: How will the teacher practice the refinements discussed?

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Form 2019-20 E

Class:_____**Observer:**_____

Lesson Topic:
_____

Student learning is: ☐ _____ ☐ _____ ☐ _____
_____

Students are expected to: ☐ ____ ☐ ____ ☐ ____ ☐ ____ ☐ ____ ☐ ____ ☐ ____ ☐ ____
☐ ____ ☐ ____ ☐ ____ ☐ ____

Yes ☐	No ☐	N/A ☐	
Yes ☐	No ☐	N/A ☐	
Yes ☐	No ☐	N/A ☐	
Yes ☐	No ☐	N/A ☐	
Yes ☐	No ☐	N/A ☐	
Yes ☐	No ☐	N/A ☐	
Yes ☐	No ☐	N/A ☐	
Yes ☐	No ☐	N/A ☐	
Yes ☐	No ☐	N/A ☐	

NOTES:

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Cultivating **O**pportunities for **N**urturing **N**ew and **E**arly **C**areer **T**eachers

Introduce the New Teacher to the Campus Personnel	Check and Date When Completed
Assistant Principal	
Main Office Personnel	
Department/Grade Level Personnel	
Campus Monitors	
Counselors	
Nurse	
Librarian	
Specialized Teachers (Art, PE, Music, Band, etc)	
Athletic Coaches	
Custodians	

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Cultivating Opportunities for Nurturing New and Early Career Teachers

Building Procedures	Check and Date When Completed
Checking out equipment (audio, computers, headphones, document cameras, Laptop/iPad carts) /Library guidelines and procedures	
Copy machine, work areas, teacher's lounge	
Emergency fire and weather procedures, exits and routes	
Promethean, Smart Boards, J Touch uses and procedures	
Securing school materials and doors	
School attendance and tardy policies	
Student recess and cafeteria	
Student restroom procedures and hall procedures	
Securing a substitute for teacher absence/Substitute Folders	
Cell phone use for teachers/Student cell phone policy	
Intruder alert and procedure	
Beginning of the day	
After school pick up, dismissal, and bus schedules	
Auditorium (Seating/entry and dismissal procedures)	
Dress code for teachers and students	
Infractions/Office referrals	
All school rules (all areas)	
Student sickness or injury	
Procedures for IEPs/Special Education	
Documents required for conferences, meetings, weekly reports, etc.	
Repair report procedure (Technology, room, etc.)	

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Cultivating Opportunities for Nurturing New and Early Career Teachers

Gather and Locate Materials/Resources	Check and Date When Completed
Lesson plans and format (Depending on school preference)	
Grades (SAM)	
Schedules	
Cumulative files	
Student Code of Conduct/Handbook	
Ancillary materials for content area	
Employee/District Handbook	
Testing scores	
IEPs	
Textbooks, workbook, teacher's edition	
Office supplies	
Any equipment used with technology	
Other:	

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Information for Students	Check and Date When Completed
Supply List	
Discipline plan typed and ready for parent and student signature	
Parent letter home	
Emergency Forms/information	
Syllabus for the 9wks/semester/year	
Team/class rules and consequences	

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Cultivating Opportunities for Nurturing New and Early Career Teachers

Class Procedures	Check and Date When Completed
Start of class routine/where to post objectives/I Can statements/homework folders/ assignments/ make-up work/ entering and exiting the room/ headings on papers/ and movement	
Seating charts	
Student rosters/names/address and attendance information	
Bus transportation forms/information for each student	
Detention process and paperwork	
Discipline process and paperwork	
Hall rules	
In-house suspension process and paperwork	
Positive recognition awards/prizes and procedures	
Using the restroom and getting water	
Computer use	
Library use	
Working in pairs and groups	
Sharpening pencils	
Throwing paper away	
Voice levels	
Organization: system for filing/folders/paperwork/graded papers/lesson plans/emergency forms/IEPS	
Parent communication	

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Parental Involvement	Check and Date When Completed
Open House/Back to School Nights/etc- Acceptable communications/handouts/etc	
Explain policies and classroom rules in a letter to be signed and returned:	
Grading	
Homework	
Calculations for report card grades/Standards Based Report Cards	
Classroom rules	
Supplies	
Syllabus for 9wks/semester/year/standards each grading period	
Activities and projects	
Communication: Email/letters home/phone numbers	
Special events	
Setting up parent conferences	
Testing schedules	
Classroom visitation	
Awards and recognitions	
School notices	
Other:	

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