EXPLORING SELECTED VETERAN MENTOR TEACHER MOTIVATION IN THE LEARNING MATTERS PROGRAM THROUGH THE LENS OF SELF-DETERMINATION THEORY: A CASE STUDY

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Major Field: SCHOOL ADMINISTRATION

Abstract: Teacher mentoring programs are commonly used for entry year teachers to provide support and encouragement. These programs are often not successful without quality mentors. This qualitative case study seeks to explore the motivational factors inherent in the Learning Matters mentoring programs at two selected middle schools to determine the impact motivational factors have on the mentors participating in the program using the lens of Self-Determination Theory. The study participants were the building principals and three veteran mentor teachers at each site. Data were collected through interviews of the administrators and mentor teachers, observations of the Learning Matters meetings, and documents.

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CHAPTER I

INTRODUCTION

Teachers matter. Teachers have the ability to make a significant impact on student achievement and success (Moir, 2009). Each day, teachers help determine the direction for students both inside and outside the classroom. Various studies show that teacher experience is correlated with student achievement (Brill & McCartney, 2008; Gagen & Bowie, 2005). Teacher attrition increases the number of inexperienced teachers in the classroom and is most prevalent in low-income schools (Brill & McCartney, 2008). Teacher experience is linked with student achievement and teacher quality is one of the most influential factors of student achievement (Brill & McCartney, 2008).

In order to continue providing students with quality instructors who impact student achievement, it is important to understand what motivates quality educators to remain in the profession. Research indicates there are several factors that impact teacher motivation. Some of the primary factors include collegiality, administrative support, student behavior management, professional learning, isolation, workload, and school culture (Buchanan, Prescott, Schuck, Aubusson, & Burke, 2013; van Ginkel, Verloop & Denessen, 2016). Although all of these motivational factors are important, one of the key areas administrators have worked to improve is professional learning opportunities.

As more has been learned about the impact of teacher motivation to remain in the classroom, there has been a more concerted effort to create professional learning opportunities for educators that are dynamic, collaborative, and focused on collegial relationships (van Ginkel et al., 2016).

One of the primary methods being used to combat increased teacher attrition and motivate experienced educators is the use of mentoring programs (Hanson & Moir, 2008). Mentorship opportunities provide experienced teachers an opportunity to develop relationships with new teachers that provide encouragement, guidance, and instructional support (Moir, 2009). "While many of these programs are now required by law, their origins are rooted in the idea of informal mentoring, which grew from the aspect of the teaching culture that embraces optimal learning for all" (Weaver, 2004, p. 259). A critical component for successful implementation of mentoring programs is the culture of the school, notably the support structures put in place by administrators (Arnold, 2006). Such structures support the organization's mission (Van Maele, Forsythe &Van Houtte, 2014). Quality mentoring programs provide districts with the opportunity to enhance collegial collaboration and student instruction. Mentoring programs not only provide benefits for beginning teachers, but most importantly, offer veteran teachers the opportunity to grow professionally by broadening their view of the teaching profession (Hanson & Moir, 2008).

Worthwhile mentoring programs provide beginning teachers with the necessary guidance to be successful, and they provide veteran teachers the opportunity to strengthen their leadership skills. Leadership opportunities for teachers help them see their value to other teachers and motivate them to remain in the profession. Holloway (2003) stated, "Only by providing support throughout teachers' careers can we ensure a sustainable pool of high-

quality teachers" (p. 87). It is important to understand how mentoring programs work and how they motivate veteran teachers to serve as mentors. Providing well-developed mentoring programs allows veteran teachers a chance to step out of the autonomy of the classroom and challenge themselves to become life-long learners. Veteran teachers are too important to lose; Moir (2009) succinctly summarized the value of veteran teachers when she stated, "as much as we should be concerned about retaining new teachers – and it's critical – we also want to ensure that we retain, challenge, and learn from our most experienced teachers" (p. 17). Additional research is needed to better understand the value of providing them mentoring experiences and understanding their motivations to serve as mentors.

Problem Statement

Mentoring is a common component of new teacher induction programs (Ingersoll & Smith, 2004). In these programs, veteran teachers mentor new teachers in a variety of capacities from informal conversations to formal partnerships with required modules (Luna & Cullen, 1995; Moir, 2009). Mentoring processes help create a culture of support for both the mentor and mentee (Dawley, Andrews & Bucklew, 2010; Hanson & Moir, 2008), thereby influencing retention rates for both new and veteran teachers.

Although mentoring relationships can be beneficial for both the mentor and mentee and can provide a culture of support for teachers (Dawley et al., 2010; Hanson & Moir, 2008), some research indicates many educational mentoring programs fail (Gagen & Bowie, 2005). One of the reasons that mentoring may not be successful is that pertinent motivational factors are missing in the programs.

Due to the fact that mentoring programs should be designed to positively improve the teaching and learning process (Hanson & Moir, 2008), better understanding of the motivational factors inherent in peer mentoring programs is important.

Purpose of the Study

The purpose of this study was to explore selected veteran mentor teachers' motivation within the Learning Matters Program through the lens of Self-Determination Theory.

Research Questions

To explore the effects of peer mentoring on veteran teacher retention, three research questions were utilized:

1. How are the psychological needs of selected veteran mentor teachers participating in the Learning Matters Program met?
2. What are motivational factors inherent in these programs?
3. How does Self-Determination Theory explain these veteran mentor teachers' motivation?

Epistemological and Theoretical Framework

Epistemology

One epistemological view often connected to qualitative research is constructivism. According to Creswell (2014), in constructivism, "individuals seek understanding of the world in which they live and work" (p. 8). In constructivist research, the researcher looks for numerous, diverse meanings that arise from experiences (Creswell, 2014). Meanings are often formed "through interactions with others… and through historical and cultural norms that operate in individuals' lives" (Creswell, 2014, p. 8). Individuals develop various meanings from their experiences (Creswell, 2014). According to Merriam and Tisdell (2016),

constructivist researchers are "interested in understanding the meaning a phenomenon has for those involved" (p. 24).

Qualitative researchers often use data methods that include interviews or case studies. These methods provide the researcher the opportunity to "construct meaning" (Creswell, 2014, p. 9) from the participants as they work through the research process. In constructivist research, the focus is not only on the participant, but also where the participants live and work (their natural environment) which helps the researcher to develop an understanding of the cultural perspective (Creswell, 2014). Ultimately, researchers using the constructivist framework seek to find patterns that emerge from meaning and "generate, or inductively develop a theory or pattern of meaning" (Creswell, 2014, p. 8).

Theoretical Framework

Richard Ryan and Edward Deci (2000) defined motivation as a "means to be moved to do something" (p. 54). In order to explain the internalization of motivation, Ryan and Deci developed Self-Determination Theory (SDT). SDT views motivation from three perspectives: autonomy, competence, and relatedness. Autonomy is defined as "the experience of choice in initiating behavior" (Fernet, Guay, Senecal, & Austin, 2011, p. 514). Individuals experience autonomy when they are intrinsically motivated and perform a task/job because they make a connection to personal value. A second component of SDT is competence in which individuals have self-assurance that they can successfully complete a task at a high level of quality (Fernet et al., 2011). Finally, the need for relatedness is a crucial component of motivation. Individuals have a desire to feel connected to their environment and "experience a sense of belonging" (Niemiec and Ryan, 2009, p. 139).

According to Ryan and Deci (2000), motivation is dependent upon "the different reasons or goals that give rise to an action" (p. 55). SDT conceptualizes motivation on a developmental continuum. On the far left of the continuum is amotivation, followed by extrinsic motivation, and intrinsic motivation on the far right (Ryan & Deci, 2000). Amotivation is an extreme form of motivation in which individuals lack any purpose of personal connection to their behaviors (Ryan & Deci, 2000), whereas extrinsically and intrinsically motivated individuals are motivated to complete actions for a variety of reasons.

Extrinsically motivated individuals desire an outcome separate from the activity itself (Niemiec & Ryan, 2009). In education, a lack of intrinsic motivation leads SDT to view extrinsic motivation from two angles: internalization and integration. According to Ryan and Deci (2000), "internalization is the process of taking in a value or regulation, and integration is the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self" (p. 60). In order to explain internalization and integration, Ryan and Deci (2000) explain four forms of extrinsic motivation. The first category, external regulation, refers to individuals who perform an action to satisfy an external request in a controlled manner. Next, in introjected regulation, individuals complete behaviors "in order to avoid guilt or anxiety" (Ryan & Deci, 2000, p. 62). A third type of extrinsic motivation is identification in which individuals understand the importance of a behavior and personally identify with the action. Finally, integrated regulation is the most self-directed form of extrinsic motivation in which individuals internalize their actions (Ryan & Deci, 2000).

Intrinsic motivation originates from self as opposed to coming from exterior sources (Niemiec & Ryan, 2009). Intrinsically motivated individuals "play, explore, and engage in

activities for the inherent fun, challenge, and excitement of doing so" (Niemiec & Ryan, 2009, p. 134). Individuals with intrinsic motivation have enhanced levels of "high-quality learning and creativity" (Ryan & Deci, 2000, p. 55). Intrinsic motivation is a natural motivational form for humans who often display a curious, creative, and inquisitive nature about life (Ryan & Deci, 2000). Figure 1 presents a graphic representation of Self-Determination Theory.

Figure 1: Self – Determination Theory (SDT)

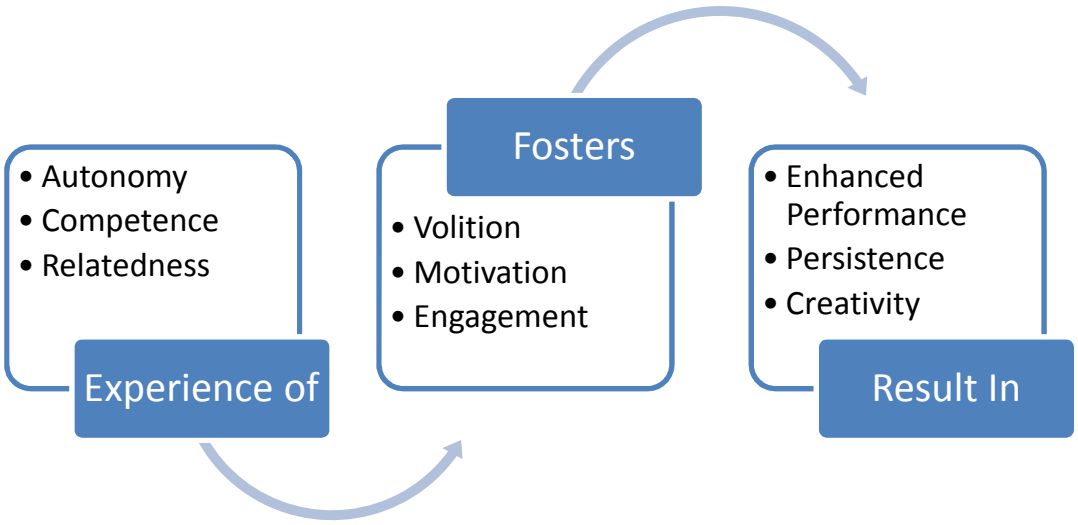

Figure 1: Visual representation of SDT. Adapted from "Intrinsic and Extrinsic Motivations: Classical Definitions and New Directions" by R. Ryan and E. Deci, 2000, *Contemporary Educational Psychology, 25*.

Procedures

The research design of this study was a qualitative case study. Creswell (2014) defined a case study as:

> A design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity,

> process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. (p. 14)

Case studies also involve providing a detailed explanation of the individuals being researched as well as the location (Creswell, 2014). Merriam and Tisdale (2016) defined a qualitative case study as "an in-depth description and analysis of a bounded system" (p. 39). The purpose of this case study was to provide a comprehensive understanding of the motivational factors inherent in mentoring programs.

Population

The population for this case study included select veteran mentor teachers and administrators in two middle schools. Mentor teachers are defined as role models for their rookie counterparts who provide guidance for new teachers in the critical areas of classroom management and instruction (Arnold, 2006). In addition, mentor teachers are often an emotional support system for new teachers during the challenging first years of teaching (Gagen & Bowie, 2005). The middle schools were located in the same suburban district and have large, ethnically diverse student populations. The primary criteria for the selected sites included: (1) the site used the Teaching Matters Program, and (2) the site had mentor teachers.

Research Sample

Purposeful sampling was utilized to select the mentor teachers and administrators as participants for the study. "Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (Merriam & Tisdale, 2016, p. 96). Using

purposeful sampling, three veteran mentor teachers were selected at each of the two selected middle schools from all mentor teachers participating in the Teaching Matters program. Veteran mentor teachers were selected based on the following criteria: (1) they had a minimum of seven years teaching experience, and (2) they had at least three years teaching experience at the current school site. Additionally, administrators were selected for participation in the study. The building principals were selected because they work closely with the Teaching Matters program.

Data collection methods for this case study included interviews with mentor teachers and administrators. Additionally, data collection included observation of interactions between the mentees and mentor teachers, observation of mentor training program sessions, observation of the school environment as well as an analysis of documents that included e-mails, program curriculum, and observation notes (Creswell, 2014). Using the constant comparative process suggested by Merriam (2009), data was coded to identify recurring themes. Utilizing the case study method requires the researcher to become an integral part of the observation process, so it is imperative that the researcher understand his or her pre-conceived ideas and biases (Creswell, 2014).

Significance of Study

Significance to Research

This research may have an influence outside of the classroom and on the educational profession. It may assist in understanding motivational factors in mentoring programs and their impact on mentor teachers. There is a lack of research studying the motivational factors inherent in mentoring programs (van Ginkel et al., 2016). This research may assist in filling the gap in the body of research.

Significance to Theory

Theories about motivation are plentiful in research as researchers work to explain the impact of motivation on employees. The results of this study could possibly add to the existing research on motivation with a focus on the perspective of the mentor teacher. In addition, results may inform educators regarding the role of motivation in retaining veteran teachers.

Significance to Practice

This research could potentially make a difference for students. Developing strong mentorship programs could influence teacher motivation and persistence in meeting long term learning goals which could ultimately benefit students. It may help educational leaders understand motivational factors in mentoring programs so that more informed decisions about this form of professional development might be implemented. Research is brimming with findings that emphasize the significant role mentors play in helping new teachers achieve success. However, little is known about mentor perceptions and the factors that motivate them to serve in this crucial role. This understanding may help mentor teachers develop the critical professional relationships that might benefit the teachers they mentor. This research could assist in developing mentoring practices that enhance instructional practice. Additionally, this study may help to provide an understanding of how mentorship programs assist veteran teachers in their development as teacher leaders who remain committed to the profession.

Definition of Terms

Veteran Teacher. According to Day and Gu (2009), veteran teachers have a minimum of seven years of experience in the classroom.

Teacher Retention. Schoepner (2010) defined retention as the "extent to which teachers are staying in their current position (stayers), moving to new positions in other schools (movers), or leaving the profession (leavers)" (p. 262). Retention can have a positive or negative connotation.

Attrition. Teacher attrition refers to teachers leaving the classroom for a variety of reasons, including moving to a teaching position in another district. Ingersoll (2001) stated that teacher attrition is often connected to particular academic fields and is highly influenced by the age of the employee.

Mentoring. Mentoring is the relationship between an experienced and beginning teacher (Long et al., 2012). In organizations, mentoring is considered a "developmental relationship that involves organizational members of unequal status, or, less frequently, peers" (Dawley et al., 2010, p. 261).

Induction. Induction is defined as the time when teachers "have their first teaching experience and adjust to the roles and responsibilities of teaching" (Long et al., 2012, p. 9).

Intrinsic Motivation. Intrinsic Motivation originates from the self as opposed to coming from exterior sources (Niemiec & Ryan, 2009) and is usually the result of an interesting activity (Eyal & Roth, 2011).

Extrinsic Motivation. Individuals who are motivated extrinsically desire an outcome separate from the activity itself (Niemiec & Ryan, 2009). Unexciting activities require extrinsic motivation for most individuals (Eyal & Roth, 2011).

Amotivation. Amotivation is an extreme form of motivation in which individuals lack any purpose of personal connection to their behaviors (Ryan & Deci, 2000). This is a result of not valuing an activity (Eyal & Roth, 2011).

Autonomy. Autonomy is defined as "the experience of choice in initiating behavior" (Fernet et al., 2011, p. 514). Autonomous behavior is experienced "out of free will" (Oostlander, Guntert, van Schie, & Wehner, 2014).

Competence. Individuals with competence have self-assurance that they can successfully complete a task at a high level of quality (Fernet et al., 2011).

Relatedness. Relatedness is a desire to feel connected to one's environment and "experience a sense of belonging" (Niemiec and Ryan, 2009, p. 139).

Summary and Organization of Study

This study is organized into six chapters. Chapter 1 provided an overview of the study and included the problem statement, purpose of the study, and research questions. Case study methodology was utilized to understand the processes of mentoring programs as well as the motivational factors inherent in mentoring programs. The theoretical framework utilized for this study will be Ryan & Deci's Self-Determination Theory, which explores employee work motivation in connection to the environment and relationships.

Chapter II provides an in-depth review of the literature on the research topic. The following topics are addressed in the review: mentoring program design, mentoring culture, Self-Determination theory and teacher motivation. Finally, the review offers suggestions as to why mentoring relationships sometimes work while other times are ineffective.

Chapter III provides an explanation of the research methodology and procedures that were utilized in the study, including school/participant selection, data collection, and analysis

techniques. The chapter ends with a discussion on trustworthiness of findings as well as the limitations of the study.

Chapter IV offers a presentation of the data and provides a full description of how participants and schools were selected. All aspects of the data collected, including observations, notes, and artifacts, are shared in detail.

Chapter V examines the data through the lens of Self-Determination Theory. This analysis considers the role of motivation in teacher mentoring.

Chapter VI closes the study with conclusions, interpretations, and implications. This includes the significance to practice, to research, and to theory. Finally, suggestions for future research are shared.

CHAPTER II

LITERATURE REVIEW

The review of the literature for this study is a discussion of related research findings revolving around key topics relevant to the study. Areas discussed in this literature review include (1) mentoring program design, (2) mentoring culture (3) self-determination theory and (4) teacher motivation. The goals of the review are (1) to establish a need for mentoring programs, (2) to demonstrate that mentoring programs often fail to address the training needs of veteran teachers, (3) to illustrate the importance of teacher motivation, and (4) to express the need for the present study.

Mentoring Program Design

Although mentoring is commonly associated with teachers, it is used as an effective tool in the business world as well as the educational setting to assist new or struggling employees (Zellers, Howard, & Baric, 2008). There are two types of mentoring relationships: informal and formal. Informal relationships occur when individuals make an unprompted connection without assistance from their employer, while formal mentoring relationships are significantly more structured and are handled by the organization (Dawley et al., 2010; Russell & Adams, 1997). Informal relationships are often more predominant in the workplace, but often falter because they do not have

structures and expectations in place (Ewing et al., 2008). There have been many questions as to whether formal or informal mentoring is most effective (Eby, 1997). Initial research indicated that assigned mentoring relationships in business organizations were not as beneficial as organically created mentoring relationships (Eby, 1997). However, research does indicate that both formal and informal mentoring partnerships are more valuable than no mentoring at all (Eby, 1997).

Mentoring first became a focus of study in the late 1970's with research in the business environment (Germain, 2011). Academic institutions have been much slower than businesses in creating formal mentoring programs (Zellers et al., 2008). There have been many examples of informal mentoring in businesses; however, these informal programs often fail to reach the employees most in need of assistance (Zellers et al., 2008). Formal mentoring relationships have become a part of organizational culture during the last 30 years and many companies are now focusing on formalized mentoring programs as professional development tools (Ghosh, 2012; Ricketts-Gaskill, 1993; Zellers et al., 2008) in hopes of strengthening their work force (Allen & O'Brien, 2006). Early studies on mentoring identified four key phases in a mentoring relationship: initiation, cultivation, separation, and redefinition (Chao, 1997). Additionally, research has focused on the variety of mentoring functions which "refers to the different roles played by mentors in helping protégés in organizational settings" (Ghosh, 2012, p. 146). These mentoring functions include, but are not limited to: coaching, counseling, role modeling, being a colleague and fellow learner, as well as mediating (Ghosh, 2012; Harrison, Dymoke & Pell, 2006).

Mentoring "occurs in every imaginable setting with various understandings of the mentor's role" (Buck, 2004 p. 8). Traditionally, a mentoring relationship is viewed as a more experienced individual helping with the development of a less experienced protégé through guidance and counseling (Dawley et al., 2010). Typically, these individuals have varied stages of experience in their profession (O'Neil & Marsick, 2009). In the early 1990's, Lu Ann Rickets-Gaskill (1993) identified the need for formal mentoring programs that set "explicit goals and practices" (p. 147). Unfortunately, one of the main concerns of mentoring programs in both business and educational organizations is a lack of consistency (Ingersoll & Smith, 2004) and many programs "vary in their substance and quality" (Molner-Kelley, 2004, p. 438).

Mentoring Value

"A growing body of research-based literature in business management, education, and social work supports the use of formal mentoring and coaching methods in the workplace" (Ewing et al., 2008, p. 295). Research found mentoring was favorable for both organizations and employees (Dawley et al., 2010). Additionally, Russell & Adams (1997) indicated that mentoring relationships provided increased employee production. Strengthened relationships and higher employee retention are two of the primary benefits provided to organizations with formal mentoring programs (Dawley et al., 2010) as well as increased communication, an environment conducive to learning (Buck, 2004) and financial savings (Ricketts-Gaskill, 1993). Mentors often benefit from the "loyal support base" of the mentee as well as the recognition from the organization for serving as a mentor (Russell & Adams, 1997, p. 3).

Research indicated that mentors in organizations are happier in their jobs and receive more salary increases and promotions (Burlew, 1991; Dawley et al., 2010; Ewing et al., 2008; Rickets-Gaskill, 1993). Organizations also benefit from mentoring as it can "strengthen corporate culture and provides a common value base among its members" (Dawley et al., 2010, p. 261).

The origin of mentoring in schools dates back to the 1980's when state governments played a large role in the initial implementation of school mentoring programs (Ghosh, 2012). The practice of mentoring fits well in the educational environment (Carver & Katz, 2004) and has been utilized for over three decades (Harrison et al., 2006). Mentoring is vital to learning organizations and has the opportunity to, "foster a culture that rewards learning and experimentation" (Buck, 2004, p. 9) and encourages "the commitment of mentor teachers to work towards improvement of their schools" (Van Maele et al., 2014, p. 191). According to Ewen Arnold (2006), "quality mentoring programs should result in improved student learning, better mentee teaching skills and more effective teachers, as well as more and deeper mentee reflection" (p. 119). Additionally, mentoring assists new teachers by preventing isolation and increasing their confidence (Robinson, Horan, & Nanavatti, 2009; Van Maele et al., 2014) and providing new teachers with strategies for dealing with high challenge students (Van Maele et al., 2014).

Mentoring vs. Induction

A primary note mentioned in mentoring research literature is the distinction between mentoring and induction. The distinction between these two terms is necessary in understanding the benefits and challenges of peer mentoring. The terms mentoring and

induction are often used interchangeably, but they are actually two different terms. Comprehensive induction programs positively support new educators (Johnson, 2011), and mentoring is a critical support component of induction programs. Over the last few decades, mentoring programs have become the most commonly used method in teacher induction (Ingersoll & Smith, 2004). According to Sharon Feiman-Nemser (2012), induction programs have shifted from a "temporary bridge" to "individualized professional development" and now have taken the perspective of incorporating "professional learning communities" (p. 12) that utilize mentoring.

Induction programs are viewed as a cohesive system of resources that support new teachers while mentoring is a component of the induction system (Strong, 2005). "Mentoring is such an important part of induction programs that the terms are often used synonymously" (Long et al., 2012, p. 9). Induction is defined as the time when teachers "have their first teaching experience and adjust to the roles and responsibilities of teaching" (Long et al., 2012, p. 9) while mentoring is the relationship between the experienced and beginning teacher and assists with the transition of new teachers from their collegiate studies to running a classroom (Long et al., 2012). Research indicated that significant induction programs have an enduring influence on teacher quality and retention (Molner-Kelley, 2004; "*Unraveling the 'Teacher Shortage' Problem*", 2002).

In organizations, mentoring is considered a "developmental relationship that involves organizational members of unequal status, or, less frequently, peers" (Dawley et al., 2010, p. 261). Research has indicated that mentoring is potentially one of the most important parts of the induction process (Van Maele et al., 2014). The essential component in mentoring is the relationship between the mentor and the mentee. In

contrast to educational settings in which mentoring programs are often only one year in length, mentoring relationships in the business world often consist of multiple phases that last approximately two to three years (Russell & Adams, 1997).

In the educational setting, the primary focus for mentoring programs is to "support and improve the quality of teaching and to engage new teachers in professional development that sustains effective teaching practices" (Coffey, 2012, p. 95). However, it should be noted that many educational institutions fail to use mentoring as a primary component of their programs (Van Maele et al., 2014). "Effective mentoring enhances professional socialization, career development, and faculty advancement. Institutions benefit through enhanced faculty productivity, engagement of senior faculty and sustained institutional vitality" (Thorndyke, Gusic & Milner, 2008, p. 157). Unfortunately, most research indicated that mentoring programs are often "one and done" and do not continue after a teacher's first year. John Holloway (2003) posited that for mentoring programs to have an impact on teaching, "new teachers must be mentored not just in their first year, but through their third or fourth year of teaching" (p. 87).

Program Components

In the 1960's a former Harvard President, James Conant, viewed teacher induction as multiple components, not just an orientation program (Feiman-Nemser, 2012). A review of literature completed by Sheryn Waterman and Yan He (2011) found there were "four major mentoring program components: (a) mentor characteristics, (b) facilitative administrative structures, (c) frequency of support, and (d) professional development and training" (p. 141). Well-designed mentoring programs will encourage communication and extend learning opportunities for all individuals in the organization

(Buck, 2004). Additionally, the most successful mentoring programs offer a variety of supports for new teachers (Ingersoll & Smith, 2004).

Mentor Characteristics

> What makes a quality mentor? According to Ewen Arnold (2006):
>
> Mentors should be masters of the standard mentoring practices which include: model appropriate behavior, observe lessons analytically, make explicit their craft knowledge, give appropriate, honest, sensitive and useful feedback, notice and take advantage of learning opportunities, set appropriate targets for mentee development, and assess and analyze a teacher's strengths and weaknesses (p. 118).

At first glance, Arnold's list of mentor characteristics can appear overwhelming as successful mentors must have a wide range of skills and often must be everything to their mentees (Bullough & Draper, 2004). However, it is also important to note that mentors must be "advocates, collaborators, problem solvers, and strategists on behalf of both themselves and the novice teacher" (Gagen & Bowie, 2005, p. 41). Unfortunately, the skill set of mentors is distinctly varied; therefore, it is important that mentors have the ability to learn these specific skills (Wigle & White, 1998).

Skilled mentors are educated, reflective in their practice, good listeners, positive about teaching (Arnold, 2006; Brown, 2003; Coffey, 2012; Long et al., 2012; Vierstraete, 2005) and have a "deep understanding of teaching and learning" (Moir & Bloom, 2005, p. 59). Mentors must be able to recognize quality teaching and have an understanding for how teachers learn (Hall et al., 2008). In addition, mentors should serve as "cothinkers and coplanners, helping new teachers reframe challenges, design and modify instruction

and assessments, and analyze and promote student learning" (Feiman-Nemser, 2012, p. 13). Not all successful teachers are designed to be mentors (Schwille, 2008).

Additionally, Ewen Arnold (2006) found that not every teacher should serve as a mentor. "Simply being a good teacher is not enough, for mentoring is not a straightforward extension of being a school teacher. Different perspectives, abilities, aptitudes, attitudes and skills are necessary" (p. 117). In their review of multiple mentoring studies, Waterman and He (2011) found that the quality of the mentor was crucial in the development of the mentee. Most importantly, skilled mentors exhibit self-confidence and have faith in their ability to develop mentees (Hall et al., 2008), while being sensitive to the mentee's background, experiences, and feelings (Arnold, 2006).

Communication is a critical skill necessary for successful mentoring relationships. Mentors must be able to communicate by providing feedback regarding instruction and management concerns while answering mentee questions in an efficient, supporting manner. According to Arnold (2006), providing adequate feedback is one of the most critical roles for a mentor. However, it is important to note that the conversations require mentors to communicate in a diplomatic manner regarding disciplinary and instructional challenges while still encouraging the rookie teacher to continue to grow in the profession (Arnold, 2006; Gagen & Bowie, 2005). According to Ellen Moir and Gary Bloom (2005), mentors "must be able to observe and communicate, track a new teacher's immediate needs and broader concerns and know when to elicit a new teacher's thoughts and when to provide concrete advice" (p. 59). Additionally, mentors must be excellent listeners with an ability to focus on issues while encouraging dialogue regarding challenges (Harrison et al., 2006). Veteran teachers who serve as mentors must be willing

to share their personal experiences while helping their mentees address classroom issues as necessary (Brown, 2003). Additionally, the amount of communication between the mentor and mentee is imperative as effective mentors communicate more often with their mentees (Fagenson-Eland, Marks, & Amendola, 1997).

Administrative Structures

Administrative involvement is crucial for successful mentoring relationships. Successful implementation of mentoring programs relies heavily on the support and attitudes of school leaders (Meirsto & Eisenschmidt, 2014) who play a crucial role in creating an environment open to sharing knowledge regarding instructional practice (Buck, 2004). In order to support new teachers, there are several factors administrators must consider. These include matching mentors with beginning teachers in common fields, providing common plan time, requiring scheduled meetings, and proximity of the mentor to the mentee (Buck, 2004; Feiman-Nemser, 2012; Ingersoll & Smith, 2004; Frels et al., 2013; Liebenberg, 2010; Strong, 2005; Van Maele et al., 2014; Wynn, et al., 2007). Finding the "best fit between the needs, talents, and personalities of mentors and protégés" (Cox, 2012, p.124) is a key to successful mentoring programs. Failure by administrators to utilize these factors in placing mentors can lead to ineffective communication and unsuccessful matches (Buck, 2004; Frels et al., 2013). The most effective mentoring relationships are partnerships between the mentor and mentee who work "collaboratively toward the achievement of mutually defined goals to develop a mentee's skills, abilities, knowledge, and thinking" (Robinson et al., 2009, p. 35).

Administrators face many challenges in creating mentoring relationships for teachers (Frels et al., 2013). Often, teachers view mentoring as an additional weight

placed on their overloaded schedules (Rajuan, Tuchin, & Zuckerman, 2011). One of the primary challenges administrators face is a lack of appropriate teachers to serve as mentors since teachers are often selected to serve as mentors without consideration of their mentor skill set or preparation (Gagen & Bowie, 2005; Van Maele et al., 2014; Rajuan et al., 2011), but instead are selected due to scheduling convenience (Rajuan, et al., 2011). As the number of retiring teachers increases, the number of available mentors decreases, posing a challenge for administrators as they strive to find qualified mentors for their new teachers (St. George & Robinson, 2011). Assigning mentors to new teachers without regard to their skills or needs of the program will not improve teacher quality (Moir, 2009). "Coordinators of mentoring programs have a responsibility to ensure that mentors and mentees are carefully matched" (Ewing et al., 2008, p. 296) and it should be noted that not all successful teachers make successful mentors (Ewing et al., 2008). The amount of attention placed on assigning mentors to mentees is a critical component for successful mentoring relationships (Ingersoll & Smith, 2004). Mentors and mentees often fail to develop relationships for a variety of reasons which include lack of a common planning time, not sharing a common grade level or content area, not having close proximity, and not sharing personality characteristics (Ewing et al., 2008; Feiman-Nemser, 2012; Moir, 2009). It is important to note that some mentoring relationships fail to provide positive support and experiences, particularly when the mentee has not had a voice in selecting a mentor and inadequate time was provided for the mentoring relationship to develop (Ewing et al., 2008). However, individuals who have served as mentors often have a greater enthusiasm for mentoring additional peers as the mentors

often learned as much from their mentee as the mentee learned from them (Allen, Poteet, & Burroughs, 1997).

Frequency of Support

One of the many questions faced by schools implementing mentoring programs is how often should support be provided to the mentee? Relationships are a crucial component in successful mentoring partnerships (Fagenson-Eland et al., 1997). Ewen Arnold (2006) indicated that mentoring support should be suitable for the level of the mentee. One failure of many mentoring programs is the inability of administrators to find quality time for the mentor to observe and conference with the mentee (Gordon & Brobeck, 2010). Research indicated that mentors and mentees must have quality time to collaborate (Moir, 2009) and occasional meetings will not lead to increased teacher quality and student achievement (Feiman-Nemser, 2012). The mentor typically has conversations with the mentee, but most are informal and not focused on instructional support. "Often, the amount and quality of support provided by different mentors to their mentees varied enormously" (Arnold, 2006, p. 122). In their review of 14 mentoring studies, Waterman and He (2011) found that although adequate time for the mentor and mentee to meet was imperative, there was not "an optimum amount of time" (p. 143) necessary for those meetings. Mentees who met regularly with their mentors felt supported (Waterman & He, 2011). Ultimately, mentors are listeners who challenge mentees "to think more broadly about their practice" (Hall et al., 2008, p. 328). Each mentoring relationship is unique and will be defined by the mentor and mentee to suit their individual needs (Ghosh, 2012).

For novice teachers to feel supported, there must be a level of mutual trust in the relationship (Harrison et al., 2006; Van Maele et al., 2014). However, Van Maele, Forsythe, and Van Houtte (2014) found that there has not been a substantial amount of research to identify the factors that assist in the development of trusting relationships between mentors and mentees, but that programs with higher levels of structure encouraged more trusting relationships for mentees with their mentor. When used in a mentoring format, trust helps to "confront issues and take risks within the relationship" (Cox, 2012, p. 427) which in turn will promote professional growth and develops tenacity in the mentee (Buck, 2004). The mentor plays a large role in taking positive steps to gain the trust of the mentee (Arnold, 2006). As the trust in a relationship grows, the mentee must gain the confidence to seek out the mentor when necessary (Liebenberg, 2010). Successful mentoring relationships are "intense and caring" and "described as a reciprocal and collaborative learning relationship" (Falk, 2011, p. 19). Research indicated that mentees with greater levels of trust in their mentors had more assurance in their personal teaching ability (Van Maele et al., 2014).

Professional Development

Unfortunately, there is not a significant amount of research dealing with mentor training (Rajuan et al., 2011). "A truly effective mentoring program, whether formal or informal, should be designed, developed and implemented in an inclusive and well-resourced manner" (Ewing et al., 2008, p. 296). A failure to properly train mentors leads to confusion for both the mentor and mentee and decreases the effectiveness of the relationship (Hall et al., 2008). Mentoring involves much more than sharing lesson plans or providing a pat on the back (Stolpa-Flatt, 2006). Mentoring involves a complex

relationship "that helps new teachers to understand how to maintain their optimism while confronting the daily realities of teaching" (Stolpa-Flatt, 2006, p. 4). Therefore, adequate training for mentors is a necessity, as mentors must understand the complexity of mentoring (Hall et al., 2008; Irby, 2013). Traditional mentoring programs offer minimal training for mentors (Hanson & Moir, 2008) and run the risk of failure due to a lack of professional development and inadequate resources (Ewing et al., 2008). According to Carver and Katz (2004), mentors "need deliberate tools and strategies to foster new teacher development, training in their use, and the authority to act" (p. 450) and mentors must be trained in how to utilize these tools in order to guide mentee growth. In their 2008 study, Hall, Draper, Smith and Bullough found that only 55% of mentors "revealed they had received some sort of training or preparation" (p. 339).

Ellen Moir has completed significant research regarding new teacher programs. She believes veteran teachers selected to serve as mentors are excellent teachers (Moir & Bloom, 2005), but "need training to develop new skills for fostering the talents and teaching styles of others" (Moir & Bloom, 2005, p. 59). Additionally, Moir (2009) believes that mentors need "job embedded professional development" (p. 16) in order to successfully understand their role as a mentor. Research indicates that ideal mentoring programs allow for mentors to be relieved from their instructional positions to be available for mentees (Moir, 2009); however, this is often not realistic for most school systems which explains the primary need for focused mentor professional development.

According to Jennifer Stolpa-Flatt (2006), "mentoring programs require training for the mentors" and both "experienced teachers and administrators need guidance, support, and release time if they are to truly help new teachers" (p. 4). Adequate mentor

training helps to ease the concerns many veterans have regarding their role as a mentor. Ideally, mentors should receive training before they begin a mentoring relationship (Gagen & Bowie, 2005). Many mentors do not have a clear understanding of their role in the mentoring relationship due to insufficient training and lack the communication skills necessary to effectively discuss instruction (Gordon & Brobeck, 2010) and address difficult subjects such as poor performance (Carver & Katz, 2004). While mentors often have a desire to serve as a mentor, they often have doubts about their ability to competently serve mentees (Rajuan et al., 2011) and share feelings of vulnerability due to the amount of energy and stress involved in serving as mentor (Bullough & Draper, 2004; "*Unraveling the 'Teacher Shortage' Problem*," 2002).

Additionally, professional development for mentors should include "opportunities to share experiences with other mentors" (Mills, Moore & Keane, 2001, p. 125). Being a part of a collaborative external network allows mentors the opportunity to utilize a support system to share ideas and reflect on instructional practice (Carver & Katz, 2004; Feiman-Nemser, 2012; Ingersoll & Smith, 2004; Irby, 2013; Stolpa-Flatt, 2006). Mentoring removes teachers from their insulated classrooms, and encourages them to be a part of a larger teaching community and creates "communities of practice" (Hanson & Moir, 2008, p. 457). Additionally, collaboration with other teachers regarding instructional challenges reduces the possibility of beginning teacher attrition (Ingersoll & Smith, 2004).

Participants in a study completed by Melody and Jared Russell (2011) recommended that mentors receive ongoing training regarding effective mentoring skills throughout the school year, in addition to introductory summer training. This training

should include information on sustaining mentoring relationships, identifying mentor challenges, and sensing when additional help is needed for the mentee (Eby, 1997). Gordon & Brobeck (2010) stress that "effective mentors differentiate their mentoring, and emphasize that this requires the mentor to develop a repertoire of mentoring behaviors" (p. 428). Unfortunately, all veteran teachers are not master teachers and will require training to take on the role of mentor (McCann & Johannessen, 2009; Rajuan et al., 2011). According to Susan Hanson and Ellen Moir (2008), "mentors are not born, but developed through conscious, deliberate, ongoing learning" (p. 458) that allows them the opportunity to develop "attitudes, knowledge, and skills in the specific domain of mentoring" (Rajuan, et al., 2011, p. 173). Moir (2009) recommended that mentor professional development include "such topics as coaching and feedback strategies, working with adult learners, and mentoring for equity" (p. 16). It is also important to note that at times, mentors may need support from their peers and administrators for handling challenging mentee situations (Hall et al., 2008; Rajuan et al., 2011). Mentors must also be willing to adapt their actions based on mentee needs (Schwille, 2008).

A failure to adequately train and support mentors may yield negative results. Research completed by Sharon Feiman-Nemser (2012) found that "when mentors have no training, lack clear goals and expectations, have little or no time to do the work, they may add to new teachers' feelings of discouragement, isolation, and even cynicism" (p. 13).

Program Design Fallacies

While mentoring programs provide multiple benefits for teachers, there are issues that prevent them from truly impacting teacher quality and retention. "The mere existence

of a mentoring program, however, is not sufficient to achieve beneficial outcomes for participants" (Ewing et al., 2008, p. 295). Therefore, it is imperative that the fallacies of mentoring programs be addressed. According to Ellen Moir (2009), the most successful mentoring programs are designed with all stakeholder groups providing input at the table.

Program Length

The majority of new teachers are mentored for their entry year of teaching and many programs only include "short-term support for immediate problems rather than an ongoing commitment to teacher development" (Carver & Katz, 2004, p. 450). However, research indicated that one year is not sufficient support for new teachers (Holloway, 2003). Supporting teachers throughout their career, especially through the first five years provides a "sustainable pool of high-quality teachers" (Holloway, 2003, p. 88). It is key that successful components of entry year mentoring programs are identified and applied to ongoing mentor development programs (Weaver, 2004).

"One year programs can help new teachers survive, but they rarely give them enough time and help to establish an effective practice" (Feiman-Nemser, 2012, p. 14). Researchers have indicated that it is critical for mentoring programs to be evaluated with an emphasis on the mentee's perspective of the mentor and the quality of their skills (Waterman & He, 2011). Many mentoring relationships do not extend beyond the duration of the mentoring program (Arnold, 2006).

Program Evaluation

As far back as the 1990's, researchers called for the need to evaluate the effectiveness of mentor programs in business organizations (Ricketts-Gaskill, 1993). Unfortunately, school districts fail to evaluate mentoring programs due to the chaotic

nature of the end of the school year (Vierstraete, 2005). Inevitably, failure to evaluate mentoring programs often leads to a repeat of ineffective programs that do not benefit beginning or experienced teachers. According to Thorndyke, Gusic, and Milner (2008), "evaluation of mentoring programs must include multi-level assessment of outcomes to demonstrate impact and return on investment" (p. 163). Additional research by Robinson, Horan, and Nanavatti (2009) provided reflection questions for organizations to use when evaluating mentoring programs:

> 1) What is your organization doing to create readiness for mentoring?
>
> 2) What structures have you put in place to provide ongoing support for mentoring in your organization?
>
> 3) What adult learning principles and practices are driving your mentoring efforts? (p. 37)

In addition to evaluating the mentoring program, successful evaluations will also include an assessment of the mentor's performance to provide accountability and measure growth (Moir, 2009) as well as a critical assessment of the mentee's growth and potential (Hall et al., 2008). Some mentors believe they were not held accountable for the mentoring relationships by their supervising administrator (Moir, 2009). According to Susan Hanson and Ellen Moir (2008), "understanding how mentors apply the skills and knowledge they gained as mentors in their ongoing careers can help educators learn how to get the most out of the mentoring experience and provide long-term benefits to schools" (p. 454).

Mentoring Culture

Culture is a critical part of any organization. Frances Kochan (2013) defined culture as "a multidimensional construct that includes beliefs, assumptions, norms, traditions, and mores and the manner in which people live" (p. 413) and must be addressed when researching any type of relationship (Kochan, 2013). Mentoring programs strengthen culture and provide a common value system among peers (Dawley et al., 2010).

The teaching culture supports the concept of mentoring (Weaver, 2004). However, an encouraging school environment is a necessity for the development of mentoring programs (Meirsto & Eisenschmidt, 2014). A poor school climate is often listed as a primary reason new teachers leave the profession (Wynn et al., 2007). Mentoring assists principals in developing their school culture by pulling teachers out of their classrooms so they gain a broader perspective (Hanson & Moir, 2008). Additionally, mentors play an important role in helping new teachers assimilate to school culture (St. George & Robinson, 2011) and grow in their development as educators (Johnson, 2011).

A primary benefit of mentoring is the opportunity to broaden school culture through the creation of a collaborative environment which benefits both the mentor and mentee (Hanson & Moir, 2008; Johnson, 2011). Mentored employees are more involved contributors to school culture (Buck, 2004). The collaboration between mentees and mentors as well as mentors with other mentors encourages teachers to view their role outside of the classroom. Quality mentoring programs facilitate a culture that celebrates learning and thinking outside the box (Buck, 2004). Mentoring helps to "deepen teachers' understanding of teaching and learning" (Hanson & Moir, 2008, p. 455) in addition to

increasing their perspective of the teaching profession and serves as a leadership opportunity for teachers (Hanson & Moir, 2008). With proper training, mentors are invested in school culture and often become school leaders (Rajuan et al., 2011).

Serving as mentors allows veteran teachers the opportunity for "professional replenishment… and produces teacher leaders with the skills and passion to make lifelong teacher development central to school culture" (Moir & Bloom, 2005, p. 58). One central component of culture is the development of trust in relationships between mentors, mentees, and their supervisors. When trusting relationships exist in a mentoring culture, mentors are more successful in addressing difficult issues and mentees more willingly take risks. This trust is developed when peers are willing to share aspects of their personal and professional life (Cox, 2012) which creates close connections between the mentor and the mentee (Weaver, 2004) and enhances commitment to the school.

Teacher Retention

Reducing employee turnover is a goal for both business and educational professions. Research suggested that organizations use mentoring as a primary tactic in helping meet retention goals (Germain, 2011) and mentoring should be utilized if schools want to maintain high levels of teacher quality (Solis, 2004) and increase job satisfaction (Dawley et al., 2010). According to Helen Ladd (2007), there are motivational factors for job satisfaction which include "a sense of achievement, responsibility, and recognition" (p. 459). There is a high cost in training new employees and acclimating them to the organizational culture (Dawley et al., 2010). "Moreover, voluntary turnover in organizations can be costly as companies invest time and money socializing, training, and developing new employees" (Dawley et al., 2010, p. 259). In addition to the financial

cost of teacher turnover, there is interruption to the students and school culture (St. George & Robinson, 2011) as well as the consistency and attitude of staff (Ingersoll & Smith, 2004). Furthermore, teachers are the most critical factor in student achievement, making teacher retention a critical component of educational quality (Cuddapah, Beaty-O'Ferrall, Masci, & Hetrick, 2011).

Several teacher retention research studies have focused on personal reasons for teachers exiting the profession. In addition, other studies have researched factors such as working conditions, class size, available resources, engagement in the building culture, salary, and leadership positions as factors for teacher attrition (Buchanan, 2012; Day & Gu, 2009; Moir, 2009). Unfortunately, due to a higher rate of job stress and burn-out, retention of teachers is consistently lower than that of new employees in other professions (Roness, 2011). Many new teachers who enter the profession do not view teaching as a life-long commitment, but instead, view it as one of the many careers they expect to hold in their life-time or plan to use it as an opportunity to explore the teaching profession (Cuddapah, et al., 2011; Strong, 2005).

Additionally, Cuddapah et al., (2011) posited that the number of teachers being prepared to teach is sufficient, but instead keeping these prepared teachers is the greatest challenge. Teacher retention is of the highest concern as more administrators are finding difficulty in dealing with the high attrition rate of new teachers. Teacher attrition is overtaking the rate of new teachers equipped for the classroom (McCann & Johannessen, 2009). Fifty-one percent of teachers will leave the occupation within five years (Gagen & Bowie, 2005) and less than one-third of teacher attrition has been connected to retirement

("*Unraveling the 'Teacher Shortage' Problem*," 2002). Instead, many teachers are leaving due to a lack of administrative support (Brill & McCartney, 2008).

Mentoring as a Retention Tool

Educational organizations at the state and federal levels have been increasing the regularity of mentoring programs as a tool to increase teacher retention (Carver & Katz, 2004; Molner & Kelley, 2004; Strong, 2005). Unfortunately, most of the research on mentoring has been focused on the mentee's viewpoint and little has been concentrated on the impact of mentoring on the mentor (Allen et al., 1997; Russell & Adams, 1997). Teachers who collaborate in different roles are more likely to have improved morale and higher retention rates (Ladd, 2007). Offering teachers additional responsibilities such as mentoring provides educators alternate methods for being involved in their school (Ladd, 2007).

Why do veteran teachers choose to mentor? Mentoring provides many benefits to veteran teachers, but the motivation to mentor differs among teachers (Allen, et al., 1997). Research has shown mentoring has a positive impact on teacher retention (Feiman-Nemser, 2012; Waterman & He, 2011) and mentees who are placed with an experienced mentor experienced higher levels of retention (Cuddapah et al., 2011). Individuals who receive mentoring are more likely to serve as mentors for others and have distinct differences in their attitude toward work (Bozionelos, Bozionelos, Kostopoulos, & Polychraniou, 2011) and retention increased for mentees who felt prepared to teach and received adequate support in their mentoring relationship (Cuddapah, et al., 2011).

Research indicated that teachers are motivated to serve as mentors in order to share their instructional knowledge, and assist new teachers with a "real-world" understanding of the classroom (van Ginkel et al., 2016). Additionally, research indicated that mid-career teachers "reported that mentoring was a transformative experience that enhanced their professional practices, increased their understanding of educational communities, and enabled them to expand their vision of the teaching profession" (Hanson & Moir, 2008, p. 455). Teachers report that serving as a mentor has invigorated their career (Ewing et al., 2008) and provided a sense of rejuvenation (Wigle & White, 1998) as well as provided internal satisfaction and contentment (Arnold, 2006) while offering teachers "the opportunity for professional renewal" (Rajuan et al., 2011, p.173). However, Hanson and Moir (2008), posited that there has been inadequate research on the impact of "formal mentoring programs on the mid-career teachers who work as mentor teachers" (p. 453).

Teachers have reported many benefits in serving as a mentor. These include improved instructional practice, an enhanced collaborative experience with other educators, and more career opportunities (Wepner, Krute & Jaobs, 2009). Another benefit of veteran teachers participating in mentoring programs is the opportunity for leadership growth (Hanson & Moir, 2008). Mentoring provides veteran teachers the "importance of cultivating relationships and supporting teachers as they begin to see themselves as leaders" (Hanson & Moir, 2008, p. 457). Mentoring programs allow veteran teachers to enhance their instructional skills by coaching others (Moir, 2009; Wepner, et al., 2009) which enhances student achievement ("*Unraveling the 'Teacher Shortage' Problem"*,

2002). “Mid-career teachers have reported feeling replenished, having a renewed passion for teaching as a result of mentoring” (Hanson & Moir, 2008, p. 454).

Linda Gagen and Sandra Bowie (2005) remarked that mentoring is a critical factor in teacher retention because “too much time and money are being spent on training new teachers who leave the profession before they have an opportunity to develop into the experienced professionals that schools need” (p. 41). Although there is an adequate amount of certified teachers to fill positions, many new teachers are not remaining in the profession, which has taken a toll on districts, both financially and in time lost by employees (Wynn et al., 2007). Research indicated “strong mentoring can increase teacher commitment and retention” (Feiman-Nemser, 2012, p. 13).

Mentoring at the State Level

Mentoring programs have been a prominent part of new teacher support in the state of Oklahoma for many years. Initial programs required schools to provide entry year resident teachers with a resident teacher committee that included the entry year teacher, mentor teacher, school administrator, and a university representative. This committee met two to three times per year to discuss the entry year teacher’s progress. Each member of the committee completed observations as well as required paperwork to document observations and areas for growth as well as celebrated successes. Unfortunately, when Oklahoma hit a budget decline, schools were given the option to forgo the official resident teacher committee and provide support to entry year teachers as needed. For districts with strong mentoring programs, the new teacher support continued to be provided at highly effective levels. However, several districts without strong mentoring

programs struggled and many new teachers were left to complete their first year without adequate support.

After several years of not requiring mentoring programs, during the 2015-16 School year, the Oklahoma State Department of Education reinstituted induction programs for first year teachers in response to state legislation that allowed for districts to implement programs as funds were available (Oklahoma State Department of Education). In 2018, the legislation (70 OS 6-195) was updated and all districts are now required to provide an induction program with a stipend provided to the mentor teacher. This program is now required for any first year teacher, regardless of their certification path, as well as any teacher who has changed certified roles (Oklahoma State Department of Education). The implementation of this induction program is intended to "support early-career educators by pairing them with mentors in order to increase the use of effective teaching practices, elevate student learning and help teachers thrive in the classroom" (Oklahoma State Department of Education). The state lists five reasons why it is important to focus on Teacher Induction:

- increased effectiveness of early-career teachers.
- improved student achievement,
- increased retention of early-career teachers,
- expanded teacher leadership opportunities, and
- reduced district recruiting costs (Oklahoma State Department of Education).

Under the new guidelines, district school boards will appoint residency committee members which can consist of mentor teachers, school administrators and/or university representatives. Each district matches new teachers with a mentor teacher who provides

"guidance, support, coaching and assistance" to the new teacher (Oklahoma State Department of Education) with a primary focus on classroom management and professional development. The Oklahoma State Department of Education set the following guidelines for mentors:

- current or former classroom teacher,
- minimum of two years teaching experience as a certified classroom teacher,
- similar expertise in the teaching field of the mentee, and
- participation in mentor teacher professional development.

Additionally, the mentor is expected to meet regularly with the mentee to discuss classroom management and professional development. The mentor should provide "support, mentorship and coaching" (Oklahoma State Department of Education). The mentor and mentee are required to complete three items each semester:

- mentoring log – minimum of one meeting per month,
- new teacher needs assessment, and
- observations – by the mentor and the mentee.

This paperwork is submitted to the district offices and available for the State Department of Education to review.

As districts throughout the state implement the required mentoring programs, many have struggled to find mentors who are willing to serve, even with the additional stipend. Many districts aim to meet the requirement and find the first mentor available to serve without taking into consideration proximity, planning period, and content knowledge. When selecting mentors, districts are encouraged to select mentors with a desire to serve in the position and a willingness to give the time necessary to successfully

mentor (Ross, Vescio, Tricarucio & Short, 2011). Many mentors are unaware of the time commitment needed to provide adequate support to new teachers.

Additionally, many mentors are asked to serve without a true understanding of mentor expectations. Districts have struggled with providing professional development to mentor teachers due to time and funding constraints. Questions regarding who will lead professional development, the content of professional development, and mentor-mentee expectations remain unanswered. While some districts have worked to create and implement mentor expectations, many have simply requested veteran teachers to serve as mentors without any guidance or support. Mentors are often given the required paperwork and asked to submit it by the deadline without any training or knowledge of their role.

Although these challenges have impacted the success of some mentoring programs, many Oklahoma districts are striving to develop mentoring programs that provide support, collaboration, and opportunities for learning.

Self-Determination Theory

Richard Ryan and Edward Deci (2017) stated that self-determination theory (SDT) "examines how biological, social, and cultural conditions either enhance or undermine the inherent human capacities for psychological growth, engagement, and wellness, both in general and in specific domains and endeavors" (p. 3). Ryan and Deci (2017) use SDT to explain how "developmental propensities and social conditions interact to facilitate or undermine various forms of human motivation" (p. 6). Ryan and Deci (2017) claimed that SDT is different than other motivational theories in their "emphasis on the different types and sources of motivation that impact the quality and

dynamics of behavior" (p. 14). According to Ryan and Deci (2000) motivation varies in level and orientation and there are different reasons that motivate individuals. SDT focuses on the quality and type of motivation as opposed to how much motivation an individual has (Silva, Marques, & Teixeira, 2014). Additionally, Ryan and Deci believed that SDT is distinctive because it views behaviors as voluntary or controlled (Deci, Vallerand, Pelletier, & Ryan, 1991).

Motivational Continuum

According to Ryan and Deci (2000), "to be motivated means to be moved to do something" (p. 54). Motivation is highly valued because motivated individuals produce more than unmotivated individuals (Ryan & Deci, 2000). Ryan and Deci (2000) also claimed "motivation concerns energy, direction, persistence and equifnality – all aspects of activation and intention" (p. 69). SDT views motivation on a continuum that begins with amotivation (non-regulated behaviors) and moves toward intrinsic motivation (intrinsically regulated behaviors) (Ryan & Deci, 2017: Ryan & Deci, 2000). The continuum is not developmental. Individuals can be in a form of regulation at any point on the continuum (Deci & Ryan, 2002). The left side of the continuum is amotivation which is used to describe an absence of motivation or drive to meet a goal or complete an action (Ryan & Deci, 2017) or "lacking the intention to act" (Deci & Ryan, 2002, p. 17).

In the middle of the continuum is extrinsic motivation which includes behaviors that have a separate "consequence such as an external reward or social approval, avoidance of punishment, or the attainment of a valued outcome" (Ryan & Deci, 2017, p. 14). When extrinsically motivated individuals perform an activity, there is a separate consequence outside of the action (Deci et al., 1991). Extrinsic motivation is divided into

four categories: external regulation, introjected regulation, identified regulation, and integrated regulation (Deci & Ryan, 2002). External regulation is closer to amotivation while integrated regulation is closer to intrinsic motivation (Deci & Ryan, 2002). Behaviors performed due to extrinsic motivation vary in their degree of autonomy (Niemiec & Ryan, 2009).

On the far right of the continuum is intrinsic motivation which includes individuals whose behaviors are motivated by the enjoyment or satisfaction gained from the event (Deci et al., 1991; Deci & Ryan, 2002; Ryan & Deci, 2017). "Intrinsically motivated behaviors represent the prototype of self-determination – they emanate from the self and are fully endorsed" (Deci et al., 1991, p. 328). Individuals have a desire to learn and improve which is often connected to intrinsic motivation (Niemiec & Ryan, 2009). Research indicated that competence and autonomy are crucial components for intrinsic motivation (Deci & Ryan, 2002). When people are intrinsically motivated, they discover, create, and have fun with their experiences and intrinsic motivation is "sustained by satisfaction of the basic psychological needs for autonomy and competence" (Niemiec & Ryan, 2009, p.135). Figure 2 presents a graphic representation of the motivational continuum.

Figure 2: Motivational Continuum of Self-Determination Theory

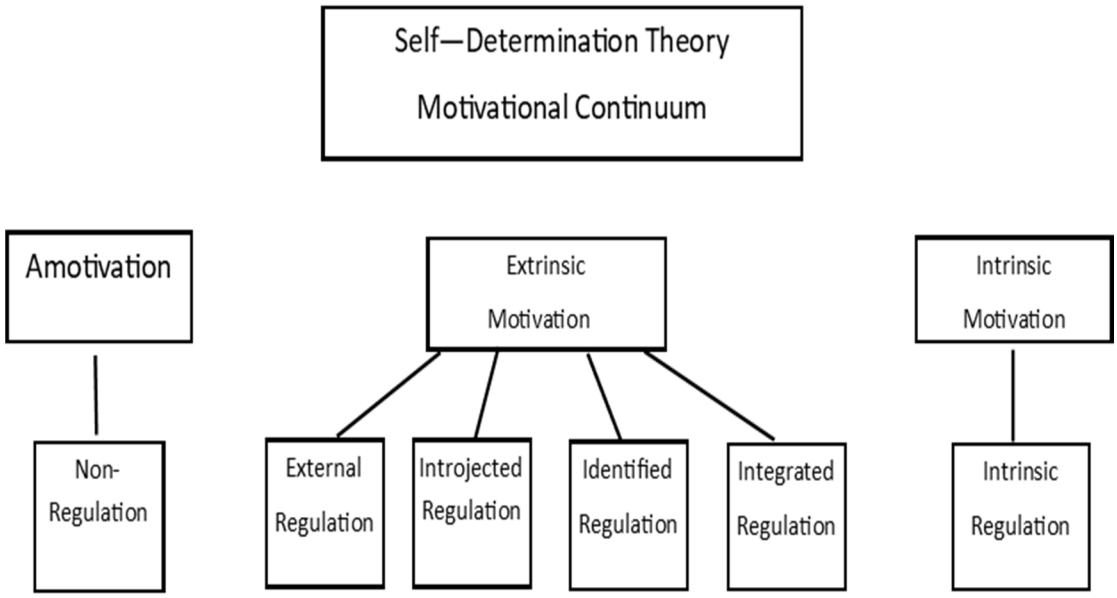

Figure 2: Visual Representation of the motivational continuum. Adapted from "Autonomy, Competence, and Relatedness in the Classroom: Applying Self-Determination Theory to Educational Practice" by C. Niemiec and R. Ryan, 2009, *Theory and Research in Education, (7)2.*

SDT posits that the pursuit of motivation and well-being is connected to three main needs: autonomy, competence, and relatedness (Ryan & Deci, 2017). When integrated, these three needs are "essential not only for optimal motivation but also for well-being" (Ryan & Deci, 2017, p. 11). Ryan and Deci (2017) believed that understanding these three basic human needs is important as "it addresses whether there are motivational universals in human beings" (Deci et al, 1991, p. 327).

The first of the three components is autonomy. Autonomy is defined as the "need to self-regulate one's experiences and actions" (Ryan & Deci, 2017, p. 11). The key piece of autonomy is that an individual's behaviors are "self-endorsed, or congruent with one's

authentic interests and values" (Ryan & Deci, 2017, p. 11). Additionally, Ryan & Deci, (2002) stress that autonomy is not the same as independence. Additional research supported the idea that autonomous individuals are not necessarily independent (Van den Broeck, Ferris, Chang & Rosen, 2016). Instead, it implied that individuals choose to do something because they want to which may involve others (Van den Broeck et al., 2016). Autonomously motivated individuals enjoy an activity because it is "interesting, challenging, and enjoyable… or personally important" (Bartholomew et al., 2018, p. 52). SDT considers autonomy a basic psychological need (Chirkov, 2009) and is "essential for optimal functioning" (Fernet et al., 2011, p. 516). There have been several research studies that indicated autonomy is supported by behaviors that include choice, critical thinking, and allowing criticism (Oostlander et al., 2014).

According to SDT, competence refers to a need to feel "effectance and mastery" (Ryan & Deci, 2017, p. 11) and is an essential component in determining motivation (Ryan and Deci, 2017). Competence is built when individuals have the opportunity to experience activities that enhance their skills and capabilities (Deci & Ryan, 2002). Individuals who achieve competence are able to "explore and manipulate the environment" (Van den Broeck et al., 2016, p. 1199) in addition to searching for activities that provide positive challenges (Van den Broeck et al., 2016). Ryan & Deci (2000) noted that competence is not an actual skill, but instead is a feeling of confidence. It is important to note that individuals can easily lose competence if there is a lack of self-belief, the task becomes too challenging, or negative feedback is provided (Ryan & Deci, 2017). Individuals experience relatedness when they are socially linked to others (Ryan & Deci, 2017). This connection involves feeling cared for, a sense of belonging, as well

as feeling a sense of worth (Deci & Ryan, 2002; Ryan & Deci, 2017) and acceptance by others (Bartholomew et al., 2018). Individuals experience relatedness when they see themselves as "a member of a group, experience a sense of communion, and develop close relations" (Van den Broeck et al., 2016, p. 1199). Relatedness is crucial for individuals to internalize their behavior (Deci & Ryan, 2002; Ryan & Deci, 2000), but is often seen as less essential than autonomy or competency (Van den Broeck et al., 2016).

Teacher Motivation

According to Ryan & Deci (2017), "behavioral outcomes are most easily changed by appealing to the person's motives, goals, and expectations" (p. 7). So, what motivates good teachers to remain in the profession when teacher morale is declining? Teachers who are intrinsically motivated are focused on the joy of teaching while extrinsically motivated teachers value pay and other external rewards associated with the position (Roness, 2010). Additionally, "teachers also feel empowered and satisfied when the work itself is rewarding and when external rewards support and reinforce the work" (Holloway, 2003, p. 88). Lori Brown and Michael Roloff (2011) stated that "a professional commitment to teaching is defined as the belief that the benefits trump the disadvantages of teaching" (p. 450). Day and Gu (2009) added that veteran teachers commitment to teaching is a "degree of psychological attachment" (p. 445) that individuals have toward the profession. While there have been several studies regarding veteran teacher retention, Day and Gu (2009) indicated that many of these research studies have focused on teacher attrition instead of studying how teacher commitment has been "eroded" (p. 446). Additionally, Day and Gu (2009) suggested that many research studies are limited because they rely on "self-reports by teachers" (p. 443).

In contrast to the existing literature on new teachers, less is known about veteran teachers who have a significant amount of experience and what has motivated them to remain in the teaching profession for extended years while facing multiple stresses and challenges (Day & Gu, 2009). In the course of reviewing veteran teacher retention studies, Day and Gu (2009) found that in particular, secondary veteran teachers were at a "greater risk of diminishing commitment and effectiveness" (p. 442) from their own perspective in addition to their student performance. John Buchanan's (2012) research found there were three primary reasons for veteran teachers to leave the classroom: insufficiency of necessary resources and/or professional development, classroom management challenges, and self-awareness regarding ability. In a survey completed by the National Center for Education Statistics, veteran teachers who received quality professional development had higher levels of self-competence (Holloway, 2003). However, many veteran teachers grow weary as they enter the final stages of their career. Veteran educators often struggle in trying to keep up with energetic rookies "whose attitudes, motivations and behavior may differ widely" (McCann & Johannessen, 2009, p. 442) from when they started their careers.

What inspires veteran teachers to continue working in the profession? Research indicated most veterans continue teaching because they are following their heart and passion (Cochran-Smith, 2004). Many veteran teachers believe they have a calling to teaching that provides them wisdom and strength to handle the day-to-day stress of teaching while continually facing changing policies and societal expectations (Gu & Day, 2007). In their study on teacher resilience, Gu and Day (2007) found that teachers with internal motivation strengthened their professional competence. Furthermore, the

"appreciation for the intrinsic merits of the teaching profession helps teachers remain, and that empowering teachers by giving them influence over school policies is also associated with retention" (Strong, 2005, p. 186). Additionally, veteran teachers agree that support from their administration and peers is a critical factor in their commitment to the profession (Day & Gu, 2009).

Administrators must attend to the overall well-being of their staff (Day & Gu, 2009). It is imperative that school systems reflect on "veteran teachers' sense of commitment, effectiveness and resilience" (Gu & Day, 2007, p. 452) when considering retention programs. Understanding the needs of veteran teachers who are working in the profession and providing support for their commitment to teaching will result in long-term gains for the school system, students, and their peers (Day & Gu, 2009).

CHAPTER III

METHODOLOGY

In this chapter, I describe the methodology and data collection procedures utilized in this study. Analyzing what role the processes, outcomes, and motivational factors play in mentoring programs provides the framework for this research, providing insight into the impact of mentoring programs on teacher motivation.

I have selected a qualitative case study design for this research project, which allowed me the opportunity to provide an in-depth examination of teachers' perceptions regarding mentoring. According to Merriam, one of the key features of qualitative research is the ability "to understand the meaning of knowledge constructed by people" (Yazan, 2015, p. p. 137). The utilization of qualitative research allowed me to delve into mentoring programs and determine the impact of mentoring on teacher careers.

Purpose of the Study

The purpose of this study was to explore selected veteran mentor teachers' motivation within the Learning Matters Program through the lens of Self-Determination Theory.

Research Questions

To explore the effects of peer mentoring on veteran teacher retention, three research questions were utilized:

1. How are the psychological needs of selected veteran mentor teachers participating in the Learning Matters Program met?
2. What are motivational factors inherent in these programs?
3. How does Self-Determination Theory explain these veteran mentor teachers' motivation?

Research Design

The epistemological perspective guiding this study was constructivism. Creswell (2014) stated that in constructivism, "individuals develop subjective meanings of their experiences – meanings directed toward certain objects or things" (p. 8). Individuals construct meaning through interactions and experiences. Constructivist research focuses not only on the participant, but also on the environment in which participants live or work. In this study, meaning was established through the interactions of the administrators, mentors and mentees in relationship to the environment of the school in which they work.

According to Ryan and Deci (2000), individuals "have not only different amounts, but also different kinds of motivation. That is, they vary not only in *level* of motivation (i.e. how much motivation), but also in the *orientation* of that motivation (i.e., what type of motivation)" (p. 54). Using Self-Determination Theory as a framework, I gathered an understanding of the level and orientation of motivational factors in mentoring programs. Qualitative research is a form of discovery that focuses on words

instead of numbers (Creswell, 2014). According to Creswell (2014), qualitative researchers "focus on individual meaning and the importance of rendering the complexity of a situation" (p. 4). The complexity of motivational factors in mentoring programs is not a concept that can be easily understood through a survey or questionnaire. Instead, it required an in-depth analysis of how individuals function in collaboration within their environment as well as an understanding of how autonomy, relatedness, and competence motivated veteran teachers to serve as mentors.

Case study methodology was used in this study. The purpose of a case study is to provide a complete examination of individuals or programs (Creswell, 2014). Gerring (2007) stated that a case "connotes a spatially delimited phenomenon (a unit) observed in a single point of time or over some period of time" (p. 19). Merriam (2009) stated that "qualitative case studies share with other forms of qualitative research the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive investigative strategy, and the product being richly descriptive" (p. 39). Merriam (2009) further explained that a case study is an "in-depth description and analysis of a bounded system" (p. 40). Patton (2002) posited that the case study is a process for gathering and reviewing data that consists of all the information a researcher has about the case. Merriam's (2009) case study methodology served as a guide for this study.

In this case study, the unit of analysis observed was the Teaching Matters program at two different schools. Ultimately, the motivational factors in the mentoring programs were examined to determine their impact on the veteran mentor teachers.

Methodological Procedures

Participant Selection

The schools and individuals selected for this study were selected through purposeful sampling. Creswell (2014) indicated that researchers "purposefully select participants or sites (or documents or visual material) that will help the researcher understand the problem and the research question" (p. 189). The first step in purposeful sampling is to determine "what selection criteria are essential in choosing the people or sites to be studied" (Merriam, 2009, p. 77). For this case study, two local middle schools in a large, diverse, suburban district were selected at the beginning of the school year. These middle schools were utilized for this research due to their implementation of a Learning Matters mentoring program designed by the school administration and teachers in an effort to provide a quality mentoring program.

At the selected schools, the Learning Matters program was developed by the building principals at Carlyle to fill a gap in their mentoring programs. The administrators determined that although they had success matching mentors and mentees, they were not using a consistent program or curriculum, and found it challenging to find time to work with their mentees and mentors. They determined it was necessary to develop a mentoring program for their building and named the program Learning Matters. The Learning Matters program includes monthly meetings for mentors and mentees, which are facilitated by school administrators and veteran teachers. The topics for these sessions include, but are not limited to classroom management, instructional strategies, engagement, literacy, and grading practices. In addition to monthly meetings,

mentors and mentees complete observations and walk-throughs of other classrooms. After one year of implementation of Learning Matters at Carlyle, the administrative team at Jensen decided to implement their own version of Learning Matters at their building.

According to Merriam (2009), "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 77). In this case study, the observed participants were selected veteran mentor teachers and administrators. For the purposes of this study, a veteran teacher was defined as an individual with at least seven years teaching experience. I worked with school administrators to identify selected veteran mentor teachers for participation in the study who had a minimum of seven years teaching experience and at least three years teaching experience at the selected site. I worked with administrators to identify selected veteran mentor teachers who were new to the Learning Matters program as well as those who had previous experience with the Learning Matters program. Prior to the start of this study, I did not have a clear indication of what impact the motivational factors involved in mentoring programs had on the veteran teachers. Through observation and data collection, I identified the impact of the motivational factors.

Data Collection

According to Merriam and Tisdell (2016), qualitative research requires use of numerous data sources. For this research, I collected data through observations, interviews, and document analysis (including program curriculum materials). Additionally, in this case study, data was collected in a "real-world setting," which for

this study was the middle school where veteran teachers were assigned to mentor new teachers.

Observations

I collected observational data during this study. Merriam (2009) posited that "observational data represent a first-hand encounter with the phenomenon of interest" (p. 117). I collected data by observing the mentors, mentees, and administrators in a variety of settings which included Learning Matters program sessions, mentor/mentee discussions during the Learning Matters sessions, and other school events. During observations, field notes were collected using an observation protocol that could be easily retrieved and organized by topic (Merriam & Tisdell, 2016).

Interviews

Interviews are a crucial component of case study research and interviewing is "a systematic activity" (Merriam, 2009, p. 87). "The main purpose of an interview is to obtain a special kind of information" (Merriam, 2009, p. 88). For this case study, I interviewed selected veteran mentor teachers at the selected middle schools who participated in the Learning Matters program as well as the administrators who facilitated the program. Each of these interviews assisted in understanding the motivational factors inherent in mentoring programs.

An interview protocol was established prior to conducting interviews (Creswell, 2013). Generally, interviews were less structured and used open-ended questions (Merriam, 2009). I was prepared for the interviews and utilized quality interview procedures (Merriam & Tisdell, 2016). Initial participant interviews were completed in the late fall and early spring of the school year. These interviews were audio recorded and

lasted no longer than one hour. All interviews were completed in person at the convenience of the interviewee and followed a specific script of open-ended questions to provide consistency to the research process. The interview notes were recorded and audio taped. When an interview was complete, I made observational notes before leaving the site. I transcribed interview notes as soon as possible after each interview to ensure authenticity and allow for contemplation of interviewee responses. Completing interviews on site in teachers' classrooms and principals' offices allowed me to observe participants in their natural environment, which provided me a better understanding of how their environment impacted the mentor, mentee, and administrator. However, one limitation to interviewing on site was that my presence may have hindered the interviewee's willingness to honestly answer questions.

Interview Questions. Merriam (2009) asserted that "the way in which interview questions are worded is a crucial consideration in extracting the type of information desired" (p. 95). I used an interview guide that listed the questions to be discussed in the interviews. The guide allowed me to be consistent with each interviewee (Patton, 2002).

Mentor Teacher Questions.

1. Please describe your experience in education.
2. As a new teacher, what mentoring experiences, if any, did you have?
3. How does mentoring occur in this school?
4. What motivates you to serve as a mentor teacher? (autonomy)
5. How has serving as a mentor teacher encouraged your confidence and developed your skills? (competence)

6. How has serving as a mentor teacher assisted you in developing social connections? (relatedness)
7. What components of the Learning Matters program have been most beneficial to new teachers? Why?
8. What factors are in place to support mentoring in your building?
9. How do you feel serving as a mentor in this program has prepared you for other leadership positions?
10. What outcomes do you hope to gain from participating in this mentoring program?
11. How has your perspective of mentoring changed since you began serving as a mentor?

Administrator Questions.

1. Please describe your experience in education.
2. As a new teacher, what mentoring experiences, if any, did you have?
3. How does mentoring occur in this school?
4. What factors are in place to support mentoring in your building?
5. Why are mentoring programs necessary?
6. What process did you utilize to select mentor teachers?
7. What qualities are necessary for successful mentor teachers?
8. What are the components of your Learning Matters mentoring program? Why did you select these components?
9. What components of the Learning Matters program have been most beneficial to new teachers? Why?

10. How have mentors who have participated in the Learning Matters program stepped into other leadership roles?
11. What outcomes do you believe will result from this program?
12. How do mentoring programs develop autonomy, competence, and relatedness in teachers?

Documents

According to Merriam (2009), documents are a "ready-made source easily accessible to the imaginative and resourceful investigator" (p. 139). A strength of using documents is the specificity of details that can be examined. Documents are often free and easily accessible and save the researcher time (Merriam, 2009). Additionally, documents are considered stable because they can be reviewed multiple times on any occasion, and they are not impacted by the presence of the researcher (Merriam, 2009). For this research project, documents were collected from the middle school sites and analyzed for importance. These documents included school vision/mission information, e-mails, mentor program training materials, and the district strategic plan. A limitation to document collection in this study was a lack of accessibility to some program materials (Merriam, 2009; Patton, 2002).

Table 1

Data Collection Strategies

Research Questions	Mentor Teacher Interview Questions	Administrator Interview Questions	Observations	Artifacts
How are the psychological needs of selected veteran teachers participating in the Learning Matters program met?	4, 5, 6	7, 12	School Environment Learning Matters Meetings	E-Mail Correspondence Observation Notes Learning Matters Curriculum
What are motivational factors inherent in these programs?	4, 9, 10	6, 8, 9, 10, 11	Learning Matters Meetings	Learning Matters Curriculum E-Mail Correspondence Observation Notes
How does Self-Determination Theory explain these veteran teachers' motivation?	4, 5, 6	12	Learning Matters Meetings	E-mail Correspondence Observation Notes

Data Analysis

Data analysis involves building meaning from the data. Patton (2002) posited that it is critical for researchers to have an understanding of how to analyze data before beginning data collection. Merriam (2009) asserted that data analysis is a fluid "simultaneous activity" (p. 165) that is done in conjunction with data collection. "Data analysis is a complex process that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between

description and interpretation" (Merriam, 2009, p. 176) in an effort to determine meaning.

Compiling Data

Merriam (2009) suggested that data should be compiled into categories. For this research study, data was organized and prepared by reviewing field notes, transcribing interviews, and reviewing collected documents. I transcribed my own interviews in order to evaluate and reflect on the data. Data, which included interview transcripts, observation notes, and artifacts were stored in electronic files as well as in a binder and on note cards that included the above mentioned items.

Merriam (2009) recommended that researchers think of themselves "having a conversation with the data, asking questions of it, making comments to it" (p. 178) as they take notes and categorize the data. Reading the data as a whole (Creswell, 2013) allowed me the opportunity to create an initial understanding of the data's meaning before breaking the data into chunks. As I reviewed the data, I looked for tone and possible uses for the information (Creswell, 2014).

Coding and Organizing Data

Merriam (2009) suggested that once data is compiled, researchers begin to use "open coding" (p. 178) to identify chunks of data that might be of use. One of the most common ways researchers disassemble data is through the use of coding strategies. Saldana (2016) stated coding is "an interpretive act" (p. 5) that symbolically assigns meaning to data by breaking the data into smaller categories. Coding data is one of the most critical steps in data analysis and may include categories based on past literature and unexpected information. To code the data, I utilized category construction before naming

the categories (Merriam & Tisdell , 2016) when analyzing the data from interview transcripts, field notes, and observations.

Coding involves reviewing notes that appear to go together (Merriam, 2009). As codes are seen across data collection, themes will emerge (Merriam, 2009). The information from these coding categories will then be studied to determine if any categories or themes emerge from the data. Merriam (2009) stated that "categories/themes constructed during data analysis should be: (1) responsive to the purpose of the research, (2) exhaustive, (3) mutually exclusive, (4) sensitizing, and (5) conceptually congruent" (pp. 185-186). As part of this process, I made notes on the interview transcripts. I then took the notes and quotes from each interview and put them on note cards. I then organized the cards into common themes. After organizing the notecards into themes, I separated the themes into small sub-categories and weeded out themes that were not relevant for the study.

Interpretation/Conclusions of Data

As Merriam (2009) suggested, once categories and themes developed, I began to consider how findings were related and I began to draw conclusions based on the data. The findings of the study are conveyed through a narrative discussion of themes as well as with the use of visuals including charts and graphs. The narrative includes a description of mentors, mentees, administrators, school environments, program details and a comprehensive description of the themes. The visuals provide assistance with interpretation of data.

Researcher Role

Researcher Bias

I graduated with an undergraduate degree in English Education in 1993. I taught English to seventh, ninth, tenth, eleventh, and twelfth grade students during my teaching career. The courses I taught included yearbook, on-level English, Pre-AP English, AP Language and Composition, and AP Literature. As a beginning teacher, I was a member of the required mentoring team that included a cooperating teacher, my principal, and a university representative. Unfortunately, my cooperating teacher only volunteered to serve as my mentor so she could earn the small stipend associated with the position. Thankfully, as a veteran teacher myself, I had the opportunity to serve as a mentor for several new teachers, which is an experience I found to enhance my instructional capabilities.

In 2001, I completed my Master's Degree in School Administration. My administrative roles have consisted of curriculum specialist, Director of Student Services, assistant principal, principal, and Director of Student Life. While working as an assistant principal and principal, I had the opportunity to serve on new teacher mentoring committees and assign veteran teachers as mentors for rookies. Additionally, as a principal I worked to develop a mentoring program for my building.

In both my roles as a teacher and administrator, I have seen the benefits and failures of mentoring relationships. I understand the critical nature of selecting the correct mentor for a new or struggling teacher, and I am aware of my preconceived notions regarding the role of mentoring in retaining teachers. I analyzed the data in a trustworthy,

credible manner and followed all university and federal protocols and policies for qualitative research.

Ethical Considerations

To ensure trustworthiness and credibility, ethical considerations concerning data collection, data analysis, and data interpretation were utilized.

Data Collection Ethics

Researchers must be cognizant of ethical considerations during qualitative research data collection. Creswell (2013) suggested potential ethical issues include "1) informed consent procedures, 2) deception or covert activities, 3) confidentiality toward participants, sponsors, or colleagues, 4) benefits of research to participants over risks and 5) participant requests that go beyond the social norms" (p. 174).

The first step I took was the development of an informed consent form for participants to sign, acknowledging the protection of their rights during the research process. Second, I obtained approval from the Institutional Review Board (IRB) from the University. Next, I wrote a letter to the Executive Director of Research and Data for the selected district as well as the building principals of the selected middle schools explaining my research project and requesting permission to conduct my study within the district and at the selected schools. Once approval was granted, I attempted to limit disruptions to the learning environment by conducting interviews and observations at the convenience of participants. During the research process, I carefully conducted interviews to avoid interjecting personal commentary or leading participants to a response. In an effort to provide transparency, I offered copies of transcripts, study findings, and the final research product to all participants.

Data Analysis and Interpretation Ethics.

Creswell (2014) asserted that ethical considerations must be made in data analysis. These considerations include securing collected data, respecting privacy of participants by utilizing pseudonyms, and ensuring accurate representation of the data which includes avoiding taking sides and disclosing only positive results (Creswell, 2014). In order to protect the anonymity of study participants, pseudonyms were utilized throughout the study for the district, school, mentor teachers, mentees, and administrators. Information gathered during data collection was kept secure, either in my possession or in a locked cabinet in my home.

Trustworthiness of Findings

Lincoln and Guba (1985) suggested four criteria for establishing trustworthiness of research findings in a qualitative study. These criteria include credibility, transferability, dependability, and confirmability.

Credibility

In order to establish credibility, Lincoln and Guba (1985) recommend multiple techniques including prolonged engagement, persistent observation and triangulation. Prolonged engagement occurred as I spent extended time at the selected sites, which helped build rapport with teachers and administrators, developed trust, and assisted in obtaining data. Lincoln and Guba (1985) stated that persistent observation allows the researcher an opportunity to "identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued" (p. 304). Persistent observation of Teaching Matters training monthly meetings allowed me to develop an understanding of the school culture and environment while gathering data.

As a member of a doctoral cohort, I utilized my peers to assist with peer debriefing. I asked my peers to review my research and ask probing questions regarding the material. In addition to peer debriefing, member checks were utilized to allow participants a chance to review interview transcripts and observation notes for authenticity and accuracy. E-mail and phone calls were employed to ask participants clarifying questions regarding interview responses or other forms of data.

Creswell (2014) stated that triangulation allows the researcher an opportunity to "make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence" (p. 251). Merriam (2009) explained that triangulation occurs when the research findings are supported by more than one source of evidence. For my research, I achieved triangulation by gathering data through numerous sources, including interviews with veteran teachers and administrators, observations of Learning Matters monthly meetings, reviewing training materials, and evaluation of e-mails. I reviewed all of this information to create an understanding of mentor-mentee relationships and their impact on veteran teachers. Utilizing multiple sources of data collection reduced limitations.

Transferability

Lincoln and Guba (1985) stated that transferability allows the researcher "to know something with high internal validity about Sample A, and to know that A is representative of the population to which the generalization is to apply" (p. 297). One method utilized to ensure transferability is to provide a "rich, thick description" (Creswell, 2013, p. 252). Transferability is determined by the reader, therefore I created a

thick description with details regarding the case (including setting, design, and results) as well as physical, movement, and activity descriptions of participants (Creswell, 2013). Establishment of thick, rich description provides readers the opportunity to determine if this study is applicable to their situation.

Dependability/Confirmability

Dependability indicates the ability of the study to be replicated while conformability refers to the ease with which my research findings are compatible with other interpretations of the findings. The primary method of establishing conformability was through an audit (Lincoln & Guba, 1985). To meet these trustworthiness criteria, I ensured that all documents, observation notes, interview transcripts, and all additional notes were readily accessible for review and audit. I have been transparent in my research procedures, noting any alterations made throughout the study. Please see Appendix A for the trustworthiness table.

Limitations of Study

My presence was both an asset and a limitation (Creswell, 2014). My presence in mentor meetings and/or training sessions may have prevented mentors, mentees, and administrators from being open and honest in their interview responses. Additionally, as an employee in the district of the observed middle schools, I was cognizant of my personal biases and assumptions regarding the district (Creswell, 2014; Patton, 2002). My previous experience as a mentor and administrator brought certain biases to this study. I truly value the role of mentors and must remember not all mentors have the same expectations for this position. Finally, this study included a small sampling of veteran

teachers, and administrators at specific middle schools; therefore, the results may not be generalizable to all secondary educators.

Summary

Chapter three is a discussion of the methodology that will be used in this study. This chapter includes a discussion of my role as a researcher and the potential biases that exist due to my personal background and experiences with mentoring. The credibility and trustworthiness of the findings will be defined and reviewed.

CHAPTER IV

PRESENTATION OF DATA

Chapter Four presents data collected throughout this study. The purpose of this study was to explore the motivation of veteran teachers who are serving as mentors at two selected middle schools. This chapter begins by explaining the current state of mentoring at the state level, followed by a description of the school district, and then a description of the two school sites selected for the study. The description of the scenes in this chapter are utilized to create a more vivid picture of the state of mentoring at the state, district, and school level. The scenes presented of the two schools portray the contrasting mentoring programs.

As mentioned in chapter 2, mentoring programs have been a prominent part of new teacher supports in the state, but have fluctuated according to changing guidelines and available budgets. Many Oklahoma districts are striving to develop mentoring programs that provide support, collaboration, and opportunities for learning. One such district is Mayfield Public Schools.

Mentoring at the District Level

Mayfield Public Schools

Mayfield Public Schools is a 6A suburban school district in Oklahoma that serves approximately 16,000 students. Additionally, there are 987 certified staff members, 973 support personnel and 77 administrators. Mayfield is celebrating its 100th year as a district and has grown from a one building school in 1919 to the eighth largest district in the state, graduating almost 1,150 students per year. Unlike many schools that are the focus of a city or town, Mayfield actually serves students from two local cities. The district currently has one high school, one innovation lab, one alternative school, one freshman academy, two middle schools, 13 elementary schools and one early childhood center. The district boundaries run parallel to a major highway in the area. Enrollment in the district has remained steady for the last several years as the district becomes more landlocked with less space for growth and development. There has been a significant increase in the amount of apartment complexes built within the district boundaries, while single family home development has declined. The district demographics have changed significantly over the last 10 years as the district's diversity has increased. 70% of the district student population is economically disadvantaged. According to the Mayfield website, 3,500 Mayfield students are English Learners (EL) who speak more than 50 languages and approximately 20% are not fluent in English. The student population is 37% Hispanic, 28% Caucasian, 15% African American, 9% Multi-race, 7% Asian, and 4% Native American.

With Mayfield's constantly changing demographics, the district leadership is working to ensure that academic standards remain high and students achieve at high

levels by hiring quality personnel. All of the district's teachers are highly qualified and 45 teachers are National Board Certified. Even with the significant change to demographics, Mayfield has averaged an 89% graduation rate and an average ACT score of 19.5. After graduation, 61% of seniors attend a two or four year university. Mayfield supports excellence in fine arts and athletics. Over 1,100 secondary students are involved in fine arts programming, including choir, band, orchestra, drama, and dance. The Mayfield band was recently selected to perform at the 2020 Macy's Thanksgiving Day parade. Additionally, the athletic department has 23 teams that have earned 34 championships over the last 10 years.

Mission and Vision

The superintendent of Mayfield, Dr. Kirkland, has been with the district for over 30 years and is in his seventh year as superintendent. He is an advocate for all students and assisted in the creation of the district mission statement. On Mayfield's website and throughout the district buildings, one can find their simple mission statement: "Graduate 100% of our students college and/or career ready." No matter the building, the message is clear that 100% college/career readiness is a non-negotiable for every student.

In order to support this mission, the district has published on their website a five year strategic plan (2018 – 2023) focused on the following core values which are used to guide district actions:

- Commitment to Excellence – pursue the highest measure of quality in all that we do
- Collegiality – demonstrate respect and an ability to work as team members
- Honesty/Integrity/Transparency – do what's right and above board

- Innovation – embrace new, effective thinking and programs
- Inclusiveness – cultivate an organizational culture of accepting children, families, and employees for who they are rather than categorizing them by income, ethnicity, or ability
- Empowerment – help people reach their full potential
- Accountability – accept responsibility for achieving results
- Thoughtful Planning – use data and district values in planning and decision making

Through the implementation of the strategic plan, Mayfield is incorporating these values into all decision making at the district and school levels. Additionally, the strategic plan has four components: early childhood, community schools, STEM education, and college/career readiness.

In addition to the Pre-K programs offered at every elementary school, the district has partnered with a local non-profit to open an early childhood center focused on three-year-olds which provides all day programming at no cost to Mayfield families who qualify via income. Additionally, Mayfield has a strong community schools program in eight of their elementary schools and recently hired a District Community Schools Coordinator who works to create partnerships that strengthen students, families, and their community. A third component of the strategic plan is a STEM (science, technology, engineering, mathematics) program that has grown exponentially and focuses on a transdisciplinary approach that encourages students to inquire, explore, and problem solve. The final component of the Mayfield strategic plan is college and career readiness. Mayfield High School houses a College and Career Center (CCC) at the entrance to the

building with seven staff members to assist students and families. Mayfield educators do not give up on students even if they fail to meet their initial graduation deadline. The high school principals continue to chase students well past their graduation date and consistently look for ways to support these students. Although the district demographics have changed over the last 10 years, Mayfield has averaged an 89% graduation rate.

District Initiatives

In order to implement the mission and vision for the district, Mayfield has employed several initiatives. One example is professional learning communities (PLCs) that are an expectation at each school site in the district. Approximately 15 years ago, the district sent a group of teachers and administrators to visit an Illinois district that had successfully implemented PLCs. After returning from that trip, the district determined that it was essential for teachers to have a common understanding of their curriculum. Teachers in core areas (and some selected electives) began meeting weekly and worked collaboratively on the following: 1) determine essential skills, 2) create/administer common assessments to evaluate skill progress and 3) determine intervention/remediation strategies based on assessment results.

The initial PLC groups showed great progress, including an increase in scores. However, teachers at all sites struggled to find time to work together due to conflicting schedules. To remedy this time challenge, the Mayfield superintendent requested that the Board of Education approve "Late Start Fridays." On Late Start Fridays, all Mayfield schools start their instructional days thirty minutes later than the rest of the week. Teachers report at the same time, but the late start to the day allows all teachers the opportunity to work collaboratively in their instructional area on the three items

mentioned earlier. Late Start Fridays have allowed teachers the opportunity to focus on student learning and created a culture of equity and relevance for students as each student should receive the same curriculum content, no matter the teacher.

Although Mayfield has assisted teachers with the PLC process to strengthen student learning initiatives, they have come to determine that because of their changing demographics, many students are not able to take advantage of these instructional opportunities due to the social-emotional challenges they are facing. Teachers and administrators are reporting increasing numbers of behavior and discipline challenges as well as increasing attendance issues with their student populations. In the summer prior to the 2019-2020 school year, Mayfield administrators were asked to work with a local community non-profit to learn more about the critical value of social-emotional learning and its impact on student achievement. Each building administrator was asked to evaluate the social-emotional practices being implemented at their site and in addition were asked to determine what two steps could be taken to improve student social-emotional skills at their site. Although this was a good start for the buildings, the district made a determination that more needed to be done at the district level.

In December, 2019, the Mayfield superintendent announced that the district was adding a new administrative position to focus on social-emotional learning. The new position is called the Director of Hope, Guidance, and Social-Emotional Learning (SEL). The district, with the addition of a counselor focused on SEL, can assist building leaders and teachers with creating a building culture that supports SEL and increases students' ability to focus on learning.

District New Teacher Information

Mayfield Public Schools has worked to fight the loss of its teachers to surrounding states with higher pay. During the 2018-2019 school year, the Mayfield district determined that programming was needed to help offset the loss of teachers (new and veteran) to surrounding states. The district was provided with additional money from a local city bond project that could be used for the recruitment and retention of teachers. The Human Resources (HR) department worked with school administrators to design a recruitment campaign with new materials and a more directed approach that was implemented much earlier in the spring than in previous school years. The HR department researched available teacher candidate pools in Oklahoma and neighboring states and sent administrators to teacher fairs at those universities. Additionally, the Mayfield district held a job fair at the district high school in early March to recruit and hire teachers. Mayfield focused their recruiting efforts by sharing the benefits of working in the district. In addition to pay, the district offers a self-funded health insurance plan that provides access to a district health clinic staffed in conjunction with a local university. Also, the Mayfield district offers a retention stipend to all employees at the end of each school year if they are returning for the following school year.

The recruitment efforts implemented by the district were beneficial and the district has already begun recruitment for the upcoming school year. Mayfield was able to start the 2019-2020 school year with all certified positions filled. At the start of the 2019-2020 school year, Mayfield had 153 teachers new to the district. Of the 153 teachers, 57 are first year teachers and 21 of those first year teachers are working at the secondary level. All 153 new teachers to the district were welcomed by district

administrators and provided a five day orientation session with a wide range of topics that included benefits, ethics, classroom management, student behavior, curriculum, literacy, and engagement strategies as well as an overview of the district.

Although the orientation sessions provided to new teachers are beneficial, they can also be overwhelming as new teachers work to set up their classrooms and plan lessons. In order to support new teachers to the district, many buildings have put together mentoring programs to offer assistance. While these programs were providing support for new teachers, it was determined that there was not any consistency among the schools as to what should be a part of the programs. During the 2107-2018 school year, the Executive Director of Secondary Education asked each secondary school site to assign an administrator to become part of the New Teacher Mentoring Committee. The administrators on this committee were asked to meet and determine what the "non-negotiables" were for new teachers at the secondary sites in the Mayfield district. After several meetings, the committee determined that each school site should have the autonomy to implement a new teacher program. However, the individual programs must include the following components:

- regular consistent meetings with new teachers that cover essential skills,
- lesson plan design,
- observations of veteran teachers with debriefing opportunities,
- input from new teachers on needs to design meetings, and
- an expectation that new teachers should attend and participate in meetings.

In addition to these expectations for new teachers, the committee determined that specific topics should be covered during the first and second semesters. The following table lists the Mayfield district's expected topics for new teacher meetings.

Table 2

Visual Representation of Mayfield District New Teacher Meeting Expectations

Semester 1	Semester 2
Classroom Management • Discipline • Classroom Design • Engagement • Procedures • Relationships	Classroom Management • Discipline • Classroom Design • Engagement • Procedures • Relationships
Parent Engagement/Communication • Forms of Communication • Frequency • Building Expectations	Parent Engagement/Communication • Difficult Conversations
Grading Practices/Expectations • Number of Grades Per Week • Assignment Titles in Gradebook • Grading Strategies	Grading Practices/Expectations • Deeper look at purpose and tie to student learning
Utilizing Resources and Supports • EL • IEP • Counselors	

After successful implementation of these expectations for new teacher programs, the district would like to implement a Year 2 program, which would provide individualized

support to new teachers through the use of walk-throughs, observations, and reflections on strengths and weaknesses. The consistency provided by these expectations has created a foundation for each of the secondary new teacher programs. Unfortunately, with a change in leadership, the committee has not held follow-up meetings this year to evaluate the programs. Additionally, the committee has not yet worked through district mentor expectations for these programs.

Mentoring at the School Level

Carlyle 6th/7th Grade Center

Participant Profiles

Interview participants for this study included two administrators and three teachers from Carlyle. Mrs. Thomas is the class principal for sixth grade and Mr. Sellers is the class principal for seventh grade. A class principal is the lead administrator in the building. The three teachers, Vince, Erin, and Carol, are all veterans who have taught for at least nine years.

Mrs. Thomas

Mrs. Thomas is the class principal for the sixth grade students and is currently completing her second year as a class principal. She served as a classroom teacher for 10 years after being alternatively certified and began her teaching career at Carlyle as an English teacher. For a few years, she left Carlyle to teach English in another local district closer to her home. When she made the decision to move into administration, Mrs. Thomas wanted the challenge of working with a diverse population, so she applied to return to Mayfield and was hired as an assistant principal (AP) at Carlyle where she worked as an AP for two years. The following year she served as an AP at Jensen before

returning to Carlyle as class principal. Due to the number of years she has worked at Carlyle, Mrs. Thomas has been able to develop solid relationships with her faculty and truly fosters a sense of community by "looking for teachers to feel supported for them to make connections" (Mrs. Thomas, interview, October 15, 2019).

Mr. Sellers

Mr. Sellers currently serves as the class principal for seventh grade and is in his fourth year as a class principal. Mr. Sellers began his teaching career in 1996 working at Carlyle with emotionally disturbed and learning disabled special education students. When he made the switch to Assistant Principal (AP), Mr. Sellers wanted to use his passion to influence others, particularly teachers. He spent two years as an AP at Carlyle before being named a class principal at the same building. Mr. Sellers has spent his entire career at Carlyle which has allowed him to forge relationships with teachers, students, and families "because part of relationships is investing in others" (Mr. Sellers, interview, October 15, 2019). Additionally, Mr. Sellers stated "my heartbeat is to see people succeed and be the very best that they can be" (Mr. Sellers, interview, October 15, 2019), which helps explain why he is beloved by his staff.

Vince

Vince is a veteran teacher in his ninth year of teaching who spent his first four years teaching third and fifth grades at a Mayfield elementary. He decided to follow his elementary principal to Carlyle and teach his true passion – seventh grade math. "I wanted to focus on, you know just math or moving up with you know some older kids" (Vince, interview, February 20, 2020.) While at Carlyle he has served as a math department head and a team lead. He has recently completed his master's degree and says

his goal "at this time right now it would be a principal" (Vince, interview, February 20, 2020). It is evident through his interactions with students that he truly loves what he is doing and believes every one of his students has the potential to do great things. Vince considers himself a helper. "I just want you know to help out and to help others" (Vince, interview, February 20, 2020). Vince has served as a mentor three times and feels strongly that mentors serve a critical role in the building.

Erin

Erin is a veteran teacher with 17 years of experience and is a certified language arts teacher with a master's in reading. She began her teaching career in a small neighborhood elementary school in Texas that had amazing parental involvement and "homeroom mothers fighting over the position" (Erin, interview, January 30, 2020). When she returned to Oklahoma, she took a position at a neighboring district where she worked with another teacher who was hired as an Assistant Principal (AP) at Carlyle. This AP recruited her to come to Carlyle to teach language arts. Although she enjoys her position, she indicated she misses the administrative team that hired her and "I don't know how I feel about staying" (Erin, interview, January 30, 2020). In addition to her teaching responsibilities, Erin is serving as team lead. Erin is currently serving as a first-time mentor for a new teacher who completed her university internship with her the previous year. One of Erin's children attend Carlyle, so she has a parental perspective regarding the building.

Carol

Carol is a veteran teacher with 29 years of teaching experience at the elementary and middle school levels. Carol began her teaching career as a third grade teacher in

Kansas before working at a Mayfield elementary school for several years. Although she enjoyed working in the Mayfield district, Carol's husband received a job opportunity in California, so she reluctantly left Mayfield and worked for four years at a private school in California. Upon returning from California, Carol returned to the Mayfield district where she worked at another Mayfield elementary school before settling in as a sixth grade language arts teacher at Carlyle for the last seven years where she currently serves as the sixth grade language arts department chair. She has served as a mentor for new teachers at least four times and is currently mentoring a new language arts teacher working next door. Carol believes she has an obligation to serve as a mentor when she stated "I feel very responsible to try to make them do well or help them do well or help them to be their best" (Carol, interview, February 3, 2020).

Table 3

Carlyle Participant Profile Summary

Name	Position	Years Teaching / Administrative Experience	Years at Carlyle	Additional Responsibilities
Mrs. Thomas	Class principal	15	12	N/A
Mr. Sellers	Class principal	24	24	N/A
Vince	7th Grade Math Teacher	9	5	Department Chair
Erin	6th Grade Language Arts Teacher	17	6	Team Leader
Carol	6th Grade Language Arts Teacher	29	7	Department Chair

School Setting

Carlyle 6th/7th Grade Center was established in 1993. It is located on the site of the original Mayfield school and sits at the center of the district and serves all of the sixth and seventh grade students in the Mayfield district. Although the Carlyle staff supports the district mission statement of 100% college and career readiness, the staff also strongly supports the building initiative of "100% All In" for every aspect of the school building.

With approximately 1,200 students in each grade, Carlyle is a busy building with bustling halls and students filled with energy. Each teacher has a placard outside their classroom door with their name, college they attended and favorite book. Mr. Sellers shared that in the building, "people generally have a sense here that if someone needs help or they see someone struggling they're … going to help intervene" (Mr. Sellers, interview, October 15, 2019).

Carlyle has six administrators assigned to the building. Each grade has a class principal and two assistant principals. Each assistant principal has a counselor and attendance secretary. There are 146 certified teachers and 28 support staff members to serve the approximately 2,400 students in attendance at the building. According to the Mayfield website, the student populations consists of 38.9% Hispanic, 26.9% Caucasian, 14% African American, 9.7% Multi-Race, 6% Asian, and 4.3% Native American. 15.23% of the students are classified as special education while 21.07% receive English Learner (EL) services. Approximately 73.54% qualify for free or reduced-price lunches.

School and Team Structure

Although Carlyle serves students in sixth and seventh grades, it actually functions as two schools within one building. The sixth and seventh grade students are on two

different bell schedules. Students in both grades at Carlyle are assigned to a team which is named for a famous college or university. There are eight sixth grade teams and 10 seventh grade teams. According to Mrs. Thomas, the team concept is crucial for the building because a teacher's "natural go-to in this building is to be with your team" (Mrs. Thomas, interview, October 15, 2019).

Learning Matters Mentoring Program Structure

In order to support new teachers at their building, the class principals at Carlyle created the Learning Matters program when they were both serving as assistant principals at Carlyle. Mrs. Thomas stated she was discussing the importance of mentoring with Mr. Sellers and realized they both "felt pretty passionate about it" (Mrs. Thomas, interview, October 15, 2019). They worked to create a formal program that encourages inclusiveness and support for new teachers, which is now known as Learning Matters. Through conversations and brainstorming, they determined they would hold monthly meetings with focused topics and discussions that would assist new teachers and help build relationships with their mentor teachers.

Learning Matters Meeting Structure

At the beginning of the year, class principals assign each brand new teacher and each teacher new to the building a mentor. The new teachers and mentor teachers are invited to a monthly meeting, and Mr. Sellers believes it is important for mentors to attend the sessions because new teachers get to "hear all of this expertise and …. it wasn't a principal standing up there" (interview, October 15, 2019). Since the meetings begin before contract time, attending Learning Matters is not a requirement for new teachers and mentors. However, attendance is strongly encouraged. Each meeting is

approximately 45 minutes in length and participants are asked to sign in. At the start of each meeting, the learning objective is shared. The class principals then facilitate the meeting to mimic a classroom lesson. For example, at the January meeting, the topic was difficult conversations. The agenda was as follows:

- Opening – Brainstorm types of difficult conversations and why they are avoided
- Instruction – Methods of Communication
- Activity – Pair up with a partner at your table to read a short article.
- Discussion – Each partner shares the highlights of their article and then the duo shares out to group while the principal makes notes.
- Practice – In groups of three, role play a difficult conversation using provided scenarios. One individual is the teacher, one is the parent, and one is the observer. Teachers switch roles until they have done all three.
- "Take aways" – what will you use in your next conversation?

This meeting agenda reiterates the value of lesson planning to the new teachers. They have an opportunity to see a quality lesson in action and are able to leave with strategies they can apply in their classroom.

Administrator Perceptions

Mentoring

The administrators at Carlyle Middle School, Mrs. Thomas and Mr. Sellers, are advocates for mentoring in their building. They each had a quality mentoring experience as new teachers that helped shape their views of mentoring. Although Mrs. Thomas had a formal mentoring committee which included a university representative, she described

her personal mentoring experience as informal and was thankful her mentor was available when needed. In addition to her assigned mentor, Mrs. Thomas had several teachers who stepped in to serve as unofficial mentors. Mr. Sellers also had a positive mentoring experience as a first year teacher and is grateful for the time spent with his mentor. As a teacher for emotionally disturbed students, Mr. Sellers said his mentor was one of the few people who understood his role so he and his mentor were "pretty much our own department" (Mr. Sellers, interview, October 15, 2019).

Value/Goals of Mentoring

Mr. Sellers stated, "Learning Matters is the heartbeat of what we do and what my passion is," so Learning Matters "gives them some grounding in the ways of teaching and the way we do things here at Carlyle" (Mr. Sellers, interview, October 15, 2019). Mrs. Thomas echoes these sentiments and stated that mentoring "is an opportunity to be a servant to another person" (Mrs. Thomas, interview, October 15, 2019). Additionally, they view mentoring as a way to "be connected to someone" (Mrs. Thomas, interview, October 15, 2019) in a large building that can be overwhelming. Mrs. Thomas and Mr. Sellers both referenced the value of relationships and believe mentoring is a key way for their teachers to develop relationships within the building because "everyone needs a go-to person" (Mrs. Thomas, interview, October 15, 2019). Both principals agree that their primary goals for the Learning Matters program include supporting new teachers with quality strategies, sharpening mentor teacher skills, helping new teachers make connections, growing future leaders, and boosting teacher retention.

Mentor Qualities

Both principals agree that a quality mentoring program is only as strong as the mentors serving in that role. When originally selecting mentors, Mrs. Thomas and Mr. Sellers try to find mentors in close proximity to the mentee with similar content experiences. However, over several years, they discovered that it is "less important than the compatibility of the people – the compatibility of the mentor and mentee" (Mr. Sellers, interview, October 15, 2019). When choosing mentors, the principals look for individuals who are "accountable to what you know and what you say" (Mr. Sellers, interview, October 15, 2019). Additionally, both principals referenced a desire for mentors to have a high level of emotional intelligence to handle the crucial conversations and moments of frustration. Mr. Sellers indicated that they should have "a heart for kids" (Mr. Sellers, interview, October 15, 2019). Both principals agreed that not every teacher was suited for the role of mentor and "will not ask somebody to mentor if we don't think that they are capable" (Mrs. Thomas, interview, October 15, 2019).

Connection to Leadership

Developing teacher leaders is a critical need for the Carlyle administrative team. The large size of the building and sometimes overwhelming administrative responsibilities make it challenging to create the building culture they desire. When selecting mentors, administrators try to choose teachers who show leadership potential and may benefit from additional responsibility. "They take that responsibility and they run with it. It makes them feel important and they grow in self-confidence" (Mr. Sellers, interview, October 15, 2019). Both building principals hope to see mentors take on department and team leadership roles, but they also desire to see mentors create their own

leadership opportunities. Mr. Sellers stated, "you see our mentors assuming leadership roles in the building. Sometimes, unnamed leadership roles that they see a need" (Mr. Sellers, interview, October 15, 2019). Mrs. Thomas believes mentors participating in the Learning Matters program gain confidence in their skills and sometimes "grow as much from Learning Matters as again sometimes their mentees" (Mrs. Thomas, interview, October 15, 2019).

Learning Matters

As the creators of the Learning Matters program at Carlyle, Mr. Sellers and Mrs. Thomas are 100% invested in the program and its success. They coordinate all sessions, create content, and reflect on ways to continually improve implementation.

Selection of Mentors. Mentors are selected based on the needs of mentees. Each year in August, Mr. Sellers and Mrs. Thomas meet to review the list of mentees for their building, which includes new teachers and any teachers with experience who are new to the building. All of these individuals are assigned a mentor. Since most teachers at Carlyle are assigned to a team that will hopefully provide mentoring, they prioritize finding an expert mentor in the same department who is close in proximity. However, before making a final decision, they "think about personalities" and "try to go with who we think would match up best" (Mrs. Thomas, interview, October 15, 2019). When assigning mentors, both principals look for veteran teachers who are open to developing relationships and taking initiative to assist their mentees. They are looking for teachers who will not "wait for the person to come to them," but for teachers who will "go check on them and ask them how they are doing" (Mrs. Thomas, interview, October 15, 2019).

When asked why they believe teachers accept their request to serve as mentors, both principals shared that relationships are a crucial, motivating factor for veteran teachers. Mrs. Thomas replied, "I think in a roundabout way they see it as me or us having confidence in them to do this…. kind of validates their own teaching practices and their own abilities" (Mrs. Thomas, interview, October 15, 2019). Additionally, they believe teachers do not want to disappoint them by saying no and are often honored by the request.

Training. Both Mrs. Thomas and Mr. Sellers were honest in admitting that they do not have a solid training program for the mentors participating in the Learning Matters program. Mrs. Thomas stated, "the truth of it is we had our teachers several years ago come up with the expectations for a mentor and the expectations for mentees" (Mrs. Thomas, interview, October 15, 2019). At the first Learning Matters meeting in September, the mentor and mentee expectations are shared. The mentor expectations reviewed at the first meeting included:

- Establish a regular meeting time, ensuring each meeting has a purpose
- Be available, physically and emotionally
- Share resources, including lesson plans and general knowledge
- Share how the building operates
- Develop a checklist of responsibilities
- Be proactive
- Share expectations of events/deadlines
- Observation

- Give open and honest feedback, build trusting relationships; confidentiality is key
- Commitment to Learning Matters
- Lifelong learner, we are all in this together

When sharing the expectations, Mr. Sellers and Mrs. Thomas encourage the mentors to be transparent in their communication with mentees, think about the most effective ways to celebrate success, and provide constructive criticism because "nobody wants to be critical of anybody else" (Mr. Sellers, interview, October 15, 2019). The mentor expectations are intended to provide guidelines for mentors, "but beyond that it is really on them to be that good mentor" (Mrs. Thomas, interview, October 15, 2019).

Program Structure/Components. At Carlyle, Learning Matters sessions are held monthly at 8:00 am in the Community Room at the front of the school. Meetings last approximately 45 minutes. Since the 6th and 7th grade teachers are on different schedules and report times, the 8:00 am meeting time is an early start for all teachers and not on contract time. Due to the start time being outside of contract hours, no teachers are required to attend the Learning Matters meetings, however, Mrs. Thomas and Mr. Sellers strongly encourage attendance at the meetings, and they keep a sign-in sheet for attendance. All new teachers and mentors are invited to attend the meetings. It is important for the principals to have mentors at the Learning Matters sessions so that discussion includes perspectives of both new and veteran teachers. Although each meeting is facilitated by Mrs. Thomas and Mr. Sellers, they find that new teachers "hear all of the expertise… real, organic ideas that teachers are using and they are being successful with" (Mr. Sellers, interview, October 15, 2019). Additionally, by attending

these meetings new teachers hear that they are not alone in their struggles, which "validates when they hear other people saying they're struggling" (Mrs. Thomas, interview, October 15, 2019), and helps them develop authentic relationships with individuals they may not have met outside of their team. During these monthly sessions, Mr. Sellers and Mrs. Thomas hope to provide an opportunity to learn with the principals, encourage deep conversation, and let new teachers know "we are here for you" (Mr. Sellers, interview, October 15, 2019).

The primary topics for the Learning Matters meetings include things such as classroom management, grading practices, difficult conversations, and whatever needs are brought to their attention. The principals facilitate the meeting in a format similar to a classroom environment, so new teachers can leave with strategies to utilize in their classrooms. According to Mr. Sellers and Mrs. Thomas, one of the strongest components of the program is observations. Both new and veteran teachers are provided with a form created by the administrators that they utilize to observe each other, as well as other teachers in the school, because "it is easy to tell somebody an idea….but until they see it in action or actually see how it's going, then it's a struggle just to hear it" (Mr. Sellers, interview, October 15, 2019). They try to provide support for the observations by covering classes for teachers, and they also assist with setting up observations when needed.

Improvements needed. Although they are proud of the Learning Matters program, both Mrs. Thomas and Mr. Sellers acknowledge the need for growth. During the summer months, they take time to reflect on the program and review feedback from the participants to see where improvement is needed. They ask themselves "how can we

grow this program you know to become even stronger and better" (Mr. Sellers, interview, October 15, 2019). Both administrators stated that the biggest obstacle they face is time. In terms of training, Mr. Sellers would like to find opportunities to provide mentors strategies and skills to utilize in difficult conversations because "one of the biggest hurdles we have that we hear from our mentors is…. I'm giving them ideas but they don't try them…. or try them for such a short time that it's not working" (Mr. Sellers, interview, October 15, 2019). In addition, Mrs. Thomas is concerned that veteran teachers will see the program as "one more thing" (Mrs. Thomas, interview, October 15, 2019) for them to put on their already-full plates.

Teacher Perceptions

Mentoring

All three Carlyle teachers serving as mentors believe mentoring is a beneficial process for new teachers. Both Vince and Carol plan to continue mentoring teachers through their careers, while Erin believes her participation in the 2019-2020 Learning Matters program will be her only mentoring experience.

Personal Mentoring Experiences. Two of the three teachers interviewed at Carlyle had mentoring experiences when they started their careers. Erin was not assigned an official mentor, but was thankful she had a team who served as a support system. "I was in fifth grade so the team was just really strong, so we planned together and did things together, but sometimes I did feel alone and isolated and you know had to struggle through it myself" (Erin, interview, January 30, 2020). Carol was also assigned a mentor, but she was in a unique situation as she shared a classroom with her mentor that was divided by a small, portable wall. Although her mentor was helpful in assisting Carol

with the functions of the building and curriculum design, Carol recalled, "I do remember that she didn't like to share very much" (Carol, interview, February 3, 2020) and Carol wished they would have collaborated more.

Due to state budget cuts, Vince did not have a formal mentoring relationship when he began his teaching career. Instead, he had several teachers who worked near him who stepped in as informal mentors, and one individual in particular became his go-to teacher at the building. When asked why she was a mentor to him, Vince responded, "I can't think of anything particular, just being comfortable I guess and just making me feel you know part of the team or that I'm doing a good job – kind of like a confidence booster" (Vince, interview, February 20, 2020).

Mentor Qualities. When asked what qualities successful mentors needed, all three teachers mentioned that mentors should have strong instructional skills, but should also be individuals who challenge themselves to continue growing and learning as teachers. Erin mentioned that she felt it was imperative that mentors be consistently present in the mentee's classroom. "You have to be present in the room and give them feedback. I think you have to let them crash and burn… and watch what they're able to do and encourage" (Erin, interview, January 30, 2020). In addition to being present in the classroom, Carol shared that one skill she has worked to finesse is listening. She stated that it is important to be willing to listen without judgement and avoid oversharing your ideas. Additionally, she stated that it is critical that mentees understand that mentors also have room for growth. Carol said she lets mentees know "that I do have some weakness too" (Carol, interview, February 3, 2020).

Motivation. The teachers interviewed at Carlyle are firm believers that teachers must be continual learners who are willing to grow in their instructional craft. Although they had diverse reasons for serving as mentors, they all agreed that assisting new teachers was crucial to encourage retention in a dwindling field of candidates.

Motivation to serve. Of the three teachers who participated in the research, two had served as mentors on multiple occasions, while one was serving as a mentor for the first time. When asked why she had not mentored before, Erin commented that mentoring wasn't necessarily a good fit for her personality type. Erin had been asked to mentor before, but declined the opportunity. However, Erin's perspective on mentoring has changed; she considers her mentee "a joy of my job because she loves what she does because she's passionate and she's smart and she is kind" (Erin, interview, January 30, 2020). Vince chooses to mentor because he wants to do "anything to help out and to help others" so he can make new teachers "feel welcomed, and you know get them off on the right foot" (Vince, interview, February 20, 2020).

Carol noted that most mentees do not automatically trust their mentor, so she views mentoring as providing mentees a place to go when they are struggling and helping them acclimate to the building culture. Although the responsibility is not her favorite part of the job, Carol appreciates the different perspectives and ideas working with a mentee brings her. Erin agrees that mentees are "full of knowledge and they're full of ideas" (Erin, interview, January 30, 2020). Vince shared that serving as a mentor allows him to "observe and buffer some of my skills" (Vince, February 20, 2020).

Expectations. Both Carol and Vince believe strongly that the primary goal of mentoring, besides supporting the new teachers, is retention. Carol shared, "I would hope

that it would be a strong teacher come out of that that stays with our district forever" (Carol, interview, February 3, 2020). Vince agreed that mentoring encourages "teacher retention for one … and you know not having teachers get burnt out … I want students to have good teachers and get a good learning experience" (Vince, interview, February 20, 2020). All three teachers are inspired by the energy, creativity, and new ideas they learn from their mentees. Although he loves serving as a mentor and working with new teachers, Vince shared that there is an expectation and obligation to help them succeed. "I feel very responsible to try to make them do well or help them to be their best" (Vince, interview, February 20, 2020).

Connection to Leadership. All three teachers at Carlyle currently hold a leadership position in the building. Vince serves as the team lead for his seventh grade team. He has also previously served as the seventh grade math department chair. Carol serves as the sixth grade language arts department chair, and Erin is the team lead for her sixth grade team. All three agree that Mr. Sellers and Mrs. Thomas encourage teacher leadership and view mentoring as a leadership position by "pushing teachers to experiment and try new things" (Vince, interview, February 20, 2020). Vince stated that the administration at Carlyle is supportive and encourages teacher leadership: "Our building has been really good for allowing those extra opportunities if needed" (Vince, interview, February 20, 2020). Although Erin and Carol plan to teach through the end of their careers, Vince desires to move into administration. When asked if mentoring helped develop the skills he needed to work as an administrator, Vince replied:

> It gives me practice actually, you know. One on one is a little bit easier for me to practice those skills of being a leader and you know, helping others out or

> improving their teaching. … so, I was able to in the mentor program start off with one and I can do it with three or when I was department head you know – nine – and so it gives me practice. (Vince, interview, February 20, 2020).

Relationships. Of the three mentors interviewed, two are obviously "people magnets" who enjoy working with others and spending time with their peers. Vince and Carol are well known in the building and have made connections across grade levels and teams. In contrast, Erin is much quieter and reserved, making her less prone to developing relationships with others. She prefers to stick with a few close peers with whom she has made a connection.

Mentoring. Vince shared that mentoring starts with the development of a trusting relationship. The time invested in the mentoring relationship is enhanced when mentees begin coming "to me for little advice things" (Vince, interview, February 20, 2020). Additionally, the mentoring relationship is developed during the regular meetings mentors hold with mentees. Erin and her mentee meet weekly to plan. "I'm able to touch base with her on different things and she's just able to come ask me different problems or questions that she has and we troubleshoot it" (Erin, interview, January 30, 2020). After several of the weekly planning meetings, Erin noticed that her mentee was coming to her on a more regular basis and a friendship developed. Erin and her mentee even visit on the weekends when her mentee is in need of guidance or assistance.

Connection to building. Carol appreciated being asked to attend the Learning Matters sessions when she returned to Mayfield because it gave her an opportunity to meet other teachers. "I thought it was kind of nice because I met people that way" (Carol, interview, February 3, 2020). During the 2019-2020 school year, Mr. Sellers and Mrs.

Thomas combined the 6th and 7th grade Learning Matters meetings due to the new schedule. Carol shared that joining the meetings together has been helpful because she never sees 7th grade teachers and the meeting offers them an opportunity to visit and bond. Since Carlyle teachers are each assigned to a team, relationships are quickly developed among team members. "That part is really nice because I think you, even as a team, have made kind of a bond" (Carol, interview, February 3, 2020). Erin supported the idea that being on a team assisted her mentee with making connections. "It's good to have the team … to not feel so alone" (Erin, interview, January 30, 2020).

Learning Matters Program

Since they arrived at the building, both Carol and Vince have been active participants in the Carlyle Learning Matters program. This is Erin's first year to be a participant in the program as a mentor. Vince believes his administrators have been thoughtful and reflective when assigning mentors and that Mrs. Thomas has placed him with "people that she knew that I would probably gravitate towards or fit with" (Vince, interview, February 20, 2020). Unfortunately, all three mentors shared that they did not receive any training when selected to serve as mentors for the program. The mentors agreed that one reason for the lack of training is not due to a lack of resources, but instead due to an administrative lack of time. However, Erin did feel that although they are busy, the administrators believe in the program and have a desire to help mentors and mentees succeed.

Value. At Carlyle, all new teachers as well as experienced teachers new to the building and their mentors are invited to attend Learning Matters. Each month there is a different focus for the meeting, mainly dealing with the challenges faced by new

teachers. Vince agrees that it is helpful for mentees to hear a variety of viewpoints in the meeting – not just their mentor's thoughts. Vince believes Learning Matters offers a safe environment for new teachers to share their struggles. "A lot of times it seems like first year teachers who have this pride where they don't want to admit they're doing something wrong and so it's a little bit more of a comfortable atmosphere" (Vince, interview, February 20, 2020). Although it is not required for teachers to attend, Carol believes these meetings have important value and information that new teachers need to hear. "I strongly encouraged mine – like we really need to be there" (Carol, interview, February 3, 2020). Carol attends the meeting with her mentee and references the meeting topics during their other meetings to model the value of attending Learning Matters. Additionally, as a veteran teacher with many years of experience, Carol believes the Teaching Matter sessions "cause her to reflect" (Carol, interview, February 3, 2020) on her own instructional practices.

Erin is in agreement that the mentees benefit from hearing different perspectives at the meetings. However, Erin disagrees about the meetings' value:

> I didn't think they were that helpful to me, but listening to other people and their struggles … I can see how that would be helpful …. we went to one or two of them and weren't very helpful so we don't go. (Erin, interview, January 30, 2020)

Erin truly believes that her mentee will get what she needs from their weekly planning sessions and informal meetings. She did not want Learning Matters to become one more thing for her mentee to deal with during her first year. Although attendance is not required at Teaching Matters and some do not attend, Vince believes the teachers' choice

to attend gives the administrative team an additional perspective on new teachers when he stated:

> Some of the teachers that didn't show up for that are the ones that you know haven't stuck around and so I think it gives administrators and the district another, you know opportunity or chance to really help these teachers you know and retain them (Vince, interview, February 20, 2020).

Changes Needed. All three mentors agreed that Mr. Sellers and Mrs. Thomas have done an excellent job with the creation and facilitation of the Learning Matters program. They appreciate the time the principals have invested in building a program that works to support new teachers and encourage retention. However, they do have a few suggestions for improving the program. One idea Erin is hopeful they will implement is more teacher voice in selecting the monthly topics. She suggested they do a questionnaire after each meeting to gather input on that meeting and ask for topics for upcoming meetings. She believes asking for teacher input will strengthen the program and empower the mentor teachers. Another challenge for Vince has been finding time for observations. "The nice thing is we do have the same plan so we can talk about these things. It's just been hard observing" (Vince, interview, February 20, 2020). He appreciates that the administrative team works to provide coverage for the observations, but gets frustrated with the time it takes to make arrangements. The mentors are also concerned that combining the two grade levels into one meeting has hindered participation. Since the meeting starts much earlier than the contracted report time, the mentor teachers believe it is harder for some of the younger teachers with families to attend the meetings, and attendance has decreased throughout the year.

The Learning Matters program sessions were initially scheduled to take place throughout the school year. Meeting attendance is displayed below in Table 4. The COVID-19 pandemic resulted in cancellations of the March and May meetings while the January attendance was lower due to inclement weather. Meetings were not scheduled for December or April due to testing.

Table 4

Carlyle Learning Matters Attendance

Date	September	October	November	January	February	March	May
# of Attendees	47	35	21	15	15		

Mentoring at the School Level

Jensen 8th Grade Center

Participant Profiles

Interview participants for this study included one building administrator and three teachers from Jensen. Mrs. Miller is the class principal for eighth grade. A class principal is the lead administrator for the building. The three teachers, Erica, Cindy, and Diane, are all veterans who have taught for at least twelve years.

Mrs. Miller

Mrs. Miller is currently completing her fifth year as the class principal at Jensen. Before serving as class principal, Mrs. Miller was an assistant Principal (AP) for seven years at two Mayfield secondary buildings. She began her business teaching career over 30 years ago in a rural Oklahoma community where her classroom "was a long way away from any actual teachers" so she learned teaching by "making all the mistakes" (Mrs. Miller, interview, October 13, 2019). She taught in a neighboring district to Mayfield,

before she was hired to teach computer classes at Jensen. As she approaches retirement, Mrs. Miller is unafraid to challenge her teachers to think outside the box by asking tough questions and refusing to settle for the status quo. Mrs. Miller facilitates the Learning Matters program in her building and wants mentors to "feel encouraged to … bring someone up, guide someone, bring them up into being better teachers" (Mrs. Miller, interview, October 13, 2019).

Erica

Erica is a veteran teacher with 40 years of experience. All of her teaching experience has been in the Mayfield district. As a special education teacher, she spent the first 16 years of her career working with educable mentally handicapped students before switching her work to students with learning disabilities. Due to recent hiring challenges, Erica's role changed this year. When Jensen was unable to hire a teacher for an open special education teaching position, a decision was made to hire two para-professionals to help students in the classrooms so Erica could take on more caseload management. Instead of assisting in the classroom, she now has 66 students on her SPED caseload and is responsible for writing their IEP's, etc… Although she has more experience than any other educators in the building (and most in the district), Erica views herself as a life-long learner. "Somebody said to me, you know for as long as you've been teaching and for as long as you've been in education, you keep growing and keep becoming knowledgeable about approaches and about strategies" (Erica, interview, October 24, 2019). Even though she understands the need for her current position, she misses the classroom. Erica has served as a mentor on many occasions, but currently works to assist the building principal with curriculum creation for the Learning Matters

program in addition to serving as the SPED department chair. Erica enjoys facilitating the Learning Matters sessions with her principal and commented "it is part of our job to train up those that are coming after us" (Erica, interview, October 24, 2019).

Cindy

Cindy is a veteran educator with 29 years of experience teaching elementary and middle school in the Mayfield district. The first three years of Cindy's teaching career were at two local elementary schools in Mayfield. At the end of her third year, she had the opportunity to move to Carlyle where she taught sixth-grade science for 21 years. Five years ago, she took over the pre-engineering classes at Jensen and is truly passionate about STEM educational opportunities. While at Carlyle, she served as a team lead and department chair. She is currently serving as the electives department chair at Jensen. Cindy has served as a mentor "probably 15 times" (Cindy, interview, October 16, 2019) and was motivated to fill the position "because I wanted to do a better job than the person who mentored me" (Cindy, interview, October 16, 2019).

Diane

Diane has worked as a science teacher at Jensen for 12 years. All of her teaching career has been at Jensen. She began her career as a science teacher in January by taking an unfilled teaching role. Her first year was extremely challenging as she had classes created by pulling students from every science teacher and her mentor was a great support to her because "she had an open door policy … if I had any questions about anything I could just go and talk to her about it" (Diane, interview, November 6, 2019). After making it through the first semester, Diane felt her confidence grow as an educator. Diane enjoys working with her colleagues and currently serves as the science department

chair. Approximately nine years ago, Diane began working with the cheer program and currently serves as the Junior Varsity Cheer coach in addition to her teaching responsibilities. Diane's three children have attended Mayfield and her oldest is a student at Jensen. Diane's ultimate career goal is to teach educators at the university level and she believes serving as a mentor is "just a step" (Diane, interview, November 6, 2019) in building the skills needed to meet this goal because "I just want to continue to grow and go from there" (Diane, interview, November 6, 2019).

Table 5

Jensen Participant Profile Summary

Name	Age	Position	Years Teaching/ Administrative Experience	Additional Responsibilities
Mrs. Miller	Class principal	30	13	N/A
Erica	8th Grade Special Education Teacher	40	40 (includes when the building was previously a junior high)	Department Chair / Professional Development Building Representative
Cindy	8th Grade Pre-Engineering Teacher	29	5	Department Chair
Diane	8th Grade Science Teacher	12	12	Department Chair / JV Cheer Coach

School Setting

Jensen 8th Grade Center was established in 1980. It is centrally located on the east side of the district. Jensen serves all of the eighth grade students in the Mayfield district. Jensen is located on the east side of the Mayfield district on a main road that physically

divides the two towns the Mayfield district serves. It is the only secondary school that sits on the eastern side of the district. All members of the Jensen staff support the district vision of 100% college and career readiness. As the final grade level before high school, the building is focused on helping students build a solid academic and social-emotional foundation which will help them find success in high school

With approximately 1,200 students, Jensen is a busy building with active halls and students filled with energy. However, the smaller size makes the building feel quieter than neighboring Carlyle. Each teacher has a placard outside their classroom door displaying their name, college they attended, and favorite book. The staff is unique in that there are many teachers who have worked at Jensen for decades while several of the teachers are new with fewer than five years of teaching. There are very few teachers in the 12 – 20 year experience range.

With one grade level, Jensen has three administrators assigned to the building. There is a class principal and two assistant principals. Each assistant principal has a counselor and attendance secretary. There are 65 certified teachers and 14 support staff members to serve the approximately 1,200 students in attendance at the building. According to the Mayfield website, the student population consists of 38.5% Hispanic, 25.6% Caucasian, 15.8% African American, 9.8% Multi-Race, 5.3% Asian, and 5% Native American. 15.52% of the students are classified as special education while 16.99% receive English Learner (EL) services. Approximately 70.61% qualify for free or reduced-price lunches.

School Structure

Due to transportation, Jensen students are on the late schedule. Each student takes four core classes (English, Math, Science, History) and has the opportunity to choose two electives. Unlike Carlyle, Jensen does not have teams. Instead, they are departmentalized. Teachers in each department are chunked together in groups of four to six teachers which allows for informal collaboration. Elective teachers are placed randomly throughout the building as space allows.

Learning Matters Meeting Structure

At the beginning of the year, the Jensen class principal assigns each brand new teacher and each teacher new to the building a mentor. The new teachers are invited to a monthly meeting, which is held after school at four o'clock in a teacher's classroom in the Grand Hall. In past years, mentors have also attended the meetings, but Mrs. Miller felt the meetings were more productive with only new teachers. Since the meetings last longer than contract time, attending Teaching Matters is not a requirement for new teachers. However, it is strongly encouraged that they attend. Each meeting is approximately 30 - 45 minutes in length. At each meeting, participants are asked to sign in before the class principal begins the meeting. The class principal works with a veteran teacher to create a meeting agenda that mimics the classroom environment. At the start of each meeting, the learning objective is shared (ex. – today we will discuss how mind mapping can engage students and offer a creative way for students to process learning). The class principal and PD chair then facilitate the meeting for the new teachers. For example, at the November meeting, the topic was mind mapping. The agenda was as follows:

- Opening – With a partner discuss what you think a mind map is
- Instruction – Share effect size research on mind mapping/share samples/give teachers an opportunity to ask questions
- Activity Practice – Independently work on a mind map regarding "A Teacher's Life" using color
- Share Out – Each new teacher has an opportunity to share their mind map and explain their thought process
- "Take-aways"– Did you feel the struggle that students have when you ask them to do something unfamiliar? How can you use the mind map in your classroom?
- Open Question time

This meeting agenda reiterates the value of lesson planning to the new teachers. They have an opportunity to see a quality lesson in action and are able to leave with strategies they can apply in their classroom.

Administrator Perceptions

Mentoring

In contrast to her colleagues at Carlyle, Mrs. Miller did not have a formal mentoring experience when she entered the teaching profession. She described her struggle to find a mentor:

> It was a very, very small school. I think there were only about 10 or 12 teachers in the whole secondary area and my classroom was far away. They were remodeling or building on to the school, so I was actually in the old band room or fine arts

> area. So, it was a long way away from any actual teachers. (Mrs. Miller, interview, October 7, 2019)

Mrs. Miller believes her lack of mentoring led her to make "a ton of mistakes" (Mrs. Miller, interview, October 7, 2019), but also helped her understand the value of mentoring in her role as building principal.

Value/Goals of Mentoring. Mrs. Miller's struggles as a new teacher helped her understand the necessity for the Learning Matters program. At the end of the program, she believes the relationships created amongst the group of new teachers are critical to their first year success and she appreciates how "they become like this little cohort" (Mrs. Miller, interview, October 7, 2019) who support and uplift each other. In addition to developing relationships, Mrs. Miller's goals for Learning Matters include helping teachers understand "our philosophy of how we do school" (Mrs. Miller, interview, October 7, 2019), building teacher toolboxes with instructional/engagement strategies, and most importantly, teacher retention.

Mentor Qualities. In order to support a strong mentoring culture in her building, Mrs. Miller understands that she must select high quality mentors. When asked what qualities were necessary for successful mentors, Mrs. Miller stated that "they genuinely want to see that other person succeed" (Mrs. Miller, interview, October 7, 2019). She reiterated that mentors need to be caring individuals who have a desire to help. Mrs. Miller indicated that most of the "formal" mentors she has assigned to new teachers often serve as informal mentors for their colleagues and departments. Although she believes mentors should be engaging and willing to spend extra time with their mentees, the most successful mentors are "teachers who have the best classroom management" (Mrs.

Miller, interview, October 17, 2019). They willingly volunteer to take on the mentoring role and "do it simply because…it makes them feel like…they're doing their part' (Mrs. Miller, interview, October 7, 2019).

Connection to leadership. Many of the teachers holding leadership positions at Jensen have served as mentors in the Teaching Matters program. Mrs. Miller hopes to use mentorship as a building block for future leaders as she anticipates a large group of retirees next year and is concerned about the amount of institutional knowledge that will be leaving her building. In addition to allowing teachers to volunteer for leadership roles and committee positions in her building, Mrs. Miller will often "push" one of her mentors to step up and take leadership positions in the building if they do not initially take the initiative. Although she believes mentors learn from their participation in the program, "it really depends on the teacher how much they take from it" (Mrs. Miller, interview, October 17, 2019).

Learning Matters

The Learning Matters program was already established when Mrs. Miller became the principal at Jensen. Since working with the program during her first year as principal, she has continued to make changes that allow mentees an opportunity for growth and development.

Selection of Mentors. At the start of each school year, Mrs. Miller reviews her list of mentees, which includes new teachers and experienced teachers who are new to the building. Prioritizing content and proximity, she works to assign mentors who, when possible, are in the same department and close in proximity to the mentee. Unfortunately, since several of her elective teachers are the only elective teachers in their area at Jensen,

they are often assigned to a veteran teacher who does not teach the same content. When selecting mentors, Mrs. Miller looks for veteran teachers who are positive, engaging, and "willing to spend a lot of extra time with someone" (Mrs. Miller, interview, October 7, 2019). Additionally, she searches for mentors who have quality classroom management that allows for maximum student participation. When asked why mentors say yes to the responsibility, Mrs. Miller replied, "I guess just that they feel encouraged to … bring someone up, guide someone, bring them up into being better teachers" (Mrs. Miller, interview, October 15, 2019). Mrs. Miller believes that many teachers are not aware of the opportunity to serve as mentors, so she is purposefully trying to invite teachers who have not served in the role before when possible.

Training. In order to help prepare her teachers for their role as mentors, Mrs. Miller shares the training packet, which establishes the formal expectations for mentors and mentees expected by the state. This packet does provide her expectations for mentoring. The following mentor expectations are included in the packet:

- reinforcement of school regulations and procedures,
- school forms completion and submitting,
- listening to their concerns and questions,
- assisting and helping with problem students,
- emphasizing that they are part of the Jensen team, and
- encouragement when discouraged.

Mrs. Miller said she honestly had not thought about training mentors because they are veteran teachers with experience, but she was considering how she might provide training in future years.

Program Structure/Components. At Jensen, the Learning Matters program meets monthly in a classroom. It is important to Mrs. Miller that she respect teacher's time, so she works diligently to keep the sessions at 30 - 45 minutes. The program is facilitated by Mrs. Miller and Erica, a veteran teacher. Prior to the meeting, Mrs. Miller and Erica will meet to determine the content for that month's meeting. Their goal is to customize the meetings by asking "what are [new teachers'] questions" (Mrs. Miller, interview, October 7, 2019) at the end of each meeting. In contrast to the program at Carlyle, mentors do not attend the monthly meetings. Mrs. Miller determined that in their smaller setting, the mentor teachers often dominated the discussion and kept the mentees from truly expressing their thoughts and opinions. Instead, all new teachers are expected to attend, and teachers with experience new to the building are expected to attend particular sessions, such as the February session on enrollment conferences. Although no teacher is required to attend, it is highly encouraged that new teachers attend the monthly meetings and a sign-in sheet is utilized at each meeting. At each meeting, Mrs. Miller and Erica make sure that there is a clear learning objective, strategies are utilized as part of the presentation, and participants have an opportunity for dialogue and discussion. Finally, at the end of each monthly meeting, new teachers are asked to share any struggles they are facing or ask questions they have about anything from assembly schedules to the tardy policy. For the first few years, Mrs. Miller was solely responsible for the Learning Matters sessions. After an offer of assistance from Erica, Mrs. Miller realized that by coordinating everything herself, she was not empowering teacher leaders. Allowing Erica to be a part of the program offers new teachers the opportunity to work with an experienced veteran teacher and provides a role model for teacher leadership.

Additionally, it is important to Mrs. Miller that she participate in guiding these sessions so her new teachers see her outside her role of student discipline.

Improvements needed. As with any school program, Mrs. Miller reflects yearly on how she can grow and improve the Learning Matters program. Although she has an efficient, streamlined program, Mrs. Miller would like to consider how she can implement some type of training session for her mentor teachers, but with the understanding that it not become one more thing on their to do list. Additionally, Mrs. Miller would like to determine a plan to implement more classroom observations in addition to the ones required by the state. This year, she tried to complete more observations, but when she received push-back from her teacher association, she was forced to put the idea aside. Although frustrated, she truly believes observations are one of the best ways for new teachers to learn and is advocating for their inclusion in her program.

Teacher Perceptions

Mentoring

All three teachers considered it an honor to serve as mentors at Jensen. They truly believe that mentoring is a learning opportunity for the mentor and the mentee. Overall, their perspectives regarding mentoring were positive and encouraging.

Personal Mentoring Experience. All three of the teachers interviewed at Jensen were proponents of mentoring and agreed that mentoring had significant value. However, all three had diverse mentoring experiences. Unfortunately for Cindy, her personal mentoring experience was unfulfilling and negative. Cindy stated, “she was a teacher who if I didn’t do things exactly the way she did them, then it was wrong and I went

home in tears many, many days that year" (Cindy, interview, October 16, 2019), and she wishes her mentor would have been open to listening to ideas. Although Cindy found people in her building she could go to for questions and support, she was unable to find a true mentor at her school site. Thankfully, she was able to keep in contact with a teacher at the school where she interned and looked to her for guidance and support.

Erica noted that when she began her career 40 years ago, formal mentoring was not a concept at her building. Like Cindy, Erica determined she needed support and decided to "create my own mentor" (Erica, interview, October 24, 2019). As a special education teacher, Erica reached out to another teacher of students with learning disabilities in the building, and they developed a close mentoring relationship. "We were the only two special education people in the building and so she helped me learn my position - my job as a special education teacher" (Erica, interview, October 24, 2019). When Diane began her teaching career, budget cuts were in full swing and formal mentoring programs had been temporarily suspended. Therefore, like Cindy and Erica, Diane also found herself seeking a mentor. Her department chair stepped into the role and Diane appreciated her openness and willingness to answer all of Diane's many questions about anything. Additionally, Diane appreciated her direct approach to mentoring. "She was very straightforward and this is real" (Diane, interview, November 6, 2019).

Mentor Qualities. All three teachers referenced the need for quality mentors to be patient and understanding. Additionally, listening was mentioned as an important skill. Erica shared, "I've had to be a better listener and really listen to what is being asked or what is being told to me" (Erica, interview, October 24, 2019). Diane echoed this thought when she said, "I think it is just being patient… and really just being open to listening to

like what they want to do" (Diane, interview, November 6, 2019). Diane and Erica both acknowledged that mentors should not be judgmental and should be "able to come to me like when things went good or things didn't go good and not feeling judged" (Diane, interview, November 6, 2019). Erica said it was important to remember that mentors should try to recall their own experiences and "put myself in their position" because "we don't know everything" (Erica, interview, October 24, 2019). Erica also felt humor was an important skill when mentors are working with their mentees and that she had "learned not to be very rushed" (Erica, interview, October 24, 2019).

Motivation

The teachers interviewed about mentoring at Jensen have a true heart for service and feel an obligation to assist new teachers in their growth and development. Although their reasons for serving as mentors were diverse, they understand that they have a responsibility to assist in the retention of teachers for their building and district.

Motivation to serve. First and foremost, all three teachers shared a desire to help others as their primary motivation to serve. "I'm just a giving person … just wanting to help others" (Diane, interview, November 6, 2019). Cindy supported this idea and stated, "I want to help someone else become the best teacher that they can be because that affects our kids, that affects their ability to learn, that affects their success" (Cindy, interview, October 16, 2019). Cindy did indicate that her initial reason for becoming a mentor was to prove she could do the job well. "Honestly, what motivated me to do it the first time was that I wanted to do a better job than the person who mentored me" (Cindy, interview, October 16, 2019), so she based her first year serving as a mentor on her experience with her own mentor teacher.

In addition to helping others, the teachers shared a willingness to learn from their mentees and grow as educators. Erica stated that "she liked being in the trenches" (Erica, interview, October 24, 2019) when working with new teachers while Diane commented that "I'm always willing to learn and I've learned so much form mentoring" (Diane, interview, November 6, 2019). Erica feels it is critical to share this willingness to learn with mentees:

> I'm still learning even in 40 years of teaching. I'm still learning and still growing in my profession and that's – that's kind of the mindset that you have to have… to help them understand you're not going to know everything. (Erica, interview, October 24, 2019)

Erica also shared that serving as a mentor and facilitator for Learning Matters was a way to recognize the hard work of her administration. "What's always kept me fresh here is great administration. I've always had great administrators … I have not been allowed to get in a rut and to become stagnant. I'm constantly being challenged to rise above" (Erica, interview, October 24, 2019).

When reflecting on her mentoring experiences, Cindy shared that she continued to serve as a mentor because it has allowed her to be "better able to read personality" (Cindy, interview, October 16, 2019). In addition, mentoring has helped Cindy understand that her way is not always the best way. She has come to realize that "how you do things versus how I do things" (Cindy, interview, October 16, 2019) might be different and that it takes all types of teachers to reach students.

Expectations. Erica, Cindy, and Diane all agreed that mentoring makes them better teachers because of their exposure to new ideas and learning strategies. "What I

hope to walk away with is that I've learned something from them that I can use in my own classroom or that I can use in future mentoring capacities" (Cindy, interview, October 16, 2019). Cindy said mentoring "has also helped me in my classroom because you know new teachers have different ideas than I do" (Cindy, interview, October 16, 2019). This desire to learn was echoed by Erica. "You have brand new people coming in as your colleagues in the building, and what you can glean from them, what you can learn from them and add to your own little tool belt" is important (Erica interview, October 24, 2019). Both Cindy and Diane believe mentoring has given them more confidence as an instructor and mentor. Diane stated "I'm a lot more than I felt that I was" (Diane, interview, November 6, 2019) when she started her teaching career. Erica hopes mentoring will continue to encourage a culture of collaboration at Jensen in which teachers are willing to share ideas and strategies. Ultimately, all three teachers view mentoring as a necessity for retaining quality teachers.

Connection to Leadership. Cindy, Diane and Erica have all held a variety of leadership positions at Jensen. Currently, Cindy serves as the electives department chair, Diane is the science department chair and Erica is the special education department chair and professional development representative for the building. The teachers mentioned that at Jensen, mentors tend to serve in leadership roles such as department and committee chairs. They believe Mrs. Miller encourages people to serve as mentors who show leadership potential. Cindy explained that mentoring has "given me more confidence in a leadership role" (Cindy, interview, October 16, 2019). Additionally, she shared that without her mentoring experiences, she may not have applied and been accepted into the district Leadership Cadre a few years ago. While Cindy and Erica plan

to end their careers as Jensen teachers, Diane hopes to move into college teaching in the next five to seven years to work with aspiring teachers. She shared that mentoring "is a step for me" (Diane, interview, November 6, 2019) to help her meet that goal.

Relationships

According to the Jensen teachers, relationships are crucial for successful mentors. Quality mentors are able to develop trust in the relationship, allowing for growth and development for both the mentor and the mentee in their relationships with peers and students. Cindy mentioned that mentoring has assisted her in developing good relationships with students because "it hurts me personally" (Cindy, interview, October 16, 2019) if a student does not feel a connection in her classroom.

Mentoring. Mentoring allows mentees to learn in a "relaxed kind of atmosphere" (Erica, interview, October 24, 2019) that is open and inviting. This relaxed atmosphere encourages creativity and connection with others. Cindy believes that mentees who "relate to other adults" (Cindy, interview, October 16, 2019) are able to develop better relationships with their mentor and others in the building. However, all of the mentors agreed that building a relationship takes time and trust and some mentees lack maturity and must be taught successful relationship skills. Mentoring has allowed the mentors the opportunity to develop relationships with their mentees that last way beyond the first year. "I think I've built a relationship with her not only in the classroom, but outside of the classroom because we're friends… and the teacher I mentored last year… she and I have remained friends even though she's not still in the district" (Cindy, interview, October 16, 2019). Additionally, Cindy indicated that "it's not only the personality style

of the mentor … it's the personality of the mentee" (Cindy, interview, October 16, 2019). If the personalities do not mesh, the relationship will be strained and difficult to manage.

Connection to building. Erica believes mentoring is a supporting factor in helping her mentees develop a connection to Jensen and the other teachers in the building. She stated that mentoring allows mentees to "start making connections with each other…and with their departments…that brings them more people to be connected with" (Erica, interview, October 24, 2019). Cindy believes one of the best things Jensen has to offer teachers is a phenomenal staff that is cohesive and fun. In addition to the formal mentoring meetings, Cindy encourages her mentees to meet with other teachers outside the building for fellowship. The staff will "meet formally obviously, but we also go out outside of school and do things together…so we've developed relationships that way as well" (Cindy, interview, October 16, 2019). The ability to enjoy each other's company at school and outside of the building has helped create a culture of support for times when teachers are struggling.

Learning Matters Program

All three mentors have been active participants in the Jensen Teaching Matters program. When the program initially started, the mentors attended the monthly meetings with their mentees and were active participants. Since last year when Mrs. Miller made the decision to just invite mentees to the monthly meetings, both Cindy and Diane have smaller roles in the program. They serve as mentors, but do not attend all meetings unless invited by Mrs. Miller. Erica has actually seen her role in the program increase. As the professional development representative for the building, Mrs. Miller asked Erica to assist with the creation of the monthly program. Erica meets with Mrs. Miller to

brainstorm ideas and create the agenda and activities for each meeting. This year, Erica took the responsibility of facilitating the meetings for the mentees. None of the Jensen teachers received any training for the Learning Matters program except for the mentor expectations given to them by Mrs. Miller.

Value. First and foremost, the mentor teachers see great value in the Learning Matters program. The support and encouragement new teachers receive at the meeting is valuable and critical to helping new teachers succeed and stay at Jensen. "I think the most beneficial component that those teachers learn in those meetings is that first of all we learn from everyone" (Erica, interview, October 24, 2019). In addition to learning from others, the Jensen team hopes to assist new teachers with understanding the culture of collaboration at the building. Erica conveys to new teachers that in addition to herself and Mrs. Miller, "you can essentially go to anybody in this building and they will be glad to help you" (Erica, interview, October 24, 2019).

Changes Needed. Program evaluation is an important tool to improve the Learning Matters program. At the end of each year, Mrs. Miller and Erica ask for input from the participants about the program. They review the feedback for ideas and understand that "there are parts of it that we like and parts of it that we want to change" (Erica, interview, October 24, 2019). Although they see value in the Learning Matters program, the mentors had suggestions for improving the value of the program. The primary idea all three teachers had for improving the program is to include observations of the mentees and by the mentees. Erica shared she was saddened that mentors don't have the opportunity to "request our new people go and sit in other people's classes and observe" (Erica, interview, October 24, 2019). Cindy supports Erica's belief that

observations are critical to support new teachers and more observations are needed in addition to the one required each semester by the state. “If a teacher is struggling, it would help the mentor to have a better picture of what’s going on in the classroom” and also “provides a different perspective of how the classroom works” (Cindy, interview, October 16, 2019). Both Cindy and Diane miss being at the Learning Matters meetings. Although they do not believe that they need to attend every meeting, they believe having a veteran mentor’s voice at the meetings would be beneficial for the new teachers. The Learning Matters program sessions were initially scheduled to take place throughout the school year. Meeting attendance remained steady during the school year, but only included new teachers, not mentors. Attendance is displayed below in Table 6. The COVID-19 pandemic resulted in cancellations of the March and May meetings. Meetings were not scheduled for December or April due to testing.

Table 6

Jensen Learning Matters Attendance

Date	September	October	November	January	February	March	May
# of Attendees	6	6	6	7	5		

Additionally, as an elective teacher, Cindy is often placed with mentees who are not located in the same part of the building and the proximity to her mentee made the mentoring relationship more of a challenge. She is hopeful that she can work with Mrs. Miller to find more elective teachers willing to serve as mentors so that proximity is not a challenge.

Summary

Chapter Four presented a review of mentoring in Oklahoma. Since the two schools were located in the same district, a description of district initiatives and mentoring programs was included. Finally, a description of each of the schools was presented to help explain both administrative and teacher perceptions regarding mentoring. Chapter Five analyzes the two schools through the lens of motivation.

CHAPTER V

ANALYSIS OF DATA

Data were collected from a variety of sources including interviews, observations, documents, artifacts, and school website information. Chapter four presented data, and this chapter provides an analysis of that data. The purpose of this study is to explore selected veteran mentor teachers' motivation within the Learning Matters Program through the lens of Self-Determination Theory. The theoretical framework selected for this study draws from the work of Richard Ryan and Edward Deci, who espoused that there are three needs in motivation: autonomy, competence, and relatedness (2017). Additionally, Ryan and Deci determined that there is a motivational continuum that includes amotivation, extrinsic motivation, and intrinsic motivation (2000). Chapter Five provides an analysis of the data through the lens of Self-Determination Theory for each of the two schools.

Motivation at Carlyle

Motivational Continuum

All individuals are motivated to complete a task in some shape of form. Ryan and Deci (2000) explained that "to be motivated means to be moved to do something" (p. 54).

In Self-Determination Theory, they determined that motivation has levels (amounts) and orientations (types) that vary for every individual (Ryan & Deci, 2000). As part of their theory, they created a motivational continuum that moves from amotivation to extrinsic motivation to intrinsic motivation (Ryan & Deci, 2000). All of the mentor teachers at Carlyle have a combination of extrinsic and intrinsic motivations for mentoring.

Amotivation

Individuals who show amotivation lack a reason for doing something and tend to act passively or not at all (Deci & Ryan, 2002). Not one of the three mentor teachers at Carlyle showed a failure to act. In fact, all three found a purpose in mentoring and exemplified a variety of motivations for serving in that role.

Extrinsic

Individuals who are extrinsically motivated desire an outcome or result that is separate from the action itself (Deci et al., 1991). Reasons for extrinsic motivation vary in their degree of autonomy (Ryan & Deci, 2000).

When asked why his teachers serve as mentors, Mr. Sellers shared that "the relationships we have with our teachers…the importance that we place on that is a motivator for them to become a part of it" (Mr. Sellers, interview, October 15, 2019). Vince admires his administrative team and volunteers to mentor when asked because the mentor program allows him to practice his skills "one on one" and now he applies those skills to leading a team and department (Vince, interview, February 20. 2020). When asked by administration to serve as a mentor, Carol has always willingly volunteered. She also admires her administration and stated that if asked to mentor, "I guess you could say

no … I'm not sure, I never have" (Carol, interview, February 3, 2020). Vince shared that the administration makes note of who attends the Learning Matters meetings, particularly the new teachers, and encourages his mentees to make a good impression. Carol also encourages her mentee to attend the meetings because she will continually learn new skills that will help her develop into a stronger teacher. In order to please their administrators, both Carol and Vince are using a form of extrinsic motivation called introjected regulation. In this form of motivation, people perform tasks in hopes of avoiding guilt or apprehension due to perceived pressure (Ryan & Deci, 2000).

Additionally, Vince stated that mentoring will assist him with his goal of becoming an administrator because "one on one it's a little bit easier for me to practice those skills of being a leader" (Vince, interview, February 20, 2020. He sees the relevancy of mentoring to his career goals, so he identifies with the importance of the behavior. This is referred to as identified regulation (Ryan & Deci, 2000). Like Vince, Carol and Erin are extrinsically motivated to serve as mentors to encourage retention. When asked what she hopes to gain from mentoring, Carol shared, "I hope that it would be a strong teacher come out of that that stays with our district forever" (Carol, interview, February 3, 2020). Successful mentoring relationships lead to quality teachers, which ultimately leads to teacher retention. Working toward their goal of retaining teachers is a form of external motivation called integrated regulation, which occurs when individuals bring "new regulations into congruence with one's other values and needs" (Ryan & Deci, 2000, p. 62). All three of the Carlyle teachers have embraced the idea of teacher retention and connected it to their beliefs regarding teacher training.

Interestingly, Erin was the only teacher at both schools who referenced that mentors received a stipend for serving in that role, which makes her more comfortable when working with her mentee off contract hours. “It makes me like on Saturday, if she’s calling me or whatever, I feel fine about it because I just see it in my head” (Erin, interview, January 30, 2020). The offer of a reward, in this case the stipend, is a form of external regulation which is the “least self-determined form of extrinsic motivation” (Deci et al., 1991, p. 329). The stipend Erin receives for mentoring is her “reward” for the time and energy she has invested in the relationship.

Intrinsic

Intrinsically motivated individuals have behaviors that are motivated by the fulfillment they receive from completing a task or event (Deci & Ryan, 2002), which originates from the self in opposition to outside sources (Niemeic & Ryan, 2009). One of the first things Mr. Sellers shared in his interview is that his “heartbeat is to see people succeed and be the very best that they can be” (Mr. Sellers, interview, October 15, 2019). When starting the Learning Matters program, Mr. Sellers wanted to develop teachers, both personally and professionally and bring strategies “that would really help them” (Mr. Sellers, interview, October 15, 2019). This desire to help is mirrored in the teachers serving as mentors at Carlyle who are intrinsically motivated to serve.

Ryan and Deci (2000) espoused that “intrinsic motivation exists in the relation between an individual and a task” (p. 56). In this case, all three Carlyle teacher have gained satisfaction from the task of mentoring. When asked why he served as a mentor, Vince stated that he wants to do “anything to help out and to help others” (Vince,

interview, February 20, 2020). He referenced the book *Strength Finders* which allows individuals to analyze their personality traits. Vince shared that the *Strength Finders* assessment indicated that he is a "woo" personality, which is an individual who likes to meet new people. Vince's "woo" personality was evident when watching his interactions during the Learning Matters meetings. He was often the first to volunteer and worked with a variety of different groups during activities. Carol also enjoys helping others and encourages her mentees to contact her at school and outside of school because she wants to assist them with walking through challenges. Although she is more reserved than her peers, Erin chose to mentor this year because her mentee is "a joy of my job" and our team "happiness facilitator" (Erin, interview, January 30, 2020). Erin's existing relationship with her mentee encouraged her to serve as a mentor and allowed her to better guide and develop her mentee as an instructor.

Thankfully, the Carlyle teachers agree that they have administrators who actively support mentoring in their building. According to Ryan and Deci (2000), intrinsic motivation "requires supportive conditions, as it can be fairly readily disrupted by various nonsupportive conditions" (p. 70). Carol enjoys working with different individuals and believes mentoring assists her with "empowering the kids" (Carol, interview, February 3, 2020). In addition to her heart for serving teachers and students, Carol shared that "I really believe in what we're doing" (Carol, interview, February 3, 2020) in reference to the building vision of "100% all in." Through her belief in mentoring as a part of the building mission, Carol finds an intrinsic satisfaction in mentoring.

Psychological Needs of Motivation

SDT posits there are three basic psychological needs that support motivation: autonomy, competence, and relatedness (Deci & Ryan, 2002). Environments that assist individuals in meeting these three needs promote "healthy functioning" (Deci & Ryan, 2002, p. 6). Research indicates that individuals with intrinsic motivation find high levels of autonomy and competence combined (Niemiec & Ryan, 2009; Deci & Ryan, 2002; Ryan & Deci, 2000). Individuals "must not only experience competence or efficacy, they must also experience their behavior as self-determined for intrinsic motivation to be in evidence" (Ryan & Deci, 2000, p. 70).

Autonomy

Chrikov (2009) explains that autonomy is a "basic psychological need to experience self-governance and ownership of one's actions" (p. 254). Autonomy is often confused with independence. However, individuals with autonomy willingly complete an action that is "self-endorsed" (Niemiec & Ryan, 2009, p. 135), but it is not a necessity for them to do so without the involvement or influence of others.

All three of the Carlyle mentors willingly volunteered to serve as mentors and made a connection to mentoring. Additionally, the Carlyle mentors enjoyed mentoring because they were able to meet new people and work collaboratively with others. Carol and Vince serve as mentors because they enjoy meeting new people and have a desire to help others. "I just want you know anything to help out and to help others" (Vince, interview, February 20, 2020). They regularly attend Learning Matters meetings because they find value in the content and discussion. Even though Carol finds value in serving as

a mentor, she stated "it's a lot of responsibility" (Carol, interview, February 3, 2020), but she views her role as developing a stronger teaching work force which ultimately enhances student achievement. Mr. Sellers shared that mentors like Vince and Carol serve because they are individuals who see value in helping others and "take that responsibility and run with it" (Mr. Sellers, interview, October 15, 2019) even when it is tough. Mrs. Thomas believes "those deep conversations" (Mrs. Thomas, interview, October 15, 2019) held during Learning Matters meetings reinforce the value of participation for mentors.

This is Erin's first year serving as a mentor even though she has had previous opportunities to assist in that role. For Erin, being selective was important because mentoring takes a significant amount of time and energy. When asked to serve as a mentor this year, Erin said yes because she had already experienced a close relationship with her mentee who was an intern in her classroom the previous year. Erin knew she liked working with her mentee and found value in growing that relationship, despite the time it took away from her own family. During her interview, Erin referred to her mentee as the team's "happiness facilitator" (Erin, interview, January 30, 2020).

Competence

In their *Handbook of Self-Determination Research*, Deci and Ryan (2002) stated that competence refers to an individual "feeling effective in one's ongoing interactions with their social environment and experiencing opportunities to exercise and express one's capacities" (p. 7). Serving as a mentor has assisted all three Carlyle teachers with an appreciation for the instructional growth and skill development they learn from their

mentees. Mrs. Thomas mentioned that the mentors "grow as much from Learning Matters as again – sometimes their mentees" (Mrs. Thomas, interview, October 15, 2019). Mr. Sellers shared that mentors "take responsibility and run with it … and grow in self-confidence" (Mr. Sellers, interview, October 15, 2019). Mrs. Thomas mentioned that they would not select an individual to mentor if they did not believe that individual was capable. Furthermore, Vince shared that being selected by administration to mentor provides a sense of competence because they look for "people that you know are stronger in their teaching practices" and people they "look to as leaders of the building" (Vince, interview, February 20, 2020). Mr. Sellers echoed this thought and shared that mentors often assume leadership roles in the building including "unnamed leadership roles" (Mr. Sellers, interview, October 15, 2019).

Deci and Ryan (2002) posited that the need for competence leads people to seek challenges that are optimal for their capacities and to persistently attempt to maintain and enhance those skills and capacities" (p. 7). Ultimately, Carol and Vince have sharpened their instructional skills by serving as mentors. When asked if attending Learning Matters sessions benefited her, Carol replied that the sessions "are real helpful for me to hear and review because honestly you do something for a hundred years and there are still new things that you can do better" (Carol, interview, February 3, 2020). Carol shared a story of her first year of teaching and how she began feeling ownership of her classroom that grew her confidence in developing a more equal partnership with her mentor. She has continued to use this experience as a foundation for mentoring and continues to grow in her confidence as a mentor. Erin stated that working with her mentee "keeps me from being stale and boring" (Erin, interview, January 30, 2020).

Relatedness

According to Deci et al. (1991), relatedness "involves developing secure and satisfying connections with others in one's social milieu" (p. 327.) Both Mrs. Thomas and Mr. Sellers shared that relationships are one of their two key building goals this year. They want to assist their teachers with making connections and investing in each other. During her interview, Mrs. Thomas referenced the necessity for connections multiple times, especially working in a building as large as Carlyle. This thread of connection was seen in each of the Learning Matters meetings. During each meeting, teachers were provided time to connect with their peers, and both principals verbally reminded mentees to reach out and talk to someone about challenges and celebrations. Relatedness could easily be aligned with Vince, Carol, and Erin's interview responses. All three referenced the positives of working on a team with other teachers and the immediate sense of connection this brings to themselves and their mentees. Additionally, all three mentors felt a connection and appreciation for their administrators who selected them to serve as mentors. Erin felt selection to be a mentor meant that "[administrators] trust you" (Erin, interview, January 30, 202). All three teachers valued this trust.

Carol spoke highly of the Learning Matters program and the sense of community it gave her when she was new to the building, which is one of the primary reasons she encourages her mentees to attend the meetings. Additionally, hearing from the community of teachers in the Learning Matters meetings helps her mentee know that the struggles are not unique and that others are also asking for guidance and help. Vince echoed this thought. He stated, "it's a little bit more of a comfortable atmosphere where you probably have, you know in this building, maybe seven or eight other new teachers

that have the same question that are too afraid to ask" (Vince, interview, February 20, 2020). One of the things Mr. Sellers appreciates most about the Learning Matters meetings is the organic dialogue and conversation that happens among the new and veteran teachers. Mrs. Thomas added that the combination of 6th and 7th grade teachers in the Learning Matters meetings has allowed teachers to develop relationships that would not have been possible with their split schedule.

Vince shared that his administration has been purposeful in matching mentors and mentees that would naturally "gravitate towards or fit with" (Vince, interview, February 20, 2020) one another which has offered him the opportunity to develop trusting relationships with his mentees, allowing for both he and his mentee to make connections in the building. Mr. Sellers and Mrs. Thomas have changed how they assign mentors over the last few years. After a push to match teachers for proximity and content, they have discovered that compatibility of the mentor and mentee is much more critical for a successful mentoring relationship and that some individuals "just gravitate to certain people" (Mrs. Thomas, interview, October 15, 2019). On the other hand, Erin's concept of relatedness differed slightly from her peers. She believes mentoring has assisted her in developing a close relationship with her mentee and described her as pleasure to work with each day. However, Erin did not reference the value of mentoring in assisting her with developing other relationships at Carlyle. Instead, she shared that mentoring had allowed her to develop relationships with the professors at the local university.

Motivation at Jensen

Motivational Continuum

Motivated individuals are more productive than unmotivated individuals and are valued for their contributions (Ryan & Deci, 2000). In Self-Determination Theory, Deci and Ryan (2002) espoused that motivation is a continuum that begins with a lack of motivation (amotivation) and moves to internal or intrinsic motivation and they believe that individual motivation can fluctuate on the continuum. The mentors at Jensen fluctuated between extrinsic and intrinsic motivation in their reasons for serving as mentors.

Amotivation

Amotivated individuals do not feel a sense of purpose or derive value from the expected results (Deci & Ryan, 2002). This is not an accurate description of the three mentors at Jensen. All three teachers found significant value in mentoring and had many extrinsic and intrinsic reasons for serving as mentors.

Extrinsic

According to Deci and Ryan (2002), "extrinsic motivation is focused toward and depending on contingent outcomes that are separable from the action" (p. 10). Extrinsically motivated individuals have an expectation that there will be a separate consequence for completing a task or activity and there are different forms of externally motivated behaviors (Deci et al., 1991).

Cindy was direct in her response for what motivated her to serve as a mentor. "Honestly, what motivated me to do it the first time was that I wanted to do a better job than the person who mentored me" (Cindy, interview, October 16, 2019), which is a form of external regulation. In external regulation, a "behavior is performed because of an external contingency" (Deci et al., 1991). For Cindy, the external reward was proving she could do a better job than her mentor had done for her.

In addition to proving her worth as a mentor, Cindy wants to help grow and retain solid teachers. Erica reiterated that thought when she stated, "I feel like it is part of our job to train up those that are coming after us or even those in our classrooms that you know, may have that desire to teach in some form or fashion" (Erica, interview, October 24, 2019). A failure to provide mentoring opportunities means "we're going to lose them…because it is not an easy job" (Erica, interview, October 24, 2019). Erica and Cindy's feelings of responsibility for preparing other teachers is an example of integrated regulation which shows relationship to intrinsic motivation (Deci et al., 1991). However, Deci et al., (1991) noted that integrated regulation differs from intrinsic motivation because it "is characterized by the activity's being personally important for a valued outcome" (p. 330). In this case, the valued outcome is teacher retention.

Introjected regulation is a form of external motivation which is "internal to the person" (Deci, et al., 1991), but "bears more resemblance to external control" (Deci et al., 1991). One of Erica's concerns is that she not "become stagnant" (Erica, interview, October 24, 2019) in the view of her peers and administrators. It is important to her that she remain fresh and invigorated as a teacher and others continue to view her as doing a good job. She stated that her administration continually challenges her to "rise above"

(Erica, interview, October 24, 2019) and she does not want to disappoint them. Erica has internally pushed herself to meet the external standards of her administration and peers. While Mrs. Miller understands that teachers will say yes to serving as a mentor because they want to please her, she shared that she can "pick the right people" (Mrs. Miller, interview, October 7, 2019) to mentor and understands that these individuals will step up to the plate.

In addition to pleasing her administration, Diane views mentoring as a stepping stone toward her next career goal. Identified regulation is a form of external motivation in which "the activity is performed primarily because of its usefulness" (Deci et al., 1991). She believes that mentoring will allow her to "continue to grow and go from there" (Diane, interview, November 6, 2019) toward her goal of teaching teachers at the university level.

Intrinsic

Intrinsically motivated individuals often show a desire to learn and grow (Niemic & Ryan, 2009) and are motivated by internal desires rather than external requirements. These individuals do activities "out of interest and inherent satisfaction" (Deci & Ryan, 2002, p. 7).

An individual's desire to learn and grow is closely tied to intrinsic motivation (Niemiec & Ryan, 2009). The Jensen teachers are life-long learners who grow from mentoring as their mentees. Ryan & Deci (2000) indicated that "intrinsically motivated behaviors, the prototype of self-determined actions, stem from the self" (p. 74). The Jensen teachers are intrinsically motivated to assist others because it is a part of what they

value as an educator. Both Erica and Cindy view mentoring as a learning opportunity for themselves and their mentees. They have each mentored, formally and informally, approximately 15 teachers during their career. Although her initial motivation for mentoring was to prove she could do a better job than her mentor, Cindy is currently intrinsically motivated to assist her peers. "I want to help someone else become the best teacher they can be because that affects our kids, that affects their ability to learn, that affects their success" (Cindy, interview, October 16, 2019). Erica wants her mentees to have an open, welcoming environment to share their struggles "without feeling like they're going to be judged" (Erica, interview, October 24, 2019) and feels she has a responsibility to provide this open forum.

Individuals with intrinsic motivation often have "more interest, excitement, and confidence, which in turn is manifest both as enhanced performance, persistence, and creativity" (Ryan & Deci, 2000, p. 69). Cindy, Diane, and Erica have a passion and excitement for mentoring which is seen in their interactions with their mentees. Mrs. Miller shared that the mentors at her site "genuinely want to see others succeed" (Mrs. Miller, interview, October 7, 2019), and mentors are doing their part to serve the building. This interest in helping new teachers is what led Erica to volunteer to serve as the facilitator for the Learning Matters meetings every month. Diane also has a willingness to serve others. "Wanting to help others is just something in my nature" (Diane, interview, November 16, 2019). There is a sense of pride when her mentees show growth or step into leadership roles. Additionally, Cindy tries to walk away from each mentoring experience by learning something from her mentees that can be applied in her classroom. Diane echoed Cindy's comment about learning from her mentees. "I'm

always willing to learn and I've learned so much from mentoring" (Diane, interview, November 6, 2019). Ideally, intrinsically motivated behaviors "stem from the self" (Ryan & Deci, 2000, p.74) as can be seen with the Jensen mentors.

Psychological Needs of Motivation

Deci et al, (1991) posited that all individuals are motivated through three basic psychological needs: autonomy, competence, and relatedness. Understanding these three needs is helpful in determining what conditions "facilitate motivation, performance, and development" (Deci et al., 1991, p. 327). Individuals with intrinsic motivation willingly participate in an activity without expectation of a reward. However, research indicates that intrinsic motivation truly exists when individuals have both autonomy and competence (Deci & Ryan, 2002; Niemeic & Ryan, 2009; Ryan & Deci, 2000).

Autonomy

Autonomous individuals are "self-initiating and self-regulating" (Deci et al., 1991, p. 327) of their own behavior and actions. Like their peers at Carlyle, the Jensen teachers voluntarily participate in mentoring and all find value in the relationships they have created, in spite of the time involved in serving as a mentor.

One of the values Erica finds in serving as a mentor is that working with new teachers allows her to add to her "own knowledge base" (Erica, interview, October 24, 2019) and she appreciates that she can "learn things every day" (Erica, interview, October 24, 2019) by choosing to visit classrooms and work with new teachers. Erica chooses to work with her new colleagues to strengthen her skills, which will allow her to be a strong influence on her students. Cindy has a desire to use each mentoring

experience to learn something from her mentees that she can utilize in her own classroom and wants her mentees to have "learned something from me that they can use in their future teaching" (Cindy, interview, October 16, 2019). Diane shared that learning from others is important and serving as a mentor has allowed her to continue growing and developing as an educator.

Comparable to Carol at Carlyle, Erica shared she has a responsibility to work as a mentor in order to develop and cultivate the teaching profession. She initiated her role of facilitating the Learning Matters sessions by offering to assist Mrs. Miller with the responsibility. Erica commented that "I've always liked being in the trenches" (Erica, interview, October 24, 2019) and working hand in hand with her principal. Cindy echoed the idea of responsibility in her interview. One way she tries to meet that responsibility is by offering her classroom for new teacher observations.

Competence

Competence "refers to the experience of behavior as effectively enacted" (Niemiec & Ryan, 2009, p. 135). In her interview, Diane stated, "ultimately, I'm a lot more than I felt that I was I think coming in" (Diane, interview, November 6, 2019). Diane's confidence in her teaching abilities was enhanced and improved by serving as a mentor.

Competence can come in many forms for educators. For Erica, mentoring has provided her confidence in her abilities as an educator while helping her finesse her skills with listening, communication, and patience. Having a more direct, blunt personality has been a challenge Erica has faced throughout her career. However, mentoring has

provided her with the opportunity to soften her approach and has shown her the value in taking a moment to listen before offering advice. She now feels confident that she is a better teacher and mentor as she has gained confidence in these skills. Cindy agreed that mentoring has aided her in the classroom and "helped me develop I think better leadership skills for…other people that I might mentor" and "given me more confidence in a leadership role" (Cindy, interview, October 16, 2019). Although Cindy initially served as a mentor to prove she could do a better job than her mentor, she now enjoys mentoring because she feels capable of training new teachers in management and instruction. Diane concurs with Erica and Cindy that mentoring has made her a stronger teacher because "it keeps me on my toes" (Diane, interview, November 6, 2019) while still being willing to ask for help when needed.

According to Erica, Mrs. Miller and previous administration have prevented her from becoming stagnant, which has forced her to think outside the box for her special education students. Additionally, she recognizes the faith her principals have in her ability to function as a leader for the program and in the building. In addition to gaining instructional confidence, Cindy shared that mentoring has assisted her in gaining a better understanding of personality and her ability to read people. Diane agreed with Cindy that reading personalities is a crucial skill for mentors and knowing when to push and when to hold back. You have to be "open to listening to like what they want to do because they're not, you know, they're not me, so I can't say this is what you need to do" (Diane, interview, November 6, 2019).

Relatedness

Deci and Ryan (2002) explained that relatedness provides individuals with a "sense of belonging" by feeling linked to others (p. 7). From their interviews, it is evident that relationships are of the utmost importance to Erica, Cindy, and Diane. This includes relationships with mentees, administration, peers, students, and families. The Jensen teachers are a tight knit community who enjoy each other and often meet outside of school for fun and fellowship. One wish Erica has for herself is that she focus less on her professional responsibilities and enjoy more social time with her peers both at work and outside of school.

One story shared by Erica was about how one of her peers approached her regarding her positive attitude toward learning. The teacher referenced that Erica was always challenging herself to learn new things. Erica appreciated that her teaching peer had noticed her desire and passion for learning and felt that this reference was a sign of respect for their relationship. During her interview, Cindy referenced the friendships mentoring has provided her through the years and how she has remained friends with several of her mentees even though they no longer work together. Cindy mentioned that the amount of time spent in a mentoring relationship genuinely leads to friendships for most pairings, although occasionally a match is not successful. In particular, Cindy talked about a close relationship with a former mentee who is now working as an assistant principal at Carlyle. Diane agreed that mentoring has assisted her in developing friendships with her mentees and shared that one of her recent mentees is like her "mini-me" (Diane, interview, November 6, 2019).

The Learning Matters meetings have allowed Erica the opportunity to develop a tight bond with the new teachers at Jensen. Through her facilitation of these sessions she has found that these teachers reach out to her with questions, for advice, or to help them problem solve. Erica's demeanor and sense of humor is evident in the sessions and her warm, genuine rapport with the new teachers is engaging and supportive. Mrs. Miller agreed that the Learning Matters meetings assist new teachers with making connections in the building. She stated, "they become like this little cohort" (Mrs. Miller, interview, October 7, 2019). She remarked that Erica's positive attitude and demeanor when facilitating the meetings encourages openness and trust among the new teachers.

In addition to the Learning Matters program, Diane appreciates that the weekly building collaboration meetings and buddy teachers assignments encourage the development of connection and communication. Diane has modeled mentoring after her informal mentor and has an open-door policy in which she is available for her mentees to ask anything. In addition, Diane indicated that she was able to develop deeper relationships with her mentees when they share a plan period. The common plan allows her the opportunity to check on her mentees daily and provides a regular time for her to meet with her mentees.

Similarities and Differences of Psychological Needs at Carlyle and Jensen

The psychological needs of autonomy, competence, and relatedness are crucial to understanding motivation. At both Carlyle and Jefferson, the mentor teachers participating in the Teaching Matters program had all three psychological needs met through serving as mentors. Autonomy is associated with a willingness to participate in

an activity without the influence of others (Niemiec & Ryan, 2009). All six veteran teachers willingly chose to serve in the role of mentor. Most of the Carlyle and Jensen mentors shared an obligation to serve in order to develop better teachers which would in turn build a stronger teaching staff at their building. Additionally, the mentors at both school sites viewed mentoring as an opportunity to learn from their mentees.

The second psychological need is competence, which is created when individuals participate in activities that grow and develop their skills (Deci & Ryan, 2002). All six mentors at Carlyle and Jensen shared that they became stronger teachers because of their involvement with mentoring and the opportunity to sharpen their instructional and classroom management skills. Additionally, two of the Carlyle mentors were honored to have been selected as mentors by their administration and viewed the opportunity as recognition of their leadership potential. The Jensen mentors also referenced the competence that mentoring provided them in "reading" individuals when working with their mentees and other peers.

The final psychological need is relatedness which allows individuals the opportunity to connect with others (Deci & Ryan, 2002). The general nature of mentoring encourages the development of trusting relationships. The development of relationships was a building-wide goal for Carlyle and a focus of their Learning Matters monthly meetings. Carlyle teachers had the opportunity to work closely with their mentees, other mentors/mentees and their administration at these meetings. In contrast, the Jensen mentors did not attend the Learning Matters meetings, so they developed relatedness with their mentee and through other avenues in the building and often meet as a group for social activities outside of school time. However, the Jensen principal found that the new

mentees became a tight-knit group through their participation in Learning Matters monthly sessions. Table 7 looks at the similarities and differences of the psychological needs at Carlyle and Jensen.

Table 7

Similarities and Differences in the Psychological Needs of Mentors at Carlyle and Jensen

	Autonomy	Competence	Relatedness
Carlyle	• willingness to serve as mentors • obligation / responsibility to assist mentees	• enhances capabilities and skills • viewed selection as mentors as reflection of leadership skills	• mentors regularly attend Learning Matters meetings • building wide goal • connection time/dialogue with peers and administrators • positives of working on a team
Jensen	• willingness to serve as mentors • continually learn from mentees • innate responsibility	• finesse/enhance skills • growing leadership skills • ability to read people • administration keeps mentors from being stagnant	• mentor teachers do not attend Learning Matters meetings at principal's request • tight knit group – often meet outside of school

Summary

In this chapter, information was presented and analyzed that was collected through interviews, observations, and documents. The information was analyzed through the lens of Self-Determination Theory posited by Ryan and Deci. Self-Determination

theory posits that there is a motivational continuum that moves from amotivation to extrinsic motivation to intrinsic motivation (Deci & Ryan, 2002; Ryan & Deci, 2000). Individuals can move across the continuum and be at different places depending on the activity (Deci & Ryan, 2002). SDT also states that motivation is connected to three basic psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2002; Deci et al., 1991; Ryan & Deci, 2000). Through an analysis of the two school sites, similarities and differences were identified in each building regarding teacher motivation and mentoring. Chapter VI presents findings of the study through answering the study's research questions. Implications for research, theory, and practice are addressed, and recommendations for future research are offered.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to explore the motivation of veteran mentor teachers participating in the Learning Matters mentoring programs at two selected schools. Through the lens of Deci and Ryan's Self-Determination Theory (Ryan & Deci, 2000), the mentor teachers and schools were studied using an analysis of extrinsic and intrinsic motivation. Throughout the research process, data were collected and analyzed using multiple forms of data sources, including interview transcripts, artifacts, field notes and rich description. In addition to the collection of multiple forms of data, triangulation occurred through colleague peer review and member checks.

Chapter VI presents findings of the study through answering the research questions. Conclusions are drawn from the findings and implications for research, theory, and practice are addressed. Recommendations for future research are offered, followed by a summary of the study.

Findings

The primary findings of this qualitative case study were that all research participants had multiple motivations, both extrinsic and intrinsic, for serving as mentors

in the Learning Matters program. The following research questions guided this study:

1. How are the psychological needs of selected veteran mentor teachers participating in the Learning Matters program met?
2. What are motivational factors inherent in these programs?
3. How does Self-Determination Theory explain these veteran mentor teachers' motivation?

Based on the cases presented in Chapter IV and the data analyzed in Chapter V, these research questions are answered below.

Research Question One: How are the psychological needs of selected veteran mentor teachers participating in the Learning Matters program met?

The psychological needs of autonomy, competence, and relatedness that Ryan and Deci (2017) posited are closely connected to individual motivation. These three needs are "essential not only for optimal motivation but also for well-being" (Ryan & Deci, 2017, p. 11). During their interviews, all three mentors referenced these psychological needs.

Autonomy

Individuals are more likely to be autonomously motivated when working in an environment that provides choice as well as opportunities to share ideas and problem solve (Eyal & Roth, 2011). Autonomous individuals "perceive that their behavior emanates from the self and is self-authored, and they act because they find interest in or are challenged by the experience of the behavior, or because they find personal meaning in what results from it" (Silva, Marques & Teixeira, 2014, p. 172). At both Carlyle and Jensen, all six mentor teachers chose to serve as mentors on their own volition because they found a connection to the role of mentor. They served as mentors primarily because

they enjoy meeting new people and working collaboratively. They also feel a need to help and assist others. With the exception of one mentor teacher at Carlyle, the mentors believed they had an obligation to train new teachers and grow the teaching pipeline.

Autonomy was achieved for the mentors through sharing their knowledge, developing new educators, and creating meaningful relationships. Additionally, all of the mentors referenced the growth and development of their own instructional skills, which were enhanced by serving as a mentor.

Competence

Deci and Ryan (2002), suggested that competence is not an ability, but instead a "sense of confidence and effectance in action" (p. 7). Individuals who find competence look to identify challenges that are suited for their abilities (Deci & Ryan, 2002). Several of the mentors shared a desire to serve as leaders at their individual school sites and perceived mentoring as an opportunity to utilize their leadership skills. Many of the mentors referenced that they had been asked to mentor by their administration because their principals believed they had the capabilities and skills necessary to train new teachers. An individual's need for competence can often lead them to seek challenges (Deci & Ryan, 2002), and the majority of the mentors did not want to become complacent as teachers. Many of the mentors agreed that mentoring had served as a first step into leadership and led them to other leadership opportunities in their respective buildings.

In this study, teachers gained competence from opening their classrooms for observations, assisting their mentees with problem solving, and developing an understanding of how to work with different personalities. Additionally, the mentors

explained that sharing their ideas during Learning Matters meetings was an important part of developing their competence as instructional leaders.

Relatedness

The psychological need of relatedness occurs when individuals find a link to others that provides them a "sense of belongingness" (Deci & Ryan, 2002, p.7). Relationships are crucial to successful mentoring partnerships. The mentors felt a need for connection with their mentees, their peers, and their administration. At both Carlyle and Jensen, the mentors referenced the family atmosphere and closeness with their peers in teams and departments. In addition, the mentors expressed a true appreciation for the support of their administration and their willingness to provide guidance and direction when necessary. The mentors felt they had a genuine connection to their principals and appreciated that their principals expressed faith in their ability to serve as mentors. Finally, all mentors saw definitive value in the relationships created with their mentees. Many of the mentors referenced the continuation of friendships with their mentees, even after they no longer worked together.

The research participants in this study created relationships with their administrators, peers, university representatives, and most importantly their mentees. They achieved relatedness through the development and challenges these relationships provided. These relationships created the community connection the mentors desired.

Research Question Two: What are motivational factors inherent in these programs?

The Learning Matters programs at both Carlyle and Jensen included motivational factors that influenced the mentors. All of the mentors, with the exception of Erin, found

value in the Learning Matters programs at their respective sites and encouraged their mentees to attend every month. Both Vince and Carol regularly attended the sessions at Carlyle with their mentees, and Erica assisted with facilitating the sessions at Jensen. There were three primary motivational factors inherent in the Learning Matters programs.

First, the Learning Matters sessions allowed for the development of a sense of community. The monthly sessions provided mentees an opportunity to find other teachers who were facing similar struggles, which kept them from feeling isolated. Mrs. Miller stated that the new teachers become a tight cohort and rely on each other for support. Additionally, at Carlyle, the mentors also attended the Learning Matters monthly sessions with their mentees and both Carol and Vince commented that it was important for new teachers to have interactions with experienced teachers to hear how they handle struggles in their classrooms. One of the key psychological needs relevant to motivation is relatedness (Deci, 2009). The monthly Learning Matters sessions allow the mentors and mentees to feel a connection to others and develop important relationships with their peers and administrators.

The next motivational factor is instructional growth. All of the mentors referenced that working with the Learning Matters program and their mentees strengthened their instructional practices. At Carlyle, Vince and Carol mentioned that participating in the Learning Matters sessions benefited them as instructors in multiple ways. They appreciated learning new ideas form their mentees as well as the other mentees who attended the monthly sessions. Additionally, they both indicated that the Learning Matters sessions encouraged them to reflect on their practices and reminded them that they needed to utilize some of the practices shared with the mentees. Although Erin did

attend some of the initial Learning Matters sessions with her mentee, she ultimately decided that the sessions were not going to be beneficial for her mentee and they decided not to attend after the October meeting.

At Jensen, all three mentors found significant instructional value in working with mentees in the Learning Matters program. Erica is currently working as the facilitator for the Jensen sessions. She works closely with her principal to review feedback from the mentors and new teachers to design sessions of relevance that would be applicable in their classrooms the next day. Both Diane and Cindy agreed that they were better teachers because of their work as mentors. Allowing mentees in their classrooms and sharing strategies encouraged them to reflect on their individual instructional practices and challenged them to steer away from the status quo.

A third motivational factor inherent in the Learning Matters program is the presence of the principals at each monthly session. Although the program was not required at either site, the mentors shared that there is an expectation that new teachers attend the monthly session. One of the Carlyle mentors shared that Learning Matters was a vital factor in determining if a new teacher should be rehired. Since the Learning Matters sessions are led by principals at both Carlyle and Jensen, the mentors strongly encouraged their mentees to attend. They wanted their mentees to be "seen" and have much needed face time with the busy principals. Additionally, the mentors agreed that they appreciated the time allowed with the principals when they attended Learning Matters sessions.

Research Question Three: How does Self-Determination Theory explain these veteran mentor teachers' motivation?

Self-determination Theory (SDT) reinforces the idea that mentor teachers are both extrinsically and intrinsically motivated to serve in different capacities. The mentor teachers interviewed for this research expressed both extrinsic and intrinsic motivations for serving as mentors. There is value in both types of motivation and individuals can fluctuate as to their type of motivation (Deci, Vallerand, Pelletier, & Ryan, 1991).

Individuals perform extrinsically motivated behaviors because they "are believed to be instrumental to some separable consequence" (Deci et al., 1991, p. 328). The mentors had some common extrinsic motivations for mentoring. First, they had a desire to please their principals. Although all of the mentors interviewed for this research indicated they appreciated their administrative support, there was a need expressed by almost all of the mentors that they had a responsibility to please their principals by serving as a mentor and regularly attending Learning Matters meetings with their mentees. In a sense, they wanted to prove their worth as leaders and demonstrate their responsibility. Carol shared that she always felt a responsibility to her administrators when asked to serve as a mentor.

Secondly, a few of the mentors also shared that they were motivated to serve as mentors because they believed mentoring would allow them to acquire additional leadership skills that could be utilized in future positions. Vince stated that he views administration as the next step in his career while Diane has aspirations to serve as a college professor. Both of these individuals viewed mentoring as a stepping stone on their path to other positions. Finally, although she was the only one who mentioned money as

a motivator, one mentor at Carlyle, Erin, believed that the stipend received for mentoring made the amount of time required more palatable.

"Intrinsically motivated behaviors are engaged in for their own sake – for the pleasure and satisfaction derived from their performance" (Deci et al., 1991, p. 328). Research indicates that there is a link between intrinsic motivation and the psychological needs of autonomy and competence (Ryan & Deci, 2000). The individuals served as mentors because they wanted to, not because they were required to do it. First and foremost, all of the mentors referenced on multiple occasions that they served as a mentor because they truly enjoyed serving/helping others. With the exception of Erin, all of the teachers had mentored more than one new teacher. They referenced the joy they find in watching their mentee grow and develop as educators. These sentiments were continually echoed by all of the mentors. Next, the research participants agreed that serving as mentors provided them opportunities to grow their instructional skills which ultimately benefits their students. For example, Carol shared that she is a much stronger instructor because of the time she has spent with her mentees. Finally, the mentors were intrinsically motivated to participate as mentors because they were growing future educators and impacting the culture of their buildings. In their interviews, both Carol and Erica mentioned that they are concerned about the current lack of educators in Oklahoma and feel mentoring new teachers is one way they can assist in growing the workforce.

It is important to note that "different types of motivation have been associated with different outcomes" (Silva et al., 2014, p. 172). Although all of the mentors had similar reasons for serving in the role, they each achieved different outcomes from

serving as mentors. These outcomes included, but were not limited to, the development of the teacher pipeline, strengthening of leadership skills, and creating peer relationships.

Conclusions

The findings from this study indicate that there are some similarities and differences in how the Carlyle and Jensen Learning Matters programs impacted veteran teacher motivation at each site. Since this is a qualitative study, one cannot conclude from this research that there is a cause and effect relationship between veteran teacher mentoring and motivation.

However, findings revealed that there was evidence of motivational factors inherent in the Learning Matters programs. Study findings revealed that some types of motivation were more prevalent than others in determining a mentor's reasons for working as a mentor in the Learning Matters programs. Although there were extrinsic motivations for serving as a mentor, the primary reason the mentors chose to participate was intrinsically motivated as they felt a strong desire to assist new teachers in their development which leads to a more cohesive building culture. On multiple occasions, the mentors mentioned phrases such as service to others and helping out when asked why they chose to fulfill the role of mentor. Additionally, the mentors viewed mentoring as an opportunity for growth and professional development to strengthen their skills as educators.

Another conclusion drawn from the research is that the psychological need of relatedness is critical to successful mentoring partnerships and a primary draw for veteran teachers to serve as mentors. All of the mentors shared examples of the tight bonds they had developed with some of their mentees and appreciated that the mentor/mentee

partnership often led to friendships outside of the classroom. Additionally, the mentors spoke to the importance of working closely with their administrators in the Learning Matters program and the value of spending quality time with the principals. Finally, at Carlyle and Jensen, the mentors enjoy the familiar feeling of the buildings they work in each day. Ultimately, the mentors viewed mentoring as a tool for connecting to their peers which offered a sense of community.

Implications

The findings from this study have implications for research, theory, and practice. The remainder of this chapter addresses the significance of these implications.

Implications for Research

Mentoring has been a topic of research for many years. However, the majority of the research has focused on the impact of mentoring on the mentee, not the mentor. The findings of this study confirmed findings of previous studies that indicate the necessity of paring mentors and mentees in beneficial circumstances, including similar content, proximity, and common planning time (Buck, 2004; Fieman-Nemser, 2013; Ingersoll & Smith, 2004; Strong, 2005). Additionally, this study confirms the value of trusting relationships in successful mentoring partnerships (Cox, 2012; Van Maele, Forsythe & Van Houtte, 2014).

This study highlights the need for additional research into veteran teacher motivation as it relates to leadership and retention. The veteran teachers in this study had both intrinsic and extrinsic motivations for mentoring. Several mentors referenced the leadership positions they held at their respective buildings, but more research is necessary to determine if serving as a mentor led them to those leadership positions. Additionally, it

would be interesting to understand if their motivation to serve as a mentor led to their retention in the teaching profession. Highlighting the results of this additional research would add to the small quantity of research focused on mentor teachers.

Implications for Theory

Findings demonstrate that Self-Determination Theory (Ryan & Deci, 2000) is relevant to the understanding of veteran mentor teacher motivation. SDT has been used in the past to describe teacher motivation. This study contributed to SDT by focusing on the motivational continuum as well as the psychological needs of veteran teachers serving as mentors. This study supports the idea that veteran teachers can have multiple motivations for serving as mentors and their motivations for mentoring can fluctuate with each mentee.

Implications for Practice

There are multiple implications for practice for school leaders working with mentors. First, administrators responsible for assigning mentors and mentees should consider the importance of selecting the proper mentor for each mentee. This should not be an item to check off the list. The administrators participating in the study shared that they try to consider the connection of the mentor and mentee, but that due to time constraints, they often just pick a teacher without considering the relatedness of the pairing. It is important to note that administrators should also consider the autonomy and competence of the mentor when asking teachers to serve in that role. Teachers with high autonomy and competence will be better suited to assist mentees in their growth and development.

Second, it is critical that mentors receive training. In this study, none of the interviewed mentors received any training for the role outside of a list of expectations provided to them by their administration (via email or at the first Teaching Matters meeting). School administrators should note the value of training mentors, particularly those in the role for the first time which can reduce the number of failed mentoring partnerships.

Finally, this study could provide insight into what motivates some veteran teachers to mentor. The majority of the mentors in this study had intrinsic motivations for mentoring and serving new teachers. However, many commented that they also chose to mentor because of the building culture and respect for school administration, so school leadership should be cognizant of their impact on a veteran teacher's decision to serve as mentors.

Recommendations for Future Research

This research provided an in-depth study of the motivations for veteran teachers serving as mentors. The following recommendations for further research are provided. A future study might include a comparison of the fidelity of implementation of the two Learning Matters programs at each of the sites. Although both sites implemented the program, each site chose to conduct the program using different approaches. This same study could be applied to other districts with different demographics to observe veteran mentor teacher motivation from a different context. Further studies could be conducted to collect additional data to gain a more thorough understanding of the connection between veteran teacher motivation to serve as mentors and leadership in their school buildings.

Additionally, there is a need for further research on the connection of veteran teachers who serve as mentors and the impact this leadership position has on teacher retention.

The candidates for this study included veteran teachers with at least seven years teaching experience. However, with the current state of education, it was difficult at both school buildings to find mentor teachers with at least seven years of experience to meet the criteria. This study could be conducted to gain the motivational perspective of more mentor teachers who have five or six years of teaching experience to provide a better representative sample of mentor teachers.

Researcher Reflection

As an administrator, I have seen the benefits of mentoring for both new and veteran teachers. Entering this study, I believed there were benefits to mentoring programs and thought that many of my mentor teachers volunteered for the role of mentoring because they enjoyed working with and helping others. While the research does indicate that most mentors have intrinsic motivations for mentoring, I was surprised to find the many extrinsic motivations the mentors at Carlyle and Jensen had for mentoring which ranged from pleasing their principal to receiving a monetary stipend. My perspective on why mentors volunteer for the role has shifted, particularly in connection to my role in their decision to do so.

Summary

Both Carlyle and Jensen school sites have collaborative, engaged veteran teachers who are willing to serve as mentors to support new, struggling educators. The administration at both school sites has created a supportive environment that encourages

community and relatedness and allows veteran teachers opportunity for growth through a variety of leadership roles, including mentoring.

Chapter II reviewed the literature on mentoring, mentoring program design, SDT, and teacher motivation. Due to legislation, Oklahoma school districts are once again required to have new teacher mentoring in their schools. Due to budget cuts, many of these programs had been eliminated for a few years. Many districts have implemented programs that do the bare minimum to meet the state requirement, but most do not have thorough programs that meet the expectations for successful mentoring. In order to retain quality teachers, it is imperative that quality mentoring programs are established in each district and that competent veteran teachers are selected as mentors.

Chapter III described the qualitative case study methodology selected for this study. Both middle schools in the Mayfield district were chosen for this study based on their implementation of Learning Matters mentoring programs for new teachers. Data collection occurred during the 2019-2020 school year, and included interviews, observations, document review, website information, and artifact collection. I conducted interviews of six veteran mentor teachers (three at each school site), two building principals at Carlyle, and one building principal at Jensen. I observed Teaching Matters meetings at both school sites. I collected documents from the Teaching Matters presentations and the district website. Collecting data from multiple sources allowed for triangulation (Lincoln & Guba, 1985). Self-Determination Theory was selected as the framework prior to the start of the study and provided a lens through which to analyze teacher responses regarding motivation. The epistemological perspective used to guide

this study was constructivism, which allowed for an analysis of participants in relationship to their environment.

Chapter IV presented a picture of both school sites using thick, rich description. Chapter V analyzed these interactions through the lens of Self-Determination theory espoused by Ryan & Deci (2000). This analysis featured intrinsic and extrinsic motivation as well as the psychological needs of autonomy, competence, and relatedness.

Findings confirmed that one single type of motivation was not responsible for veteran teachers to serve as mentors in the Learning Matters program. Instead, multiple intrinsic and extrinsic motivational factors were inherent in their decisions to serve as mentors. Some elements were more influential than others, such as intrinsic motivation, which motivated many of the mentors to serve in order to impact future educators.

Findings also revealed that the psychological need of relatedness is crucial for effective mentoring partnerships. The mentors discussed the importance and value of their relationships with their mentees and administrators. In particular, they shared how these relationships provide a sense of connection to other educators. Understanding the value of these relationships allows school leadership to build community in their respective buildings. Chapter VI concluded with implications for research, theory, and practice, as well as recommendations for future research.

Overall, this study supported and expanded the literature base regarding mentoring and teacher motivation. While the reasons for mentoring varied, all of the veteran mentor teachers viewed mentoring as a positive, encouraging experience that added value to their job, and the majority are glad they have an opportunity to participate in the Learning Matters program. This study also demonstrates how Self-Determination

Theory is applicable to mentor teacher motivation and indicates that there are multiple motivations for serving as a mentor teacher.

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APPENDIX A

Trustworthiness Table

Criteria/Technique	Result	Examples
Credibility		
Prolonged engagement	• Build trust • Develop rapport	• In field from October 2019 to March, 2020 • Follow-up communication via meetings, phone, and e-mail in February/March, 2020
Persistent observation	• Obtain in-depth data • Obtain accurate Data • Sort relevancies from irrelevancies	• Observation of participants and school culture during Learning Matters meetings • Observation of teachers in hallways
Triangulation	• Verify data	• Data was obtained using multiple sources: interviews, transcripts, documents, websites, e-mails
Peer debriefing	• Additional perspectives from colleagues	• Gathered feedback on interview questions • Discussed with other doctoral students during writing of this dissertation
Member checking	• Verify documentation and conclusions	• Participants were offered copies of interview transcripts and final paper to verify accuracy
Purposive sampling	• Site selection will provide a venue for observing role of motivation in mentoring	• Purposeful selection of school sites based on the implementation of Learning Matters program

Transferability		
Referential adequacy	• Provide a comprehensive picture of the program	• Gathered information from websites, documents, Learning Matters program materials • State Department website mentoring information
Thick, rich description	• Provide a data Base for transferability judgement • Provide a vicarious experience for the reader	• Observations of Learning Matters programs • Varied educational experience of participants • Historical documentation of mentoring supports in schools
Dependability/Conformability		
Access to an audit trail	• Allow auditor to determine trustworthiness of study	• Interview guides, interview transcripts, notes, artifacts, note cards, e-mail exchanges between participants and myself are readily available for review

APPENDIX B

IRB Approval Letter

Oklahoma State University Institutional Review Board

Date:	09/05/2019
Application Number:	ED-19-107
Proposal Title:	Exploring Selected Veteran Mentor Teacher Motivation in the Teaching Matters Program through the Lens of Self-Determination Theory: A Case Study
Principal Investigator:	Marla Robinson
Co-Investigator(s):	
Faculty Adviser:	Ed Harris
Project Coordinator:	
Research Assistant(s):	
Processed as:	Exempt
Exempt Category:	

Status Recommended by Reviewer(s): Approved

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in 45CFR46.

This study meets criteria in the Revised Common Rule, as well as, one or more of the circumstances for which continuing review is not required. As Principal Investigator of this research, you will be required to submit a status report to the IRB triennially.

The final versions of any recruitment, consent and assent documents bearing the IRB approval stamp are available for download from IRBManager. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be approved by the IRB. Protocol modifications requiring approval may include changes to the title, PI, adviser, other research personnel, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any unanticipated and/or adverse events to the IRB Office promptly.
4. Notify the IRB office when your research project is complete or when you are no longer affiliated with Oklahoma State University.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact the IRB Office at 405-744-3377 or irb@okstate.edu.

Sincerely,
Oklahoma State University IRB

APPENDIX C

Participant Consent Form

COLLEGE OF EDUCATION, HEALTH, AND AVIATION

PARTICIPANT CONSENT FORM

EXPLORING SELECTED VETERAN MENTOR TEACHER MOTIVATION IN THE TEACHING MATTERS PROGRAM THROUGH THE LENS OF SELF-DETERMINATION THEORY: A CASE STUDY

Key Information

Study Purpose: The purpose of this study is to explore selected veteran mentor teachers' motivation within the Teaching Matters Program through the lens of Self-Determination Theory.
Major Procedures of the Study: Identified veteran mentor teacher participants will be asked to complete two in-person interviews.
Duration of Participation: The data will be collected from September, 2019 –to February, 2020.
Significant Risks: There are no known risks to participation other than those encountered in everyday life.
Potential Benefits: Your participation may benefit researchers, other mentor teachers and school administrators, and the school districts who employ them.
Compensation: None.

Background Information

You are invited to be in a research study of veteran mentor teacher motivation as it relates to Self-Determination Theory. You were selected as a possible participant because you were identified for this study because you are serving/have served as a mentor teacher at Union 6th/7th Grade or 8th Grade Centers and have at least three years teaching experience at this building. We ask that you read this form and ask any questions you may have before agreeing to be in the study. Your participation is entirely voluntary.

This study is being conducted by: Marla Robinson, Oklahoma State University Doctoral Candidate, College of Education, Health, and Aviation, School Administration, under the direction of Dr. Ed Harris, School of Educational Foundation, Leadership, and Aviation, Oklahoma State University.

Procedures

If you agree to be in this study, we would ask you to do the following things:

1. Complete an in-person interview in September/October of 2019 at your school site regarding veteran mentor teacher motivation. You will be audio-recorded.
2. Complete a second in-person interview in December, 2019 or January, 2020 at your school site regarding veteran mentor teacher motivation. You will be audio-recorded.
3. If follow-up questions are needed, I will contact you via email for an additional meeting time.

Participation in the study involves the following time commitment: The interview process will last no more than two hours of your time.

Risks and Benefits of being in the Study

There are no known risks associated with this project which are greater than those ordinarily encountered in daily life.

There are no direct benefits to you. More broadly, this study may help the researchers learn more about veteran mentor teacher motivation as it relates to Self-Determination Theory and may help future researchers, mentor teachers, and school administrators in supporting new and veteran teachers.

Compensation

You will receive no payment for participating in this study.

Approved: 09/05/2019
Protocol #: ED-19-107

Confidentiality

The information that you give in the study will be handled confidentially. Your information will be assigned a code number/pseudonym. When the study is completed and the data have been analyzed, this information will be destroyed. Your name will not be used in any report.

We will collect your information through in-person interviews and audio recordings. This information will be kept in a locked file cabinet in a restricted-access office on an encrypted flash drive. Any identifiers will be destroyed by March 31, 2020. When the study is completed and the data have been analyzed, the code list will be destroyed. This is expected to occur no later than March 31, 2020. Audio recordings and other data collected will be destroyed within one month of the interview. The audio recordings will be transcribed. The recording will be deleted after the transcription is complete and verified. This process should take approximately four weeks. This informed consent form will be kept for three years after the study is complete and then it will be destroyed. Your data collected as part of this research project will not be used or distributed for future research studies.

It is unlikely, but possible, that others responsible for research oversight may require us to share the information you give us from the study to ensure that the research was conducted safely and appropriately. We will only share your information if law or policy requires us to do so.

Voluntary Nature of the Study

Your participation in this research is voluntary. There is no penalty for refusal to participate and you are free to withdraw your consent and participation in this project at any time. The alternative is to not participate. You can skip any questions that make you uncomfortable and can stop the interview at any time. Your decision whether or not to participate in this study will not affect your employment.

Contacts and Questions

The Institutional Review Board (IRB) for the protection of human research participants at Oklahoma State University has reviewed and approved this study. If you have questions about the research study itself, please contact the Principal Investigator at 918-809-9643 or marla.robinson@okstate.edu. If you have questions about your rights as a research volunteer or would simply like to speak with someone other than the research team about concerns regarding this study, please contact the IRB at (405) 744-3377 or irb@okstate.edu. All reports or correspondence will be kept confidential.

You will be given a copy of this information to keep for your records.

Statement of Consent

I have read the above information. I have had the opportunity to ask questions and have my questions answered. I consent to participate in the study.

Indicate Yes or No:

I give consent to be audiotaped during this study.
___Yes ___No

I give consent to be contacted for follow-up in this study or future similar studies:
___Yes ___No

Signature:_____ Date: _____

Signature of Investigator:_____ Date: _____

Approved: 09/05/2019
Protocol #: ED-19-107

Marla J. Robinson

Candidate for the Degree of

Doctor of Education

Thesis: EXPLORING SELECTED VETERAN MENTOR TEACHER MOTIVATION IN THE LEARNING MATTERS PROGRAM THROUGH THE LENS OF SELF-DETERMINATION THEORY: A CASE STUDY

Major Field: School Administration

Biographical:

Education:

Completed the requirements for the Doctor of Education in School Administration at Oklahoma State University, Stillwater, Oklahoma in July, 2020.

Completed the requirements for the Master of Education at Northeastern State University, Tahlequah, Oklahoma in 2001.

Completed the requirements for the Bachelor of Science in Secondary Education at Oklahoma State University, Stillwater, Oklahoma in 1993.

Experience:

Union Public Schools (2001- Present)

Class principal, UHS	(2017- Present)
Director of Student Life, UHS	(2015 – 2017)
Principal, Union 8th Grade Center	(2007 – 2015)
Academic Assistant Principal, UHS	(2006 – 2007)
Director of Student Services, UPS	(2005 – 2006)
Assistant Principal, UHS	(2004 – 2005)
Curriculum Specialist, UPS	(2003 – 2004)
Teacher, UIHS	(2001 – 2003)

Muskogee Public Schools (1993 – 2001)

Teacher, MHS	(1994 – 2001)
Teacher, Alice Robertson MS	(1993 – 1994)

Professional Memberships:

CCOSA
Oklahoma Association of Secondary School Principals
National Association of Secondary School Principals
Association for the Supervision of Curriculum Development