THE POSSIBLE EFFECTS OF MENTORING ON SECOND CAREER TEACHER PERCEPTIONS

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Carol A. Lopez

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Examining Committee Members:

Christopher McGinley, Ed.D., Advisor, Associate Professor of School Leadership

Joseph P. DuCette, PhD., Department of Educational Psychology

Steven Jay Gross, Ed.D., Department of Policy, Organizational, & Leadership Studies

Joan Poliner Shapiro, Ed.D., Department of Policy, Organizational, & Leadership Studies

ABSTRACT

The primary goal of this study was to examine the effects of mentoring during the first teaching year of high school Second Career Teachers. The teachers' perception of this aspect of their professional career was studied. The practice has been that school district administration assigns new teachers a mentor to support them in their success. They will be following an Induction Plan created by the district.

This study takes into account the value of teachers coming into the teaching field after having been in one or more previous careers. Considerable challenge awaits the Second Career teacher as the states adopt rigorous Common Core Standards and standardized testing becomes required for graduation.

The mentoring experience is meant to provide support that may be needed to help teachers be successful. The development of this perception as an effective teacher is rooted in Social Cognitive Theory (Bandura, 1986). Their competitive workplace is the site of this support. Therefore, William Glasser's Control Theory, in conjunction with W. Edwards Deming's Quality Control Theory (1950), could be applied for efficient teaching and learning to take place. While lead-managers or administration may act differently in the school environment, school environments and school cultures can also be very competitive. Both Bandura's Social Cognitive Theory (1986) and Glasser's Control Theory and Deming's Quality Control Theory (1950) informed this study.

Second Career research and my own experience as a teacher and administrator yielded five assumptions. These assumptions informed the interview protocol. Research

data were gathered from eight high school Second Career teachers during two interview sessions. Themes became evident from the overlapping data. Recommendations are given for both school administration and those educators who develop district Induction Plans. Implications for further research of Second Career teachers' perceptions of their mentor experience is offered.

DEDICATION

To my husband and family,

for their love and encouragement

in the completion

of this study.

ACKNOWLEDGMENTS

Earning a doctorate has always been of interest to me since I was an undergraduate student in education. Because I enjoy academia and thrive in educational pursuits, I had believed this was not out of reach. Although accomplishing this goal has been a long endeavor, I have found it to be an extremely rewarding experience.

As a student in sixth grade, I began to consider the career of teaching as my future. The more classes I took, the more teachers and professors inspired me along the way. This inspiration had supported me in my focus and intention as a life-long learner. I am proud to say that my 34 years in education as a teacher and administrator have provided me with immeasurable contentment and joy. I am eternally grateful for the continued support of my professors who have guided me through each challenge in completion of the doctorate.

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I also give sincere appreciation to my husband, family and friends. You were always there for me with words of encouragement. Your love and support guided me in my quest to achieve this goal.

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CHAPTER 1

INTRODUCTION

This study examined the effects of mentoring during the first teaching year of high school Second Career Teachers. When new teaches are hired by a school district, an Induction Plan is followed and the district most likely assigns them a mentor for support. Their perception of experiences during this mentor experience was the focus of the study.

This study takes into account the fact that the Second Career teacher is the vital source of the present and the future teaching workforce. Higher paying jobs are likely to be more appealing to youth in search of a career. Youth also may not choose challenging work environments like large cities where there is poverty and high teacher turnover.

More and more individuals are going into the education field later in life and becoming Second Career teachers. Causing them to enter the field later could be life situations such as being laid off from professional jobs, or losing their jobs due to company liquidation. The career of teaching is a familiar option, which many believe to be a rewarding career. The choice to be a teacher in this era of accountability and fine-tuning of standards-based instruction requires steadfast dedication. In addition to their dedication, this workforce tends to be passionate, enthusiastic and courageous (Barker, 2007).

These individuals currently enter the teaching field after completing Second Career programming at a college or university. It involves pedagogy, theory and instructional practice ending with earning of a degree. In the 1980s and 1990s, short-term alternative programs provided teacher certifications in two years. While some of those programs still

exist, thorough Second Career programming provides the most preparation for the teaching field.

In this study, descriptive data were collected during two interviews- at the middle and end of the school year. Eight high school Second Career teacher participants responded to emails about their interest to take part in the study. They came from four central Pennsylvania area school districts and one vocational school. Seven of the eight participants had been assigned mentors. They had participated in the district Induction Plans process. More specifically, the subjects responded in interviews to challenges, adjustments and changes they saw in themselves, and how their mentor was influential. The participants' beliefs were also analyzed to determine how their mentor was helpful in their development as teachers. The question categories are similar to those used in the research study by Wilcox and Samaras (2009).

The purpose of this study was to analyze the mentor support given to Second Career teachers. This study will yield recommendations for school administrators in mentor assignments and for informing the development of Induction Programs. The study results will contribute to the body of research on the contemporary subject of Second Career Teachers.

Statement of the Problem

When young people are searching for a rewarding career, they must first reflect on their talents and skills. They are looking for financial means and purpose to live a successful life. The teaching career is a profession that is familiar to everyone who has attended school. A position in the education field may be the career choice right after high school, or pursued after working in other fields.

Reasons for choosing the teaching field may vary. It may have been something they always wanted to pursue, or something they realized after working in another profession. Another possibility is that the choice was made due to a lay-off in another career. The act of teaching may also have looked "easy" based on personal schooling experience. In any case, as a Second Career teacher they bring experience, flexibility and courage to their teaching assignment. The experience, skills and talents they bring into teaching will be beneficial if applied with an open mind for change and challenge. With 21st Century skills informing curricula, teaching is ever changing. Accountability for effective teaching is also the norm.

The initial support given to the Second Career teacher is the mentor assigned by the school district. The Induction Plan is followed to ensure that aspects of the mentoring experience are followed. The support of their assigned mentor is of great importance, given the fact of the teacher being new to this challenging field. This support is believed to be vital when analyzing ways mentors can contribute to the development of a teacher's success.

Research Questions

The two primary questions that are answered by this study are, "Does mentoring affect high school Second Career teachers' perceptions of challenges, adjustments and changes they saw in themselves? And, "In what way might the mentor relate to the development of Second Career teacher's success?"

Purpose of the Study

Families evolve and deal with many changes in their attempts to create safe, stable environments. Parents make every effort to stabilize families when lay-offs and liquidations cut short their dream of sustaining a career with a certain company. Individuals' lives change over the years and they may discover that they need to shift to a job that provides them with time for family, benefits, or fulfills a different purpose than the job they initially had prepared for and obtained. They arrive at the conclusion that a job in education may be the choice that provides these opportunities. There is no doubt these individuals are needed in the workforce.

The number of available teacher candidates is decreasing each year. Research suggests that one reason college students do not choose teaching is because of the lower wages when compared to other careers (Powers, 2002; Backes & Burns, 2008). Despite this fact is the need for increased hiring for staffing schools. One study also points to an annual increase of student enrollments and teacher retirements as reason for a need for increased hiring (Resta, Huling & Rainwater, 2001).This problem is currently affecting schools and districts around the world. Other countries experiencing teacher shortages

include Great Britain, Canada, Australia, and New Zealand (MacLeod, 2004 in Brindley & Parker, 2010).

Second Career teachers began to fill the need for open teacher positions in the 1990s. According to research from the 1990s, short-term alternative programs also certified individuals to address the teacher shortage (Darling-Hammond & Ball, 1999). Although the alternative programs consisted of work during a shortened amount of time, they were not comprehensive like second career programs. There is still a growing need for them today.

The purpose of this study was to examine Second Career teacher motivation for choosing education, and to analyze Second Career teachers' support by their mentors during their first teaching year. The aspect of mentor assignment will fill the gap in Second Career research.

Terms and Definitions

Definitions: The following terms are defined for the purpose of this study:

In at least their Second Teaching Year-The Second Career teacher participants will be currently teaching at the high school level. It is significant that they have at least one year of teaching experience and are in their second year in the educational field. Research suggests that needs are similar between Second Career and traditional trained teachers in their third year of teaching.

Traditionally trained teacher- The educator who is certified as a teacher and is "traditionally trained" is one who chooses education as their first career. The "traditional"

training refers to the 4 years of an undergraduate program. This is not a Second Career teacher.

Alternatively (short-term) trained teacher – An alternative (short-term) program exists for certification. The teacher who is certified in a short-term program is not a Second Career teacher.

Second Career teacher – A Second Career teacher is an individual who chooses a career in education later in life, after having a career in another field. The Second Career teacher in this study has completed a college program in another field, but also worked in a full-time position before returning to college to obtain a degree and teaching certification.

Alternative (short-term) teacher preparation programs – The alternative (short-term) programs were designed as "fast-tracks" for individuals to obtain a teaching certification. They are not Second Career programs.

Perception- A perception is what an individual offers as an opinion. In this study, participants will be asked to reflect and answer questions recalling experiences from their first teaching year.

Teacher beliefs – Teacher beliefs are pre-existing beliefs that affect the teacher attitudes. In this study, participants reflect on their development as teachers. This development is referred to as teacher efficacy. As an individual becomes a teacher, there are cognitive, affective and behavioral characteristics that lead to this development (Rokeach, 1978).

Theoretical Base

Control Theory and Quality Control Theory

William Glasser's Control Theory, in conjunction with W. Edwards Deming's Quality Control theory (1950), provide a basis for accountability measures that are evident in the teaching career today. Student achievement in standardized testing of grade level knowledge and skills is a measure of effectiveness of the schools, teachers and principals. Improvement in teacher quality and ability means improvement in teaching and student learning. All schools need a quality teacher workforce in their academically competitive workplace; therefore, Quality Control principles can be applied. Mentors are assigned to provide support for new teachers to be effective. According to this theory, Lead-managers, or administration, would be unlike boss-managers because of the "friendly, non-coercive and non-adversarial" environment of the school (Glasser, 1950, pp 15).

Social Cognitive Theory

Social Cognitive Theory (Bandura, 1986) dictates that individual behavior is determined by a mutual interaction of personal, behavioral, and environmental factors. Individuals actively use their knowledge and actions to obtain goals and desires. Bandura noted that an individual's belief of their own abilities and capabilities is their self-efficacy. Second Career individuals who decide to go back to school to pursue a career in education must personally make a deliberate change in their lives. They must accomplish their goal in order to obtain the degree and education certification. The accomplishment of this goal is due to the interaction of the factors. As they develop as

teachers, they increase their self-efficacy. Self-efficacy influences choice of tasks, effort and persistence. Once formed, it continually influences ability in reference to aspirations, behaviors and beliefs throughout one's life. This study questions whether the mentor support had influenced participants' development as teachers. Not surprisingly, the highest efficacy was found in experienced teachers, in a study by Lin and Tsai (1999).

Summary

This chapter provided an introduction and statement of the problem. The Second Career teacher is a valuable and necessary staff member in the current teaching workforce. These individuals choose to come into the field of education based on personal goals. The purpose of this study is to examine their motivation for choosing education and analyze the support for these new teachers during their first teaching year. The support provided by teacher mentors is the subject of the study. Districts may or may not assign a mentor to support them based on district resources. How effective the mentors are for the Second Career teacher is the basis of the two primary questions:

Does mentoring affect high school Second Career teachers' perceptions of challenges, adjustments and changes they saw in themselves?

In what way might the mentor relate to the development of Second Career teacher's success?

The theoretical base of this study of mentor support involves utilizing the lens of two theories: William Glaser's Control Theory in conjunction with W. Edward Deming's Quality Control Theory, and Albert Bandura's Social Cognitive Theory.

In Chapter Two the Second Career research is reviewed. Chapter Three details the methods and procedures used in this study. In Chapter Four the research data are presented and examined. In Chapter Five, conclusions and recommendations are summarized based on the findings.

CHAPTER 2

REVIEW OF LITERATURE

The literature included in this section offers an overview of the Second Career teaching professional. There is a brief historical reference of how the shortage of teachers in the workforce created an opportunity to those seeking teaching as their second career. Two educational programs for certification emerged: alternative programs (short-term) and the Second Career (long-term) programs. This study is focused on the Second Career individuals who enrolled in and completed long-term programs leading to certifications; however, both will be discussed in order to provide a background.

The Second Career Teacher

The Second Career teaching professional differs from those who had obtained certifications in teaching as their first career. Similarities and differences between the Second Career teachers and their alternatively trained counterpart have been researched since the 1980's. In common is a significant effect of having an interest in the profession and a love for children (Snyder, Doerr & Pastor, 1995). One difference is that the Second Career individual is seeing "teaching as an end in itself, rather than a means to some other professional end" (Snyder, Doerr & Pastor, 1995, 9).Personalities may have played a role in the choice of the teaching career. Whether people gravitate towards careers congruent to their personalities was positively proven through Holland's work (1972). Thomas and Robbins' (1979) study found when people move into personality congruent careers they are more likely to find satisfaction, and tend to stay longer in the profession. Teachers also claim to choose education, based on a "calling" (Lee, 2011).

The age of the Second Career individual is also an influence that has been seen in studies. Jung (1933) and Levinson (1978) asserted that mid-life caused career change in which belief system and personal goals are considered. When comparing younger and older Second Career individuals, Lucas (1999) found those who were younger (under the age of 40) lacked in self- concept. The younger Second Career teacher was influenced by their parents and family members who are teachers, while the older Second Career individual was influenced by value and belief systems and prior work experiences (Powell, 1994). Older Second Career teachers, having experienced life experiences, were realistic with teaching demands (Richardson & Watt, 2005). Feistritzer (2005) found that those starting in the teaching field in their 40's and 50's were most likely to remain in the teaching field for 10 or more years. In Lee's study (2011), older Second Career teachers felt that they did not have the "youthful idealism" of the younger teachers, and had passed the phase of getting burned out, having experienced it in their last profession (Lee, 2011).

Second Career teachers have vastly diverse skill sets from many different professions (Brady, 1997; Wolpert-Gawron, 2008). In a study done by the Training and Development Agency for Schools, Head teachers preferred Second Career teachers because of their broad base of experience (Barker, 2007). Prior experiential skill sets serve to assist the Second Career Teacher in adjusting to the teaching profession. Many switched and chose the education field, seeing the seamless transfer into the new career. For some experienced Second Career Teachers, this was true, utilizing what they have learned in prior careers in their classroom teaching (Unterreiner, 2006). First careers such as business, industry, law enforcement, and the military were found to become

valuable resources for Second Career individuals transferring prior knowledge into classroom lessons (Lee, 2011).

Second Career (long-term) vs. Alternative (short-term) Program: A Brief History

In 1983, the National Commission on Excellence in Education presented "A Nation at Risk". The information in this report was the impetus for educational reform in American schools. Student achievement was the goal with learning standards defined and measured through outcomes. The teacher instruction and professional development was paramount for producing the positive results for skill acquisition. Research found that the states that were not successful in raising student achievement were those that invested in tests of learning knowledge and standards in the teacher education programs, but not of teaching instruction, improvement of schools of education, or of professional development. Conversely, the states with the highest student achievement were those having teacher education programs which included course work in teacher learning, and the states had a teaching policy through professional standards boards. In 1996, a report of the National Commission on Teaching and America's Future, called "What Matters Most: Teaching for America's Future", revealed the twelve states that engaged in comprehensive reform efforts. These efforts included Standards-based reforms of teaching, redesign of teacher education and induction, and restructured professional development. The standards, designed by the National Council for Accreditation of Teacher Education, were the basis for beginning teacher licensing and assessment (Darling-Hammond & Lowenberg Ball, 1999).

While there was a critical need for more young people to go into the field of education, alternative (short-term) programs were being developed to produce a "fast-

track" and fill open positions. By 1998, throughout the United States, there were 300 graduate schools of education offering teacher education certification programs in alternative programs and in Master's of Education degree programs for the Second Career learners.

While the quality of alternative (short-term) programs was being challenged, forty-one states had alternative certification programs, some in as little time as four to six weeks. These programs began to include professional development schools for a laboratory approach of modeling to guide instructional practice. Other alternative program enhancements included the following: increased program duration of supervision to 5-years, assessments tied to teaching standards, investment in centers for professional development, creation of networks for teacher support, development of study groups for teacher reflection, and use of new technologies (Darling-Hammond & Ball, 1999). Emergency certified teachers became prevalent in low-income and minority schools. In many states, lawsuits claimed student rights to resources and highly qualified teachers. This led to the "Highly Qualified Teacher" requirement in the No Child Left Behind (2001) legislation.

Three alternative (short-term) programs with documented success include Troops to Teachers (TTT) - which trains military personnel for the classroom, the Los Angeles District Intern Program, and the Texas Alternative Certification Program (Feistizer, 2005 found in Auguste, 2010).

One other alternative (short-term) program was Teach For America (TFA). It recruited, selected, trained and supported college graduates into a two-year obligation specifically for low-income urban and rural schools. In 1990, it started with a focus to

close the achievement gap, and 500 members began teaching in six regions of the United States. In 2007, Teach for All was created to utilize a network of organizations to bring the TFA model internationally. The United States Government had supported the organization with Congress's authorization of annual funding in 2008. It was deemed a successful programming model by the US Department of Education (2004) and Arnie Duncan, Secretary of Education, in 2009 (Lahann & Reagan, 2011). A U.S. Department of Education Investing in Innovation grant was awarded in 2010.

While the alternative (short-term) option for certification was growing, effectiveness was enhanced. Colleges and universities began to increase course requirements and develop Second Career programing. Second Career programs not only provide licensure, but also allow the individual with a degree in the teaching field. This addresses the growing need for teachers and produces highly qualified applicants for the education field.

National Second Career Programs and Effectiveness

Many different kinds of education programs exist in the United States (Wilcox & Samaras, 2009). Program developers, whether in districts or universities, continually improve upon their programs. It is understandable that a comprehensive teacher preparation program includes passing assessments in core academic subjects, and pedagogical knowledge. The coursework in the program includes, but is not limited to content knowledge, teaching and learning, instructional methods and strategies, classroom management, special needs and multi-cultural aspects, curriculum, evaluation and professionalism. Much of the research from the last fifteen years deals with the

development of the Second Career teachers and teacher programs. Program design approaches vary (Wei, Andree & Hammond, 2009 in Brindley & Parker, 2010).

Some districts are partnering with local universities to ensure that adequate preparation and mentoring occur for a successful programming. This is especially effective for the staffing of urban districts (Chin & Young, 2004; Hueser & Owens, 1999; Keller, 2006;). One Second Career teacher education program partnering a university with schools is at the University of South Florida (Morton et al., 2005). Another program, the Georgia Teacher Alternative Preparation Program, or TAPP, is also a graduate level certification program, where the Career Changer works under a provisional status in the classroom, at a reduced pay level, and utilizes a mentor (Lee, 2011). Two other programs are responsible for providing all applicants to seven state public school districts. They are the College of Education at the Southwest Texas State University and the National Institute of Education (NIE) in Singapore. Given their strong partnership with the seven districts, these programs have a distinct advantage when testing the effectiveness of their programs (Resta et al., 2001).

Successful programming for Second Career teachers can also be found when programs focus on potential candidates and their subject area knowledge. Subject area knowledge is one advantage of Second Career teachers hired to teach the same subject. Some studies focus on this strength: A case study presented to the National Council for the Teaching of Social Studies in 1996 used a life history methodology and analyzed the life and career histories of four participants who had military careers and became Second Career Social Studies teachers. While significant themes were found, there is no assumption that can be made as to their proficiency in instructional practices with the

social studies curriculum- they just felt more comfortable with the subject area. Strategies for successful transitioning from the field of chemistry to Second Career teaching in chemistry were offered in a report of the Presidential Symposium of the Division of Chemical Education of the American Chemical Society (Scharberg, 2005).

Effectiveness utilizing technology resources is found in a program at the University of North Carolina at Charlotte. This program utilizes remote technology with audio, video, text and document sharing. Advantages for effectiveness included the ability to hear teacher-student and small group conversations, and option of multiple observers – not necessarily on the same site (Heafner & Petty, 2010).

Reasons for difficulty in transitioning to classroom teaching are highlighted in the article, "Second-Career Teachers: perceptions and mission in their new careers" by Frank Powers (2002). Because their habits are "well established" they may be dealing with "elements of rigidity" obvious in preparation and then worsened during the induction year. The personal belief of making a difference for children may be challenged when they encounter the time-intensity of the teaching process (Powers, 2002).

Second Career Preparation Program Components

Programs for Second Career teachers should address challenging areas fund in research. In Rebecca Wiehe's (2009) dissertation, seven Second Career secondary teachers in their fifth year or more perceived their biggest challenge to be their relationship with administration. Second-Career elementary teachers perceived their biggest challenge to be with special education requirements. Throughout interviews and a

critical incident log all felt they were successful despite unsupportive administration and challenging students (Wiehe, 2009).

One study focused on recruiting and supporting the Second-Career teacher based on data during this job transition, from the prior context to the teaching field (Castro & Baumi, 2009). The importance of the transition period cannot be overstated. The transition not only includes the coursework; it includes the moment when they first consider leaving their successful careers to enter the teaching field.

A program component that is vital for a smooth transition into the classroom is the development of an individual's identity as a teacher. Allen (2005) suggested that Second Career Teachers need time to reflect on their life and form the new identity, rather than the "baptism by fire" way of the traditional teacher. This takes time to shift from a naiveté to a survival mode to the reflective practice necessary for assimilation and growth during the first year (Lee, 2011, 4). Powell's study calls this assimilation "emergence," and it includes four categories: (1) beliefs about teaching science; (2) constrained teaching and instructional conflict; (3) Content Area beliefs/classroom practice; and, (4) anticipations of a new beginning. Wenger's Theory of Identity Formation (1998) was used in conjunction with interviews for eight Second Career English teachers in one Hong Kong study. The source of their challenge was to perceive that their skills and previous experiences were not valued. According to the study, the schools' "endorsed identity positions" were in contrast to their feelings of self- identity. This led to non-participation, and resulted in the formation of their own "identity territories" that connected aspects of their first career identities, (such as engineers), to teaching. (Trent & Gao, 2009).

Other researchers found that their pre-teacher training program needed to include ways to make connections between the prior work and new teaching field. Therefore, intrinsic motivation and expectations would be considered (Chong & Goh, 2007). Success and job retention were found when prior job experience was more similar to realities of their work as a teacher. The relationship between personal values and job realities was high and job satisfaction was likely. One study suggests for Second Career individuals to consider a list of preferences in a job. Twelve areas of motivation that were identified included the following: advancement/prestige, health reasons, hours, love of subject matter, pay and benefits, religious calling, secular calling, security, working conditions, and other (Backes & Burns, 2008). In another study, prior experience related to choosing a Vocational Education Teaching career was studied using a Fit-Choice Scale. Found were the determinants of career choice and relationship of perceptions of their past career in the new career in teaching (Berger &Yannick, 2012).

Novak and Knowles (1992) found that traditional and Second Career teachers were equally overwhelmed by the vast amount of classroom requirements and responsibilities, but Second Career teachers had unknowingly believed their prior work experiences would have prepared them for the workload. Mentoring and adjustment time was required for them to have adequate transfer of prior career skill sets. Bray (1995) found that non-traditional students could benefit from program individualization to customize according to needs, including a change in the student teaching experience. Schon (1983) suggested incorporating a reflection-in-action practice to capitalize on continuous evaluation and adjustment. Serotkin (2007) advocated for more time in the field and more experience in pre and post certification. Harrell and Harris (2006) suggested the

advantage of on-line certification programs in meeting the needs of non-traditional learners. On-line support groups and established cohorts of colleagues can provide continuous support throughout the transition process during the first year (Roy, 2002). Successful programs need to include the following four "design principles": addressing expectations, transition to teaching, addressing transfer and developing a theory of practice (Tigchalaar et al., 2010).

One Second Career teacher credited her program because of its flexibility, adaptability, support and mentoring as leading to her success. According to the US Department of Education Office of Innovation and Improvement (2008), the best quality programs include a strong support system and mentoring. Mentioned is the need for these non-traditional programs to also have a focus on diversity, ethnicity, career background and life experience (Auguste, 2010). Other programming needs include the to clearly define and train for the specific skill sets necessary for teaching on the elementary versus secondary levels, and to include administrative requirements and demands as part of professionalism. A difficulty was found with "being managed" and significance was found in their positioning in relation to their past career. Another programming need was to provide an understanding of school culture, when being "different", male or gay, was viewed negatively (Newman, 2010).

The Effects of Mentoring

Pennsylvania schools have mentor programs as part of their Induction Plan. The reasons for the mentor program designs in schools includes the following: to address the fact that a high number of new teachers leave the profession; to support those alternatively certified; to support those who enter or reenter after being out of the teaching field; to support those teaching out of their field of expertise; and to support those in different settings – urban, suburban, rural (Zepeda, 2017). According to Zepeda (2017), a working definition of a mentor is not possible given the fact that the work is determined by the school and it could involve many different duties in a variety of settings. This person is responsible to transition the new teacher to assume the professional obligations and responsibilities of the teaching position. Mentor qualities include being a "trusted guide" (Homer), "teacher" (Levinson, Darrow, Klein, Levinson, & McKee, 1978), "sponsor" (Shein, 1978), "challenger" (Daloz, 1983), and "confidant" (Gehrke & Kay, 1984). This is according to Crow and Mathews (1998) (Gross, 2009, pp 521).

The support for new teachers in Pennsylvania is the assigned mentor. It is believed that the relationship between the mentor and the new teacher (or mentee) is the key to a teacher's success in the field. An effective mentor has a certain intention and involvement in the mentor-mentee relationship. This intention and involvement is a commitment that the mentor makes to the other person in order for a relationship to form. This intention and involvement can exist on many levels, starting at a basic level and going to an advanced level. Mertz (2004) has developed a pyramid model of different levels of intention and involvement. These levels range from low intention and involvement to

high intention and involvement. The primary focus is on the intent even though the mentor may exhibit characteristics of high levels. The model is described as the following: The intent of modeling serves level one- role model, peer-pal and supporter, and level two – teacher and coach; the intent of advising serves level 3-counselor, advisor and guide, and level four-sponsor and benefactor; the brokering intent serves level 5-patron and protector and level 6-mentor (Mertz, 2004, pp 551).

Another factor in a teacher's success is the climate and culture of the environment. Research suggests that the positive effects of mentoring will likely not be evident unless a climate of learning and a culture of care exists in that environment (Zepeda, 2017). Positive results do occur when both the mentor and participant trust one another and value the process (Playko, 1991).

Although mentoring is looked at as positive support for new teachers, research suggests to consider downsides that may exist in the relationship. Mentors may have the following characteristics or intentions: "selfish" or have "ulterior motives" (Crow & Matthews, 1998; Muse, Wasden & Thomas, 1988); they may be "too protective" (Crow & Matthews, 1998; Daresh & Playko, 1993); they may have a preference for a "certain style of leadership" (Crow & Matthews, 1998), or "constrict innovation" (Hart, as cited in Crow and Matthews, 1998, p.8); they may be "too controlling" (Lashway, 2003), or mentors may intend to "mold" the teacher to fit school needs (Gross, 2009, 520-521).

Mentors are assigned based on current district resources, and trained on the districts' induction plan. School districts may choose to prepare their mentors before assigning them. Research supports the belief that training is crucial for a mentor to be effective. This preparation involves generally three parts: the content, how it is shared and the

product after learning the content (Gross, 2009). If a school has the resources to train their mentors, not only will they be 'certifying' teachers to take on this role, but also building capacity in the school environment.

What the Literature Does not Cover

The purpose of this study is to examine Second Career teacher motivation for choosing education, and to analyze Second Career teachers' support by their mentors during their first teaching year. The aspect of mentor assignment from the school district level will add to the Second Career research. In the study done by Brindley and Parker (2010), the effect of a mentor was not part of the examination of Second Career Teachers' beliefs and suppression of beliefs during their first teaching year. Possibly mentors could influence beliefs of Second Career teachers.

In another study, completed by Wilcox and Samaras (2009) from the George Mason University in Fairfax Virginia, they assigned their own mentors to their trained "Career Switchers" teachers during their first teaching year. Although this study was for the Virginia based alternative program and not a Second Career program (according to my definition), the resources used in their study were of interest to me. There may be different mentoring effects when using district-trained mentors for new teachers trained in a variety of different programs for certification.

Summary

Chapter Two presented a review of the literature related to Second Career teachers. This discussion began with a brief history of Second Career vs. alternative certification programming. The 1983 report, "A Nation at Risk", gave national attention to the need

for schools to focus efforts on student achievement. Teacher quality was examined and school reform movements began. Specific college alternate (short-term) and Second career (long-term) program research and program components were discussed.

Research on mentoring provided further insight for this study. Research suggests various mentor qualities and characteristics. A pyramid model of a hierarchy of levels reveals a mentor's intention and involvement in the mentor-mentee relationship (Mertz, 2004) The climate and culture of the school environment must be conducive to produce positive effects of mentoring (Zepeda, 2017). To have trust and to value the process are also vital for mentor support (Playko, 1991). Potential downsides of the mentoring relationship are mentioned.

Chapter Three details the methods and procedures used in this study. In Chapter Four the research data is presented and examined. In Chapter Five, conclusions and recommendations are summarized based on the findings.

CHAPTER 3

METHODOLOGY AND PROCEDURES

Assumptions and Rationale for a Qualitative Design

This study focused on collecting evidence, as part of systemic inquiry, to determine the perceptions of high school Second Career teachers in experiences during their first teaching year. The evidence collected includes their impression of the support provided by their assigned mentors. Rich, descriptive data were collected from each participant during two interviews – in the Mid-Year and End-of-Year. It was required that all participants have at least two years of teaching. The individual impressions of their first year experiences were considered their 'perceptions'.

The participants were asked to reflect on challenges, adjustments, and changes in themselves, in their development as teachers. The interviews conducted with participants were designed to yield evidence of their growth and independence. Researcher observations and conversations were analyzed for reoccurring themes and patterns over time. I used a pattern matching logic from the responses in order to capture emerging themes (Yin, 2009).

This study was developed after reviewing Second Career research. Wilcox and Samaras (2009) at the George Mason University, collected data from their Second Career teacher graduates during their first teaching year. Their analysis and conclusions informed their program's effectiveness, by justifying necessary enhancements to their certification program. In another study, Brindley and Parker (2009) at the University of South Florida collected data from their post-baccalaureate graduate level students during

their first teaching year. The focus of their study was to examine students' beliefs as new teachers in the field. Beliefs, like perceptions, are individual impressions. Rokeach (1968) states that beliefs are evaluative, stored affectively and are based in experience. Nespar (1987) describes beliefs as having cognitive, affective and behavioral characteristics. Literature exists to suggest that pre-existing beliefs and perspectives need to be confronted (Morton, Williams & Brindley, 2006; Pajaras, 1992 in Brindley & Parker, 2009). Both qualitative studies involved Second Career teacher participants in their first teaching years. The results of both studies resulted in added resources for their Second Career programs. This study looked at the support that schools provided for Second Career new teachers. Their analyzed responses will add to the existing research on the effects of mentoring.

Role of the Researcher

This particular study is important to any school principal. In my job as a principal for 13 years, I have interviewed many teachers, including Second Career Teacher applicants. All teachers experience challenge in their first year. Since Second Career individuals came to teaching after having another career, I was interested in their success with supports provided by the school. For new teachers, the assigned mentors are considered to be a resource for their success. Induction programs are also supportive by including evidence of reflective practice, planned observation and collaborative discussion for new teachers. As the researcher, I carefully scripted participants' answers in relation to all recalled experiences, listening for elements of support.

As a principal, I spend time with individual teachers to discuss their lesson planning and preparation, and the ways they are addressing the academic and behavioral

needs of the children in their classroom. As Second Career participants described challenges, adjustments, changes and themselves and in their development as teachers, I was deliberate and thorough when collecting data. The analyzed and summarized results are described in Chapter Five. Recommendations are provided for administrators when hiring Second Career teachers and for when they are assigning mentors. Findings will also inform Induction Plans. My involvement with participants in this study was only for the purpose of this research.

Site and Subject Selection Process

The participants currently held teaching positions in central Pennsylvania high schools. Each district has their own Induction plan for new teaching professionals. The plans include mentor support of varying degrees.

Induction Programs in Pennsylvania are developed to meet the requirements of Chapter 49, title 22 of the Pennsylvania Code, Section 49.16. Each district is required to have a Teacher Induction Plan, with similar accountability measures. The Pennsylvania Department of Education requires a one-year program, but some districts have a two-year program. Human Resources Directors, Induction Committees and other administrators develop the plan. They also review reflections and update the plan annually, considering feedback and evaluation by the inductee, mentor and the school principals. Reviews are also done as a result of changes by school law and school district policy. The districts' Strategic Plan, approved by the Pennsylvania Department of Education, has the Teacher Induction Program (TIP) as one of the approved parts.

Participants for this study were found through an email process. Initially, I used a List Serve of mid-state school districts' high school principals. When I received no responses, I sent ten individual emails to specific principals and superintendents in districts close to where I am a principal. The emails contained two letters. See Appendix A and Appendix B. One was for the principal and one was for the prospective Second Career educator. The email letter requested for building principals to forward a participant letter to their Second Career educators. For superintendents, I requested that they send attached letters to their principals to refer Second Career educators in their schools. Because more than one participant had two or more years as educators, a request was made for the committee to approve an adjustment of participant requirements, and they agreed. The requirement change was that the study included participants in at least their 2nd year in the education field. The result was that eight high school level Second Career educators from three school districts and one vocational-technical school responded. Of the eight, seven had assigned mentors. In terms of having a mentor "assigned", one of those seven participants was permitted to list teachers he had met, and the administration chose a teacher from his list as his assigned mentor. The one participant who was not assigned a mentor had entered the teaching field in the early 1970's and was never assigned one. He was furloughed in three years, and then came back to education after 18 years. Then at that time, he was not assigned a mentor based on having previous experience. He was included in the selection process based on his journey and passion in returning to education. The absence of having an assigned a mentor was taken into consideration in order to inform this study in terms of need for support.

Participants gave written consent in their emails for two (2) one-to-one interviews, one Mid-Year and one End-of-Year. I scheduled the day and time of each interview by email. All interviews were scheduled at the participants' school district of employment. Upon meeting each participant during the Mid-Year interview, a verbal consent was given for a second interview. This was scheduled by email at the end of the school year. Interviews were one-on-one sessions with scripted note taking. All participants had agreed to being tape recorded. Taping occurred in most interviews. All participants were assured that their information would be kept confidential and coded, without names and identifiable information. In the notes and on the included tables, pseudonyms were assigned to participants. I guaranteed anonymity and agreed to provide them with an electronic copy of the study once the study was completed.

Research Study Steps, Timeline and Data Collection

The Second Career Teachers participating in the study were interviewed two times. These were at the middle and end of the academic school year. Interview questions were prepared for each session (See Appendix C). In both of these interviews, participants were asked questions based on challenges, adjustments, changes they had made from the first year. The questions asked how effective their mentors were in helping them in their development as teachers. This technique was used in order to garner views, beliefs and feelings. I used scripted notes, and on occasion tape recordings, in the data gathering sessions. The interviews yielded context-rich information (Cresswell, 1998; Merriam, 1998 in Wilcox & Samaras, 2009). I utilized a finite line of questioning.

Data Analysis

I utilized a multiple case design by considering each of the eight participants as individual and distinct cases. These perspectives in narrative, as well as observations, were analyzed using pattern matching in a replication design to uncover themes (Yin, 2009). This procedure began by maintaining careful and detailed descriptive documentation of interviews and notes for each participant. Transcripts were analyzed first through a coding process, of looking at individual words used by each participant. The occurrences of key words yielded patterns. Then question data were analyzed for each participant's answers. Themes and concepts emerged when comparing answers for similarities and differences.

Methods of Verification

Verbal responses yielded data for categorizing strategies of thematic analysis (Maxwell, 2005 in Wilcox & Samaras, 2009). To insure internal validity, I utilized pattern matching, where predicted patterns were compared to response patterns in order for topics to emerge. I considered that external validity issues may arise when using a small sample. Although findings cannot be generalized to larger populations of Second Career teachers, data provided a rich generalization of theories. Documentation was thorough (Yin, 2009).

Ethical Concerns

In my career as a teacher and a principal, I have spoken with many Second Career teachers. I also have a few relatives and friends who are Second Career teachers. With this experience in mind, I recognize the potential for a personal bias that I may have

concerning the subject of the study. One way to remain neutral during the research process was to use self-reflection. During the interview procedure, I maintained neutrality with the use of an Interview Protocol (Appendix C). Prepared questions were posed and answers were scripted.

Ethical issues may arise as a result of a participant's or a mentor's personal life experiences. Possibly a teacher's beliefs were shaped during a difficult time in his/her life. Also, possibly biases (racial or cultural) may occur within the responses by the teachers. No judgments should be made about the participants or the mentors. I was not made aware of whether participants and mentors were biologically related.

Summary

Chapter Three began by describing the research design. Through email requests to mid-state administrators, eight Second Career Teachers responded to be participants for the study. High School Second Career teachers responded from three suburban schools, one urban school and one technical school. During two interviews, questions asked participants to reflect on the support of their mentors through challenges, adjustments and changes they saw in their development as teachers during their first teaching year. Scripted notes were analyzed through pattern matching and coding to reveal patterns and common themes.

The outcome of this study will be added to the research done with Second Career individuals. Recommendations may also inform to school district new teacher Induction Plans. In Chapter Four the research data are presented and examined. In Chapter Five, conclusions and recommendations are summarized based on the findings.

CHAPTER 4

RESULTS

Introduction

The purpose of this study was to collect data to analyze Second Career teacher perceptions about their mentor experiences in their beginning teaching years at the high school level. Second Career research provided the basis for question development. Mentoring is meant to provide support for every teacher, not only Second Career teachers. In considering the questions, I also realized assumptions I was making about motivation and strengths of Second Career teachers and about mentoring support based on my experience as a teacher and a school administrator. During interviews, I remained vigilant against this potential bias in my questioning. A protocol for interviews was employed. (See Appendix 1). These assumptions begin with Second Career teacher motivation and influences, and conclude with the aspect of mentoring support. This will be discussed following the analysis of the research questions in Chapter 5.

Assumptions

- The main reason Second Career teachers made the change to education was mainly because of their 'love for kids'.
- In their beginning teaching years, they would experience challenges in classroom management and curricular requirements (lesson panning).
- They would make adjustments for these challenges.

- Through reflection, they would realize changes in themselves and in their development as teachers.

- Their mentors would be instrumental in guiding them in this development as teachers.

Research was conducted from interviews of the eight participants from four high schools. The participants were chosen by voluntarily responding to an email when referred by their principal. (See page 32.) The letter used is Table 1.

Research Questions

The research questions were asked of participants in one-on-one interviews held at the participants' schools of employment. The research questions explore the challenges and adjustments participants made in their beginning teaching years, and asked them about their current challenges and adjustments. The influence of their mentors was compared and analyzed. School District practice for assigning mentors and features of induction programs was embedded in participants' answers.

Research questions are the focus of the study. They are as follows:

- Does mentoring affect high school teachers' perceptions of challenges, adjustments and changes they saw in themselves in their first teaching year?

- In what way might the mentor relate to the development of Second Career teacher's success?

Demographic Data

Before sharing the results of the study, demographic data are needed to provide background information about each participant. This information was collected at the beginning of each interview (See Table 1). Each participant was given a pseudonym in order to maintain confidentiality. The ages of the high school participants were from 42-64 years, with a mean of 50.6 years of age. The median age was 50 years of age. There were five males and three females who participated in the study. Participants came from three high schools and a technical school. The four high schools that employed the participants were in central Pennsylvania. One of the high schools was in an urban area. Three high schools were suburban and the technical school includes students from ten urban and suburban feeder mid-state school districts. All participants had graduated from long-term Second Career Programs, not short-term certification programs. None of those colleges had a partnership with a school district.

Participant 1 (Mr. Bay) was 57 years of age, taught American History and American Government in the Technical School. He was hired in 2014 and his prior degree was in Economics. His prior jobs included: insurance salesman, basketball coach and Special Olympics Program Director.

Participant 2 (Mr. Brook) was 56 years of age, was a Career Coordinator, counselor and teacher at a suburban school district. He was hired in 2014 and his prior degree was in Music. His prior jobs included: restaurant waiter, restaurant owner, insurance and financial advisor.

Participant 3 (Mr. Creek) was 42 years of age, taught Special Education (Autistic Support) in a suburban school district. He was hired in 2014 and his prior certificate was in English. His prior jobs included: worker at a plastics factory, customer service representative, video-gaming, forklift driver.

Participant 4 (Mr. Lake) was 43 years of age, and in the year of the interview, had a change in his teaching assignment. From the beginning of the school year until the spring he taught Business Economics and Career Education and in the spring his teaching assignment changed to American History (grade 9). He taught in an urban school district. He was hired in 2015 and his prior degree was in History. His prior jobs included: retail sales, business management, working in an alternative school.

Participant 5 (Mr. Ocean) was 64 years of age, taught Business Education and Health Sciences in an urban school district. His Second Career experience included the following: he was hired as a teacher from 1974-1977 and was furloughed; he got a degree in business, worked various jobs in the business-sector and returned to teaching in 1995. His prior jobs included: account analyst, commercial cleaning franchise, government economic analyst. (This participant did not have a mentor and so interview data applies to Second career Teacher motivation but not mentor related findings.)

Participant 6 (Ms. Pond) was 53 years of age, taught English (grade 10) in a suburban school district. She was hired in 2007 and her prior certificate was as a paralegal. Her prior jobs included: receptionist, and clerk in the Commonwealth Court.

Participant 7 (Ms. River) was 47 years of age, taught Chemistry (grade 10,11) in a suburban school district. She was hired in 2004 and her prior degree was in Chemistry. Her prior jobs included: telemarketer, investigative chemist for pharmaceutical company.

Participant 8 (Ms. Stream) was 43 years of age, taught English (grade 9) in a suburban school district. She was hired in 2008 and her prior degree was in Communications. Her prior jobs included: personal care assistant in a school, naval officer, banking, training program for financial institutions.

In reference to prior occupations, five participants had jobs that involved working with children ages 5-18. Four of the participants eventually taught in the areas of their original undergraduate non-teaching degree. All participants felt successful in the teaching field. Because of the connection of having worked with children and their prior content area knowledge leading to teaching in that field, this reinforces Second Career research. Chong and Gong (2007) had purported that for Second Career teachers to be successful, pre-teacher training programs need to make connections between the prior work and their new teaching field. As stated in Chapter 2, the relationship between personal values and job realities was high and job satisfaction was likely.

Table 1 – Demographic Data

Table 1

Participant #	Pseudonyms	Age	Gender	Educ.Assignment	Date Hired	District	Degree Pric	Teaching d	Jobs before Teaching
1	Mr. Bay	57	M	Amer. History/ Gov.-Gr. 9, 10	2014	technical school	Economics	No	Insurance salesman/Basketball coach/Sp. Olympics Prog.Director
2	Mr. Brook	56	M	Career Coordinator/Counselor	2014	suburban	Music	No	Restaurant waiter/Restaurant owner/Insurance and Financial Advisor
3	Mr. Creek	42	M	Spec. Ed.-Autistic Sup.	2014	suburban	certificate	Yes	Plastics Factory/Customer Serv. Rep/ video-gaming/forklift driver
4	Mr. Lake	43	M	Business Econ/Career Ed; Spring=History Gr.9	2015	urban	History	No	Retail sales/Business Management, Alternative School
5	Mr. Ocean	64	M	Business Ed. /Health Sci	1995	urban	Health & Phys Ed. /Ret.- Business Ed.-econ-	Yes-taught 1974-1977 and fur-loughed	accounting analyst; Commercial Cleaning franchise; Govt.Economic analyst
6	Ms. Pond	53	F	English Gr. 10	2007	suburban	Paralegal c	No	Receptionist/ clerk in Commonwealth Court
7	Ms. River	47	F	Chemistry Gr. 10, 11	2004	suburban	Chemistry	No	Telemarketer/Investigative Chemist for pharmaceutical co.
8	Ms. Stream	43	F	English Gr. 9	2008	suburban	Communica	No	naval officer/banking/training program for financial institutions

Note: It is to be noted that #5, Mr. Ocean, had taught from 1974-1977 and was furloughed. He returned to teaching in 1995.

Mentoring and Mentor Support

All of the participants were able to reflect on their first year in the field of education. Vital to this study was about the mentoring participants received and whether their mentor was supportive. When asked about their mentors, one of the eight participants did not have an assigned mentor. This was due to the date of the first teaching position, when mentors were not assigned to new teachers. He was included in this study based on the possible influence of the absence of a mentor.

Research Question #1 - Does mentoring affect high school teachers' perceptions of challenges, adjustments and changes they saw in themselves in their first teaching year?

Finding #1 - Participants' responses to whether a mentor was helpful and whether they supported them with challenges, adjustments and changes they saw in themselves was judged by whether or not their (conscious or subconscious) needs were met during that first year experience. This is their perception.

As discussed in Chapter 2, the job of "mentor" is not easily defined. According to Zepeda (2017), this is due the school determining the mentor's duties and variety of responsibilities. When districts assign mentors they may have training programs. The programs include their knowledge of procedural information (like lesson plan requirements, unit and year planning, grading, ordering supplies, observations, evaluations, etc.) and other support (like classroom management, student expectations, student engagement, etc.) Mentors are to be there to support on all levels. Research cites mentor qualities as including being a "trusted guide" (Homer), "teacher" (Levinson, Darrow, Klein, Levinson, & McKee, 1978), "sponsor" (Shein, 1978), "challenger" (Daloz, 1983), and "confidant" (Gehrke & Kay, 1984). This is according to Crow and Mathews (1998) (Gross, 2009, pp 521).

Another way to characterize this mentor support is with the research done by Mertz (2004). She states how mentors act with a level of intention and a degree of involvement. Her diagram of basic to advanced levels of increasing intention and involvement point to the complex job of mentors. As the mentors enter to provide support in accordance with the district training/plan, they encounter a new teacher who may or may not know all of their job functions. My data points to the participants having entered their schools with

expectations and did or did not have their needs met. While the first teaching year is always challenging, a mentor will not be perceived to be supportive if they do not provide what a participant had regarded as necessary at that time. Let it be emphasized here, this data analysis did not reveal information based on participant and/or school lacking in mentor intention or involvement. Participants' perception of their mentor's qualities and intent and involvement was clearly, consciously or subconsciously, being judged from the point of view of whether, and how, their needs were being met.

This first finding of the analyzed data takes into consideration all of the varied responses by participants in reference to mentor support. Whether the mentor was perceived as helpful, and helpful with challenges, adjustments and instrumental with the development of changes in participants, was answered in reference to their needs at specific schools in their specific circumstances.

Participants perceived how their mentor was helpful in many ways (See Table 2, p.). Mr. Bay said that the mentor had left a "profound" impression. Mrs. Stream stated that the mentor was helpful and "was the same age" and "had children around the same age". Ms. Pond had two mentors because of having two different teaching positions during the same year; the first mentor at the first assignment was not helpful, but the mentor at the second assignment was very helpful. Mr. Lake stated of having a gender preference for his choice of mentor.

Three participants felt their mentors were not helpful. Mr. Brook's assigned mentor taught a different subject and never saw him teach. Mr. Creek's mentor helped with bureaucratic work but was not able to help him with his assigned position. Ms. River explained that at that time, her mentor's gender and school culture negatively affected her

mentor experience. Mr. Brook and Mrs. River used other staff as unofficial mentors. Two tables follow which present this information. Table 2 shows all participants' answers from the initial mentor questions. Note the answers about whether mentors were helpful and how they were helpful. Involvement is cited in a continuum (See Table 3, p.).

Table 2 – Mentor Helpfulness

Participant #	Did you have a mentor	Assigned or not	Years of experience of mentor	Mentor receive training?	Stipend?	Helpful?
Mr. Bay	Yes	Assigned	4 to 10	Yes	?	Extremely helpful
Mr. Brook	No-but administrator provided him w/advice-acted as mentor-guide, sounding board	Mentor assigned -but was Fr. Tcher	None	None	None	No- helped w/ the grade book- never saw me teach
Mr. Creek	Yes	Yes	11 to 35	?	Yes	Bureaucratic procedural work only was not able to help him w/ assigned position
Mr. Lake	Yes	Was asked if had a colleague in mind-asked for name	11 to 35	?	Yes	Yes
Mr. Ocean	No- was believed had exper from 1970s	Not assigned	None	N/A	N/A	N/A

Table 2	Continued					
Ms. Pond	Yes, two assigned	Assigned	?	?	Yes	1st- not available! 2nd – no help! was extremely helpful!
Ms. River	Yes, but another used	Assigned	11 to 35	?	Yes	Male/ was not helpful- not close by in the building
Ms. Stream	Yes	Assigned	11 to 35	No	Yes	Yes

Table 3-Mentor Assigned/Support Continuum

Table 3

Mentor Assigned/Support Continuum

Mentor Not assigned			Mentor Assigned	
based on the year had started in teaching ('74)	Mentor assigned but not available	Mentor assigned but not helpful for more than procedural support	Mentor assigned and helpful	Mentor assigned and still supportive
Mr. Ocean	Ms. Pond(1)	Mr. Creek	Mr. Bay	Mr. Bay
	Mr. Brook	Ms. River	Mr. Lake	Mr. Lake
			Ms. Pond(2)	Ms. Stream
			Ms. Stream	

*Ms. Pond had 2 different teaching positions and was assigned a mentor each time.

Note (1): Mr. Ocean did not have an assigned mentor, due to having previous experience. During that previous experience he was not assigned a mentor.

Note (2): In this study, consideration was given to years of experience of the mentors, whether the mentor was trained and whether the mentor had received a stipend for the mentorship. There was no relationship between the mentors' years of experience, and

whether the mentor was helpful or not. Because most participants were unaware of their mentors' training and stipends, this became a non-issue in the study.

In terms of challenges participants encountered, many stated that paperwork, workload and lesson plans and need for time in their responses. Mr. Bay mentioned his challenge as "workload, lesson plans and time". Mr. Bay stated the need for time to grade papers, and Ms. Stream mentioned needing time "while running a household".Ms. Stream and Ms. River also mentioned that lesson planning was the challenge they recalled. As reported, Mr. Bay, Mr. Lake, Ms. Stream and Ms. Pond's second assigned mentors were helpful with lesson plans.

Another need causing a challenge was teaching materials and content knowledge. Mr. Brook stated that when given the job, he found that there were no teaching materials and no mentor available to help. Mr. Bay had "worried that their content knowledge was lacking", but found that the mentor was helpful.

Six of the eight participants, all with assigned (or chosen) mentors, stated how helpful they were with the rules and procedures. Mr. Creek stated that behavior of students with special needs was a challenge and the mentor was not able to provide help in that area. Classroom behavior and management was also the challenge reported by four other participants - Mr. Lake, Mr. Ocean, Mr. Bay and Ms. Pond. Mr. Lake stated how he had a difficult time until he found technology software that provides points and incentives for accomplishing tasks. Mr. Ocean added how the "students changed" and "the culture changed".

The Influence of Prior Background on Adjustments

Participants answered in terms of the adjustments they had made in their teaching and how their mentors were supportive. When asking these questions, no evidence was found to agree with Novak and Knowles (1992) finding that Second Career teachers had unknowingly believed their prior work experiences would have prepared them for the work load. On the contrary, participants credited their prior background as helping them make adjustments. Mr. Brook and Mr. Ocean stated that they used their backgrounds to make their adjustments. "All experience led to this", stated Mr. Brook. Mr. Ocean used his background as a manager to help make adjustments. Mr. Bay, Mr. Creek, Mr. Lake, and Ms. Stream stated that their mentors helped them make adjustments, while the other four reported that they had to make the adjustments themselves.

Other adjustments that participants mentioned dealt with how they had to make a change from their past jobs as managers and now being a teacher and having administration observing and evaluating them. Mr. Creek, Mr. Lake and Mr. Ocean explained how they had been authority figures and "got respect" as managers in the past and now needed a "new mindset" for teaching.

Another adjustment from a managing point of view had to do with managing a classroom of students. Ms. Pond said that she "learned patience and compassion" and needed to "soften [her] demeanor". Ms. River stated that the focus is now on "making connections" with students. She added, "When you believe in them (students), they forge a connection." Ms. Stream explained that they had adjusted from "being the font of knowledge to being more student centered."

Research Question #2 - In what way might the mentor relate to the development of Second Career teacher's success?

Finding #2 – Having a mentor may or may not lead to success for a Second Career teacher.

One participant, who did not have a mentor, mentioned how his prior experience, his principal and his fellow teachers provided the support he has needed. This leads to evidence of this finding. Throughout this study, participants' statements revealed both positive and negative experiences based on whether mentors supported or not.

Positive mentoring experiences included the following: Mr. Bay stated that, mentors had a "profound effect". He was always there when he needed his help. Mr. Lake was able to choose his own mentor, based on the district practice of allowing new staff to list preferences. He appreciated his mentor's help. Despite Ms. Stream's mentor giving her a "baptism by fire", she values that experience and still shares ideas with her. In addition to providing a positive mentoring relationship, she had mentioned that her mentor was the same gender, age and had children of the same age. Mr. Brook and Ms. River explained that they used other people as mentors. Ms. Pond had experienced an unusual mentor effect when she actually had two mentors assigned to her, due to her change in each teaching jobs. By experiencing a helpful and unhelpful mentor, she was able to reflectively compare.

Another example describes participants' reports of changes they have seen in themselves and whether mentors were helpful or not with that change. Participants credited mentors for helping them in the following ways: Mr. Bay said he has become

self-disciplined to plan and complete a task, and the mentor had been instrumental. Mr. Lake stated that he is "putting less pressure on [himself] to be perfect". Mr. Creek explained that he is more patient and comfortable with change. He had a mindset change with help from his mentor.

Other statements from participants reflect how mentors had not been instrumental. Ms. Pond said she has become more "kinder, gentler and more compassionate", Ms. River stated that she is "more focused on the kids than the work", and Ms. Stream explained how she is being more tolerant and more accepting of differences. She added, "What I'm teaching is not as important as who I'm teaching; you must reach their heart before you reach their head". These three participants stated that mentors had not helped with this aspect of change; they had observed teacher-student relationships of their colleagues to learn this. Mr. Ocean shared, "My mission was to help these students in the work world to be successful".

In terms of whether the mentor from their first year was still helpful this year, five of the eight participants responded favorably. Mr. Bay stated, "He did things without asking", and "he was good with technology". Mr. Brook said, "She was a combination of what a mentor should be - a good role model." Mr. Lake stated that the mentor was "valuable" in terms of understanding the student demographic of the school. Ms. Stream shared that she and her mentor are still friends and they email to share ideas.

Negative responses came from two participants. Ms. Pond commented, "I don't need her now". Ms. River had not agreed with the mentor's management style and had developed her own. Mr. Ocean had used fellow teachers and the principal as mentors.

The rating of their mentor involved perception of having met their needs in their development as teachers. The scale was 3 (very effective) - 2(satisfactory) -1(not effective). This question required participants to determine how impressionable their mentors had been in their development. Five of the eight participants responded with 3s- 'very effective'. Mr. Bay's Induction Plan had required him to attend a monthly meeting with the mentor and principal and he liked them. He added that he still uses the Induction Notebook. Mr. Lake said that his mentor "gave him insights and advice". Ms. Pond stated, "I came in with low self-esteem and she filled the void – now I feel confident". Ms. River offered that the mentor was "good in the beginning but once I got more experience I didn't need her". Ms. Stream replied, "She was awesome. It was baptism by fire. She had me take over earlier than I should have, but in retrospect, I'm glad it happened." Mr. Brook responding with a 2 – 'satisfactory'. He said that the mentor only provided "moral support", based on starting with no curriculum or teaching materials. Mr. Creek responded with a 1 –'not effective' based on the mentor only being a role model and him having to develop his own curriculum in the position. Mr. Ocean stated that other teachers served as role models.

Participants in this study have reported both how mentors have been supported and how they have not been supportive in terms of challenges, adjustments and changes they have seen in themselves. Since all are successful teachers, this leads to evidence of a mentor not being necessary for Second Career teacher success.

Theoretical Base

Two theories were referenced as providing a theoretical base for this study. William Glasser's Control Theory, in conjunction with W. Edwards Deming's Quality Control theory (1950), was considered based on accountability measures that are evident in the teaching career today. The schools maintain an effective workforce by providing the assigned mentors to new teachers. Although this is an example of utilizing this lens, this theory did not yield any findings for this study. Albert Bandura's Social Cognitive Theory, when applied, did provide insight that added to the understanding of Second Career teacher motivation. The data revealed information in reference to values, teacher identity, and their growth and development as teachers. Themes also became evident when this lens was applied.

Social Cognitive Theory and Participants

Second Career participants' values and teacher identity were embedded in this study, because of evidence of a foundation in Social Cognitive Theory (Bandura, 1986). As stated in Chapter 1, these individuals proactively pursued and obtained their goals of becoming teachers. This personal, behavioral and environmental interaction began with the question of why they should become teachers. Their belief in their abilities, known as self-efficacy, is rooted in self-motivation and accomplishment. This led them to gain confidence as they achieved their goal. In this study, mentor support, in most cases, has been found to be helpful in the pursuit of their goals. This theory has been helpful in the development of the study's findings.

In the answer of why they pursued a teacher education certification after having a full-time non-education career, participants referenced the influence of others. Most were told that they "had the personality" of a teacher, or specifically that "I see you as a teacher". Others had relatives who were teachers. Two participants saw teaching as a "calling". Ms. River stated that there was a desire to help students "climb that educational wall." Ms. Stream stated that she "had to move toward my dream". Ms. Pond said, "I have the desire to help students, to relate and make a difference." A positive in teaching was noted by Mr. Creek who "liked the flexibility" of the job. Participants mentioned aspects of their prior jobs as not being fulfilling. Mr. Ocean mentioned not liking "being behind a desk". Ms. Stream stated that the career in banking was "not rewarding". Ms. River and Ms. Stream had originally wanted to be teachers but other circumstances prevented this career choice.

The end of year questions further illustrated their evolution and growth a teachers. The first question asked them to reflect on whether their initial perception of teaching matches what they know now. Mr. Mr. Creek and Mr. Lake both said, "Yes"; they agreed that the interactions between the teacher and student is the same, and they expected the workload. Mr. Lake's relative is a teacher and he observed first-hand what teaching required. All other participants expressed how different their initial perception was and what they know now. Mr. Brook concurred about the teacher-student interactions being the same as what he thought, but added, "… what I'd be talking to the students about is different". Mr. Bay answered that teaching is "harder and more demanding", "time consuming", and "difficult". Ms. Pond stated, "I didn't realize the depth and how it consumes my thoughts", "I've done really hard jobs but nothing compares to teaching,

and what it takes out of you", "the public perception is wrong". Ms. River said, "It's not like any other job". Ms. River and Ms. Stream expressed their current value of student connections and engagement. Ms. Stream said that she believed it would be like "my school" where students are "eager, college-prep and everyone vying to be the smart kids." Mr. Creek mentioned that another difference was the peer-to-peer role and the administration to teacher role. This was different when compared to the corporate world. He added that teaching was a "solitary profession". Mr. Ocean stated that there were "a lot of current situations we wouldn't have thought of in 1974," and mentioned the "culture change" in education. He said that college had prepared him with theory, but he got a "more realistic picture in the classroom."

Growth was evident when participants answered whether they are still experiencing the same challenges as in the first year. They said the following: Mr. Bay agreed that he was experiencing similar challenges but now he is "balancing work and personal life". Mr. Ocean, Ms. River and Ms. Stream each mentioned how they constantly reflect on "what works" with lessons, "deciding what's important", and giving students "what they need". Mr. Bay and Ms. River stated how they want to give more time to students. Ms. River discussed her focus on making connections, and "being available for students". Ms. Pond reported that she tries to attend to the "emotional stuff" students bring to the classroom. Mr. Ocean said that the biggest challenge is "creating a good learning environment with the least amount of distractions possible", and "to reach every child with the educational process". Mr. Brook reported how rewarding it has been developing collegial relationships and "being a part of a work family". Mr. Lake's had accepted an opportunity to change his teaching position to history, which was his college major. He

expressed his enthusiasm for the new position, stating that, “usually teachers have spring burn-out, but I feel it’s September again!” He said he was still finding positive results with his technology classroom behavior software that provides points and incentives for accomplishing tasks. Ms. Pond mentioned that administrative mandates is presenting a challenge. Mr. Creek, who is a Special Education teacher, stated that the current challenge is to help the students’ parents see the required transition from high school to the working world.

In answer to whether they had adjusted their teaching since the mid-year interview, participants answered with the following: Mr. Bay and Mr. Lake are developing more lessons that are relevant, and making intentional connections through curriculum. Mr. Ocean listed many areas that are “evolving and adapting”- new curriculum, law, public safety, security and using the new textbook. M. Ms. Pond discussed how course content is adjusted to “raise the bar” at the end of the year. Ms. River cited how getting to know the student has changed her grading to focus on overall work. Since mid-year, Mr. Brook explained how he was given an additional assignment to teach six students skill development for careers. He expressed his enjoyment in this opportunity; however, if he did this again he would focus on “reaching unmotivated students” and on not employing an “employer to employee” relationship. Ms. Stream explained how she volunteered on a school committee to research assessment choices. She also spoke about her work in curriculum alignment and literacy. She mentioned how she wanted to teach students “to have a growth mindset – to fail and learn from their failures.”

Deep reflection was required with the question whether they had seen any more changes in themselves as teachers since their mid-year interview. Mr. Bay mentioned

having more patience and not being as controlling. Ms. Pond stated how the end of the year presents a challenge of preparing students for the state test. She shares concern for her students, stating that she needs to be "the person who will listen". She added, "Sometimes it's not about the curriculum and the content." Mr. Bay and Ms. Stream reported how their student population has changed and that they are using techniques and providing resources from students of poverty. Ms. Stream expressed how the environment of the school has changed in a negative way and stated, "I got into this to be happy and make a difference." She added, "I'm not afraid to do something else, but I'm not ready to leave the classroom." Mr. Ocean and Ms. River stated how their schools are making changes next year. Mr. Ocean's school is creating academies and teachers are sharing their skills and backgrounds for new assignments. Ms. Stream's school is requiring teachers to instruct more classes with larger class sizes. Both teachers listed ways they will adapt to their new requirements. Mr. Creek provides summer instruction to the assigned students. His focus is on summer instruction and on the difficulty of the students to transition back to school in the fall. He shared current concerns for students to transition successfully to the work place after high school, and for future placements that will be necessary. He stated, "I'm a businessman, teacher and advocate." He discussed this as a possible future career move. Ms. Brook offered that his "skill set is well-suited for the job".

Social Cognitive Theory Evidence in Themes

Second Career participants recalled many facts about their first teaching year. Mentors were perceived to be supportive by some participants, in some schools in a variety of ways. Data from their statements clearly illustrated how they strategically balanced personal, behavioral and environmental factors during this challenging year. Data revealed the following overlapping themes about the Second Career participants: Passion for Education, Flexibility, and Utilizing Talents.

Passion for Education

Passion played a part in the participants' teaching career choice. Mr. Bay' basketball coaching talent led him to find teaching as his "calling". Ms. Stream felt teaching was her "calling" as well, and saying her career in banking was "not rewarding" and that she "had to move towards her dream." Mr. Ocean returned to the urban setting, to begin his "mission" to bring his understanding of the business world to the students for their future success. Mr. Brook stated that he "loves" what he does, and added, "I have found my niche."

Flexibility

The very nature of the Second Career teacher in leaving a career to go into the field of education takes flexibility and courage. Flexibility for change was apparent for Mr. Lake who had his teaching assignment changed at the end of the school year.

Participants' flexibility can also lead them to consider "next steps". Mr. Bay stated that after his coaching and Special Olympics Director positions, teaching was "logically his

next step". Mr. Brook had many successful careers, "leading him" to be a Career Counselor. He also reinforced this position with the statement that the job fit his skill set.

'The next step' was discussed by two other participants, but in relation to the time after the teaching career. Mrs. Stream had discussed how difficult it has become to address students' needs successfully, when so many are living in poverty. This perception shared during the End-of Year questions led her to question her place in the classroom. She stated that she is not afraid of change but was not ready to stop teaching. Mr. Creek had discussed his concern with future programs/placements for his Special Education students after high school. He wondered whether he could be instrumental in providing that programming for them, in a next career. One observation is that 'next steps' may seem easy to see (and share with an outside observer) for Second Career individuals.

Utilizing Talents

Second Career teachers have various talents from their past experiences. Mr. Creek applied his technology background to his current teaching assignment. He was able to produce a new tool for progress monitoring to benefit the school team. His talents helped to also increasing the technology skills of the staff.

Participants' talents will be useful in future endeavors. Mr. Brook and Ms. Stream have volunteered to take on additional responsibilities in their districts. Mr. Brook stated that he has become aware that the administration is valuing his opinion; they have requested his expertise in developing a K-12 Career initiative. Ms. Stream has joined a school-based committee to research alternate assessments, curriculum alignment and literacy development.

SUMMARY

Chapter Four began with stating assumptions and the study's two primary questions. The assumptions helped to develop the primary questions. These questions became the basis of the thirteen interview questions. Seven questions made up the Mid-Year interview questions and six questions made up the End-of-Year interview questions. The same eight participants answered all questions in one-to-one interview sessions. Transcribed answers to questions provided specific rich content (Cresswell, 1998; Merriam, 1998). The answers revealed similarities and differences based on ages of participants, school demographics, school/district changes and student population changes. Patterns matching was utilized, with patterns and themes analyzed and categorized (Maxwell, 2005).

Motivation to enter the teaching field was powerful for most participants. They recalled they had a "personality of a teacher" or it was their "calling". The "…desire to help students, relate and make a difference" was also mentioned. Their beliefs that other careers were not "rewarding" and "fulfilling", led their choice of the teaching career.

Emphasis must be placed on one participant's inclusion in the study. This person has the pseudonym, Mr. Ocean. Unlike other participants, he did not have a job outside of education and then enter the field; he had been a teacher for three years, was furloughed and had various jobs, and then returned to education in 1995. He also was not assigned a mentor when he first started teaching, and then when returning, was not assigned one based on past teaching experience. The assumption was that he would express the fact that he had needed a mentor, but his answers to questions had proven that to be an incorrect assumption. His principal and fellow teachers acted as his mentors. He said that

he “adjusted” to teaching different grade levels himself. He related this understanding to his mentoring that he had in the business world. He expressed the fact that he now helps fellow teachers.

His return to education is significant given that he was the only black male participant in my study and he was returning to the urban school district in which he had originally worked. He stated the following:

> I saw a need to come back. I saw these students and I saw what was in the work world. You can be successful or unsuccessful. My mission was to try to help these students in the work world….to convey what it takes. I want to affect them, they are the future!

In his statement, “I’m unique…it’s refreshing to come back!” he conveyed his passion for his education career and his goals.

Two theories were referenced as providing a theoretical base for this study. William Glasser’s Control Theory, in conjunction with W. Edwards Deming’s Quality Control theory (1950), was considered based on schools maintaining an effective workforce by providing the assigned mentors to new teachers. Although this is an example of utilizing this lens, this theory did not yield any findings for this study.

When applying the Social Cognitive Theory lens to the data, it revealed ties to values, teacher identity, and their growth and development as teachers. Themes also became evident when this lens was applied. The participants actively used knowledge and beliefs to obtain their goal of entering the teaching field. As they developed as teachers, they increased their self-efficacy. Similar characteristics were evident as themes. Themes were the following: Passion For Education, Flexibility and Utilizing

Talents. The Organizational Theory lens only applied in respect to the school system being responsible for assigning mentors who helped new teachers through challenges, adjustments and changes. The school system is accountable for producing an effective teaching staff. No findings were guided using this theory.

Data led to two findings for the two research questions. They are:

Research Question#1 - Does mentoring affect high school teachers' perceptions of challenges, adjustments and changes they saw in themselves in their first teaching year?

Finding #1 - Participants' responses to whether a mentor was helpful and whether they supported them with challenges, adjustments and changes they saw in themselves was judged by whether or not their (conscious or subconscious) needs were met during that first year experience. This is their perception.

Research Question #2 - In what way might the mentor relate to the development of Second Career teacher's success?

Finding #2 – Having a mentor may or may not lead to success for a Second Career teacher.

In Chapter Five, conclusions and recommendations are summarized based on the findings. Implications for further research are offered.

CHAPTER 5

RESEARCH CONCLUSIONS and RECOMMENDATIONS

Introduction

The purpose of this study was to analyze the perceptions of Second Career teachers and have them reflect on their mentor's effectiveness during their first year. I was interested in this subject when I reflected on my experience as a teacher and administrator and when I reviewed Second Career research. As I researched, assumptions came to mind. The interview questions were based on these five assumptions.

Assumptions

- The main reason Second Career teachers made the change to education was mainly because of their 'love for kids'.
- In their beginning teaching years, they would experience challenges in classroom management and curricular requirements (lesson panning).
- They would make adjustments for these challenges.
- Through reflection, they would realize changes in themselves and in their development as teachers.
- Their mentors would be instrumental in guiding them in this development as teachers.

Interview data revealed whether assumptions were correct or incorrect. Interviews were held using prepared questions. Each participant attended a Mid-Year and End-of-Year interview at the participant's school. These questions asked participants to reflect on

the following: their mentoring experience, the challenges and adjustments they made in their beginning teaching year, their current challenges and adjustments, and the influence of their mentors in their development as teachers. The research questions posed in the study explored the connection between the Second Career teachers' experience during their first year teaching and their mentoring experience. The school district practice for assigning mentors and district Induction program features were mentioned by participants, but are not a part of this study. Data discussion is broken down into Conclusions with Interview Data and Assumptions, and Conclusions with Research Questions.

Conclusions with Interview Data and Assumptions

The demographic data from the interviews yielded observations in relation to age of the participants. One observation is that the oldest participant returned to teaching because of his passion for helping children. He referred to this as his "mission". Most participants reported that they entered teaching because of their love of working with children. Five of the eight participants had jobs in which they worked with children. The first assumption was that the main reason Second Career teachers made the change to education was mainly because of their 'love for kids'. While the data do not prove that it is the main reason, it is an aspect that influenced the most participants to choose teaching as a career. The first assumption was correct.

The demographic data and mentor data revealed that three participants' preferred a mentor who was of the same gender. One mentioned age as being an advantage of her mentor.

Mentor Impression

The participants had different mentoring experiences based on whether or not a mentor was assigned, and the level of help/support the mentor had provided (See Table 3, p). Participants had responded to initial mentor questions and then asked about mentor support within the question categories of challenge, adjustment and changes in themselves. Some participants relayed their disappointment with mentors who were only helpful with procedural support. In one case, a mentor who had been reported as not helpful was commended for being a good role model. This comment reveals how this participant defines mentor support in terms of the amount of support needed/wanted. The participants with little or no mentor support explained how they navigated their way through challenges to become the teachers they are today. Those who had work experience as managers had mentioned using their knowledge to support themselves.

Other participants were eager to discuss their satisfaction with helpful mentors. Some of these still contact them for support. There is not a relationship between those who still contact mentors and the amount of years of teaching experience. Most had given their mentor a high rating when asked if they were helpful in their development as teachers. One participant rated her mentor low in her development based on 'not needing her now'. This comment reveals how the participant defines mentor support in terms of long-term need/want. Those with mentors who provided support with more than just procedural work were considered to be the most helpful. The mentors did affect their perceptions of challenges, adjustments and changes in themselves in their first year. This was evident in interview question data. The participants with little or no mentor support explained how they navigated their way through challenges and adjustments to become

the teachers they are today. Those who had work experience as managers had mentioned using their knowledge to support themselves. Mentoring did not affect their perceptions of challenges, adjustments and changes they saw in themselves as teachers. The one assumption pertaining to mentors stated that participants would be instrumental in guiding them as teachers. This was correct in part based on factors already noted.

Mentor Training

This study's primary focus was on the support of mentors for Second Career teachers. Seven of the eight participants had assigned mentors. One of those seven was assigned a mentor by the administration after he had submitted a self-selected list of colleagues. This option suggests that the mentor was not trained. Because literature supports training as producing effectiveness in new teachers, this participant's answers were of interest in terms of preparation and retention. When comparing interview data from this participant with the others who had assigned mentors, no apparent difference was noted. In fact, he had researched and adopted a successful technology behavior strategy on his own, and was deeply motivated with the assignment change at the end of the year. He had shown strength and tenacity when placed in a challenging position. Although this does not disprove the belief in effectiveness with trained mentors, it does highlight a resilience in Second Career teachers.

Challenges

Participants had discussed challenges in both Mid-Year and End-of-Year questions. Challenges mentioned were lesson planning, student behavior and classroom management, workload, and time. Participants all cited weekly lesson planning as

challenging, with three explaining how they had to develop their own curriculum when they started their teaching assignment. Three participants (one who learned the first year) mentioned how they will look forward to curriculum writing next year. This comment reveals how participants have risen to this challenge and built their capacity as teachers. The challenge mentioned by most participants was behavior of students and classroom management. Students with special needs required specialized plans. One participant expressed how returning to education after 16 years revealed how much "the culture changed" and the students' needs are vastly different when compared to his previous experience. One participant mentioned meeting this challenge with technology software that provides points and incentives for accomplishing tasks. Noted is that this participant is the youngest of the Second Career teacher participants. Other challenges reported were workload and time. One stated needing time to grade papers, another for "running a household". No comments actually addressed how mentors were helpful with these two challenge areas. The topic of challenges was answered differently with the End-of-the – Year questions. Positive comments focused on lesson planning in relation determining "what's important". In terms of the challenge of classroom management, one participant shared how he continues to focus on "creating a good learning environment". Others shared concerns of not being able to give students more time, make connections and "be available" for them. In relation to workload and time, participants said how they are continually adapting to time requirements in terms of balancing their work and personal life. The second assumption was that in their beginning teaching years, they would experience challenges in classroom management and curricular requirements (lesson panning). This assumption is correct in part.

Adjustments

Participants' had discussed adjustments in both Mid-Year and End-of-Year questions. Participants explained the adjustments that they had made in their teaching. They mentioned developing relevant lessons, "raising the bar" to make lessons more rigorous, and revising a grading system to consider students' abilities. In order to attend to students' needs, participants made adjustments by making connections, being "more student centered", "learning patience and compassion" and having a "new mindset" on not being the one in authority deserving of respect. Adjustments were also being made in relation to school and district mandates: public safety, security and using the new textbook. Two participants extended this conversation to include adjustments they would like to make – to "reach unmotivated students" and to teach students "to have a growth mindset- to fail and learn from their failures." The third assumption was that they would all make adjustments for these challenges. This assumption was correct.

Changes in Themselves as Teachers

Participants' had discussed changes they had seen in themselves as teachers in both Mid-Year and End-of-Year questions. Awareness in self-improvement was evident when participants reported becoming self-disciplined to plan and complete a task, putting less pressure on themselves to be perfect, and being patient and comfortable with change. The change of finding balance in work and in life was also mentioned, which is similar to statements made by Second Career individuals in other research (Wilcox & Samaras, 2009). They mentioned being "kinder, gentler and more compassionate", being "more focused on kids than the work" and "you must reach their heart before you reach their head". Participants wanted to be available to students, and talked about using techniques

and providing resources for students in poverty. Participants also felt more comfortable being managed by others and leading new initiatives. One participant spoke about his "mission" to help students be successful. Second Career teacher participants revealed their stress that comes at the end of the year preparing students for the state test. Other changes mentioned were school/district changes that will cause changes for them. These included creating Academies and teaching new courses, and requiring teachers to teach more classes with large class sizes. The fourth assumption was that they would realize changes in themselves and in their development as teachers. The fourth assumption was correct.

Conclusions with the Research Questions

Two research questions were posed as the focus of the study. They are as follows:

- Does mentoring affect high school teachers' perceptions of challenges, adjustments and changes they saw in themselves in their first teaching year?
- In what way might the mentor relate to the development of Second Career teacher's success?

Questions were answered and findings were derived from the data of the seven of the eight participants who had assigned mentors.

The Research Question#1 - Does mentoring affect high school teachers' perceptions of challenges, adjustments and changes they saw in themselves in their first teaching year?

Finding #1 - Participants' responses to whether a mentor was helpful and whether they supported them with challenges, adjustments and changes they saw in themselves was

judged by whether or not their (conscious or subconscious) needs were met during that first year experience. This is their perception.

The discussion of research questions must begin with an understanding of the word, "perception". Because the participants were reflecting back to the first teaching year from more than two years, it needs to be mentioned that accurate memories may not be perceived. Also, considering Second Career research, perception of the Second Career teachers may also be influenced by various factors such as the quality of their graduate program, the environment, climate or culture of the teaching assignment, colleague relationships, and the amount and quality of resources (Wilcox & Samaras, 2009). In any case, participants' statements have been regarded as reliable and accurate data for this research. The basis of Social Cognitive Theory points to belief in one's own ability. When reflecting on the level of intention and involvement of their mentors, a judgement was made during their first year in their perceived level of competence.

Research Question #2 - In what way might the mentor relate to the development of Second Career teacher's success?

Finding #2 – Having a mentor may or may not lead to success for a Second Career teacher.

In summary, participants revealed having positive and negative experiences with mentors during their first teaching year. Participants valued their mentors in relation to whether they were given help with only procedures and paperwork or help with providing more support. Two participants who wanted more support and had not received it, mentioned their initial difficulty meeting their responsibilities. Participants who received

the support had stated their appreciation for the help their mentors had provided. Therefore, it can be concluded, that for these particular participants, mentor support needs to be provided to a level that is required by the participant. The relationship needs to be fostered for this to occur. Valuing the relationship, providing a mutual benefit for mentor and mentee and making the correct match of mentor and mentee are among the factors noted as providing successful participant-mentor relationships (Mertz, 2009).

When considering the responses by the one participant who did not have a mentor, a conclusion can be drawn concerning mentor effect. His success, despite the lack of the assigned support, allows for a conclusion that a mentor may not be necessary for Second Career teacher success. While this may not be true in all cases, for all Second Career teachers, it was accurate for this participant. One comment and observation made was that his previous job experience had supported his confidence when he returned to education.

The participant-mentor relationship is the key to a positive mentor experience. There are variables that must be considered for effective mentoring. The participant and the mentor may define support in different ways. The relationship of the participant and the mentor must be collegial. The kind of support given and the amount of support needed (or wanted) could be the difference between a positive and negative mentor experience. Another example of the variables of effective mentoring are found in Second Career research. In his article, Gross (2009) describes a conceptual model developed by Norma Mertz, which reflects the mentoring relationship by identifying levels of mentoring with the concepts of - intent of the mentor and degree of involvement in the mentoring experience.

When considering support, the Induction Plan becomes a very valuable document. It must have required observations, meetings and other measures of accountability for teacher growth to occur.

The ways in which the mentor related to the Second Career teachers' success is with the correct, accurate actions and the right amount of support required for that teacher to be successful. Every teacher's needs were different and the mentor had to be sensitive to meeting the needs. The mentor shared knowledge and advice and was sensitive to Second Career teacher self-esteem. Once they felt more comfortable in the classroom, the mentor handed over the classroom teaching responsibility. When to delegate full responsibility is a test of a skilled mentor. Participants, who had negative reactions to how their mentors had supported them, reveal dissatisfaction in their experience. One point was that the mentor only provided moral support and only served as a role model. Therefore, a way that the mentor could have been more effective would be in knowing when moral support is all that the participant wanted and needed. Providing moral support and serving as a role model may need to be among the many roles they play for a Second career teacher's success.

Another way that related to Second Career teacher success was evident in the school's Induction Plan requirements. Preparation for new teachers is detailed in every school's plan. One participant mentioned the advantage of having a monthly meetings with the mentor and administration. The value of the Induction notebook was reinforced in those meetings.

Interview Question Analysis Themes

An alternate view of considering ways to relate to Second Career teachers' success is to be sensitive to their strengths. In this study, Second Career participants revealed many of their strengths. These strengths were the following: Passion for Education, Flexibility, and Utilizing Talents.

Passion for Education

Second Career teachers referred to this career in education as their "calling". A teacher shared his "mission" as a teacher, and another stated, "I have found my niche". A comment was that the other career was not "rewarding". It was clear from their answers that they came to education based on enjoyment of working with children. This is their passion. From the research of Wilcox and Samaras, these are individuals who "get a second chance to make the difference they want to make in the world as teachers" (2009, pp 173). They contribute to students' lives (Johnson, 2004).

Flexibility

Flexible thinking was apparent for a Second Career teacher who had his teaching assignment changed four months before the end of the year. Besides teaching the subject that was his original major, his enthusiastic response and positive attitude about the abrupt change at this time in the year speaks to his flexibility to adapt to new and different situations.

Second Career Teachers mentioned that teaching was their logical "next step". They were flexible to want to make that change into something that they already enjoyed, working with children. Flexibility was evident for others who wanted to consider the

next step for meeting student needs and/or for meeting their own needs and utilizing their talents. While the ideas they shared would take them out of their current assignment in the classroom, they were focused on devising solutions and "thinking out the box". To be a flexible thinker is an advantage for any teacher in meet the needs of the students of today.

Utilizing Talents

Second Career teachers also spoke of using their talents from experience. One participant has an extensive background knowledge of using and analyzing data. When he brought his technology skills into the school setting, he not only improved upon the progress monitoring data collection, but also helped to develop the technology skills of staff on that team. Another second Career teacher brought her law background to her classroom instruction when applicable in the literature she was teaching. Two participants reflected on future endeavors when they will use their talents. The teachers who spoke about being involved in a K-12 Career Development initiative, and being on a research committee for alternative assessments, curriculum alignment and literacy development next year displayed their responsibility and leadership capacity. This is the advantage of the Second Career individual. They may have more background knowledge and experience to supplement resources offered at the school level.

Mentors who encouraged and fostered the Second Career teachers' passion for education and their flexibility, and helped them to utilize their talents developed in previous work experience would have supported them and guided them in their success.

Relationship of Results to Theory and Literature

College and university preparation programing was a focus of my proposal. All participants had received degrees and had been enrolled in long-term Second Career programs. Only one participant mentioned his teaching program, saying that it provided theory but the classroom experience brought a realistic view of teaching for the new teacher.

Control Theory and Quality Control Theory

William Glasser's Control Theory, and W. Edwards Deming's Quality Control theory (1950) principles were applicable to the school settings where the participants taught. In this study, Second Career teachers mentioned their administrators, mentors and colleagues. These relationships are vital to make the teaching act satisfying and intrinsically motivating. Constant improvement is the goal to obtain quality, and the Improvement Plan was developed to attain this quality. The relationship begins when first year teachers "respect the process and believe in the product" (Glasser, 1950, pp 12). Role relationships are of interest when applied to Second Career teachers. Although this theory provided examples of control theory, when applied, this lens did not yield information revealing any findings.

Examples of control theory occurred in data. In all cases principals were not mentioned as quality enforcers. All teachers "respect[ed] the process and believe[d] in the product" (Glasser, 1950, pp 12). Two participants reported that because they were managers in their past, they had difficulty with the relationship of teacher-to-teacher and teacher-to-administrator during their first teaching year. They needed to address this to

improve their relationships with staff. This matches a Wilcox and Samaras (2009) finding, suggesting that a relationship with administration was the challenge for secondary level Second Career Teachers. In regards to teacher-mentor relationships, one participant reported that her department in which she taught was biased against her and there was noted competition. She had a negative mentoring experience based on her adversarial relationship with her mentor. Accountability measures were mentioned by participants, who "raised the bar" and focused their efforts for student success in the standardized testing. Data decision-making is used in the schools for constant improvement in the testing scores. Discussion with participants dealt with the initiatives that schools were developing to address goals for increasing student achievement. In the school system, mentors are assigned to help guide teachers to become effective educators.

Social Cognitive Theory

One aspect of Social Cognitive Theory (Bandura, 1986) that assisted data analysis was teacher efficacy. Participants answered questions based on their reflection of their first teaching year. When comparing answers for the Mid-Year and End-of-Year interviews, all reported that they were experiencing success with the adjustments they had made to challenges. Changes they had seen in themselves took the form of being more student-centered and making personal connections with students. Improvements in their teaching was observed through comments about making lessons more relevant with curricular connections. Development was also evident in the comments by a few participants who are utilizing their talents for district research and initiatives.

Second Career individuals, as novices in their beginning years of teaching, are developing their teacher efficacy. The degree to which this was a positive experience

begins their formation of this efficacy. Their behavior is determined by their beliefs about their capabilities. Patterns of efficacy beliefs are noted by researchers at junctures within a teacher's career (Putnam, 2012). In this study, participants had a wide range of years of teaching experience. Their teacher efficacy was evident when Mid-Year and End-of-Year interviews were compared. Their perceptions of experiences and changes in themselves and in their development as teachers revealed growth and strength. Although the subject of the development of teacher efficacy is outside of this study, this theory provides reflective components that are useful for teacher development.

Limitations

Perceptions of participants were based on prior as well as present experiences. Remembering mentoring experience from more than two years ago may have caused some inaccuracies in the participants' statements.

Participants will be of different ages within a one to twenty-five year range, selected randomly. They will have different amounts of work experience, in "well-established careers" – having been successful in their professions (Wilcox & Samaras, 2009). The age range and work experience is specific to this study and therefore findings cannot be generalized for these ages of participants or of those with previous careers mentioned in the study.

A sample of eight Second Career teachers participated in this study. This exact amount of participants responded to an email letter. Findings cannot be generalized to larger populations of Second Career educators.

Because of this sample size and data gathering timeline, this study is a focus on a purposive sample. Findings, therefore, cannot be generalized to all high schools and inform all district induction programs.

Delimitations

I chose to study Second Career teacher perceptions from central Pennsylvania. When a List Serve was sent to school districts belonging to the Intermediate Unit to request participants for the study, only one teacher responded, and did not qualify for the study. I had then emailed superintendents, chosen randomly, and attached the letter for high school principals, asking for their help to refer Second Career teachers. The Letter for High School Teacher Participants was also attached. The principals had assisted by referring and forwarding the letter. That was the procedure used to obtain eight Second Career teacher participants.

One of the requirements for participants was that they had a degree and a prior career before they went into teaching. One high school Second Career teacher had eighteen years in Business before returning to teaching. He was furloughed after having worked as an Elementary teacher for three years. Therefore, his path to the teaching career was different than the other participants.

Recommendations

From the findings of this study, recommendations are being made for school administrators in mentor assignments, and for informing the development of Induction Programs. The study results will contribute to the body of research on the contemporary subject of Second Career teachers.

School Administration

Consideration must be given to the skill set and experience of the Second Career teacher. A data base of skill set characteristics could be maintained for each individual. That way, districts could build capacity by capitalizing on Second Career teacher experience and providing a resources for staff. Given their background and experience, I conclude that while some individuals may need mentors, not all Second Career teachers require the help of mentors to be successful in the education field. Districts should offer their Second Career teachers a choice in whether to have a mentor or not.

If the school district does plan to assign a mentor to a Second Career teacher, there should be more consideration given for the success for the mentor- mentee relationship. The assignment of the mentor would be more likely to be successful if the mentor is teaching the same subject, was of the same gender, was the same age, was familiar with curriculum of the mentee, and was teaching in close proximity of mentee.

School administration must also be cognizant of talents and abilities that Second Career teachers possess. Their varied backgrounds can provide resources for staff and the school community. If Second Career teachers had managerial backgrounds, their mentors may need to be aware to foster successful teacher-to-teacher and administrator-to-teacher

relationships. Participants became aware of this as an area of need and addressed it with and without mentor support.

One participant was a Special Education teacher. Although he had a varied skill set, the assigned position was challenging. The school's data base of skill set characteristics would be a valuable resource for all this teacher, as well. A new teacher placed in the Special Education position requires a mentor who has an extensive background knowledge in this field. Other supports, outside of the school, may also be required in order to address the needs in this assigned position.

District Induction Plans

The data point to the following recommendations for the Induction Plan: required meetings once a month with administration, strategic instruction on use of the handbook, mentor observation scheduled, mentor checks signed – off with signature for accountability. In addition, the Plan needs to include intentional ways to connect theory to the classroom experience. Specific assignments could address this aspect of the plan.

Implications for Further Research

Data from this study are the result of interviews with a small sample of high school Second Career teachers from central Pennsylvania. Further research would prove to be valuable if a larger sample was used, participants were from a geographically larger area, possibly multiple states, or if elementary or middle school Second Career teachers were participants in a study. In terms of data, the external validity would be stronger if the findings were replicated in other high schools in other states.

Since the focus of this study was on the effects of teachers' mentoring experiences with participants actually reflecting back on their first teaching year, a forward focused approach may be enlightening. This suggests the value of longitudinal research, which could provide not only present mentor influence but predicted mentor effects. This analysis, in stages could add to the body of research in analyzing long-lasting effects of mentors.

Research does not suggest that there exists a significant difference between the Second Career teachers and their counter-part, first career teachers, in terms of retention. This is another area for valuable further research when considering this study's data, indicating factors of mentor success and Second Career teacher flexibility to change careers.

Summary

Chapter Five began with a summary of the results of Interview questions and assumptions. Data discussion is broken down into Conclusions with Interview Data and Assumptions, and Conclusions with Research Questions.

Data for answering Research questions and determining findings were derived from answers for seven of the eight participants. This is because of the absence of a mentor for one participant. The two Research questions were addressed with the following the findings:

Research Question #1 - Does mentoring affect high school teachers' perceptions of challenges, adjustments and changes they saw in themselves in their first teaching year?

Finding #1 - Participants' responses to whether a mentor was helpful and whether they supported them with challenges, adjustments and changes they saw in themselves was judged by whether or not their (conscious or subconscious) needs were met during that first year experience. This is their perception.

The rationale was that perceptions from the past experiences were based on positive and negative views of the experience. Their judgement of the mentor may have had to do with mentor qualities and characteristics they were expecting. More or different support may – or may not – have been needed. The willingness of mentors, and the time and effort given may not have been satisfactory.

Research Question #2 - In what way might the mentor relate to the development of Second Career teacher's success?

Finding #2 – Having a mentor may or may not lead to success for a Second Career teacher.

The rationale was that most participants, five of the eight, said their mentor met their needs in the development as teachers; the other three said mentors were not helpful in this way. One participant who did not have a mentor stated that his principal and fellow teachers were his mentors; the mentoring experience from his prior career in business provided a background for his preparation. One participant's negative experience was due in part to the culture of the school environment and her assigned subject area department. In this way, a potential downside of the mentoring relationship could have partially existed. Participants were also successful as teachers- with or without mentor support. This conclusion is based on the way participants described their

current work as teachers, their role and their teaching experiences. Interview data was evidence of qualities of being successful in this field.

Two theories were referenced as providing a theoretical base for this study. William Glasser's Control Theory, in conjunction with W. Edwards Deming's Quality Control theory (1950), was considered based on schools maintaining an effective workforce by providing the assigned mentors to new teachers. Although this is an example of utilizing this lens, this theory did not yield any information leading to findings for this study.

When applying the Social Cognitive Theory lens to the data, it revealed ties to values, teacher identity, and their growth and development as teachers. Themes also became evident when this lens was applied.

Interview question data revealed common themes among participants. These are qualities of successful teachers. The following themes were evident: Passion for Education, Flexibility, and Utilizing Talents.

Recommendations were suggested for school administration and to inform school district Induction Plans. By considering the skill set, talents and abilities of the Second Career new teacher, the district can utilize the individual as a resource for staff. A data warehouse can store this skill set information for staff use. Given their background, they may be offered a choice whether or not to have a mentor. If assigned, the optimal condition is if the mentor was teaching the same subject, was teaching in the same vicinity, was of the same gender, the same age range, and was familiar with the curriculum as the new teacher. The teacher-administrator role may need to be fostered in

light of managerial backgrounds. For Induction Plans, participants mentioned that a handbook review, meetings and mentor checks were valuable.

Implications for further research included the following: having a larger sample of participants, in a different geographic area, using participants in multiple states and from a different grade level. Of interest may be to contrast findings of this study, of the perception of the support from a mentee—mentor relationship from the first year, with a current mentee-mentor relationship during the first year.

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APPENDIX A

LETTER FOR HIGH SCHOOL PRINCIPALS

From: Carol A. Lopez, M. Ed.

To: Head Building Principal

Date: February 12, 2016

Subject: Doctoral Research Study

Fellow Head Building Principal,

I am currently a doctoral student in the Education Department of Temple University, Philadelphia, PA. The purpose of my email is to find participants for my study of Second Career teachers. I am asking your assistance to forward this request to any teacher who is in their first or second year of teaching and had a full time job before changing to the teaching career. The title of my dissertation is The Significant Effects of Mentoring on Second Career Teacher Perceptions During their Initial Years of Induction.

Background Information

The purpose of the study is to examine Second Career teacher perceptions in their first or second year. The effect of their assigned/unassigned mentor will be included in questions of their perceptions.

Procedures

The teachers you send this request to will be asked to do the following:

- have an interview when the study begins
- engage in a focus group session during the 6th week
- participate in an interview at the end of the study, at the 12th week.
- indicate whether they would be interested, or not interested in, receiving an electronic version of the dissertation

Risk and Benefits of the Study

The risks to participants are no greater than risks encountered in daily life. The benefits of participation include adding to the literature related to the success of the Second Career

teacher. The data will also help to inform school district's Induction plans and the influence of assigned or unassigned mentors.

Confidentiality

The data collected from this study will be kept private in a locked file cabinet. Only the researchers will have access to the data. Identification of participants will not be possible based on codes used with the data. Data will be kept for a minimum of one year and will be destroyed. Electronic records will be destroyed and paper records will be shredded.

Participation

The decision to participate is completely voluntary. Participation will not affect current or future employment. You may withdraw at any time without any penalty.

Contacts and Questions

The researcher conducting this study is Carol A. Lopez. If you have any questions about this study, you may contact the researcher via phone at 717-870-3795, or by email tub71010@temple.edu.

Your participation to send this to any prospective candidates is greatly appreciated.

Carol A. Lopez, M Ed.

Central Dauphin School District

Chambers Hill Elementary School

3450 Chambers Hill Rd.

Harrisburg, PA. 17111

APPENDIX B

LETTER FOR HIGH SCHOOL TEACHER PARTICIPANTS

From: Carol A. Lopez, M. Ed.
To: A Second Career High School Teacher

Dear fellow educator,
As a principal in a school district for 13 years, I have been interested in professional development for all teachers. Some teachers had always thought of this vocation as their future career, but others, like yourself, may have arrived at this decision later in life. The reason you chose education is a personal decision, and I thank you for your change in focus to education. Your success in this position is very important to your principal and district administration. My interest is in the support you have received since being offered this position. I am also interested in the effect that your assigned (or self-selected) mentor has had on your success. This interest has become the focus of my dissertation research at Temple University. The title of my research study is *The Possible Effects of Mentoring on Second Career Teacher Perceptions.*

You qualify to participate in this research study if you are in at least your 2nd year of teaching and had a full time job/career before changing to the teaching career. You must also have received a degree to prepare you for the previous career. The rationale of this work is to discover whether challenges that you experienced had changed, if and how you had made adjustments in your teaching, and how challenges and adjustments were influenced by the support of your mentor. Applicants participate in an initial interview mid-year in the school year and one at the end of the school year.

Your decision to participate is completely voluntary. There is no penalty if you withdraw at any time. Your name and other identifying information will be used only for contacting you and will not be used in the research study. Information will be destroyed after the research study. If you are interested in receiving an electronic copy of the dissertation, please indicate such in your interest to participate.

If you are interested to participate in this study, you may contact me by replying to this email at clopez@cdschools.org or tub71010@temple.edu. You may also contact by phone at 717-870-3795.
Your time and effort is appreciated. Your contributions may enhance future professional development for Second Career teachers. I look forward to hearing from you!

Carol A. Lopez, M.Ed.
Doctoral Candidate
Temple University

APPENDIX C

INTERVIEW QUESTIONS-MID-YEAR AND END-OF-YEAR

The Possible Effects of Mentoring on Second Career Teacher Perceptions

Demographic Data

1. Name_____

2. Age_____

3. Gender _____

4. High School Name_____

5. School District_____

6. Teacher Subject Area/Grade Level_____

7. Date hired in the district_____

8. The degree you had obtained previous to your teaching degree_____

9. The job you held prior to obtaining your teaching degree_____

8. Do you request a copy of the results of this study?_____

Mentor Questions

1. Did you have a mentor? If not, did any staff member act as a mentor for you?

2. If you had a mentor, was the mentor assigned by the district, or could you select one?
_____

3. What was your mentor's years of experience in education? Designate year range - 0-3…..4-10…..11-35

4. Was your mentor currently working in the district?_____

5. Did your mentor receive district mentor training?_____

6. Did your mentor receive a stipend?_____

The Possible Effects of Mentoring on Second Career Teacher Perceptions

Interview Questions – Mid-Year

1. Explain two reasons why you pursued a teacher education certification after having a full time non-education career?

_____
_____
_____

2. In your teaching experiences *in your first year*, what challenges had you experienced?

_____
_____
_____

3. (If you had a mentor)Did your mentor (assigned or not assigned) help you in any way with those challenges? If so or if not, how?

_____
_____
_____

4. In your teaching experiences *in your first year* , what adjustments had you made to your teaching?

_____
_____
_____

5. Did your mentor (assigned or not assigned) help you in any way with those adjustments that year? If so or if not, how?

_____
_____
_____

6. Since that year, explain two changes you have seen in yourself as a teacher?

_____
_____
_____

7. Was your mentor (assigned or not assigned) from the first year, instrumental in helping you make those changes? Explain

_____

The Possible Effects of Mentoring on Second Career Teacher Perceptions

Interview Questions –End of Year

Now that you are at the end of this school year of teaching…

1. Think back to when you first decided to pursue a teaching certificate. Did your perception of teaching match what you know now? Explain.

_____
_____
_____

2. In your teaching experiences this year, are you still experiencing the same challenges as in the first year? Explain.

_____
_____
_____

3. Since Mid-year, have you made any adjustments to your teaching? Explain.

_____
_____
_____

4. Since Mid-year, have you seen more changes in yourself as a teacher? Explain.

_____
_____
_____

5. Has the support from your mentor (assigned or unassigned) during your first year been helpful in any way for this year? Explain.

_____
_____
_____

6. On a scale of 3 (very effective) - 2(satisfactory) -1(not effective), how effective was your mentor (assigned or unassigned) in meeting your needs in your development as a teacher? Explain.

APPENDIX D

INTERVIEW PROTOCOL

The following protocol was used at every Mid-Year interview. Exact words were not used.

At the End-of-Year interviews, I reminded participants about the confidentiality of information.

1. The participant and I meet and I introduce myself. We agree on a location for the interview.

2. I thank them for volunteering to participate in my study.

3. I explain that I am a Temple doctoral student and have 33 years in education as a teacher and principal.

4. I explain that my research is focused on the effect of the mentor on Second Career teachers in the field.

5. I say that I will ask you seven (7) questions and take detailed notes. I will record your answers on this video recorder. Do you mind being recorded? (Not all interviews were recorded.)

6. I say that I will transcribe the notes to identify common themes across all participants.

7. I assure them that all notes will be kept in a secure file cabinet. They will only be maintained until the study is completed.

8. I also assured them that names of participants would be kept confidential. They would be coded.

9. I ask each question as written on paper and take detailed notes of participant's answers.

10. I ask the last question of Demographic data – if they request a copy of the study once completed. I record this answer to follow up.

11. I thank them for their time, and ask them if they are still willing to have a second interview at the end of the year. I explain that questions are similar but ask them for mid-year to end of year reflection.

TABLES (embedded) Page