

Principals' Leadership in New Teacher Induction:  
How do Principals Support Mentor-Protégé Relationships?

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### Abstract

Principals' roles in assuring student learning include the induction of new teachers. One lightly researched area of teacher induction programs is the principal's role in supporting the mentor-protégé relationship and its influence upon new teachers. This paper describes the protocols designed for a study which uncovers the nuances of principals' influence on the mentor-protégé dyad within a rural, southeastern state. The study explores perceptions about school principals and their influence on mentoring in the induction of new teachers beyond mere compliance with state policy mandates. Using a multi-site case study, the researcher intends to provide a description of the influence of school principals upon the mentor-protégé relationship. For the purposes of this paper, the researcher summarized the strategies necessary to develop a protocol due to gaps in the literature on principals and their contributions to the mentor-new teacher dyad.

*Key words:* instrument development, mentoring, new teacher induction, principals, qualitative strategies

### **Principals' Leadership in New Teacher Induction:**

#### **How do Principals Support Mentor-Protégé Relationships?**

While principals' influence on learning may seem indirect, the longevity of a teacher's career has been tied to principal support (Darling-Hammond, 2000; Ingersoll, 2001; Youngs, 2007). As Brown and Wynn (2009) spotlighted, though retirements will continue to occur naturally, schools and districts have an opportunity to interrupt the trend of early teacher turnover. They recommended paying closer attention to causes of early attrition. Hanushek, Kain, and Rivkin (2004) highlighted this problem using data from over 300,000 teachers. They discovered that teachers who left public schools divided into two distinct groups: (a) primarily young teachers in their first two years of teaching, or (b) teachers who were nearing retirement eligibility. Later, Brown and Wynn (2009) called attention to this U-shaped pattern of attrition, reflecting age and experience. Retirement eligibility presents one aspect of loss to the profession and to students of the wisdom from years of classroom experience; however, the focus of this research pertains to issues of teacher retention at the early career stage. The principal is implicated in this part of the retention issue (Brown & Wynn, 2009; Tillman, 2005; Youngs, 2007).

While teachers clearly impact students' learning, principals have an opportunity to ensure the presence of strong teachers in every classroom. Principals influence the conditions of teaching and learning. In short, principal leadership can lead to learning due to collegial connections among educators (Achinstein, Ogawa & Speiglman, 2004; Kardos, Johnson, Peske, Kauffman, & Liu, 2001). Teacher quality has been identified as the single most important school

related factor that influences student learning (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004; Rowan, Correnti, & Miller, 2002).

In studying schools with successful retention rates, Brown and Wynn (2009) interviewed such schools' principals. They discovered that these principals identified support as the primary role in retaining new teachers. In particular, these principals mentioned being an *advocate*, *protector*, and *mentor*. Moreover, these school leaders stressed the importance of talking with new teachers, frequently visiting their classrooms, and being visible. Recognizing and rewarding new teachers, celebrating successes and showing appreciation were included as important. Principals also mentioned spending time and building capacity as critical elements in retaining new teachers (p.51). Finally, all surveyed principals cited the importance of developing positive relationships, building community, and instilling confidence through honesty, consistency and fairness (p.54).

Multiple authors confirm the importance of principal leadership in the support of teachers. In her work, Linda Darling Hammond (2003) noted, "Great school leaders create nurturing school environments in which accomplished teaching can flourish and grow" (p. 13). Michael Fullan (2005) reinforced the leadership requirement for supporting adult learning in order to make schools more optimal environments for youth's learning. Donaldson (2006) also affirmed a leadership imperative to attend to the growth and development of school faculty and other adults as well as to the school's students.

This paper describes the protocol development for a multi-case study focused on principals participating in a state-mandated induction program that requires mentoring relationships for new teachers. The study addressed the question: *How do South Carolina school principals influence optimal mentor-protégé relationships in the first two years of new teacher*

*induction?* The focus of this paper is the development of protocols for the study to find an optimum data collection process to expose the relationships necessary for principals to support mentor- protégé relationships

### **Framework for Protocol Development**

Although many recommendations concerning optimal mentor-protégé relationships fill pages of the literature, few studies specifically reveal the role of those who must supervise both mentors and their protégés; typically, these supervisors are the mentors' and protégés' school principals. US states' policies supporting teacher induction date to the 1980s, but until recently, not many specified particular responsibilities for new teacher mentoring at the principal's level, and then, the mandates are often limited to compliance monitoring. Thus, a gap in the literature exists as very few of the articles exposed how principals can support new teachers and their mentors. No protocols currently exist that generate principals' responses on their important role in the mentoring process for new teachers. Therefore, a researcher-development process was necessary for this overall study. This paper focuses on the protocol development for the overall study.

The study is guided by an overarching question concerning the principal's role in supporting mentoring relationships. Much has been written about desirable conditions for mentoring (Kram, 1985; Merriam, 1983; Mertz, 2004; Mullen & Lick, 1999; Smith & Ingersoll, 2004; Villani, 2002). Some of the literature is prescriptive as to states' policies (Achinstein, Ogawa & Speigman, 2004; Britton, Paine, Raizen, & Pimm, 2003; Smith, 2007; SC Department of Education, 2006). The research base on mentoring new teachers from the perspective of principals' influence is relatively thin and new (Brown & Wynn, 2009; Drago-Severson, 2007; Evans-Andris, Kyle & Carini, 2006; Ingersoll & Kralik, 2004; Tillman, 2005; Youngs, 2007).

We selected a case-unit design (Merriam, 2002). Cases permit in depth examination of the context for the object of study, especially when the inquiry focuses on *how* or *why* explanations (Yin, 1994, 2006). The overarching research question for this study demands further explanation of how principals interact with and within the mentoring dyads which many state policies require for new teacher induction. Much of the emerging work on the principal's role in support for new teacher mentoring is based on surveys and interviews with some limited focus on *how often* principals are involved in induction (Shavelson & Towne, 2002; Towne, Wise & Winter, 2005; Yin, 2006); therefore, this study proposed to expand data sources by combining a variety of data generation methods: (a) interviews, (b) observations and (c) documents. We decided to use these data sources within case units of induction mentoring, which is a configuration of a principal in relation to dyads of new teacher-mentor relationships. This creates a hierarchical case design that has potential for different configurations such as those displayed in Figure 1, Possible Configurations Multi-Case Design. Because this paper focuses only on the data instrumentations, the framework herein represents a form of qualitative methods, the construction of data generation and data gathering instruments (Corbin & Strauss, 2008; Merriam, 2002).

### **Methods**

Instrumentation for revealing the nuances of the principals' relationships with mentor-protégé dyads did not exist before this study. Most instrumentation was bounded by the policy requirements for each role in new teacher induction (e.g. Youngs, 2007). Such protocols also relied heavily on interviews or surveys. The protocols developed for this study linked interviews with observation protocols. The features of these instruments explicitly used elements of clinical

counseling and emotional intelligence to capture the nuances of supportive networks for the mentor-protégé dyad (Bryan & Henry, 2008; Eldridge, 1983; Goleman, 1995). However, foremost among these data gathering instruments is the researcher, who is the primary vehicle for qualitative research. Beyond the descriptions of the protocols for interviews and observations, we include a set of reflections on our roles in the research project.

### **Reflexivity among Researchers as Student and Advisors**

The research team for this project is a typical configuration of a dissertator with graduate faculty advisors. Rob, a PhD candidate in the program for Educational Leadership's P12 Concentration is a novice to the methods of systematic research in general, and qualitative approaches in particular. Rachelle is an assistant professor with a primary focus on qualitative studies. Janie is Rob's dissertation director and chair of his Doctoral Advising Committee per the institutional requirements of Clemson University. Each contributed a perspective on their roles for constructing the protocols and guiding this research in the interest of both transparency for the process as well as reflexivity and sensitivity integrated in both design and analyses (Bloom & Erlandson, 2003; Corbin & Strauss, 2008; Freeman, de Marris, Preissle, Roulston & St. Pierre, 2007; Pillow, 2003).

**Rob.** As the primary researcher, I bring to the study a professional history of interest in the development of new teachers and concern for their critical first year in the profession. I own a bias and sensitivity to this phenomenon as a professional educator who has served as a teacher, principal and a district-level coordinator of induction programs. My bias tends to favor a soft-landing for new teachers in a belief that mentoring can be supportive and enable success. I have observed first year teachers who have struggled with their new role, and I have been concerned that veteran teachers and principals may not have been consistently sensitive to that struggle.

I also bring years of experience as a school counselor. The preparation I experienced for school counseling should provide me a background for the kind of reflective listening and non-

directive questioning that enhances the interview process in qualitative studies. Yet, I expect to be constantly questioning my ability to accept non-judgmentally, responses with which I may not agree. I will rely on my advisors in this process to serve as a test for my skills in listening, accepting, and interpreting the data I solicit in this study.

**Rachelle.** As a qualitative researcher, teacher educator and former school teacher, I use multiple entries into looking at Rob's work. I challenge Rob to stay abreast of current trends and issues related to qualitative research, particularly—case studies. I use my passion for qualitative work—the emboldened voices, specifically— as a lens to support Rob's qualitative approach, its application to fieldwork—the problem, the context, the issues and the “lessons learned” (Lincoln and Guba, 1985). Rob and I discuss the contentious, yet, legitimate nature of qualitative approaches, strategies and tools to examine human and social science—not to the exclusion of quantitative; rather, its ability to imbue its value in the educational research arena. Rob's work qualifies and invites stakeholders' –principals, mentor teachers and newly minted teachers'— voices to ascend to places sufficient for influence. This is a significant trajectory, in that, as a teacher educator—elementary education—I, too, am committed to mentoring students. Regrettably, this mentoring occurs mostly during their practicum. I do not see what happens when they enter the field as a certified teacher. To that end, as a practitioner and researcher, I am intrigued by: how cases are determined, categorized and narrativized. Ultimately, his cases, with its problems, contexts and sources will inform his work and those like me—teacher educators—who cannot explicate the support of students once out of our grasp.

**Janie.** I serve an institutional role in this research. That is, as Rob takes his new role as a researcher, I help him interpret that role not only to serve his ends, a PhD, but also to preserve the integrity of the process, for him, for those who participate in his study, and for the institution

as represented through the academy. In other words, I am Rob's primary interrogator embodying the voiceless, but critical investors in his work from the individuals in his cases to other scholars who read and use his work to the university. Although I have a vested interest in his achievement of the degree, I also remain focused on the ethical means to achieve that end. I must remind Rob of his purpose and make his motives and interpretations transparent to his committee through his writing and interpretation of this research.

The roles that each of us claim in the process of stewarding the investigation focus on a mutual goal. We seek to preserve the stories of those who allow Rob to expose their relationships. Presumably, they choose to participate with Rob's investigation in the interest of furthering the profession by ascertaining how principals contribute to the development and induction of new teachers through mentoring. We acknowledge that Rachelle and Janie's support of Rob can be a critical part of enabling him to access and empower the voices of the participants in this study. Rob's abilities in establishing rapport and honoring the voices of participants is the primary means of data generation in this multiple-case approach.

Other protocols are important to this paper. The protocols offered a nuanced look at principals' support for mentor-protégé relationships and insights into how principals optimally support that dyad. The two other protocols include the interview protocol and the observation protocol.

### **Interview Protocol**

The development of the interview protocol followed straightforward processes of linking themes from the literature to specific questions for the interviews. Organization of the questions followed the criteria for qualitative studies where the researcher elicits the participants' stories (Corbin & Strauss, 2008; Kvale & Brinkman, 2009). Given the novice status of the lead

researcher, the protocol is structured with a primary question to stimulate the participants' responses (see Tables 1 and 2), and then, as the story develops, the researcher listens carefully to discern if the content expected in the probes is spoken spontaneously (Corbin & Strauss, 2008). If the speaker does not mention, or barely describes, the desired topic, the researcher may insert the probing question as appropriate in the natural flow of the participants' conversation (Kvale & Brinkman, 2009). Each of the questions and probes are grounded in the existing literature and the resulting calls for further research as were the elements of the observation protocol.

### **Observation Protocol**

Observations may be the most difficult aspect of qualitative research for novice researchers (Corbin & Strauss, 2008; Emerson, Fretz & Shaw, 1995). For that reason, a structured protocol was designed to systematically capture observations of a variety of induction meetings. The expected range of observation opportunities included venues where mentors, protégés, and their principals would be present. Such opportunities ranged from faculty meetings to three-way conferences. The Appendix includes the Observation Protocol.

### **Conclusion**

Case method requires multiple data collection protocols to generate in depth explanations of the focus of the study. In this study, the focus is on principals' influence in a common policy tool to enhance teacher induction, a veteran teacher mentoring a novice teacher. Although the current literature recognizes the critical role for principals in this relationship, most of the literature prescribes strategies for the mentor and protégé without offering much specific guidance to principals who support, monitor, and supervise this dyadic relationship. The case method offered a design intended to capture both perceptions and observations of principals engaged in supporting new teachers and their mentors. In addition to exposing the role of the

researcher in this study, two protocols were developed: one for collecting responses to interview questions and another for observations. The Interview protocol was restated for each member of the case configuration: the new teachers, their mentors, and their principals. Observation protocol projected the kinds of situations in which principals might be caught in the act of facilitating the relationship between a mentoring teacher and a novice teacher.

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Figure 1. Possible Configurations Multi-Case Design

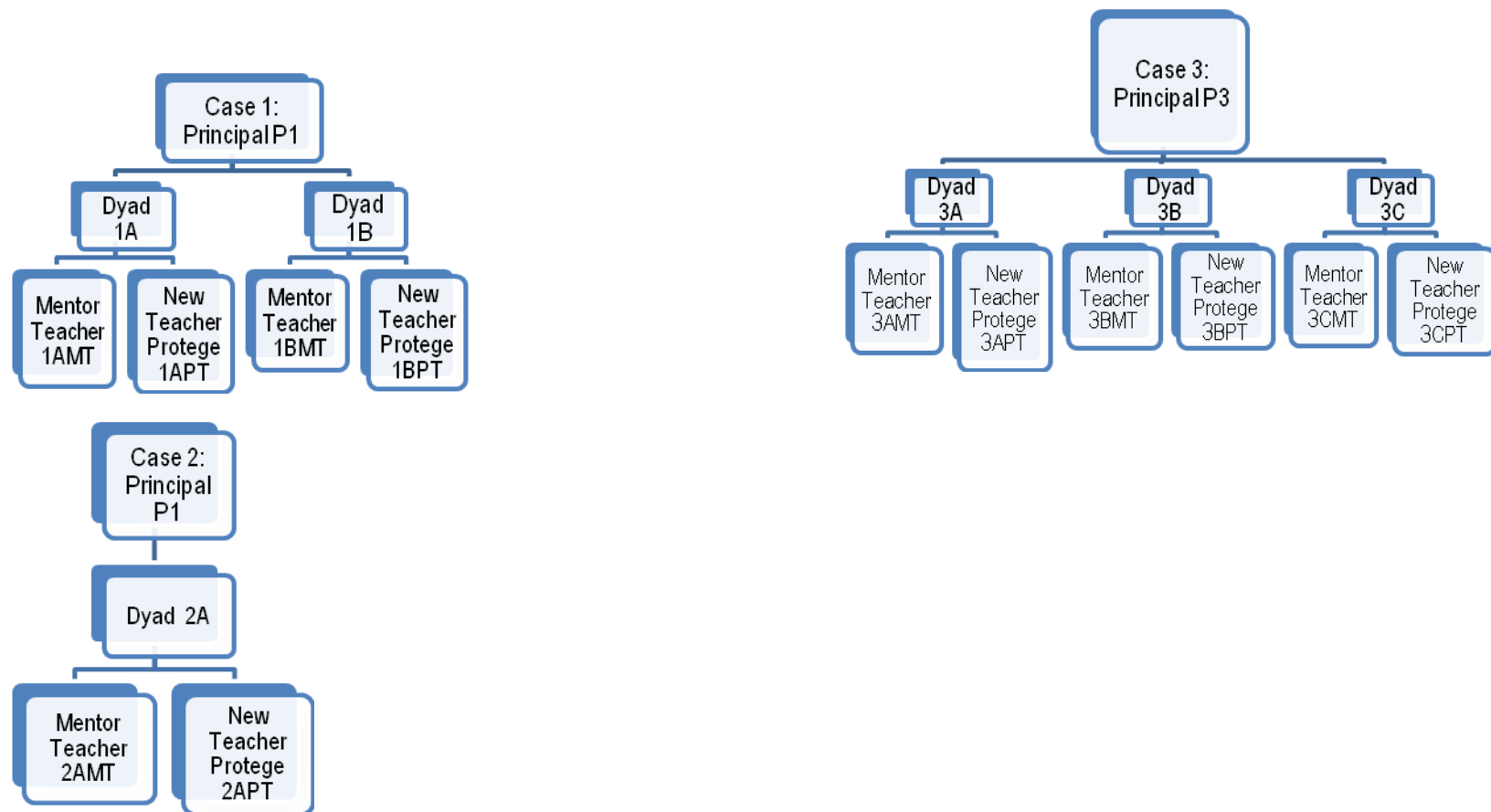


Table 1

Interview Protocol and Sources for Questions (New Teachers/Protégés)

Interview Questions <sup>1</sup>	Sources
1. What was the primary factor in your decision to return for a second/third year of teaching?	<p>Achinstein, B., Ogawa, R., &amp; Speiglman, A. (2004). Are we creating separate and unequal tracks of teachers? The impact of state policy, local conditions, and teacher characteristics on new teacher socialization. <i>American Educational Research Journal</i>, 41, 557-603.</p> <p>Evans-Andris, M., Kyle, D. W., &amp; Carini, R. M. (2006). Is mentoring enough? An examination of the mentoring relationship in the pilot two-year Kentucky Teacher Internship Program. <i>The New Educator</i>, 2, 289-309.</p> <p>Hanushek, E., Kain, J., &amp; Rivkin, S. (2004). Why public schools lose teachers. <i>Journal of Human Resources</i>, 39(2), 326-354.</p> <p>Ingersoll, R., &amp; Kralik, J.M. (2004). <i>The impact of mentoring on teacher retention: what the research says</i>. Denver: Education Commission of the States.</p> <p>Smith, T.M. (2007). How do state-level induction and standards-based reform policies affect induction experiences and turnover among new teachers? <i>American Journal of Education</i>, 133, 273-309.</p> <p>Smith, T., &amp; Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? <i>American Educational Research Journal</i>, 41(3), 681-714.</p> <p>South Carolina Department of Education (2006). <i>South Carolina induction and mentoring program: Implementation guidelines</i>. Retrieved May 2, 2009 from: <a href="http://www.scteachers.org/Cert/certpdf/mentor_guide.pdf">http://www.scteachers.org/Cert/certpdf/mentor_guide.pdf</a></p> <p>Villani, Susan. (2002). <i>Mentoring programs for new teachers: Models of induction and support</i>. Thousand Oaks, CA: Corwin Press.</p>
2. Describe the climate of your school. <ul style="list-style-type: none"> <li>a. How accepted do you feel in your current grade level/content area?</li> <li>b. What type of relationship do you have with your mentor?</li> <li>c. What type of relationship do you have with your principal?</li> </ul>	<p>Achinstein, B. (2002). Conflict amid community: The micropolitics of teacher collaboration. <i>Teachers College Record</i>, 104(3), 421-455.</p> <p>Hord, S.A. (Ed.) (2004). <i>Learning together, leading together: Changing schools through professional learning communities</i>. New York: Teachers College Press.</p> <p>Kardos, S. M., Johnson, S. M., Peske, H. G., Kauffman, D., &amp; Liu, E. (2001). Counting on colleagues: New teachers encounter the professional cultures of their schools. <i>Educational Administration Quarterly</i>, 37, 250-290.</p> <p>Ingersoll, R. (2001, January). Teacher turnover, teacher shortages, and the organization of schools. A report from the Center for the Study of Teaching and Policy (CTP). Seattle, WA. Retrieved March 30, 2007 from: <a href="http://www.ctp.org">http://www.ctp.org</a>.</p>

<sup>1</sup> Numbered questions are grand tour, primary questions. Lettered questions are probes to be used if the participant does not mention these aspects implicit in the numbered, primary question.

Interview Questions <sup>1</sup>	Sources
<p>3. What type of teacher orientation did you receive?</p> <p>a. How were you assigned your mentor?</p> <p>b. How was time provided for you to meet with your mentor?</p> <p>c. What mode of communication has worked best with your mentor?</p> <p>d. How often did you meet with your mentor during your induction year?</p>	<p>Evans-Andris, M., Kyle, D. W., &amp; Carini, R. M. (2006). Is mentoring enough? An examination of the mentoring relationship in the pilot two-year Kentucky Teacher Internship Program. <i>The New Educator</i>, 2, 289-309.</p> <p>Ingersoll, R., &amp; Kralik, J.M. (2004). <i>The impact of mentoring on teacher retention: what the research says</i>. Denver: Education Commission of the States.</p> <p>Mertz, N.T. (2004). What's a mentor, anyway? <i>Educational Administration Quarterly</i>, 40 (4), 541-560.</p> <p>Mullen, C.A. &amp; Lick, D. (Eds.) (1999). <i>New directions in mentoring: Creating a culture of synergy</i>. New York: Falmer.</p> <p>Smith, T.M. (2007). How do state-level induction and standards-based reform policies affect induction experiences and turnover among new teachers? <i>American Journal of Education</i>, 133, 273-309.</p> <p>Smith, T., &amp; Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? <i>American Educational Research Journal</i>, 41(3), 681-714.</p> <p>South Carolina Department of Education (2006). <i>South Carolina induction and mentoring program: Implementation guidelines</i>. Retrieved May 2, 2009 from: <a href="http://www.scteachers.org/Cert/certpdf/mentor_guide.pdf">http://www.scteachers.org/Cert/certpdf/mentor_guide.pdf</a></p> <p>Villani, Susan. (2002). <i>Mentoring programs for new teachers: Models of induction and support</i>. Thousand Oaks, CA: Corwin Press.</p>
<p>4. What type of support have you received from your principal?</p> <p>a. How often has your principal visited your classroom to observe your instruction?</p> <p>b. What type of feedback has your principal provided during your induction year?</p> <p>c. If you had a concern or area of need, how comfortable have you felt in addressing it with your principal? Mentor?</p> <p>a. Describe your interaction with your principal.</p>	<p>Brown, K.M., &amp; Wynn, S.R. (2009). Finding, supporting, and keeping: the role of the principal in teacher retention issues. <i>Leadership and Policy in Schools</i> 8, 37-63.</p> <p>Drago-Severson, E. (2007). Helping teachers learn: Principals as professional development leaders. <i>Teachers College Record</i>, 109 (1), 70-125.</p> <p>Tillman, L. C. (2005, October). Mentoring new teachers: Implications for leadership practice in an urban school. <i>Educational Administration Quarterly</i>, 41(4), 609-629</p> <p>Youngs, P. (2007). How elementary principals' beliefs and actions influence new teachers' experiences. <i>Educational Administration Quarterly</i>, 43 (1), 101-137.</p>
<p>5. What type of feedback did you receive from your overall performance?</p>	<p>Drago-Severson, E. (2007). Helping teachers learn: Principals as professional development leaders. <i>Teachers College Record</i>, 109 (1), 70-125.</p> <p>South Carolina Department of Education (2006). <i>South Carolina induction and mentoring program: Implementation guidelines</i>. Retrieved May 2, 2009 from: <a href="http://www.scteachers.org/Cert/certpdf/mentor_guide.pdf">http://www.scteachers.org/Cert/certpdf/mentor_guide.pdf</a></p> <p>Tillman, L. C. (2005, October). Mentoring new teachers: Implications for leadership practice in an urban school. <i>Educational Administration Quarterly</i>, 41(4), 609-629</p> <p>Youngs, P. (2007). How elementary principals' beliefs and actions influence new teachers' experiences. <i>Educational Administration Quarterly</i>, 43 (1), 101-137.</p>

Interview Questions <sup>1</sup>	Sources
6. Would you recruit new teachers to your school? Why/why not?	<p>Hanushek, E., Kain, J., &amp; Rivkin, S. (2004). Why public schools lose teachers. <i>Journal of Human Resources</i>, 39(2), 326-354.</p> <p>Kardos, S. M., Johnson, S. M., Peske, H. G., Kauffman, D., &amp; Liu, E. (2001). Counting on colleagues: New teachers encounter the professional cultures of their schools. <i>Educational Administration Quarterly</i>, 37, 250-290.</p> <p>Smith, T., &amp; Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? <i>American Educational Research Journal</i>, 41(3), 681-714.</p> <p>South Carolina Department of Education (2006). <i>South Carolina induction and mentoring program: Implementation guidelines</i>. Retrieved May 2, 2009 from: <a href="http://www.scteachers.org/Cert/certpdf/mentor_guide.pdf">http://www.scteachers.org/Cert/certpdf/mentor_guide.pdf</a></p>

Table 2

Interview Questions for Each Role Group

New Teacher/Protégé Questions	Mentor Questions	Principal Questions
<ol style="list-style-type: none"> <li>1. What was the primary factor in your decision to return for a second/third year of teaching?</li>   <li>2. Describe the climate of your school.                             <ol style="list-style-type: none"> <li>a. How accepted do you feel in your current grade level/content area?</li> <li>b. What type of relationship do you have with your mentor?</li> <li>c. What type of relationship do you have with your principal?</li> </ol> </li>   <li>3. What type of teacher orientation did you receive?                             <ol style="list-style-type: none"> <li>a. How were you assigned your mentor?</li> <li>b. How was time provided for you to meet with your mentor?</li> <li>c. What mode of communication has worked best with your mentor?</li> <li>d. How often did you meet with your mentor during your induction year?</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Why do you think _____ returned for a second/third year of teaching?</li>   <li>2. Describe the climate of your school.                             <ol style="list-style-type: none"> <li>a. How accepted do you feel in your current grade level/content area?</li> <li>b. If you've talked with _____ about this, what does s/he say feels concerning acceptance among the other teachers?</li> <li>c. Were you mentored as new teacher? What kind of relationship was that? Does that experience influence your role now? How? Why?</li> <li>d. What type of relationship do you have with your principal? How does that relationship affect your approach to mentoring? What does the principal do that affects your mentoring?</li> </ol> </li>   <li>3. What type of teacher orientation did you receive? Was it similar or different from what new teachers are experiencing now?                             <ol style="list-style-type: none"> <li>a. How were you assigned your protégé?</li> <li>b. How was time provided for you to meet with your protégé?</li> <li>c. What mode of communication has worked best with your protégé?</li> <li>d. How often did you meet with your protégé during his/her induction year?</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Why do you think _____ returned for a second/third year of teaching?</li>   <li>2. Describe the climate of your school.                             <ol style="list-style-type: none"> <li>a. How well do teachers get along with each other? Have they been accepting of new teachers? How? Why?</li> <li>b. If you've talked with _____ about this, what does s/he say feels concerning acceptance among the other teachers?</li> <li>c. Were you mentored as new teacher? What kind of relationship was that? Does that experience influence your role now? How? Why?</li> <li>d. What type of relationship do you have with your mentoring teachers? How does that relationship affect your approach to mentoring_____?</li> <li>e. What strategies do you use to influence the quality of mentoring for new teachers?</li> </ol> </li>   <li>3. What do you do for teacher orientation?                             <ol style="list-style-type: none"> <li>a. How were the mentor-protégé assignments made?</li> <li>b. How do you arrange time for mentor-protégé meetings?</li> <li>c. What mode/s of communication do you use with mentors? With protégés?</li> <li>d. How often do you meet with the mentors and protégés? Mentors alone? Protégés along?</li> </ol> </li> </ol>

New Teacher/Protégé Questions	Mentor Questions	Principal Questions
<p>4. What type of support have you received from your principal?</p> <p>a. How often has your principal visited your classroom to observe your instruction?</p> <p>b. What type of feedback has your principal provided during your induction year?</p> <p>c. If you had a concern or area of need, how comfortable have you felt in addressing it with your principal? Mentor?</p> <p>d. Describe your interaction with your principal.</p> <p>5. What type of feedback did you receive about your overall performance?</p> <p>6. Would you recruit new teachers to your school? Why/why not?</p>	<p>4. What type of support have you received from your principal?</p> <p>a. How often has your principal visited your classroom to observe your instruction?</p> <p>b. What type of feedback has your principal provided during your induction year?</p> <p>c. If you had a concern or area of need, how comfortable have you felt in addressing it with your principal? Protégé?</p> <p>d. Describe your interaction with your principal.</p> <p>5. What type of feedback did you receive about your overall performance?</p> <p>6. Would you recruit new teachers to your school? Why/why not?</p>	<p>4. What type of support for mentors and protégés do you try to provide?</p> <p>a. How often do you visit classrooms? Do you make more or less visits to new teachers' classrooms? Why?</p> <p>b. What kind of feedback do you give new teachers?</p> <p>c. f you had a concern or area of need, how have you addressed it with mentors? Protégés?</p> <p>d. Describe your interactions with the mentors and their protégés.</p> <p>5. What type of feedback do you provide to mentors? New teachers?</p> <p>6. When you recruit new teachers to your school, what are the attractions for them? How hard is it to recruit new teachers? How difficult is it to keep new teachers.</p>

## Appendix

## Observation Protocol

Observation Date: \_\_\_\_\_ Observer Name: \_\_\_\_\_

What documents were handed out at the meeting? [List and assign document # for each relative to the code scheme for the case]:

Type of Meeting:  faculty meeting, for all teachers

faculty meeting, for new teachers and mentors only

faculty meeting, for mentor teachers only

faculty/orientation meeting, for new teachers only

3-way conference, including principal, mentor, protégé

2-way conference, including principal and mentor

2-way conference, including principal and protégé

Other, Describe: \_\_\_\_\_

Meeting Purpose [quote and/or describe and indicate which]: \_\_\_\_\_

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Script notes [to be compared later with audio tape of meeting]:

## Post Meeting Notes:

What key points did the principal make in relation to induction?

What key points did the principal make in relation to the mentoring process?

How does this observation provide insights into this particular principal's practices per the mentoring process?

How does this observation provide insights into this particular principal's perceptions of his/her role in the mentoring process?

If mentor teachers made statements or asked questions, what were they in regards to induction?

If mentor teachers made statements or asked questions, what were they in regards to the mentoring process?

How does this observation provide insights into this particular mentoring teacher's practices per the mentoring process?

How does this observation provide insights into this particular mentoring teacher's perceptions of his/her role in the mentoring process?

If protégés made statements or asked questions, what were they in regards to induction?

If protégés made statements or asked questions, what were they in regards to the mentoring process?

How does this observation provide insights into this particular protégé's practices per the mentoring process?

How does this observation provide insights into this particular protégé's perceptions of his/her role in the mentoring process?

Based on this observation, what questions do you have for

The principal

Mentor teacher/s

Protégé/s

What notes to the field records should be made based on this observation?

Are other observations similar to this one? In what ways? Or how not?